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Rationale for a New School of Medicine

**PROBLEM TO ADDRESS**

1. Large **shortage of primary care physicians** across Ontario and Canada, many Canadians lack access to family physicians

2. **Uncoordinated health care** diminishing patient’s experience

3. **Health care is fragmented** across places of delivery, undermining prevention, wellness, and continuity

4. Physician population lacks **diversity and experience in the communities** they serve

**IMPLICATIONS FOR YORK UNIVERSITY SCHOOL OF MEDICINE**

1. Focus on **primary care physicians**, with admissions, curricula, residencies, and support systems that train, place, retain, and facilitate practice and continued learning for primary care physicians

2. Train in **inter-professional teams in person-oriented approaches**, facilitated by having School of Medicine in same Faculty as other health professions

3. Build **network of clinical providers** across communities, with **population health approaches** including **social determinants of health** and **continuity of clinical exposures**

4. **Pathways programs** to develop, admit, and support students from **Indigenous, Black, Disabled, and economically marginalized populations**
York University School of Medicine (YUSOM) – Quick Facts

- Opening Targeted for Summer 2028
- Three-year MD program
- Focused on community-based learning
- 80 undergraduate learners/year -- **240 at steady state**
- 102 postgraduate learners/year -- **293 at steady state**
- Prioritizing primary care specialties -- family medicine, psychiatry, pediatrics, general internal medicine, obstetrics/gynecology, surgery

The Provincial government announced its approval in the budget as “financial decision” for York University to create an innovative new medical school that will positively impact both medical education and the design of patient care in Ontario.
Our Vision

York’s **School of Medicine** will **prepare the next generation of talented frontline primary care doctors** — who represent the diversity of the communities in which they live — to not only thrive in a new, interprofessional, team-based health care environment but to continue to adapt to evolving patient, community and health system needs.
What makes York University’s School of Medicine different? With our partners, we are...

Developing a new kind of medical school that builds modern primary healthcare systems to strengthen community health, creating an Integrated Community-based Learning Network with providers across our service area and focusing on what health and wellness means in peoples’ lives.

Transforming medical education so students and residents are trained the way we want them to practice – through community-based, inter-professional teams, applying social determinants of health, and organizing training around patient-centered care that supports patients across settings, using longitudinal integrated clinical learning experience and continuous mentoring.

Focusing on improving the health of individuals and the communities we serve through evidence-based approaches, using digital technology, AI, and learning systems along with our network of partners.
A Commitment to Addressing Health Needs of Communities and Patients in our Service Area

Richmond Hill
Southlake Regional Health Centre
Markham
Stouffville Hospital
Royal Victoria Regional Health Centre
Waypoint Center for Mental Health Care
Cortellucci Hospital
The Longitudinal Integrated Clinical Learning Experience:
A clinical education structure in which medical students participate in comprehensive care of patients and populations in continuing learning relationships over time and across disciplines and venues.

Rationale for Longitudinal Integrated Clinical Learning Experience (LICLE)

Workforce: Enhance recruitment for primary care in under-served areas

Health systems & public health: Promote continuity and integration of services in communities

Scientific & Pedagogical: Translate learning sciences into clinical education models

Worley P and The CLIC Research Collaborative. 2016. A typology of longitudinal integrated clerkships. Med Educ. 50(9):922–932.
YUSOM Planning
Parallel Tracks of Approvals

**ESTABLISH THE SCHOOL OF MEDICINE AS AN ACADEMIC UNIT AT YORK UNIVERSITY**

To establish a new academic unit at York University, both Senate and the Board of Governors must approve.

Once established, a new academic unit can be home to degree programs.

This process will take place in 2 parts:
- Approval in principle (Dec 2024 / Jan 2025)
- Approval (Spring 2025)

**APPROVAL OF DEGREE PROGRAMS THROUGH YUQAP PROCEDURES**

Degree programs are approved through the University Senate, and then externally by the Ontario Universities Council on Quality Assurance.

Degree programs must be anchored in an existing academic unit.

**NATIONAL ACCREDITATION OF THE MEDICAL SCHOOL**

Accreditation must be secured through Committee on Accreditation of Canadian Medical Schools (CACMS)

A step-wise and continuous process with external accreditors and required before students can be admitted

Must have established academic unit and approval of degree program
What Does Approval in Principle Mean?

