



REPORT OF THE THIRD NOSM ABORIGINAL WORKSHOP

“Living the Vision”

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Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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Holiday Inn on Regent
Sudbury, Ontario
May 25, 26, 27, 2011

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Dear friends of NOSM,

I am pleased to again be presenting a report on the most recent Aboriginal Community Workshop hosted by the Northern Ontario School of Medicine (NOSM). This third workshop, called “Living the Vision”, was held in Sudbury, Ontario from May 25 – 27, 2011, and was hosted collaboratively by NOSM’s Aboriginal Reference Group (ARG) and the Métis Nation of Ontario (MNO).

Of the many recent signs of success at NOSM, one of the most significant is the continuing success of our long-term partnerships with more than 35 Aboriginal communities across Northern Ontario. These communities play a critical role in educating undergraduate medical learners, and the partnerships have become an irreplaceable component of NOSM’s unique model of socially accountable, distributed medical education.

The workshop resulted in 29 recommendations in the six areas of Community Engagement, Communications, Curriculum, Admissions and Learner Recruitment, Research, and Postgraduate Medical Education opportunities. NOSM and the ARG have benefited greatly from the participants’ insights and community perspectives, and we are eager to continue to move forward with the direction provided at “Living the Vision” workshop. I am pleased to note that the recommendations coming from this event have already attained significant life within NOSM and the ARG.

On behalf of the learners, Board of Directors, Executive Group, faculty, and staff at NOSM, I thank the Workshop participants and others who helped make “Living the Vision” the success it was. I also wish to thank Mr. Gary Lipinski, President of the MNO, and Ms. Connie Manitowabi, Chair of the ARG, along with their dedicated staff, for their role in the planning and delivery of this event.

Miigwetch,
Dr. Roger Strasser, Dean
Northern Ontario School of Medicine

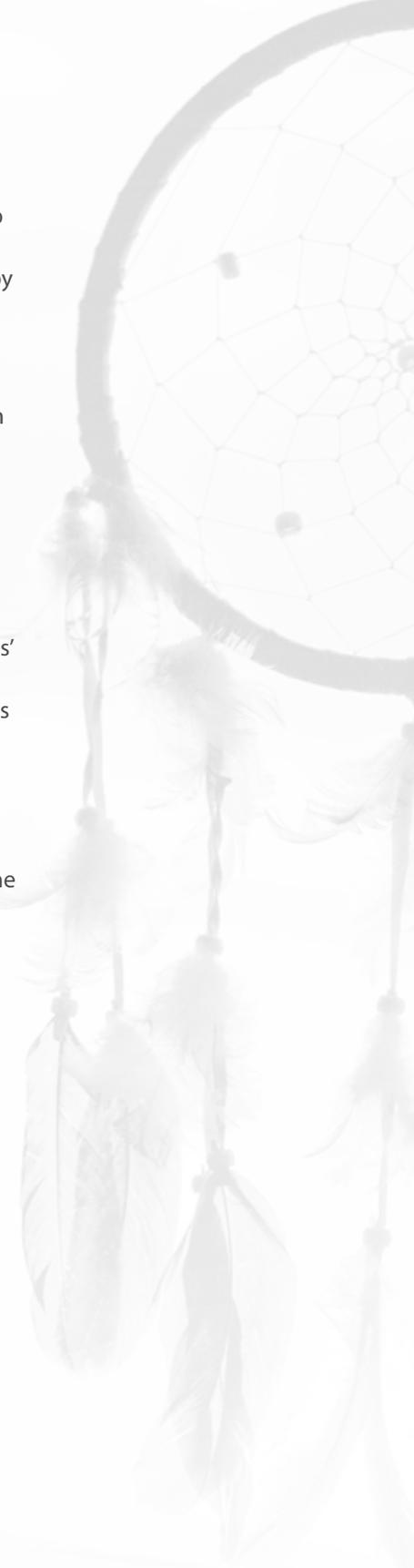




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LTV Report Appendix documents and related material are available for viewing or download from the Aboriginal Affairs Unit Archive located at: <http://www.nosm.ca/aboriginalreports/>.

Hard copies of this report and referenced background material may be requested through the NOSM Aboriginal Affairs Unit by calling the Unit Administrative Assistant at 807-766-7487.

