Teaching Social Mission: Curriculum

Distributed Community Engaged Learning

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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)
- Association of Faculties of Medicine of Canada (AFMC)
- Associated Medical Services (AMS)
Ontario’s Population Distribution by Dissemination Area, Census 2006

Source: Statistics Canada, Census 2006
Northern Ontario School of Medicine

• Opened September 2005
• Faculty of Medicine of Laurentian
• Faculty of Medicine of Lakehead
• Social Accountability mandate
• Commitment to innovation
NOSM Curriculum Workshop

Getting Started in the North

16-18 January 2003
Sault Ste Marie
Distributed Community Engaged Learning

• widely distributed human and instructional resources
• over 90 different sites
• independent of time and place
• community partner locations distributed across Northern Ontario
Working Together for a Healthier North

These partners and collaborators are working together to advance the dream of equitable, responsive health care for all Northern Ontarians—in short, they are working together for a healthier North.

- **Aboriginal Communities**: First-year medical students spend four weeks in an indigenous community in Northern Ontario.
- **Residential Communities**: Second-year medical students complete two-week placements in small rural or remote Northern Ontario communities.
- **Comprehensive Community Clerkships (COC)**: Third-year medical students spend eight months completing the COC in a host community in Northern Ontario.
- **Clinical Rotations**: Fourth-year medical students undertake clerkships in a twelve-month period at the academic health sciences centres in Sudbury and Thunder Bay.
- **Postgraduate Residency Training**: Residency training at NOSM occurs in distributed learning sites throughout Northern Ontario.
- **Northern Ontario Distinct Internship Program (NODIP)**: Forty-eight week internships are completed by communities throughout Northern Ontario and North Simcoe Muskoka Local Health Integration Network (2018).
- **Physician Assistant (PA) Program**: PA students undertake 48 weeks of advanced clinical rotations in rural and urban settings throughout Ontario including Thunder Bay in the North.
- **Rehabilitation Studies**: Rehabilitation occupational therapy, physical therapy, and speech-language pathology learners undertake clinical placements in a variety of settings and community settings ranging from four to 12 weeks in duration.
The four-year MD curriculum is split into three phases: Phase 1 covers years 1 and 2 and involves a sequence of 11 modules with ongoing community integrated learning.

Phase 2 consists of an 8 month comprehensive community clerkship.

Phase 3 consists of seven clinical block rotations plus elective rotations.

Five themes link teaching, learning and assessment into a single integrated curriculum.
Curriculum Innovations

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

• community active participant
  - interdependent partnership
• ensures student “at home”
• contributes to student’s learning experience
• education and research activities
• community capacity building
Report of the NOMS Aboriginal Workshop
June 10th - 12th, 2003
Wauzhushk Onigum First Nation

"Follow Your Dreams."

Mii Kwen Daan
Keeping the Vision

Walking the Vision
Gaa-mino-bimoosaadamin gaa-gi-iizhi bawaajigeyag

Partnership Opportunities in Research
GATHERING
November 4 - 5 - 6, 2008 - Thunder Bay, Ontario

Living the Vision
Local NOSM Groups

• Local steering committee
• NOSM in community
  – community in NOSM
• Membership
  - Local faculty members
  - Community leaders
  - Non-academic NOSM personnel
  - Academic and health services
Community Engaged Faculty Members

- Northern Ontario is NOSM campus
- a faculty member is a faculty member
- distributed faculty development
- recognition and promotion
AWARDS AND RECOGNITION

Faculty, residents, learners, staff members, and community partners at the Northern Ontario School of Medicine are regularly honoured with awards recognizing innovation, leadership, clinical care, community service, research, and teaching. Congratulations to the following individuals for recognition of their outstanding achievements.

Dr. Christine Rossi, NOSM Associate Professor and Section Chair, Family Medicine, received a Professional Association of Residents of Ontario (PARO) 2014 Clinical Teaching Award on May 9 in Toronto. Also nominated for this award were Drs. Michela Brusa and Adam Moir.