**Senate Perspective**
- Senators would be voting “for” planning on the School of Medicine to go forward without being bound to a final decision
- The proposal concerns establishing an academic unit; the academic program approval done separately

**Key Considerations**
- Is the proposal consistent with the University Academic Plan and needs of students and York University’s vision for access?
- Does the proposal align with best practice for its vision, governance and organization, curricular design, and approaches to research and health services?
- Does the proposal align with the University’s and relevant Faculty’s interests? In inter-professional practice? Interdisciplinary research? Impact on community health and wellness? Addressing social justice?
- Are there adequate resources committed by the Government or available from other sources to deliver on our vision for high quality of academic programming?
- What are the implications for other academic activities of the University?
School of Medicine Planning Structures

Boards of Governors Approvals
- Capital Project Management
- Communications
- Government Relations
- Fundraising

Dean of Record, School of Medicine
- Community Relations & Accountability
- Integrated Community-Based Learning Network

President
- Steering Committee
  - CACMS Accreditation
    - MD Program Development Steering Committee
    - Administration (1-2)
    - Faculty & Environment (3-5)
    - Student Support (10-12)
    - Curriculum (6-9)

Board of Governors
- Senate Approvals
  - Provost
  - APRC
  - ASCP

Steering Committee
- School of Medicine Planning Group
  - AD HOC SOM Oversight Group (AoG)
  - Relevant Faculty Council Approval

York University
APPRC Ad Hoc Oversight Group for the School of Medicine

Membership
Lisa Farley, APPRC member, Faculty of Education (Chair)
Shanker Trivedi, APPRC member, Schulich School of Business
Joshua Thienpont, ASCP member, Faculty of Environmental and Urban Change
David Peters, Interim Provost and Vice-President Academic, Institutional Lead School of Medicine Planning
Rui Wang, Dean, Faculty of Science
James Elder, Director, Centre for Artificial Intelligence and Society, Lassonde School of Engineering and Faculty of Health
Margaret Steele, MD, External Medical Advisor
Fadzha Abam, undergraduate student
Julianna Kowlessar, graduate student

Cheryl Underhill, Secretary
# School of Medicine Planning Group

| Name                        | Title                                                                                                                                 |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Ali Sadeghi-Naini           | Associate Professor and York Research Chair, Lassonde School of Engineering                                                          |
| Alison Macpherson           | Professor, School of Kinesiology and Health Science                                                                                   |
| Andrew Ernest Brankley      | Assistant Professor, Psychology, Faculty of Health                                                                                     |
| Catriona Buick              | Assistant Professor, School of Nursing                                                                                               |
| Chris Ardern                | Interim Dean, Faculty of Health, Associate Professor School of Kinesiology and Health Science                                          |
| Chris Perry                 | Director and Professor, Muscle Health Research Centre, School of Kinesiology and Health Science                                         |
| Claire Mallette             | Director and Associate Professor, School of Nursing                                                                                     |
| David Peters                | Interim Provost, Dean of Record and Institutional Lead, School of Medicine, Professor, Faculty of Health                                 |
| John D Eastwood             | Associate Professor and Associate Chair, Department of Psychology                                                                       |
| Joseph Mapa                 | Executive Director and Adjunct Professor, Health Industry Management Program, Schulich School of Business                                 |
| Karin Page-Cutrara          | Vice Dean, Learning, Teaching & Academic Programs, Faculty of Health; Associate Professor, Teaching Stream, School of Nursing         |
| Leeat Granek                | Professor, School of Health Policy and Management and Department of Psychology                                                          |
| Mazen J Hamadeh             | Associate Dean of Students, Faculty of Health, Associate Professor, School of Kinesiology and Health Science                             |
| Nancy Sangiuliano           | Associate Professor, School of Nursing                                                                                               |
| Parissa Safai               | Chair and Professor, School of Kinesiology and Health Science                                                                          |
| Peter Tsasis                | Associate Professor, School of Health Policy and Management, Faculty of Health, and School of Administrative Studies, Liberal Arts & Professional Studies |
| Rob Tsushima                | Chair and Associate Professor, Biology, Faculty of Science                                                                             |
| Ruth Green                  | Associate Professor, Director, School of Social Work, Faculty of Liberal Arts & Professional Studies                                    |
| Ruth Robbio                 | Assistant Professor, School of Nursing                                                                                               |
| Tara Haas                   | Associate Professor, Kinesiology and Health Science                                                                                    |
| Tarra Penney                | Associate Professor, School of Global Health                                                                                           |
Pathway for Senate Approval in Principle of the School of Medicine as a New Academic Unit at York University

Consultation with President and Vice Presidents, Deans, SOM Steering Committee, across Faculty Councils, APPRC Planning Forum, and with other interested parties