NOSM ACRONYMS

For those readers not accustomed to the use of acronyms within post-secondary institutions, the following list of commonly used NOSM acronyms may be useful.

| Acronym | Meaning |
|----------------|---|
| AA Unit | Aboriginal Affairs Unit of the Community Engagement Portfolio of NOSM. The AA Unit serves as the secretariat of the Aboriginal Reference Group. |
| ARG | Aboriginal Reference Group, mandated with providing NOSM with advice related to Aboriginal issues, programming and involvement. The ARG consists of representatives from the major Aboriginal Ontario political and service organizations, plus Elders. |
| CE | Community Engagement Portfolio of NOSM. Includes Aboriginal Affairs, Admissions & Learner Recruitment, Francophone Affairs, Physician Assistant Program, and Northern Studies Stream. |
| CBM 106 | Case Based Module 106. The mandatory one-month Aboriginal community placement for first year medical learners. Thirty-four partner First Nations and Aboriginal organizations teach and host students for CBM 106. |
| FM RoCS | Family Medicine Residents of the Canadian Shield. The two-year Family Medicine residency program for MD graduates, based in Northern Ontario. |
| KTV | “Keeping The Vision” Aboriginal Community Workshop hosted in Fort William First Nation in 2006. |
| LA | Learner Affairs Unit of NOSM. Learner Affairs is responsible for supporting ‘non-academic’ aspects of student life. |
| LCCs | Local Community Coordinators are the principal agents of the host communities for CBM 106, planning and facilitating the learner experience. |
| LTV | “Living the Vision” Aboriginal Community Workshop held in Sudbury, Ontario in May 2011. |
| MC | Master of Ceremonies for the LTV. |
| MD | Medical Doctor |
| MNO | Métis Nation of Ontario |
| NOSM | Northern Ontario School of Medicine |
| PGY3 | Post-Graduate Year Three – the elective third year of the NOSM Family Medicine Residents of the Canadian Shield (FM RoCS) residency program in which learners can incorporate Aboriginal health focused learning. |
| SPs | Standardized Patients are volunteer community members who ‘act’ as patients in practical learning exercises for medical students. |



INTRODUCTION

This report presents a review of the most recent Aboriginal Community Workshop hosted jointly by the Northern Ontario School of Medicine (NOSM), NOSM's Aboriginal Reference Group (ARG), and the Métis Nation of Ontario (MNO). Called "Living the Vision" (LTV), the workshop was held in Sudbury, Ontario from May 25 – 27, 2011, and welcomed over 50 participants. NOSM and the Aboriginal communities of Northern Ontario have a remarkable history of successful and mutually beneficial formal partnerships in educating future health-care professionals for Northern Ontario. These extraordinary relationships continue to evolve as familiarity, respect and understanding grow.

As part of its social accountability mandate, NOSM has the responsibility to engage stakeholders at all levels of its broad community, and works to develop relationships with, gather information from, and advance understanding with and between the people and communities served in its region. Additionally, NOSM strives to reflect the communities through the work of the School, and puts great effort into integrating cultural knowledge and perspectives within its operations. In an effort to fulfill the social accountability mandate, NOSM is committed to hosting workshops that engage Aboriginal people, organizations, communities, and leaders. In order to gauge the success of each workshop, and allow the School time to implement recommendations, the workshops are held several years apart. As described in the KTV Report:

"The people of Northern Ontario are dispersed over a vast region, and Aboriginal people make up a substantial proportion of the population. Like the original 2003 Workshop, this Workshop intended to provide individuals from diverse Aboriginal communities and organizations the opportunity to offer input and guidance to NOSM based on the realities of health care in their communities, and on the strategies necessary to successfully address the disparities in health between Aboriginal communities and other Canadian communities."

It is said that NOSM would not exist today, and certainly would not exist in its current form, were it not for the commitment, perseverance, and involvement of Aboriginal community leaders and community members. Aboriginal leaders lobbied extensively and successfully in making the case to the Province of Ontario that a new medical school created in the North, by the North, and for the North was needed if the physician shortage in under-served rural and remote regions was to be successfully addressed.

Wauzhushk Onigum First Nation hosted the first NOSM Aboriginal Community Workshop "Follow Your Dreams" in June 2003. This inaugural gathering, attracting over 130 northern First Nations and Métis participants, culminated in a series of recommendations for creating an "Aboriginal-friendly" medical school.

Fort William First Nation hosted the second NOSM Aboriginal Community Workshop - “Mii Kwen Daan – Keeping the Vision, Continuing the Dialogue” in August 2006. Over 75 Aboriginal community and health-care leaders attended the “Keeping the Vision” (KTV) Workshop. Workshop sessions resulted in a set of solid recommendations for ensuring NOSM continues to engage with Aboriginals in all aspects of the School’s operations.

Establishment of the Aboriginal Reference Group (ARG) and the Aboriginal Affairs Unit (AA Unit) were major milestones of the first Workshop, and the ARG has been a key player in the planning and design of all subsequent Community Workshops.

