





We couldn't do it without you.

MERCI MIGWETCH THANK YOU THANK YOU MERCI MIGWETCH THANK YOU MERCI MERCI MERCI THANK YOU THANK YOU THANK YOU THANK YOU MERCI MIGWETCH



Northern Ontario School of Medicine École de médecine du Nord de l'Ontario P·∇∩△` ⟨¹∪≳Þ L™PP· △ △°d๋△·△°

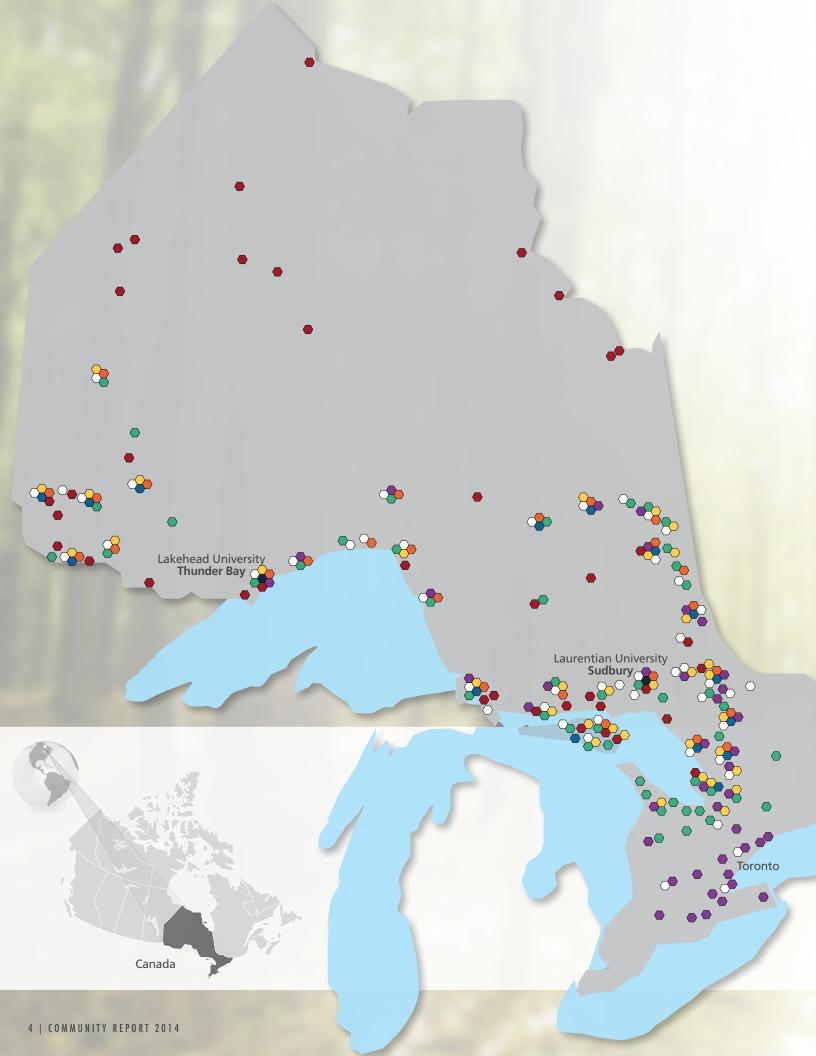


NORTHERN ONTARIO

THE WIDER CAMPUS OF THE NORTHERN ONTARIO SCHOOL OF MEDICINE

Northern Ontario is home to thousands of natural lakes, vertical granite cliffs, expansive forests, meandering rivers and streams, and a seemingly endless variety of inspiring landscapes. Though home to only six percent of the province's population, Northern Ontario comprises nearly 90 percent of the province's geography.





THE NORTHERN ONTARIO SCHOOL OF MEDICINE

LOCALLY GROWN, INTERNATIONALLY RECOGNIZED

Since its inception, the Northern Ontario School of Medicine has proudly defied traditional health professional education.