Consultations can include Faculty Councils, Departments/Schools, ORUs, others who express interest. For past examples, please see: School of Medicine Resources - https://www.yorku.ca/medicine/py-community-area/resources/
School of Medicine
Organizational Options
Organizational Options for the York University School of Medicine

Option A. Stand Alone Faculty of Medicine

Option B. School of Medicine Within the Faculty of Health
### Organizational Structures of Schools of Medicine in Canada

| School of Medicine               | Name of Faculty                                | Integrated Faculty with Multiple Schools | Faculty Includes School of Nursing |
|----------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------------|
| Dalhousie University             | Faculty of Health                              | Yes                                     | Yes                               |
| McGill University                | Faculty of Medicine and Health Sciences         | Yes                                     | Yes                               |
| McMaster University              | Faculty of Health Sciences                      | Yes                                     | Yes                               |
| Memorial University of Newfoundland | Faculty of Medicine                        | No                                      | No                                |
| Northern Ontario School of Medicine | School of Medicine                     | Stand-alone medical university          | Not applicable                    |
| Queen’s University               | Faculty of Health Sciences                      | Yes                                     | Yes                               |
| Université de Montréal           | Faculty of Medicine                            | Yes                                     | Yes                               |
| Université de Sherbrooke         | Faculty of Medicine and Health Sciences         | Yes                                     | Yes                               |
| Université Laval                 | Faculty of Medicine                            | Yes                                     | Yes                               |
| University of Alberta            | Faculty of Medicine & Dentistry                 | Yes                                     | No                                |
| University of British Columbia   | Faculty of Medicine                            | Yes                                     | Yes                               |
| University of Calgary            | Cumming School of Medicine                      | No                                      | No                                |
| University of Manitoba           | Rady Faculty of Health Sciences                 | Yes                                     | Yes                               |
| University of Ottawa             | Faculty of Medicine                            | No                                      | No                                |
| University of Saskatchewan       | Health Sciences Division                       | Yes                                     | Yes                               |
| University of Toronto            | Temerty Faculty of Medicine                    | No                                      | No                                |
| University of Western Ontario    | Schulich School of Medicine & Dentistry        | Yes                                     | No                                |

Three-quarters of medical schools integrate health schools within one Faculty, including recent integration changes in Alberta, Manitoba, McGill, Saskatchewan.
Develop a budget with as many efficiencies as possible which supports the idea of an integrated Faculty of Medicine and Health Sciences with shared services.

The curriculum should be unique and leading edge focusing on generalism, a new model of interprofessional education, and community engagement.

Develop a comprehensive strategy to engage clinical faculty and to provide robust faculty development - a select team of educators should be developed for the undergraduate medical education program.

Establish a compensation model that makes sense for physicians.

Don’t underestimate the importance of building good, early relationships with internal York Faculties, Hospitals and other health care organizations.
Discussion
How can we think about investing in a new School of Medicine when York is facing unprecedented financial pressures, and we are asked to cut back?
Medical School Financing
Will it drain resources away from other Faculties?

Planning costs
• $9 million planning grant from **Government of Ontario**

Operating costs ~ $100 million per year at steady state
• **New sources of revenue – Ministry of Health** to fund clinician faculty and resident salaries, and academic costs
• Ministry of Colleges and Universities provide **additional grant funding** for medical students (**outside SMA corridor**)
• Community partners additional costs for hosting learners – Funding from Ministry of Health
• Mission-critical programs (student pathways programs, interprofessional teams) – Ministry of Health and philanthropy

Research funding – new revenue from multiple sources
• Additional research from Tri-Council and non-federal sources with expanded research program
• Indirect cost revenue shared across University (and increased Canada Research Chairs)

Start-up costs – From Ministry of Health
• Training of community physicians, development of information & communication systems

Capital costs
• Improving community sites to be ready for learning - Ministry of Health
• Medical School building – From philanthropy, University, and governments (City of Vaughan donated land valued at $20 million)

**YUSOM is a funded expansion from additional sources of funding**
Questions for discussion

1. Do you have any questions or suggestions about the proposed plans for the Approval in Principle?

2. Do you have any questions or suggestions about the proposed organizational arrangements for a School of Medicine within a Faculty of Health?

3. Any other questions, suggestions or concerns?
How can you get involved?

1. Stay informed – check SOM webpage https://www.yorku.ca/medicine/
   • Upcoming town halls and consultations

2. Join committees
   • Accreditation, design committees
   • Respond to committee interviews and/or surveys

A first-of-a-kind School of Medicine
York University believes that a bold new School of Medicine with a transformational community-based, patient-centred curriculum, informed by emerging technologies and inter-professional delivery of primary health care will help right the future.