In addition, the PARO Trust Fund administers two awards: The Resident Teaching Awards and the Citizenship Awards to medical students. NOSM resident Dr. Sean Sullivan and third-year NOSM medical student Kandra Komsa, respectively, were recipients of these awards.

Dr. Rick Senior, NOSM Assistant Professor, received the Jean Rochefort Teaching award for his work and dedication to teaching and mentoring medical residents and students at the North Bay Regional Health Centre (NBRHC). Physician Recognition Awards event on May 1.

Pictured: Dr. Donald Fung, NBRHC Chief of Staff & VP of Medical Affairs (left), Dr. Rick Senior (centre), and Melanie Patro, NOSM medical student (right).

Second-year NOSM medical student, Graham Gaylord, finished second place in the resident/medical student research poster competition at the American Psychiatric Association annual conference in New York on May 3. During the summer of 2013, Gaylord was the recipient of a NOSM Dean’s Summer Medical Student Research Award and undertook a project with the supervision of Dr. Jack Haggarty.

Dr. David Clark, NOSM Assistant Professor, was the recipient of the University of Toronto’s 2013-2014 Hollister King Teaching Practices Preceptor Award. The Hollister King Teaching Practices Awards were established several years ago in honour of Dr. Hollister King—a family physician whose roots were in rural practice. The award is given annually to a preceptor, nominated by his or her teaching practices resident, who best exemplifies the four principles of family medicine.

The Ontario Medical Association (OMA) recognized several of NOSM’s committed physicians, residents, and medical students in Toronto on April 26.

OMA Life Membership is awarded to those who have made an outstanding contribution to the works of the OMA, the medical profession, and medical science. Congratulations to NOSM Assistant Dean of Faculty Affairs Dr. Janice Willett, NOSM’s Associate Dean of Faculty Affairs, was awarded the Dr. William Hutchinson Award at the Sault Area Hospital’s Annual General Meeting on Thursday, June 19, 2014. Dr. Willett is a gynecologist who has worked at the Sault Area Hospital since 1992.

Pictured: Dr. Janice Willett, NOSM Associate Dean, Faculty Affairs
Community Engagement in Practice

• challenge assumptions
• always ask and listen
• embrace geographic, social and cultural diversity
• engage and empower
• formalize roles and functions
• connect and re-connect
Formal Agreements and Signage
MD Admissions Summary

>2,000 applications/year for 64 places
  • 20% of applicants interviewed
  • 15% of interviewees enrolled

Class Profile

- 92% Northern Ontario
- 40% Remote and Rural
- 7% Indigenous 22% Francophone
- GPA 3.7
- Age 26 (except 28 charter class)
- 68% Female 32% Male
Student Experience of NOSM

• rural medicine... that's where you find the true generalists*
• I like how much variety there can be in the doctor’s role**
• we’re better off ... we will (learn) more skills in a rural centre**
• you don’t know it until you live it**

* NOSM Tracking Study, Hoi Chiu  ** PhD Research, Tim Dube
NOSM Career Directions

- 62% family medicine, mostly rural
- 33% general specialties
- 5% sub-specialties

- 69% of NOSM residents stay in N Ontario (22% remote rural)
- 94% NOSM MD plus residency in N Ontario (33% remote rural)
Socioeconomic Impact

• new economic activity
  - 2 for 1 return on investment
• economic development
• benefit to small communities
• improved HHR recruitment
• communities feel empowered
Benefits of NOSM

• More generalist doctors
• Enhanced healthcare access
• Responsiveness to Aboriginal, Francophone, rural, remote
• Interprofessional cooperation
• Health research
• Broader academic developments
• Economic development
Thunder Bay Communiqué
New Ways of Thinking

Rendez-Vous 2012
Together and Engaged

Maamawi
nakiidaa

The Wonca Working Party on Rural Practice
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
References


• Hogenbirk JC, et.al. The economic contribution of the Northern Ontario School of Medicine to communities participating in distributed medical education. *Can J Rural Med.* 2015; 20(1)

References


