

Boot Camp #1 - Summary

Date: November 6, 2018

Accreditation Visit: April 29-May 1, 2019

Process

- DCI – Data Collection Instrument
 - Twelve standards looking at all aspects of medical school function and governance
- MSS – Medical School Self-Study
 - Medical school's assessment of whether we are meeting the standards
 - Continuous quality improvement
- ISA – Independent Student Assessment
 - Survey of all students in spring 2018
 - Data becomes part of DCI
- AFMC GQ – Graduate Questionnaire
 - Survey of all graduating students
 - Data becomes part of DCI

Standards

1. Mission, Planning, Organization, and Integrity
2. Leadership and Administration
3. Academic and Learning Environments
4. Faculty Preparation, Productivity, Participation, and Policies
5. Educational Resources and Infrastructure
6. Competencies, Curricular Objectives, and Curricular Design
7. Curricular Content
8. Curricular Management, Evaluation, and Enhancement
9. Teaching, Supervision, Assessment, and Student and Patient Safety
10. Medical Student Selection, Assignment, and Progress
11. Medical Student Academic Support, Career Advising, and Educational Records
12. Medical Student Health Services, Personal Counseling, and Financial Aid Services

Standards Categories	Standards	Satisfactory	Satisfactory with Monitoring	Unsatisfactory	Total
Administration	1, 2	10	0	1	11
Faculty & Environment	3, 4, 5	9	2	13	24
Curriculum	6, 7, 8, 9	5	2	29	36
Student Support	10, 11, 12	13	2	8	23
TOTAL		37	6	51	94

Strategic Plan (2016-21) – Refresh 2018

- **Mission:** To serve the health-care needs of the people of Manitoba and beyond, improving the health of populations and patient care through partnerships, leadership and innovation in medical education, research, clinical practice and community engagement.
- **Vision:** To educate and inspire medical professionals and scientists by cultivating social responsibility, lifelong learning and delivery of high-quality patient care; and to be a national and global leader in research excellence, knowledge translation and innovation.
- **Values:** Empathy, Integrity, Inter-professional Collaboration, Professionalism, Respecting Diversity, Social Responsibility

Strategic Plan - 5 Pillars

- Teaching Excellence and Relevance
 - to meet the health-care requirements of Manitobans.
- Innovation and Research
 - to advance scientific achievement, as well as develop and attract high-calibre researchers
- Social Accountability
 - to address the differing needs of various Manitoba communities
- Partnerships and Integration
 - to ensure that the work of the Max Rady College of Medicine is collaborative
- Workplace & Learning Environment
 - to provide a safe and equitable setting in which to foster respectful and productive relationships
- **INDIGENOUS RESPECT & ACHIEVEMENT**
 - underlies and is integrated into each of the five pillars.

Social Accountability – Pillar in Strategic Plan

- Governance
- **Admissions**
 - Student enrolment representative of community at large
 - Indigenous, rural, economically challenged background
- **Curricular Content**
 - Service Learning mandatory since 2016
 - Year 1 and 2 – 24 and 22 hours respectively
 - Students match with same community organization for the two years
 - 36 community organizations
- **Outreach**
 - Pipeline Programs – Office of Community Engagement
- Outcome

Indigenous Respect & Achievement (Within Each Pillar)

- **Ongomiizwin** – Indigenous Institute of Health and Healing (Since June 2, 2017)
 - Academic Affairs
 - Education
 - Research
 - Indigenous Health Integration
 - Indigenous Health Services – health programs, partnerships with indigenous leadership, community engagement, mentoring
- **UGME Longitudinal Course – Indigenous Health**
 - Spans all four years
 - Addressing anti-indigenous racism in healthcare

Equity, Diversity and Inclusion

- RFHS – Equity, Diversity and Inclusion Committee
- RFHS EDI Policy
 - https://umanitoba.ca/faculties/health_sciences/media/Equity-Diversity-and-Inclusion-policy-August-21-2018.pdf
 - Definitions of equity (fairness), diversity (unique), inclusion (welcomed)
 - Standardized approach for recruitment and retention of diverse faculty and senior leaderships across departments
- Diversity categories:
 - **WIDeR** (Women, Indigenous Peoples, Persons with Disabilities, Racialized Persons)
 - other historically under-represented and marginalized groups including LGBT2SQ+
- Bias Interrupters:
 - Awareness, motivation to change, strategy for replacing bias, build relations with people from groups unlike your own, follow structured processes and systems...
- Create a SMART (Specific, Measurable, Achievable, Realistic and Timely) EDI plan

Student Services

- UGME Student Support Team
 - Coordinate efforts, identify issues and patterns of services used by students
- **“NO WRONG DOOR”** approach for students to access services
 - **SS@BC** – University of Manitoba Student Affairs Office separate from academic program
 - Multidisciplinary service hub with single access entry point
 - **Expanded service** (2 full time counselors with extended hours, career consultant, confidential intake and triage specialist)
 - **Ongomiizwin – Education**
 - Elder support, mentor support, cultural teachings and events, 24 hours study centre
 - **UGME Student Affairs**
 - Individual support, advice, debriefing, coaching and referral
 - Student Affairs Curriculum: Career and Wellness Fairs, Financial Literacy, Career Advising and Development
- Other initiatives: CBT workshops
- Academic difficulty: Monitored (encouraged), Probationary (required)
 - Meet with Students Affairs and Director of Remediation

