

MD Program Logic Model - v6

PURPOSE: To understand students, staff, and community partner experiences within the MD Program to ensure continued accreditation while identifying future educational and program improvements around recruitment, curriculum, objectives, delivery mechanisms, faculty development, and learning and work environments.

MD PROGRAM VISION: With communities, inspired through learning, serving society

MD PROGRAM MISSION: Develop diverse, competent and compassionate physician leaders to serve the health needs of Alberta, Northern communities and Canada through adaptive innovation and social accountability.

MD PROGRAM STRATEGIC PRIORITIES: People Come First | Generalism + Adaptive Practice | Social Accountability | Health Promoting Work + Learning Environment | Responsive Curriculum | Educational Technology

MD PROGRAM VALUES: Well-being | Compassion | Cultural Safety | Diverse Perspectives | Health Equity | Growth

Inputs	Activities LEGEND: Students Faculty MD Program NAMP Specific <i>This is a representative list of MD Program activities and not meant to be comprehensive.</i>	Outcomes			Outputs
		Short-Term (UME) <i>(0-4 years)</i>	Mid-Term (Graduation) <i>(4 years)</i>	Long-Term (Residency & Practice) <i>(4+ years)</i>	<i>Examples of possible outputs to demonstrate how outcomes are achieved.</i>
Personnel - Students - Department staff <i>(e.g., coordinators, administrators)</i> - Guest speakers - Patient partners - Community members / mentors - MD Program staff - Faculty <i>(academic & clinical)</i> Materials - Educational technology <i>(e.g., Cally, Slate, Google, UpToDate, ConnectCare)</i> - Data sources - Educational Resources <i>(e.g. simulation equipment, anatomy lab resources, etc.)</i> Organizational Supports - Health Authorities <i>(e.g., AHS, Covenant)</i> - Financial supports <i>(MD Program, government, faculty)</i> - Policies & procedures <i>(e.g., MD,</i>	ADMISSIONS The process, procedures, policies, and decisions involved in recruiting and admitting students into the MD Program who reflect the Alberta population Recruit local Focus recruitment in areas from underserved communities Focus recruitment on historically underrepresented populations in medicine NAMP Specific: Focus recruitment from rural communities Pipeline program promotion Communication / recruitment activities <i>(e.g., BMSA Black Health Fair, rural region NAMP roadshow)</i> GENERALISM Provide students with education and experiences that emphasize comprehensive, whole-person care, taking into consideration the environment and context Participate in learning experiences that are focused on generalism Early exposure to clinical experiences in preclerkship through LCE Opportunities to participate in rural and regional training <i>(e.g. PNME & ICC)</i> Generalist physicians participate in teaching and coordinating content Emphasize how curriculum content and delivery promote generalism <i>(e.g., ICR, DL, SDL, longitudinal themes)</i> SOCIAL ACCOUNTABILITY The MD Program SA mandate is fulfilled through educational experiences based on the priority health concerns of the populations we have a responsibility to serve, including, but not limited to rural/regional, Black, and Indigenous communities, that leads to equitable access, transparency, and healthcare. Engage in a variety of experiences that exemplify and teach students how to become socially accountable practitioners <i>(e.g., lectures, electives, communities of practice, etc.)</i> Participate in SiS with local agencies Experience rural family medicine <i>(min: 4-weeks)</i> NAMP Specific: Experience rural family medicine in expanded LIC model <i>(rural, regional, hybrid)</i> Throughout the curriculum, faculty share examples of community partnership and co-created models of care. There are clear objectives and assessment activities related to social accountability.	LEARNERS - Medical students demonstrate the unique social, geographical, and system factors that influence health care delivery in both rural and regional communities and urban settings - Medical students articulate the core principles of social accountability and their application to physician responsibilities. - Medical students exhibit proficiency in managing diagnostic uncertainty in patients presenting with undifferentiated symptoms - Medical students meet the objectives of the MD Program - Medical students engage with and adapt to diverse environments, roles and health systems - Medical students begin to integrate the core professional responsibilities and ethical obligations of a physician into their daily practice and decision-making processes - Medical students report high levels of personal wellbeing during the MD Program. FACULTY / INSTRUCTORS - Faculty have access to teacher supports that promote teaching adaptability during delivery of programming to	LEARNERS - Graduates demonstrate the foundational professional competencies required for medical practice <i>(i.e., MD Program graduation competencies and national criteria for licensure - MCC)</i> - Graduates of the MD Program match into generalist residency programs in rural and regional, as well as urban settings - Graduates are prepared to meet the health needs of Albertans, including traditionally underserved communities FACULTY / INSTRUCTORS - Faculty are engaged and committed to educating medical students to meet the health needs of Albertans PROGRAMMATIC - The MD Program maintains high student satisfaction ratings - The MD Program maintains high faculty satisfaction ratings - The MD Program achieves defined targets for faculty & student representation from designated priority groups <i>(e.g., rural background, Indigenous identity)</i> that align with Alberta’s	- Access to generalist physicians in regions identified as having physician shortages <i>(rural and urban communities)</i> and health disparities within Alberta is improving - Alignment between the specialties of graduates and the priority health needs of Albertans, including service to rural, Indigenous, Black, and other traditionally marginalized communities - Graduates of the MD Program are inspired & prepared to give back and become faculty / instructors who train future medical student cohorts - Graduates continue to progress and contribute to the health education and healthcare system through participation in provincial, national, and/or global leadership positions - Graduates demonstrate the ability to develop reciprocal relationships with the communities that they serve, advocate for jointly identified priority health concerns, and evaluate the impact of interventions designed to	# of applicants, interviews, and offers # of generalist instructors teaching # of lectures in preclerkship delivered by NAMP instructors # of students who elect to take 8-weeks of rural family medicine in Year 3 # and type of clinical training opportunities with SA populations - Locations of educational experiences # of community engagement events to attract new instructors / clinical sites # of students who match into a generalist specialty during CaRMS % of students who

