

Northern Ontario School of Medicine
École de Médecine du Nord de l'Ontario
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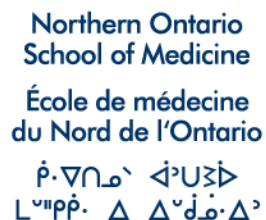
Disclosure:

- Northern Ontario School of Medicine (NOSM)

I sit on the board of directors for the following organizations:

- Thunder Bay Regional Health Sciences Centre
- Advanced Medical Research Institute of Canada
- Thunder Bay Regional Research Institute





Persons per km²

- ≥ 50
- 10 to < 50
- 1 to < 10
- 0.4 to < 1
- Sparsely populated
- 10 km from shores of the Great Lakes

Scale: 100 75 0 100 300 km

Innovative education and research for a healthier North.

www.nosm.ca

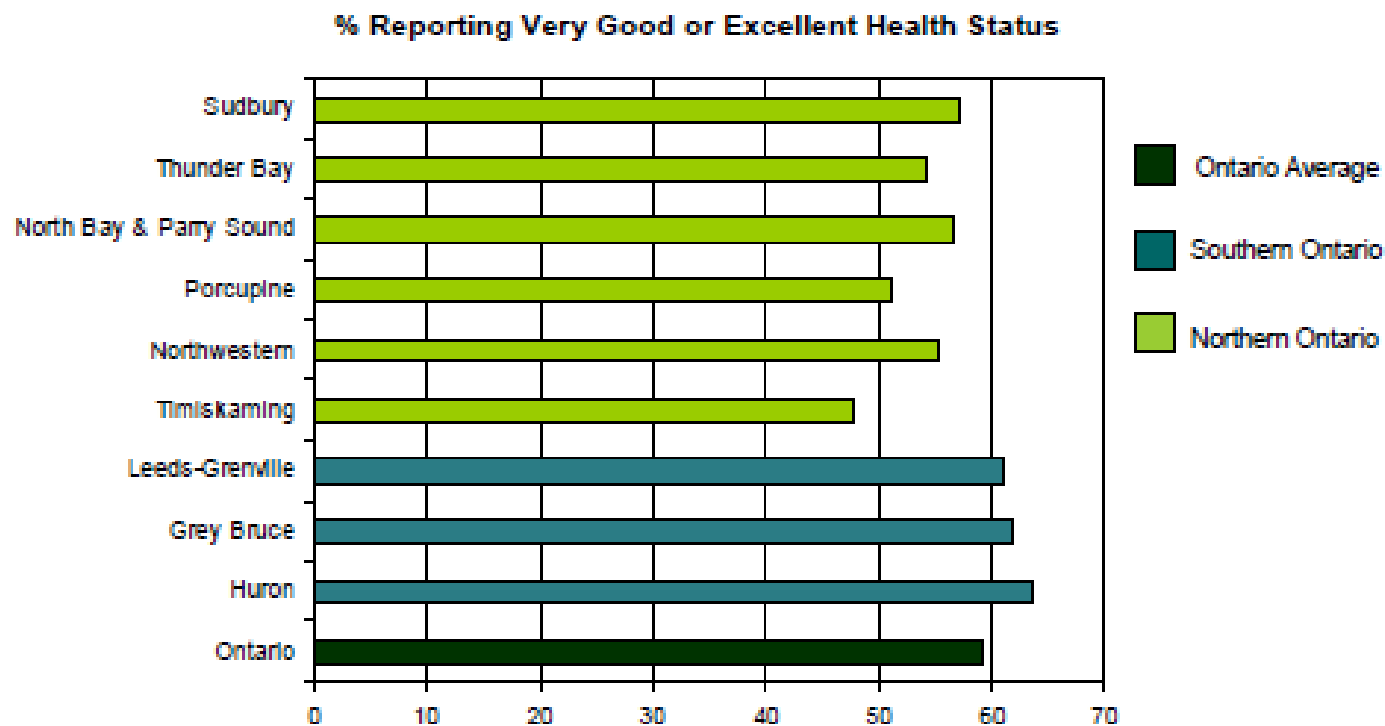


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Northern Ontario Health Status



Source: Statistics Canada, Health Profile, 2009



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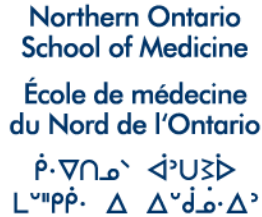
Northern Ontario School of Medicine

