



# AFMC

The Association of Faculties of Medicine of Canada  
L'Association des facultés de médecine du Canada

## **Summary Report on the AFMC Distributed Medical Education Luncheon**

**Canadian Conference on Medical Education  
Saturday 3 May, 2008 -- 12:45 – 1:45  
Centre Sheraton Montréal, Salon B**

### **OBJECTIVE**

This working luncheon was held to provide an opportunity for an interactive discussion on the many aspects of distributed medical education - from learners and teachers in rural communities to developing regional campuses.

### **PROCESS**

Several weeks before the meeting Deans were asked to identify up to three individuals to represent their faculty of medicine at the working luncheon. To help guide their selection, Deans were informed of the meeting objective and potential topics of discussion.

All faculties of medicine were represented at the luncheon. Participants reflected a broad cross section of individuals within Canada's medical education system, including Deans and Associate Deans, regional campus Deans, teachers, administrators and researchers. The final participant list is included with this report.

The meeting was chaired by Dr. James Rourke, Dean, Faculty of Medicine, Memorial University of Newfoundland. Dr. Rourke led the group through the following meeting sections:

1. Welcome and "Setting the Stage"
2. Identify emerging issues and challenges
3. Identify priority actions and roles for AFMC
4. Wrap up / next steps

The majority of the session was spent on agenda items number two and three. For both of these sections, participants worked in small groups to discuss key issues and challenges in distributed medical education as well as priority actions and role(s) AFMC might play. Small group work was followed by open discussion among all participants to bring focus and build consensus.

Using an iterative process, all issues and challenges were first written down on sheets of paper by the small groups. These sheets were then posted on the meeting room walls. With all issues

and challenges posted, participants engaged in a “dot-mocracy” priority-setting exercise. Each participant was given several sticky dots and asked to apply the dots to the issues/challenges that they felt were most pressing. Finally, participants were asked to suggest actions that could be taken in light of the emerging issues and challenges.

## **KEY ISSUES AND CHALLENGES**

Following is a summary of issues and challenges identified by participants. The list is organized based on themes and issues that were flagged as most important by participants (i.e., those that received the most dots in the “dot-mocracy” exercise). While the list conveys a sense of relative importance attached to the various areas, it is important to note that participants felt strongly about all of the issues and challenges that surfaced during the discussion.

1. Capacity to Deliver DME
  - a. Recruitment and retention of clinical teachers
  - b. Access to ambulatory, clinic and hospital learning spaces
  - c. Financial and infrastructure resources, including housing, technology and remuneration
2. Faculty Development and Career Paths
  - a. Mentoring, development and remediation of faculty
  - b. Student choices and role modeling
  - c. Balance between educational and clinical duties
3. Cultural Change
  - a. Role of medical school in valuing and supporting faculty at a distance
  - b. Balancing autonomy and innovation with need for educational consistency and integration across the system
  - c. Community engagement; Linkage between academic health science centres (AHSC) and communities
4. Governance and Administration
  - a. Accreditation
  - b. Establishing and maintaining student supports
  - c. Communication across the system
5. Evidence, Evaluation and Outcomes
  - a. Inventory of models of DME and best practices
  - b. Assessment of impact of DME
  - c. Assessment of success in achieving expected outcomes
6. Working Group/Committee on DME

This item was identified as a priority by most participants and came out as the key recommendation during the discussion of priority actions and roles for AFMC.

## **PRIORITY ACTIONS AND ROLES FOR AFMC**

Meeting participants were asked to suggest actions that could be taken in response to the issues and challenges that surfaced during the course of discussion. Action plan discussions were initially carried out in small groups. All participants reconvened and reports were given by each small group.

Participants were virtually unanimous in calling for the establishment of a forum in which to carry on the dialogue around distributed medical education, ranging from the unique needs and opportunities for small rural communities to larger distributed campuses. Options for this forum included a committee or less formal structures, such as a working group or special interest group.

It was suggested that the forum must be a value-added initiative and produce action. It was also suggested that the forum should be broadly representative, including educators, funders and others involved in DME. The following topics were suggested as priority areas for the DME forum:

- Career paths and recruitment
- Explore faculty appointment processes
- Faculty development requirements
- Definition of capacity issues
- Development of evaluation tools
- Setting up a web portal
- Lobbying/Advocacy – who to lobby (eg. government) and for what (eg, payment plan)
- Set out best practices, guidelines, structures, etc.
- Share experiences and information to avoid repeating problems
- Ongoing review of emerging challenges
- How to facilitate sharing of expertise and tools
- Financing

## **MEETING PARTICIPANTS**

### **AFMC DME Working Luncheon Participant List - May 3, 2008**

<b>Last Name</b>	<b>First Name</b>	<b>Faculty</b>
Busing	Nick	AFMC
Maskill	Sue	AFMC
Slade	Steve	AFMC
Spench Wach	Susan	Dalhousie University
Blake	Kim	Dalhousie University
Smith	Preston	Dalhousie University
Lemieux	Carole	McGill University
Pickering	Joyce	McGill University
Rousseau	Helene	McGill University
Morris	Cathy	McMaster University
Lohfeld	Lynne	McMaster University
Stobbe	Karl	McMaster University
Curran	Vernon	Memorial University of Newfoundland

**AFMC DME Working Luncheon Participant List - May 3, 2008 (continued)**

<b>Last Name</b>	<b>First Name</b>	<b>Faculty</b>
Duggan	Norah	Memorial University of Newfoundland
Miller	Robert	Memorial University of Newfoundland
Lanphear	Joel	Northern Ontario School of Medicine
McCready	William	Northern Ontario School of Medicine
Strasser	Roger	Northern Ontario School of Medicine
Topps	Maureen	Northern Ontario School of Medicine
Dagnone	Gene	Queen's University
Hitchins	Cathy	Queen's University
Sanfilippo	Tony	Queen's University
Gagné	Pierre	Université de Montréal
Gareau	Raynald	Université de Montréal
Houle	Patrick	Université de Montréal
Gaudreault	Mauril	Université de Sherbrooke
Girardin	Colette	Université de Sherbrooke
Lamarche	Sylvie	Université de Sherbrooke
Durand	Pierre	Université Laval
Brenneis	Fraser	University of Alberta
de Gara	Chris	University of Alberta
Konkin	Jill	University of Alberta
Sivertz	Kristin	University of British Columbia
Bates	Joanna	University of British Columbia
Lockyer	Jocelyn	University of Calgary
Wright	Bruce	University of Calgary
Feasby	Thomas	University of Calgary
Martin	Bruce	University of Manitoba
Ripstein	Ira	University of Manitoba
Hirsh	Mike	University of Ottawa
Moineau	Genevieve	University of Ottawa
Sutton	Vanessa	University of Ottawa
Albritton	William	University of Saskatchewan
Bourner	Rae	University of Saskatchewan
Miller	Denise	University of Saskatchewan
Brown	Adrian	University of Toronto
Coates	Pam	University of Toronto
Whittaker	MaryKay	University of Toronto
Lacroix	Tom	University of Western Ontario
Sikator	Charlotte	University of Western Ontario
Rebel	Maggie	University of Western Ontario
Scott	Tom	University of Western Ontario