Learning Environment and Student Mistreatment

- **52%** of graduating students **experienced mistreatment** behaviours
- Pre-clerkship students are less aware of policy and of how to report
- Provincial Legislation:
 - Workplace Safety and Health Legislation
 - FIPPA/PHIA
 - Manitoba Human Rights Codes
 - Bill 15: The Sexual Violence Awareness and Prevention Act
- University Policies: (all available online)
 - Respectful Work and Learning Environment Policy
 - Sexual Assault Policy
 - College: Prevention of Learner Mistreatment Policy
 - WRHA: Respectful Workplace Policy
- Actions:
 - Learning environment assessments: Learners' concerns and Faculty concerns
 - Increasing awareness to learners about policy and reporting and about outcomes
 - Increasing awareness of reporting mechanisms including the **Speak-Up Button**

UGME Curricular Governance and Design

- Governance - establishing who and how curricular decisions are made and ensuring implementation
- **Curriculum Executive** is the **ONLY** decision making body about curriculum
 - Decisions on curriculum made from top-down or bottom-up approach
 - Subcommittees: Online Learning, Program Evaluation, **Curriculum Implementation, Pre-Clerkship Curriculum, Clerkship Curriculum**
- Each committee structured with Terms of Reference and broad membership including students
- Curriculum Renewal: spiraling & scaffolding curriculum, modules and longitudinal courses
 - More frequent assessment and feedback: each course have a midterm and final
 - Evolving and responsive to students' needs – two additional weeks of electives before CaRMs deadline

Brandon Longitudinal Integrated Clerkship (LInC)

- Distributed geographic site – Brandon Satellite Program
- Aims:
 - Continuous versus episodic care, primary versus hospital based care
 - Longitudinal exposure to preceptors and groups of patients
- Evidence supports benefits of LInC
- Structure:
 - Student in a rural family practitioner's practice for a day every two weeks
 - Mini-blocks for two weeks at a time
 - Exams are written after academic content has been covered but not all clinical exposure
 - Same evaluation with an extra ITER is done after two weeks in a discipline
 - Mini-CEXs done 16 times in family medicine environment
 - One student each 2017-18, 2018-19 with room for four students in Brandon

MMSA – Manitoba Medical Students' Association

- Promote interests and welfare of UGME students
 - interest groups, social events, professional development
- Student representation:
 - University Senate
 - College curricular governance committees
 - Doctors Manitoba
 - Canadian Federation of Medical Students
- Contribute to UGME Accreditation:
 - ISA
 - Steering Committee and Standard Subcommittees

UGME Policies – Awareness and Compliance

- Available on UGME Policies and Procedures website:
 - http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/policies.html
- Discussed:
 - [Accidental Exposure to Infectious and Environmental Hazards](#)
 - [Essential Skills and Abilities for Admissions Promotion Graduation](#)
 - [Student Attendance](#)
 - [Curricular Time Policy](#)
 - [Clerkship Duty Hours](#)
 - [Electives](#)
 - [Narrative Assessment Policy](#)
 - [MITER FITER ECP Policy and Procedures](#)
 - [Promotion and Failure Policy](#)
 - [Medical Student Performance Report \(MSPR\)](#)
 - [Remediation Policy](#)
 - [UGME Student Appeals](#)

RFHS Policies – Awareness and Compliance

- College Structure:
 - Academic Structure
 - College Council – act on academic matter – College Executive Council
 - Administrative Structure
 - Deanery and Administrative Staff
- Policies Discussed:
 - [Departments – Organization and Structure](#)
 - [Department Head Responsibilities regarding Faculty Members](#)
 - [Career Development Performance Feedback Policy](#)
 - [Univesity Conflict of Interest Policy](#)
 - [Gifts and Gratuities Offered to University Employees Policy](#)
 - [Interactions with Health-Related Industries Policy](#)
 - [Conflict of Interest in Student Academic Assessment or Advancement Policy](#)
 - [Accessibility Policy](#)
 - [Conscience-Based Exemptions Policy](#) – under review
 - [Supervision of Learners Engaged in Clinical Activities](#)
 - [Environmental Health and Safety](#)
 - [Emergency Management Program Policy](#)
 - [Immune Status Policy and Procedures](#)
 - [Medical Learners with Blood-borne Pathogens](#)

New Budget Model

- The Dean has **ultimate control** of the budget
- Previously - an Incremental Budget Model
- Now Driver-Based with greater transparency
- Impact of New Budget Model 2018-19 – surplus
 - 2019-2020 – hold harmless with no reduction in budget
- Planned or Implemental Student Investments:
 - Student Health Clinic
 - Emergency Bursary
 - Student Study Space
 - Research: BSc Med and Med Summer programs
 - Daycare

Educational Resources and Infrastructure

- In response to students' concerns:
 - All small classrooms on campus converted to after hours study space
 - Lockers offered to St. Boniface
 - Students have access to monthly spaces at HSC parkade
 - Expanded study space – November 2018
 - Food Services Expansion – February 2019
 - Student Lounge – dedicated for medical students in basement of Brodie – April 2019
 - Human Anatomy Lab – Summer 2019
 - Theatre A/B/C upgrade – Summer 2019, 2020, 2021
 - Health Clinic - January 2020
 - L300 Pathology classroom/study space – January 2020
 - Lecture Theatre Apotex – Summer 2020
 - Simulation Expansion – Summer 2021
 - Daycare – Summer 2025
 - Improvement to HSC WIFI – 100% coverage patient care areas by December 2018

Student Safety and Security – Improvements

- Campus hours have been reduced – increase security presence in Brodie Atrium
- CCTV upgrade – 60 additional security cameras inside and outside campus – December 2018
- Light survey and plan to address issues by March 2019
- U of M Security to participate on Winnipeg Police Department and HSC joint security planning meeting
- Security staffing increased to 3 per shift/Assistant Director Security full time at Bannatyne
- Expanded Safe Walk and new Safe Ride Services

THANK YOU!