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

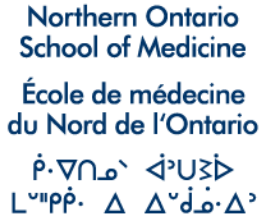


Recruitment Facilitators for Rural Practice

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



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



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

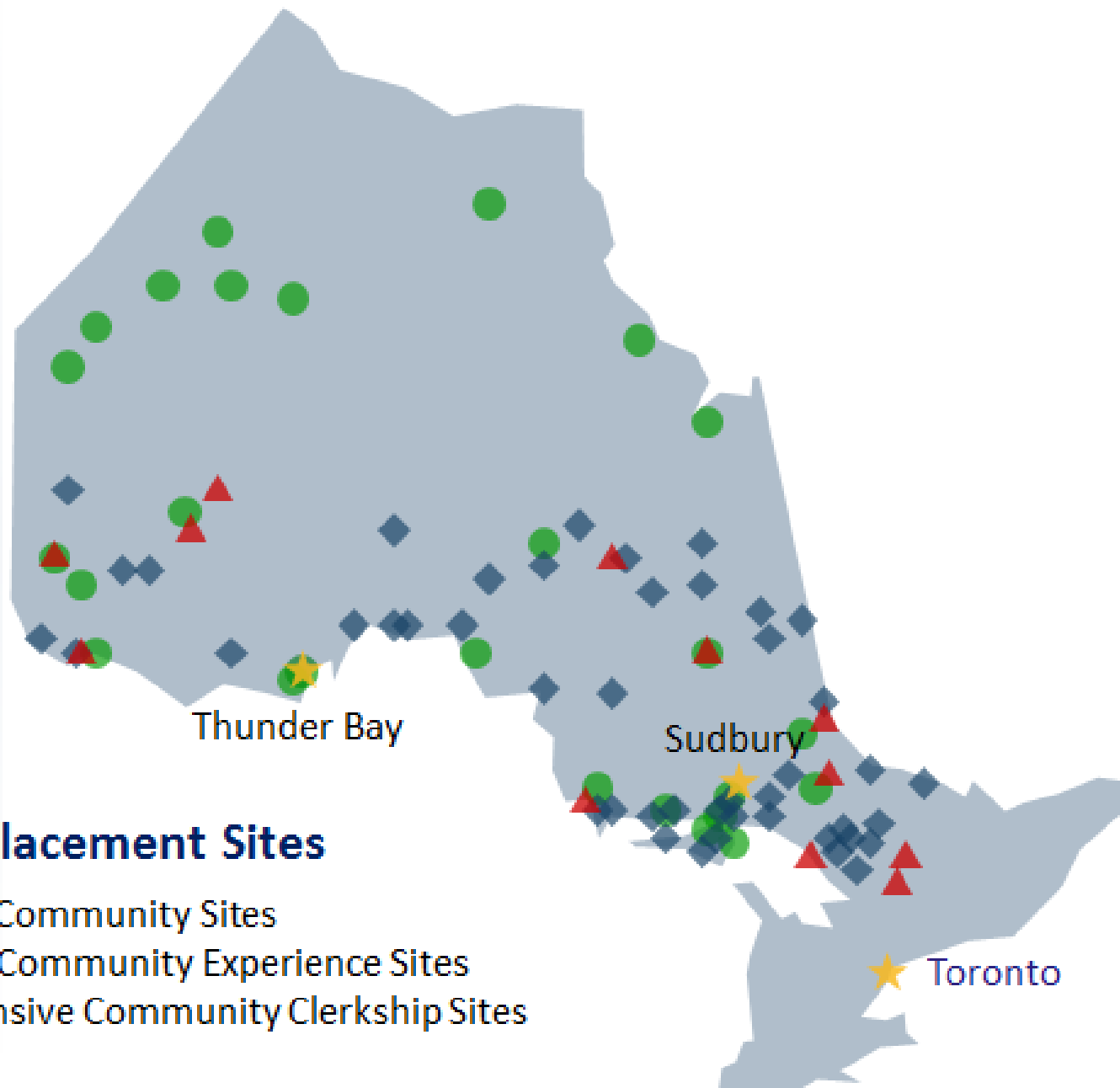
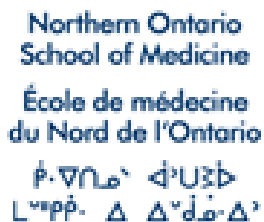


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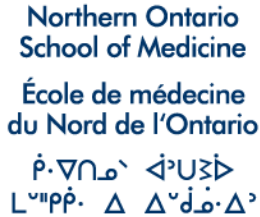
Distributed Community Engaged Learning

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





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



- Innovative education and research for a healthier North.***

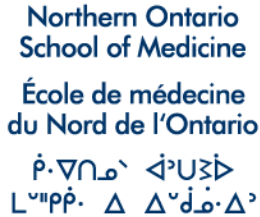


Career Directions



Socioeconomic Impact

- \$67-82M new economic activity
 - 245 new jobs
 - economic development
-
- host universities' status raised
 - improved HHR recruitment
 - communities feel empowered



- 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



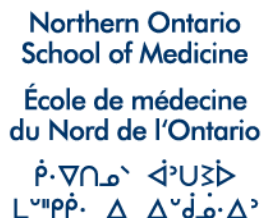
Rendez-Vous 2012

together | ensemble | maamawi
and engaged | et engagé | nakiidaa



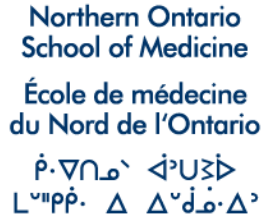
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Those of us in universities and academic institutions resolve to:

- 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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- Strasser R, Neusy, A-J. Context Counts: Training Health Workers in and for Rural Areas. *Bull World Health Organ* 2010; 88: 777 – 782
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