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Northern Ontario School of Medicine



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du Nord de l'Ontario

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Social Accountability through **Distributed Community Engaged Learning:** Canada's Northern Ontario School of Medicine

Dr Roger Strasser, Dean

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Disclosure:

I am a full time employee of:

- Northern Ontario School of Medicine (NOSM)
 which is funded by the Government of Ontario
 I sit on the board of directors for the following organizations:
 - NOSM (CEO of NOSM Corporation)
 - Thunder Bay Regional Health Sciences Centre
 - Advanced Medical Research Institute of Canada
- Thunder Bay Regional Research Institute



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Ontario's Population Distribution by Dissemination Area, Census 2006



Source: Statistics Canada, Census 2006

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Northern Ontario Health Status

% Reporting Very Good or Excellent Health Status



Source: Statistics Canada, Health Profile, 2009

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Northern Ontario School of Medicine

- Faculty of Medicine of Lakehead
- Faculty of Medicine of Laurentian
- Social Accountability mandate
- Commitment to innovation



Recruitment Facilitators for Rural Practice

- rural upbringing
- positive undergraduate rural clinical experiences
- targeted postgraduate training for rural practice



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Academic Activities

- MD Program
- Residency Programs
- Continuing Education
- Health Sciences Dietitians, Physician Assistants & Occupational / Physiotherapy
- Interprofessional Education
- Digital Library Services
- Research



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Admissions 2005-2010

- 12,000 applications for 346 places
 - 20% of applicants interviewed
 - 15% of interviewees enrolled

Class Profile

- 91% Northern Ontario
- 40% remote/rural
- 7% Aboriginal 22% Francophone
- GPA 3.7
- Age 26 (except 28 charter class)
- 68% Female 32% Male

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Distributed Community Engaged Learning

An instructional model that allows widely distributed human and instructional resources to be utilized independent of time and place in community partner locations across the North

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Curriculum Innovations

- case based learning
- learning in context
- Iongitudinal integrated curricula
- community engaged education
- distributed learning
- rural based education
- integrated clinical learning



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Community Engagement

- community active participant
 interdependent partnership
- ensures student "at home"
- contributes to student's learning experience
- education and research activities
- community capacity building



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Clinical Learning

- service learning
 - responding to community need
- learning in context
 - social, community, cultural
 - collegial team environment
 - health system/service models
- integrated clinical learning
 - inc. interprofessional education



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Longitudinal Learning

- breadth of exposure to clinical problems over time
- continuity of relationships with patients and clinical teachers
- graded responsibility supports growing autonomy and counters learned helplessness



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Academic Outcomes

- Residencies 100% matched
 - 1st round Match, 3 of 4 years
- Medical Council of Canada Part 1
 - above national average
 - highest clinical decision making
- Medical Council of Canada Part 2
 - NOSM residents top total score in Canada 2008 & 2010, 4th 2011



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Career Directions

- MD graduates:
- 61% family medicine, mostly rural
- 33% general specialties
- 6% sub-specialties
- >65% of NOSM residents stay
- 85% NODIP graduates in North
- 29% PA graduates in North



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Socioeconomic Impact

- \$67-82M new economic activity
- 245 new jobs
- economic development

- host universities' status raised
- improved HHR recruitment
- communities feel empowered



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Benefits of NOSM

- More generalist physicians
- Enhanced healthcare access
- Responsiveness to Aboriginal, Francophone, rural, remote
- Interprofessional cooperation
- Health research
- Broader academic developments
- Economic development



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Thunder Bay Communique New Ways of Thinking

















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Those of us in universities and academic institutions resolve to:

- Have communities guide us in the implementation of health professional education that addresses their needs
- Strengthen communities to address their own health needs through participative research and evaluation
- Develop programs and new methods of education that maximise the immersion of students in communities throughout their training
- Ensure that students are properly prepared and supported and their progress evaluated during the implementation of new educational models and programs
- Teach an understanding of human rights, equity, including gender equity in communities
- Work together internationally to share education resources and research tools openly
- Provide generalist training
- Facilitate interprofessional learning for interprofessional practice
- Provide transformational educational opportunities that maximise the length and strength of relationships with patients, supervisors and communities and create authentic workplace learning and identity formation



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