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<i>FoMD, UofA)</i> - Strategic plans (e.g., <i>MD, FoMD, WIHP, UofA</i>) - FoMD Partners (e.g. WIHP, OAW, ORRH, Professionalism Office, Faculty Development Office, etc.) - UofA, FoMD, and MD Program Committees Space - Physical spaces for teaching and learning (e.g., <i>labs, classrooms at UofA & NWP/HEC</i>) - Physical spaces for wellbeing (e.g., <i>lockers, lounges, libraries at UA & NWP/HEC</i>) - Clinical teaching facilities (e.g., <i>AHS, Covenant, community clinics, call rooms</i>)	CURRICULUM Organized plan of student learning that outlines the objectives, goals, methods, and assessments	students PROGRAMMATIC - The MD Program achieves defined targets for student representation from designated priority groups (e.g., rural background, Indigenous identity) that align with Alberta’s demographics - The MD Program consistently achieves its defined targets for admitting students from designated priority pathways - The MD Program fosters a learning and work environment that centres student, faculty, and staff wellbeing	demographics - A network of community and patient partnerships that enhance student and faculty experiences - Development of physician relationships (urban, rural, and regional) that contribute to the overall MD Program mission and vision.	improve health Maintain physician relationships that contribute to the overall MD Program mission and vision	identify as rural, Indigenous, Black, disabled, LGBTQ2S+ # of graduates practicing in underserved communities # of Albertans with a primary care physician
	- Participate in a variety of learning modalities (e.g., <i>DL, TBL, ICR, lecture, lab, small group, electives, clinical skills, clinical procedures</i>) - Completion of assessments - students and faculty - Create and deliver curricular content that develops medical and non-medical expert competencies, including self-directed learning skills - Develop assessments - program and faculty - Review and implement changes to meet evolving profession standards (MCC objectives) - Create opportunities for early exposure to clinical activities (e.g., <i>shadowing opportunities, preclinical and clinical</i>)				
	LEARNING ENVIRONMENT The multifaceted locations where learning occurs, including the physical, social, and psychological aspects				
	- Promote and encourage ethical, safe, and inclusive learning environments, including clear expectations for both teachers and students - Provide students with formal and informal mentorship opportunities that promote professional and ethical behaviour. - Availability of the resources required for learning in classroom and clinical settings. - Promote and encourage ethical, safe, and inclusive learning environments - Engage in workplace-based learning - Actively engage and participate in sessions				
	STUDENT EXPERIENCE The comprehensive interactions, opportunities, and support systems available to students to ensure well-being during their educational journey				
	- Access to student services for academic and personal support (e.g., <i>OAW</i>) - Participate in wellbeing activities - Availability of extracurricular activities (MSA) - Access to mentorship to support retention of students admitted through the admissions pathways for Indigenous, Black, and rural students. - Ensure availability of academic, financial, and career advising support services - Communicate availability of various campus life options in the Edmonton region - NAMP Specific: Communicate the various campus life options available in the Grande Prairie region (UofA & NWP)				
	FACULTY / INSTRUCTOR EXPERIENCE Faculty / instructor experience focuses on ensuring teachers in the MD program are supported and recognized for their contributions.				
	- Build and maintain relationships with instructors - Maintain a sufficient roster of teaching faculty to meet the needs of the program - Recognize faculty contributions in a variety of ways - Offer access and assistance through teacher support services - Communicate availability of teacher support services through the MD Program and FoMD - Provide access to faculty development services and support				

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	Provide instructors and teachers with multimodal feedback				
	COMMUNITY ENGAGEMENT The collaborative partnerships between the MD Program and communities to enhance student learning, promote health equity, and address local health priorities.				
	NAMP Specific: Establish a NAMP Community Advisory Committee to assist in growing a medical education program that is responsive to the unique needs of rural and regional Northern Alberta. NAMP Specific: Engage rural and regional communities in Northern Alberta through a travelling roadshow aimed at promoting health professions education to students in northern communities. NAMP Specific: Develop and maintain relationships with local organizations and communities to emphasize geographic accessibility (e.g. accommodations and travel for core and extracurricular experiences). NAMP Specific: Community partners act as champions for NAMP, providing mentorship, engagement, and logistical support for activities and experiences. NAMP Specific:Local governments, organizations, and individuals contribute to NAMP through funding, housing solutions, and cultural integration activities. NAMP Specific: Collaboration with local recruitment and retention committees highlight quality-of-life aspects of rural living to attract and retain students and physicians. - Recruit standardized patients, patient mentors, admissions volunteers, and other community members for various activities by partnering with and providing outreach to community groups and organizations.				