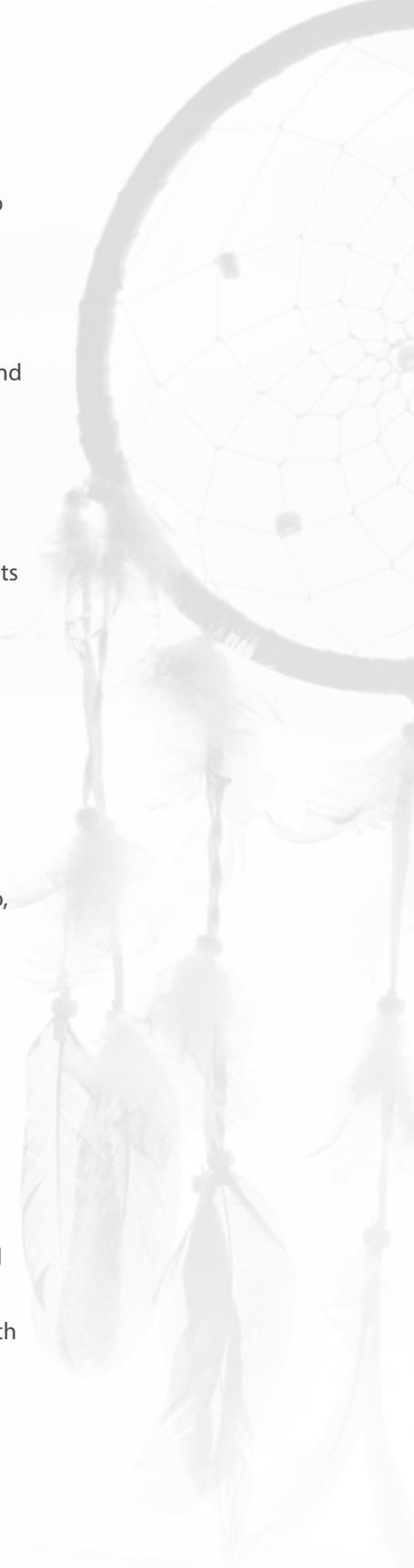
Workshop participants at the LTV in Sudbury again applauded NOSM and Dean Dr. Roger Strasser for the work of the School over the years at incorporating recommendations from Aboriginal Workshops into regular operation. There has been great success, and NOSM has worked hard to meet the vision and expectations of Northern Ontario’s Aboriginal communities. Some participants expressed frustration at the rate of change, stating the desire for better communication to and from NOSM, a desire which LTV participants noted was voiced in the recommendations from both the workshops. They also maintained the desire to see greater involvement of community Elders in the work of the School, and identified additional ways to build upon the relationship between Aboriginal communities and organizations, and NOSM.

The frank and open discussions that occurred at the LTV Workshop are a direct result of NOSM’s desire to fulfill its social accountability mandate. The challenge now for the ARG, the AA Unit, and NOSM as a whole, is to address the ambitious expectations of the Aboriginal communities within existing funding regimes and corporate structures for a medical school in Northern Ontario, Canada.

WORKSHOP OBJECTIVES

The *primary* objectives for this workshop were the same as the previous two workshops:

- Provide a forum for Aboriginal peoples to communicate desired role within NOSM;
- Provide an update of activities since the previous workshop; and,
- Evaluate NOSM’s progress in relation to its Aboriginal partnerships.
- Due to the fact that new health-care programs are being developed at NOSM, an additional objective was added for this year’s workshop:
- Elicit input from Aboriginal peoples on the development of an Aboriginal Community Health Postgraduate (residency) program at NOSM.





The new objective was considered important for this year's workshop for a number of reasons:

- There has been interest from both Aboriginal partner communities and from post-graduate learners in having an extended community placement focussed on Aboriginal Health as part of a NOSM residency program.
- NOSM educational programs in related health disciplines have begun in recent years or are presently under development, such as the Physician Assistant (PA) Program, Northern Ontario Dietetic Internship Program (NODIP), and the Occupational Therapy/ Physical Therapy (OT/ PT) programs.
- This is a need to facilitate the conversation about new program developments with community partners at consultative events.

Event Details

The workshop began with a Sunrise Ceremony conducted by NOSM Elder Perry McLeod-Shabeogeeseic from Nipissing First Nation. The Opening Ceremony was conducted by Métis Senator Rene Gravelle, and formal Welcoming Remarks were provided by a number of dignitaries, including: Dr. Roger Strasser, NOSM Dean; Mr. Gary Lipinski, MNO President; Mr. Rene Gravelle, MNO Senator; Roger Giroux, MNO Sudbury Council President, and Chief Steve Miller, Atikameksheng Anishnawbek, upon whose territory the gathering was held.

After the Opening Ceremony, Dr. Roger Strasser and Mr. Gary Lipinski signed a Collaboration Agreement, formally sealing their commitment to working together towards common goals. This Agreement is intended to guide the organizations in focusing on the development of new medical courses, academic programs, and innovative research initiatives that are responsive to Métis people and the communities of Northern Ontario. Under the Agreement, NOSM and the MNO will work together to increase the visibility and success of Métis medical professionals in Ontario, and facilitate an increase in Métis students pursuing medical careers in the North.

