

York University Community Consultation: Vaughan Healthcare Centre Precinct & School of Medicine

Breakout Session Notes

March 2022



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1.0 Event Information

A community consultation on opportunities through the Vaughan Healthcare Centre Precinct and a possible School of Medicine was held with the York University community on Monday, March 14, 2022 from 2 - 3:30 p.m. Fulltime faculty, contract instructors, and fulltime staff members were invited to participate in a presentation and discussion.

Quick Facts:

- Faculties present included Education, Environmental & Urban Change, Glendon, Health, Liberal Arts & Professional Studies, Lassonde School of Engineering, Osgoode Law School, Science and Schulich School of Business.
- This was a multidisciplinary discussion - notable was participation from Philosophy, Humanities, and Social Science.
- There were high levels of participation from the Faculty of Health including participants from Nursing, Kinesiology & Health Science, Health Policy and Management, and Global Health.
- Administrative offices in attendance included many student services, Advancement, Communications, Facilities, Office of Institutional Planning and Analysis (OIPA), Teaching Commons, Vice President Finance and Administration (VPFA), Vice-President Research & Innovation (VPRI), and York International.
- Representatives from the many different York University employee groups were present including faculty, contract instructors, and full and part-time staff.
- 296 participants registered in advance for the event; 192 participants logged onto the virtual event at some point; 174 participants participated for 20 minutes or more; 100 participants participated for 60 minutes or more.

President Lenton, Provost and VP Academic Lisa Philipps, and VP Research & Innovation Amir Asif offered a welcome and introductory presentation.

2.0 Breakout Session Discussion

Breakout Discussion sessions were structured around three questions:

1. What research, educational, community, partnership or other collaborative activities would you like to see York engage in at the Vaughan Healthcare Centre Precinct, with or without a School of Medicine?
2. Regarding the School of Medicine conceptual proposal, what resonates with you, and what seems missing or underdeveloped? What would you like to contribute to the proposal and to the School of Medicine?
3. What opportunities and challenges should the senior administration keep in mind in exploring the potential for the precinct and a School of Medicine?

Notes were received from 16 notetakers who attended sessions which included faculty and staff participants. A synopsis is provided below and original submissions will be kept on file for future reference.

General Comments

Many groups expressed what an exciting opportunity the precinct and School of Medicine present for York, for research, for community engagement, and for the future of training for medical and other health professionals. A common theme across groups was the need to build on York's distinctive strengths and adhere firmly to York's values around access, equity and interdisciplinarity.

There is a need to further clarify and/or elaborate on the combined and distinct opportunities that the precinct and School of Medicine offer York, our partners, and the general population. A deepened understanding of these options will advance internal conversations around possible programming, research and community engagement.

Eight groups noted the opportunity to develop accelerated programming for internationally trained health care professionals. This topic aligns with the principles of access, culturally appropriate care, different ways of knowing, and community integrated care that are key to York's proposal.

Many groups supported the notion of an alternative approach to health care training focussed on human-to-human connection, indigeneity, anti-racism (with a particular focus on anti-Black racism), anti-oppression, trauma responsive practices, and more. Participants noted the strength of a model based on prevention, rehabilitation, data-driven outcomes, the social determinants of health, integrated care models, community health, and compassionate care.

The question of resourcing the precinct and School of Medicine was raised from several perspectives including impact on existing programming, the need to ensure strong government funding for all stages of a student's journey to becoming a professional, and the need to recruit medical faculty while ensuring we retain excellent scholars in other areas.

Question 1

What research, educational, community, partnership or other collaborative activities would you like to see York engage in at the VHCP, with or without a School of Medicine?

- › There is an opportunity to develop the perfect blend of human-to-human and advanced digital medicine, enabling medical training and practice that drives the provision of high-quality care wherever it is needed in diverse communities. This can be achieved through integrated, interprofessional training.
- › The Vaughan Healthcare Centre Precinct offers the chance to considerably expand placement options for Nursing, Education and other programs.
- › The University should foster a balanced array of partnerships with industry, community organizations, and others at the Vaughan precinct.
- › There is an opportunity to develop sophisticated demographic reporting on health care outcomes which can be used in turn to develop policy and impact health care delivery for different sectors of the population.
- › The training of allied health professions in multi- and trans-disciplinary methods will be important. There are opportunities for those often trained in isolation to learn together and by extension, foster collegiality between practicing healthcare professionals.
- › Activities embracing Indigenous perspectives on health and healing and addressing the Truth and Reconciliation commission are a priority.
- › Health care engineering was raised in several discussions around the delivery / implementation of health care services and diagnostics and the patient journey / experience of the health system.
- › eHealth is an area of emphasis that needs to be further explored and connects to questions of access, gender, age and equity.
- › Geriatric medicine and services are key. This is a growing area of research and practice and there is a need to train professionals around how to engage compassionately and understanding these patients' particular needs.
- › Activities must integrate the arts, humanities (medical humanities), and social sciences into programming from the beginning.
- › There is an opportunity to lead in the connections between tertiary mental health care and community-based mental health looking well beyond the hospital setting.
- › Fitness, athletic therapy, and epidemiology are areas where York has strength and where we can build integrated programming.

