

**FMEC Project Regional Consultations with Undergraduate Deans
Ontario Medical Schools
(NOSM, Schulich, University of Toronto, McMaster, Queens, University of Ottawa)
October 16, 2008**

The meeting was attended by all of the Ontario based undergraduate medical education deans. In addition, staff from COU participated in the meeting.

Following a presentation of the project work to date, the group identified a number of issues that they wished to highlight:

- It was stated that the issue of “prevention” needs to have primacy in the discussions;
- The possibility of removing departments from traditional medical school structure was found to be intriguing. It was pointed out that NOSM does not have a departmental structure;
- Several undergraduate deans felt there needs to be increased flexibility in learning with less status quo curriculum;
- The model of delivery of care and the culture of practice are major influences on medical education. This includes such influences as that from the pharmaceutical industry;
- Role modeling by teachers is critical;
- There should be a focus on professionalism and patient centered care. It was pointed out that this is difficult to teach but the culture and environment need to be changed in order to model professionalism;
- It is important that faculties buy into a change of culture; ways to do this were discussed.
- There should be rewards for doctors who help to influence a change in culture;
- The solution to the cultural problem is not at hand; there is inadequate research as to the issue and how to address it;
- Medical education is not adequately recognized and suffers because of this;
- In some institutions the medical educators feel ghettoized; there is a need to promote more tolerance and cross discipline fertilization; hospitals are beginning to address this through a code of conduct;
- The best international programs have committed faculty, many mentors, and strong university support.

Summary

There was then a discussion with regard to the scope of changes; if they are to be radical, resources will be needed. There was an open ended discussion as to how to bring about change. It was noted that the postgraduate and undergraduate changes, should there be any, should be developed together. It was felt that two important levers to change are;

- 1) Accreditation
- 2) Competition between schools demonstrating exemplary performances

The meeting ended noting that there continue to be barriers to change. These will have to be addressed in order to move forward.