Keynote Speaker Dr. Jessica Dunkley gave an inspiring address to participants about her experience as a medical student. After completing her studies at the University of Ottawa, Dr. Dunkley became the first deaf Métis medical doctor in Canada, and is now pursuing her residency in dermatology at the University of British Columbia. In her address, Dr. Dunkley shared many of the challenges she experienced overcoming the stereotypes and misconceptions held by many about Aboriginal people and people with disabilities. Dr. Dunkley concluded by encouraging participants to open their hearts and their minds throughout the conference, "for the future of our Indigenous community, for the future of our health, and for the future of bringing our spirit together."

NOSM Associate Deans and Directors provided updates regarding the progress related to recommendations from the previous workshop. Units represented included: Admissions and Learner Recruitment, Communications, Community Engagement, Curriculum and Research, and Postgraduate Education. Following each presentation, focus groups were formed and asked to reflect on the information provided and make comments and recommendations regarding the School's past performance and future directions. The recommendations and themes were identified and reconciled, then presented to the larger group for verification and priority ranking.

The final panel discussion "Where Do We Go from Here?" included Dr. David Marsh, Associate Dean of Community Engagement, Ms. Connie Manitowabi, ARG Chair, and Ms. Denise Gauthier-Frohlick, Interim Director, Aboriginal Affairs Unit as panel members. The panel provided delegates

with examples of work already completed by NOSM in areas discussed over the previous three days – achievements of which many LTV participants were unaware. This emphasized the need to enhance communications between the School, Aboriginal Affairs Unit, ARG, and the many Aboriginal organizations, Elders, communities and individuals with whom NOSM works.

The NOSM Elders Group presented a motion to the ARG addressing the role of Elders and the importance of Aboriginal programming at NOSM.

NOSM Elders Group Motion for the ARG

Aboriginal Affairs and the Elders Program are pillars of the School. NOSM is reminded to review their commitment to this Elders Group and the NOSM mandate: "... to contribute to improving the health of the people and communities of Northern Ontario" and the NOSM goal of "Enhancing collaboration and communication with community partners".

The motion was accepted by the ARG unanimously on April 15, 2011 with the following conditions and understanding of the Elders Group:

- Elders need to meet face-to-face twice each year;
- Elders need to be considered and consulted on an on-going and consistent basis;
- Elders have made a commitment to support the vision and social accountability mandate of NOSM;
- The AA Unit is considered permanent by NOSM Elders;
- Elders are concerned the AA Unit is short-staffed;
- Elders need to be consulted for the hiring of the AA Unit Director and other positions;
- Elders need to be shown that NOSM is committed to this Group;
- A monthly communication is required to the Elders Program from the AA Unit; and,
- Elders require a response to this motion at the "Living the Vision" (LTV) Community Workshop.



Workshop Attendance The workshop planning committee felt it was important that the School ensure good representation of faculty and senior management at the LTV Workshop. School officials readily accepted the committee's invitation, and the following School officials were in attendance:

- Dr. Roger Strasser, NOSM Dean
- Dr. David Marsh, Associate Dean, Community Engagement,
- Dr. Blair Schoales, Assistant Dean Admissions and Learner Recruitment
- Ms. Kim Daynard, NOSM Director of Communications
- Dr. Rachael Ellaway, Assistant Dean, Education Informatics

Other senior NOSM faculty and staff were in attendance at various times to assist colleagues during presentations, and benefitted from joining discussions with workshop participants.

PRESENTATION REPORTS

Updates from School leadership provided information on achievements by various parts of NOSM, addressing each of the recommendations from the previous Aboriginal community workshop, as well as identifying other related initiatives. These updates informed the small group discussions, which provided new recommendations for the future. Presentations were made by:

- Dr. David Marsh, Associate Dean of Community Engagement
- Dr. Blair Schoales, Assistant Dean of Admissions and Learner Recruitment
- Dr. Rachel Ellaway, Assistant Dean of Curriculum and Planning
- Ms. Kim Daynard, Director of Communications
- Dr. Kristen Jacklin , NOSM Associate Professor of Human Sciences
- Mr. Joey McColeman, Coordinator of Postgraduate Program Promotions and Recruitment

A copy of these presentations can be downloaded from the Aboriginal Affairs Unit archive at <http://www.nosm.ca/aboriginalreports/>.



