Distributed Community Engaged Medical Education and the Northern Ontario School of Medicine

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Community Engagement
In, by and for Northern Ontario

Northern Ontario

Southern Ontario

Sioux Lookout

Innovative education and research for a healthier North. www.nosm.ca
NO DOCTOR
NO HOSPITAL
ONE CEMETERY
Northern Ontario Health Status

Average Life Expectancy at Birth (Years)

Sudbury
Thunder Bay
North Bay & Parry Sound
Porcupine
Northwestern
Timiskaming
Leeds-Grenville
Grey Bruce
Huron
Ontario

Source: Statistics Canada, Health Profile, 2009
Northern Ontario Health Status

Infant Mortality (Average # of Deaths per 1,000 Live Births)

- Sudbury
- Thunder Bay
- North Bay & Parry Sound
- Porcupine
- Northwestern
- Timiskaming
- Leeds-Grenville
- Grey Bruce
- Huron
- Ontario

Source: Statistics Canada, Health Profile, 2009
The Northern Ontario School of Medicine: Vision

– Innovative Education and Research for a Healthier North

– Explicit Social Accountability Mandate
“Social Accountability of medical schools is the obligation to direct education, research and service activities towards addressing the priority health concerns of the community, region and/or nation they have a mandate to serve”

WHO, 1995
Community Engagement

• “The process of working collaboratively with and through groups of people… to address issues affecting the well-being of those people” CDC 1997

– Build trust, better communication, improve overall health, lasting collaborations, empower marginalized
<table>
<thead>
<tr>
<th>Public participation goal</th>
<th>Inform</th>
<th>Consult</th>
<th>Involve</th>
<th>Collaborate</th>
<th>Empower</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or decisions.</td>
<td>To obtain public feedback on analysis, alternatives and/or decisions.</td>
<td>To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</td>
<td>To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
<td>To place final decision-making in the hands of the public.</td>
<td></td>
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</tbody>
</table>

| Promise to the public | We will keep you informed. | We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. | We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision. | We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible. | We will implement what you decide. |

<table>
<thead>
<tr>
<th>Example techniques</th>
<th>Fact sheets</th>
<th>Web sites</th>
<th>Open houses</th>
<th>Public comment</th>
<th>Focus groups</th>
<th>Surveys</th>
<th>Public meetings</th>
<th>Workshops</th>
<th>Deliberative polling</th>
<th>Citizen advisory committees</th>
<th>Consensus-building</th>
<th>Participatory decision-making</th>
<th>Citizen juries</th>
<th>Ballots</th>
<th>Delegated decision</th>
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</table>

Innovative education and research for a healthier North. www.nosm.ca
The Future of Medical Education in Canada (FMEC):
A Collective Vision for MD Education

An AFMC project
Health professionals for a new century: transforming education to strengthen health systems in an interdependent world

Julio Frenk*, Lincoln Chen*, Zulfiqar A Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, Patricia Garcia, Yang Ke, Patrick Kelley, Barry Kistnasamy, Afaq Meleis, David Naylor, Ariel Pablos-Mendez, Srinath Reddy, Susan Scrimshaw, Jaime Sepulveda, David Serwadda, Huda Zuraiq
Recommended Reforms and Enabling Actions

Reforms

Instructional
- Competency-driven
- Interprofessional and transprofessional education
- IT-empowered
- Local-global
- Educational resources
- New professionalism

Institutional
- Joint planning
- Academic systems
- Global networks
- Culture of critical inquiry

Enabling actions
- Mobilise leadership
- Enhance investments
- Align accreditation
- Strengthen global learning

Goal
Transformative and interdependent professional education for equity in health
PORTrait of the Typical Canadian Medical Student

Based on the Health Professions Student Diversity Survey done by 1,352 medical students at McGill University, McMaster University, University of Ottawa, University of Toronto

**WHO ARE THEY?**

- 56.2% described themselves as white/Caucasian
- 12.4% Chinese
- 11.7% South Asian
- 3.3% Arab
- 0.9% Black
- 0.9% Aboriginal
- 0.3% Filipino
- 14.3% Other

**WHERE DO THEY LIVE?**

- 46.7% said they were urban
- 10.4% said they spent most of their lives in a rural environment

**HOW MUCH DO THEIR PARENTS MAKE?**

<table>
<thead>
<tr>
<th>Parental Household Incomes</th>
<th>Medical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500,000+</td>
<td>6.8%</td>
</tr>
<tr>
<td>$250,000-$499,999</td>
<td>12.1%</td>
</tr>
<tr>
<td>$100,000-$249,999</td>
<td>38.7%</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>13%</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>13%</td>
</tr>
<tr>
<td>$40,000-$49,999</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

*The median after-tax income for a household in Canada: $56,584

The survey was completed between 2009 and 2011
Admissions Summary

- GPA 3.7
- Age 26
- 68% Female
- 7% Aboriginal
- 91% North. ON
- 25% Graduate Degree
- 32% Male
- 22% Francophone
- 40% Rural background
NOSM Undergraduate Curriculum

Northern Ontario School of Medicine MD Program Curriculum Structure

themes:
Northern and Rural Health
Personal and Professional
Aspects of Medical Practice
Social and Population Health
Foundations of Medicine
Clinical Skills in Health Care

specialist clerkship rotations:
Surgery, Internal Medicine, Children’s
Health, Women’s Health, Mental Health,
Emergency Medicine, and Family Medicine

comprehensive community clerkship (CCC)

module 111
module 110
module 109
module 108
module 107
module 106
module 105
module 104
module 103
module 102
module 101

Northern Ontario School of Medicine
École de médecine du Nord de l’Ontario

R. Ellaway, 2011

Innovative education and research for a healthier North.

www.nosm.ca
Specialty Programs

- Family Medicine
- General Internal Medicine
- General Surgery
- Pediatrics
- Obstetrics & Gynecology
- Psychiatry
- Anesthesia
- Orthopedic Surgery
Integrated Clinical Learning

Learning occurs at points of overlap – multiple overlap can lead to richer learning

Context:
- Clinical setting
- Area of care
- Physical environment
- Practice culture
- Community
NOSM Outcomes

• CaRMS - 100% matched
• 65% rural family medicine
• 35% general specialties
• 11 medical schools (of 17)
• 40% residency with NOSM
• “deep roots” in Northern Ontario
• >65% of NOSM residents stay
École de Médecine du Nord de l’Ontario

Northern Ontario School of Medicine

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