Northern Ontario School of Medicine
École de Médecine du Nord de l’Ontario
מֶדְיִיקֶה דִּנְפֶּרֶד ל’וֹנְטָרִיו

Northern Ontario School of Medicine
Recruitment into Rural Practice through Distributed Education

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Northern Ontario School of Medicine
Recruitment & Retention Strategies

• education and training
• regulatory initiatives
• financial incentives & rewards
• personal & professional support
• sustainable service models
Recruitment Facilitators for Rural Practice

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

• academic involvement
• recognition and reward
• support from “the system”
• active community engagement
Academic Outcomes

• Residencies - 100% matched 1st round Match, 3 of 5 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
Career Directions

- 62% family medicine, mostly rural
- 33% general specialties
- 5% sub-specialties
- 37% residency with NOSM
- “deep roots” in Northern Ontario
- 70% of NOSM residents stay
- MD graduates now practising doctors in Northern Ontario
Socioeconomic Impact

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

• host universities’ status raised
• improved HHR recruitment
• communities feel empowered
Essentials for Success

- Context counts
- Community participation
- Standards and quality
- Definition of success
- Challenge conventional wisdom
- Vision, mission and values
- Program blueprint
Thunder Bay Communique
New Ways of Thinking

Rendez-Vous 2012
Together and engaged
ensemble et engagé
maamawi nakiidaa
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


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www.nosm.ca