GENERAL RECOMMENDATIONS

Workshop participants ranked the vast majority of the recommendations as Short Term (0 – 3 months), and many participants noted that the urgency in ranking was an indication of the fact that a number of the major areas for improvement addressed by these recommendations were topics which had been identified at previous community workshops. In the eyes of the participants, NOSM had failed to make progress, or failed to make people aware of progress in a number of key areas, including:

- Improved and increased communications to and from the School (NOSM/ARG/AA Unit) and Aboriginal communities and organizations;
- Improvements to NOSM health curricula to ensure that the quantity and quality of Aboriginal content properly and adequately reflects Aboriginal communities and people;
- Follow-through by the ARG on workshop recommendations;
- Increased opportunities for community engagement by NOSM;
- Increased opportunities related to the learning of culturally safe behavior;
- More Aboriginal and Elder Aboriginal faculty/instructors; and,
- More opportunities for participation in research with substantive involvement by, and benefits to, Aboriginal communities.

CONSOLIDATED RECOMMENDATIONS

The following section presents the *consolidated* recommendations from the small group sessions for each of the discussion topics. In the interest of being concise, the lists below contain the main recommendations for each section, but do not contain the exact wording, details and comments suggested by LTV participants. The full data set with all details and comments is archived for internal use.

Admissions and Learner Recruitment

- Enhance NOSM recruitment tool kit.
- Enhance resources available to NOSM staff, faculty and learners for community visits.
- Utilization of Role Models.
- Enhance role of NOSM learners in recruitment efforts.
- Enhance / support community role and efforts in recruitment / applicant preparation.
- Develop applicant-tracking system to support and inform focused recruitment efforts.
- Collaborate with community and agency partners to increase academic (secondary) preparedness of Aboriginal students.
- Enhance Admissions criteria / process to encourage increased numbers of suitable Aboriginal candidates.
- Revise criteria.
- Enhance support for prospective applicants or actual applicants.



Communications

- Increase appropriateness of content, delivery and presentation.
- Increase / enhance use of internet technologies – innovative, interactive, up-to-date.
- Increase use of multi-media.

Community Engagement

- Expand opportunities for NOSM staff, faculty and learners to learn “culturally safe” behaviour (i.e., expanded on-campus offerings and the “Adopt-a-Faculty” program).
- LCCs, and NOSM staff, faculty and learners to collaborate during CBM 106 placement planning to ensure appropriate and beneficial experience for the community. (e.g., youth are engaged through a variety of activities during CBM 106, Elders are engaged).
- Build awareness of the role of the ARG within Aboriginal communities.
- NOSM to ensure that the benefits of the community placements are shared with the partner communities.
- NOSM and partner communities to create opportunities for students to re-visit their first-year host communities and additional communities at points further along in their medical studies (i.e., during residency).
- Increase information sharing between NOSM, ARG and partner communities.

Curriculum Recommendations

- Improve/enhance student preparedness prior to CBM 106.
- Increase feedback from students/NOSM to community partners post-placement.
- Expand opportunities for NOSM staff, faculty and learners to learn “culturally safe” behaviour.
- Review and revision of Aboriginal content in the curriculum must include Aboriginal Elders, health professionals, as well as interested and knowledgeable community members.
- Include traditional medicines in all years of study.
- Active involvement of ARG members must occur in all areas of NOSM.

Research Recommendations

- Continue on-going communication and information sharing between NOSM/ARG and Aboriginal communities to establish and maintain respectful relationships which continue through all stages of research.
- Provide regular communication updates to inform communities of on-going research activities by NOSM, and provide linkages between communities involved in similar or identical research.
- Utilize trust relationships to encourage Aboriginal communities to approach NOSM as a partner in addressing their own research needs in a manner which substantively benefits and validates the community and individual members.
- Assist and support Aboriginal communities and agencies in developing and implementing their own research ethics review processes (e.g., such as GEAR – Guidelines for Ethical Aboriginal Research, or MARRC – the Manitoulin Aboriginal Research Review Committee).
- Encourage or require researchers to utilize Elders and community members where and when research material and results are being presented to the public or other scientists at public forums such as at gatherings or conferences.

Postgraduate Medical Education Recommendations

- Hire Director of Aboriginal Postgraduate Learning.
- Identify and establish partnerships with medical practices serving Aboriginal communities, which can provide the proper preceptor function at the community level (at-a-distance or on-site).
- Utilize Aboriginal health providers and Elders to develop an appropriate and culturally-sensitive Aboriginal Family Medicine PGY3 elective curriculum.
- Invite identified communities and organizations to indicate interest in hosting medical residents.
- Complete development and offer a one-year PGY3 course specific to Aboriginal Family Medicine with regular rotations into rural and remote communities.
- NOSM/ARG to establish dialogue with member organizations and communities to inform them of NOSM's desire to collaboratively develop and deliver postgraduate medical residency programming in Aboriginal Family Medicine.