Question 2

Regarding the School of Medicine conceptual proposal, what resonates with you, and what seems missing or underdeveloped? What would you like to contribute to the proposal and to the School of Medicine?

Proposal Strengths

- › Foci including prevention and health promotion, community integrated learning and care models, and the opportunity to train and retrain within a socially responsive curriculum are strengths.
- › Family medicine at the centre of the proposal was welcome.
- › In addition to Vaughan and York Region, there are spill-over effects in other regions and opportunities to work with underserved groups like indigenous, francophone and seasonal migrant communities, which builds on our strengths in global health.

Research

- › Research partnerships should be developed from the onset of the plan, focused on bringing together researchers from Keele, Markham, Glendon and clinical staff from the Vaughan Healthcare Centre Precinct on current/ongoing or new projects.
- › Further emphasis on the social determinants of health and opportunities for additional knowledges to be developed in areas such as food insecurity, social work services, and more could help distinguish York's proposal.
- › Additional detail on knowledge mobilization and translation, along with community co-creation of research would be an asset.

Students and Recruitment

- › We must emphasize increased/new state of the art facilities and infrastructure for our students that real hands-on learning opportunities, expanding not only within the School of Medicine but also within the School of Nursing.
- › State of the art simulation suites that bring together the whole clinical and care team to support student learning in a real-life situation will best support programming.
- › Placements for students in a variety of community partner settings will enhance the overall learning experience and provide experience in a variety of health delivery settings.
- › There is a need to focus on the quality of the student experience which is overlooked in some medical training programs. This should include consideration of modes of assessment and format for exams.

Programming

- › There is an opportunity to engage healthcare engineering, research on anti-microbial resistance, humanities, arts and many more York strengths in further developing the proposal. The notion of social medicine should be integrated from the beginning.
- › Are there opportunities for providing condensed programming for Internationally trained professionals or current related professionals (e.g. paramedics) who are looking for medical certification?

- › How can we create pathways for graduates to their desired professions so that we can retain the talent we train in Ontario and in Canada?
- › Are there ways to leverage our language, design, and other programs to support uniquely trained healthcare professionals?
- › Are there existing programs we should be looking to prepare for future involvement now and until the precinct and School come to fruition?
- › Missing from the proposal is the need for more holistic admission practices. Don't just rely on hard criteria as determined by MCAT and similar exams, but consider [MMI](#) (multiple mini interviews) to determine qualities like empathy or how students respond to a variety of situations.

Models to Inform York's School of Medicine

- › [Community-Campus Partnerships for Health](#) could be a great model for what York is trying to achieve.
- › Australia and [Monash University](#) is a very advanced model of medical education.
- › [University of Alberta](#)
- › [McMaster](#) Internship example.

Question 3

What opportunities and challenges should the senior administration keep in mind in exploring the potential for the Vaughan Healthcare Centre Precinct and a School of Medicine?

Challenges

- › There is concern over ensuring the project(s) are resourced and continuously supported by external revenues from provincial government, federal funding agencies, industry sponsorship, and other sources in ways that do not interrupt Keele, Glendon and Markham-based activities.
- › Effective coordination of partnerships to best support program delivery, research, and other activities requires careful planning and adequate resourcing.
- › In imagining any work on eHealth, we must be cognizant of economic inequities that impact access.
- › It is one thing to train a different type of professional and it is another for that skilled person to find themselves welcome within their new profession. How are we going to ensure that the healthcare system is welcoming for our graduates?
- › There is a strong desire to build a medical school that does not replicate traditional hierarchies – race, gender, discipline, rank, etc. We want to create healthcare spaces that remove colonial understandings of structure and offer more welcoming spaces. How can we ensure we create something very different given the need to appeal to the structures in place?
- › How will we address the crisis in residency placements?

Opportunities

- › High school students are required to accumulate volunteer hours. How can we engage students this early on in their academic careers and offer pathways to medical school for those who might not have imagined the possibility?
- › How can we best leverage our multiple locations (downtown, Glendon, Keele, Markham) and points of entry to York programs for students to ensure the health of our offerings and improve the student experience? How can multiple campuses and locations contribute to research intensification? How do we look at existing and future space options in new ways?
- › What can we offer community partners to support their engagement in placement and internship activities?
- › Ontario's electronic healthcare records are still not accessible, so there are opportunities for the University to use some of our expertise in Lassonde to help lead the way in this area.
- › The potential to recruit high level/leading expertise from the biomedical field will have a beneficial impact for York in terms of recruitment, grant applications, new funding, and for the future of research experts related to this field.
- › With a new location and new programming we have the opportunity to create a sense of community – nested professional education.