



CAME Voice/Voix

What is the voice of Canadian Medical Education and where is it heard?

Rachel Ellaway, NOSM

We have been running the CAME-ACEM Voice/Voix for 8 months now with 28 posts from medical educators from across Canada published in both French and English to the CAME-ACEM community. This led me to reflect on what the voice of Canadian medical education actually is and where it is being heard. At one level the voice of Canadian medical education is the individual and collective voices of the 17 Canadian medical schools, most often realized in their websites and other online communications. Razack et al.'s fascinating 2012 paper on the ways these particular voices talk about excellence, equity, and diversity with respect to potential medical students illustrates the variability in how those voices might be heard by different audiences.

At another level the official voice of Canadian medical education is provided by the AFMC, whose website states that: "the Association of Faculties of Medicine of Canada (AFMC) represents Canada's 17 faculties of medicine and is the voice of academic medicine in this country." Certainly, with the AFMC board being made up of the Deans of the 17 faculties of medicine plus a number of public members, the AFMC is our voice in relations with the federal government and with other national decision-making bodies and agencies. However, there are other institutional voices. For instance, the Colleges and other NGOs and regulatory bodies regularly speak for and about medical education in Canada. As an example, the Royal College's CanMEDS 2015 review has had a very public face through their website and other communications.

Canada's medical educators also have a voice through their world-class research outputs, both in terms of journals (and other publications), and conferences including the Canadian Conference on Medical Education, which has an ever-growing international presence. Doja et al.'s 2014 bibliometric paper on publication productivity ranked Canada first in the world. Clearly this is a voice that is being heard. Individual students and faculty and our collaborations also have a voice through the use of social media and sites such as the Canadian Healthcare Education Commons and this CAME-ACEM community blog. Finally we have a voice in terms of what we do; our graduates, our faculty, our teaching, research, and leadership, and the service provided by Canadian medical educators within Canada and on a world stage.

Whether we are a choir or a crowd, these are the many voices of Canadian medical education. Please make sure your voice is also heard.

Razack S, Maguire M, Hodges B, Steinert Y. What might we be saying to potential applicants to medical school? Discourses of excellence, equity, and diversity on the web sites of Canada's 17 medical schools. *Acad Med.* 2012 Oct;87(10):1323-9.

Doja A, Horsley T, Sampson M. Productivity in medical education research: an examination of countries of origin. *BMC Medical Education* 2014, 14:243 online at: <http://www.biomedcentral.com/1472-6920/14/243>

The Canadian Healthcare Education Commons - La collaboration pour l'éducation en santé au Canada (CHEC-CESC)- <https://chec-cesc.afmc.ca/>