2011 – 2014 ARG/ AA UNIT WORKPLAN

In the months following the workshop, the ARG met to discuss the recommendations and used them to create a work plan with measurable goals and objectives for both the ARG and the AA Unit. Relevant work plans incorporating these goals and objectives are complete, and have been approved by the ARG. The AA Unit has completed an operational planning exercise to guide their immediate efforts. Additionally, some of the LTV recommendations have already been achieved as of the publication date of this report, including increasing the number of Aboriginal faculty appointments, and creating additional opportunities for ARG members to interact and share information with community members and NOSM staff and faculty.

General Operations – ARG AA Unit

Goal #1: Fulfill ARG mandate.

Objectives:

- Continue with scheduled ARG quarterly meetings to provide regular advice and input to NOSM's Dean, Executive Group, Board of Directors, management, staff and faculty.
- Create and utilize 'tracking tool' to track progress and follow through on LTV recommendations.
- Create ARG Orientation Manual.
- Increase understanding of NOSM among ARG members by pursuing opportunities to participate in the School (i.e., as committee member, Standardized Patient, Donor, Aboriginal Admissions sub-committee, Multiple Mini Interviews, etc.)

Goal #2: Increase role/ visibility of Aboriginal people within the structure and operation of NOSM.

Objectives:

- Generate School-wide support for ARG/AA Unit role
- Generate School-wide support for 2011-2014 Work Plan.
- Provide support to meet the challenges of NOSM financial policies for people from remote Northern communities, regarding their participation in, and input to, NOSM meetings (i.e., finance policies re: travel for non-employee, advances, etc.)
- Increase efforts within NOSM and with external funding sources to secure stable funding for AA Unit initiatives.

Goal #3: Implement regular and continuing communications between NOSM and Aboriginal audiences.

Objectives:

- Investigate best practices for providing regular updates to NOSM's external Aboriginal audiences (i.e., ARG partner agencies, Aboriginal communities, Aboriginal Health and Education Organizations, etc.).
- Create communications tool for providing regular updates on NOSM and work of ARG to respective partner Aboriginal agencies and Aboriginal communities.

Admissions and Learner Recruitment

Goal #1: Define a clear path for Learners from Aboriginal communities to (and through) NOSM.

Objectives:

- Enhance Learner Recruitment toolkit.
- Enhance recruitment efforts with prospective Aboriginal learners.
- Increase ARG and community member participation in Admissions processes (Aboriginal Admissions sub-committee, and Multiple Mini Interviews – MMI).
- Collaborate with Admissions and Learner Recruitment to improve tracking abilities of NOSM applicants.
- Collaborate with Admissions and Learner Recruitment to reduce admissions barriers to prospective Aboriginal learners by reviewing/ improving admissions process.
- Strengthen Learner support and mentorship functions (i.e., Cultural Rooms, Elder’s On Campus, etc.).

Goal #2: Assist Aboriginal communities in their efforts to encourage learner interest in and applications to health sciences careers.

Objectives:

- Support Aboriginal individuals, communities or organizations in local recruitment and preparation activities, as resources allow.

Goal #3: Increase academic preparedness of Aboriginal applicants.

Objectives:

- Assist partner communities with lobbying efforts for equitable financial resources for First Nation schools.

Goal #4: Increase communication efforts between NOSM and Aboriginal audiences.

Objectives:

- Create communications tool for providing regular updates on Admissions and Learner Recruitment issues. (Please refer to General Operations Goal 3, Objective 2).

Communications

Goal: Increase targeted communications between NOSM and Aboriginal media/ Aboriginal Audiences.

Objectives:

- Create communications tool for providing regular updates on activities/ projects within the ARG and AA Unit. (Please refer to General Operations Goal 3, Objective 2).
- Enhance content and delivery of content for, and about, Aboriginal people.
- Improve communications to youth audiences through the use of web-based communications tools and social media interfaces.



Goal: Increase targeted communications between NOSM's ARG and Aboriginal Audiences.

Objectives:

- Create communications tool for providing regular updates on activities/ projects within the ARG and AA Unit. (Please refer to General Operations Goal 3, Objective 2).
- Collaborate with the Communications Unit to provide general communications support at quarterly ARG meetings.
- Facilitate ability of ARG members to share NOSM publications with their representative organizations and other Aboriginal audiences.

Community Engagement

Goal: Collaborative planning and engagement re CBM 106 are appropriate and beneficial to the partner communities

Objectives:

- Support and maintain efforts of Regional Aboriginal Community Coordinators (RACCs) to continue healthy partner relationships with CBM 106 host communities.
- Assist CBM 106 communities with annual placement planning and site readiness efforts.
- Involve CBM 106 communities in other community engagement events/ opportunities.

Goal: Expand regularly occurring opportunities for NOSM staff, Faculty and learners to learn culturally safe behaviour.

Objectives:

- Provide regular CBM 106 preparation sessions for first-year learners.
- Increase awareness and understanding of Aboriginal culture, customs and practices among NOSM staff, faculty and learners.
- Increase awareness and understanding of culturally safe behaviours among staff, faculty and learners by engaging in learning sessions with host universities.
- Facilitate Adopt-a-Faculty opportunities for self-sponsored or unit-sponsored NOSM staff and faculty members.

Goal: Increase opportunities for NOSM learners to re-visit their CBM 106 host and/or other Aboriginal communities during future years of learning.

Objectives:

- Promote / facilitate self-supported learner requests to visit Aboriginal communities.

Goal: Increase opportunities for ARG members to interact with NOSM Learners, staff and faculty.

Objectives:

- Schedule ARG participation in a broad variety of NOSM events.

Goal: On-going communications with Aboriginal communities and organizations regarding issues related to Community Engagement and CBM 106

Objectives:

- Create communications tool for providing regular updates on activities/ projects within the ARG and AA Unit. (Please refer to General Operations Goal 3, Objective 2).

Curriculum

Goal: Ensure Aboriginal content in NOSM's curricula accurately reflects Aboriginal people and communities of the region.

Objectives:

- Provide oversight of mandatory Aboriginal curriculum content in all new and existing programs, including postgraduate opportunities.
- Enhance mandatory curriculum components regarding traditional medicines.

Goal: Establish 'culturally safe behaviour' as a mandatory component of NOSM's health curricula

Objectives:

- Enhance mandatory curriculum components that address, and provide learners with opportunities to learn about, culturally safe behaviour.

Goal: Transparency in reporting of CBM 106 evaluative data, and that of other partnership initiatives

Objectives:

- Maintain reporting activities to partner communities on CBM 106 evaluative exercises.
- Ensure transparency in reporting of evaluative data from other initiatives.

Goal: Accurate and reflective representation of Aboriginal people in NOSM's faculty.

Objectives:

- Increase number of Aboriginal faculty at NOSM.
- Explore and pursue opportunities for Aboriginal Elder faculty positions at NOSM.
- Ensure NOSM health programs include Aboriginal people as teachers, both as regular NOSM faculty and as community-based instructors during community placements.

Goal: Ongoing communications with Aboriginal communities and organizations regarding issues related to Curriculum content and delivery.

Objectives:

- Create communications tool for providing regular updates on activities/ projects within the ARG and AA Unit. (Please refer to General Operations Goal 3, Objective 2).



Research

Goal: Establish NOSM as a research resource for Aboriginal communities

Objectives:

- Generate awareness of research resources available to Aboriginal Communities through the NOSM Aboriginal Research Initiative.
- Promote NOSM as an available resource to Aboriginal communities regarding research.
- Respond to Aboriginal communities with research agendas/interests who express interest in NOSM as a resource to support community research efforts.
- When possible, partner with Aboriginal communities with research agendas/interests who express interest in NOSM as a resource to support community research efforts.

Goal: Ensure involvement of Aboriginal Elders/ community members in all Aboriginal Research initiatives.

Objectives:

- Promote internally the need for participation by Aboriginal Elders and community members in Aboriginal research at all levels (discovery through results).
- Monitor extent of community-level participation.

Goal: Establish on-going communications and information sharing regarding NOSM Aboriginal Research Initiative and activities

Objectives:

- Create communications tool for providing regular updates on activities/ projects within the ARG and AA Unit. (Please refer to General Operations Goal 3, Objective 2).



PARTICIPANT EVALUATION

The Workshop was evaluated by participants using a formal feedback tool created by NOSM's Assessment and Evaluation Unit. Feedback forms were analyzed and presented in a report with the observations of the Assessment Officer. This information formed the bulk of the Program Evaluation Report on the LTV.

The Evaluation Report included summaries of the narratives from the small group sessions, as well as general discussion of the data/ findings from the feedback forms and the observations recorded.

"The main theme throughout many of the discussions during the three-day workshop was the need for much greater engagement of Aboriginal community members in the curriculum at NOSM... Many of the participants felt NOSM needs to bring the students back to the Aboriginal communities in years 2, 3, or 4, to allow the students and the communities to stay connected."

A copy of the Program Evaluation Report on the LTV can be downloaded from the AA Unit archive at www.nosm.ca/aboriginalreports

CONCLUSION

Recommendations received from the LTV delegates and presented in this report provide specific direction for the ARG, AA Unit and the School as a whole. Since this gathering, ARG members and AA Unit staff have worked hard to turn these recommendations into a concrete plan.

The AA Unit and the ARG have finalized a 2012 - 2014 Work Plan. The Goals and Objectives that form the foundation of this document embrace the LTV Workshop recommendations presented herein. While some Work Plan Objectives may omit specific detail which was provided by participants, the Objectives clearly reflect the spirit and intent of those contributions. It is understood by the ARG members and AA Unit staff members that the specifics which define activities meant to achieve many of the Objectives will depend in large part on the staff working on the task at the time, the ideas presented by LTV delegates at the gathering, and on the circumstances which exist when the Objective is being addressed.

People have said that Aboriginal people and the Northern Ontario School of Medicine are blazing a new path through untraveled territory with our partnerships for the education of health professionals in Northern Ontario. Aboriginal Community Workshops like "Living the Vision" are an essential part of building and maintaining those relationships, and provide all partners with an opportunity to gain greater understanding by listening and sharing experiences. Workshops also provide partners with the challenge of learning from, and acting on, what they hear and experience as a partner.

NOSM, the ARG and the AA Unit have heard and have begun responding to the insights, suggestions, reflections, teachings and advice which Elders and community and organizational representatives shared during the LTV.

New leadership at the School, AA Unit and ARG during the last two years is strengthening the voice



and role of Aboriginal community people within NOSM. That voice is keeping alive the will and desire for a greater role in medical education as expressed by Aboriginal community participants at the gathering. If NOSM and Ontario Aboriginal communities continue to develop initiatives together, and continue to make opportunities to hear and listen to each other the number of feet walking this new path will steadily increase and firmly establish a path many can follow.

APPENDIX 1. PARTICIPANT LIST

Aboriginal Community Partners

Atikameksheng Anishnawbek
Constance Lake First Nation
Eabametoong First Nation
Garden River First Nation
Kenora Area Health Access Centre
Mattagami First Nation
Métis Nation of Ontario
Mnaamodzawin Health Services
Moose Cree First Nation
Muskrat Dam First Nation
Nipissing First Nation
Ontario Native Women's Association
Pikangikum First Nation
Sagamok Anishnawbek First Nation
Sandy Lake First Nation
Shkagamik-Kwe Health Centre
Union of Ontario Indians
Wikwemikong Health Centre

NOSM Representation

Aboriginal Affairs
Academic Council
Admissions and Learner Recruitment
Advancement
Communications
Community Engagement
Education Informatics
Equity & Quality – Dean's Office
Events Coordination
Faculty Research
Francophone Affairs
Human Sciences Division
Inter-Professional/Continuing Health Education
Program Evaluation - UME
NOSM Board

APPENDIX 2. ABORIGINAL REFERENCE GROUP MEMBERSHIP

Full & Ex-Officio Members

| Member Name | Organization |
|--------------------------------|---|
| <i>Anita Cameron</i> | Grand Council Treaty #3 |
| <i>Dobi-Dawn Frenette</i> | Nishnawbe Aski Nation |
| <i>Robin Koistinen</i> | Independent First Nations |
| <i>Connie Manitowabi</i> | Ontario Native Women's Association (ONWA) |
| <i>Erika Perkins</i> | Union of Ontario Indians |
| <i>Tim Pile</i> | Métis Nation of Ontario |
| <i>(vacant)</i> | Ontario Federation of Indian Friendship Centres |
| <i>(vacant)</i> | Youth Member |
| <i>(vacant)</i> | Aboriginal Health Professional |
| <i>Dr. Sheila Cote-Meek</i> | Laurentian University, Associate Vice-President, Aboriginal Initiatives |
| <i>Moira Fleming</i> | NOSM, Administrative Assistant |
| <i>Denise Gauthier-Frohlik</i> | NOSM, <i>Interim</i> Director, Aboriginal Affairs |
| <i>Dr. Joyce Helmer</i> | Faculty-NOSM Academic Council |
| <i>Elaine Innes</i> | NOSM Student – East Campus |
| <i>Kimberley Larkin</i> | NOSM, Communications Officer |
| <i>Dr. David Marsh</i> | NOSM Associate Dean, Community Engagement |
| <i>Becky Neckoway</i> | NOSM Student – West Campus |
| <i>Beverly Sabourin</i> | Lakehead University Vice-Provost, Aboriginal Initiatives |
| <i>Dr. Blair Schoales</i> | NOSM, Assistant Dean, Admissions/Learner Recruitment |
| <i>Dr. Roger Strasser</i> | NOSM, Founding Dean |
| <i>Mr. Louis Waswa</i> | Elder, Eabametoong First Nation (Fort Hope) |



ARCHIVED APPENDICES AVAILABLE FOR DOWNLOAD

- LTV Agenda
- Admissions Update
- Communications Update
- Community Engagement Update
- Curriculum Update
- Recruitment and Financial Aid Update
- NOSM Curriculum Schematic
- LTV Evaluation Report
- Pre-Report to the LTV
- “Keeping the Vision” Workshop Report
- “Follow Your Dreams” Workshop Report
- “Partnership Opportunities in Research” Gathering Report



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