Born of a grassroots movement by Northern Ontarians in need of health professionals, NOSM is a medical school like no other. No other Canadian medical school is a joint initiative between two universities—in this case, Lakehead University in Thunder Bay and Laurentian University in Sudbury. No other Canadian medical school provides training in more than 90 communities across a geographic expanse of 800,000 square kilometres. Rather than taking an off-the-shelf approach to delivering health professional programs modeled after traditional methods, NOSM has developed novel education strategies to meet the needs of Northern Ontarians.

NOSM's education is quite literally "all over the map," taking learners out of the "ivory tower" and into your backyard. Learners are woven into the fabric of Northern Ontario communities. They learn in context about the determinants of health that are relevant to the region, with the hopes that their experiences will win over hearts and minds, and encourage them to return upon completion of their training. And it's working.

You don't have to look far to find the source of the Northern Ontario School of Medicine's success. It's right in the name: Northern Ontario. Northern Ontarians have made NOSM what it is—a locally grown solution to regional health inequalities, and an international leader in distributed, community-engaged health professional education and research.

Mapping NOSM's Distributed Model



Ottawa

Aboriginal Communities

First-year medical students spend four weeks in an Aboriginal community in Northern Ontario.



Rural/Remote Communities

Second-year medical students complete two four-week placements in small, rural, or remote Northern Ontario communities.



Comprehensive Community Clerkships (CCC)

Third-year medical students spend eight months completing their CCC in a mid-sized community in Northern Ontario.



Clinical Rotations

Fourth-year medical students undertake six core rotations in a 12-month period at academic health sciences centres in Sudbury and Thunder Bay.



Postgraduate Residency Education

Residency education at NOSM occurs at distributed learning sites throughout Northern Ontario.



Northern Ontario Dietetic Internship Program (NODIP)

Forty-six week dietetic internships are completed in communities throughout Northern Ontario and North Simcoe Muskoka Local Health Integration Network (LHIN).



Physician Assistant (PA) Program

PA students undertake 40 weeks of supervised clinical rotations in rural and urban settings throughout Ontario, including 20 weeks in the North.



Rehabilitation Studies

Audiology, occupational therapy, physiotherapy, and speech-language pathology learners undertake clinical placements in a diverse range of practice and community settings ranging from four to 12 weeks in duration.



I HOPE THAT AS YOU READ THROUGH THE PAGES OF THIS REPORT, YOU SEE NOSM'S VISION—AND YOUR CONTRIBUTIONS TO THAT VISION—REFLECTED IN THESE STORIES.

THANK YOU MERCI

With thanks to the host universities, donors, funders, local and provincial government officials, health service partners, academic health science centres, Aboriginal communities, and Francophone communities who collaborate with NOSM to contribute to the health of the people and communities of Northern Ontario. With special thanks to each member of NOSM's staff and faculty for their outstanding commitment to the School.



WE COULDN'T DO IT WITHOUT YOU

Each spring, the Northern Ontario School of Medicine (NOSM) publishes its annual *Community Report* where we reflect on the School's activities over the previous year. This year, we get personal, and feature stories involving NOSM's faculty, staff, students, alumni, and countless individuals across NOSM's wider campus of Northern Ontario.

In the 10 short years since NOSM opened its doors, the School has contributed to important changes across Northern Ontario, and none of it would have been possible without the support of many. It is fitting, then, that the theme of this year's *Community Report* is "Celebrating 10 Years With Thanks." During our 10th anniversary year, we are celebrating *you*. We're saying, "Thank you, Merci, Miigwetch" for your support in creating and sustaining a medical school built in Northern Ontario, for Northern Ontario. NOSM-trained health professionals are continuing to join and open practices across the region. Collaborative research is happening across Northern Ontario that focuses on questions that have a direct relevance to Northern, rural, and remote populations. All of this is the result of all of us working together for a healthier North. You are an integral part of the NOSM team.

When I started my third term as Dean in July 2014, NOSM's Board of Directors gave me several specific directions, one of which was to develop a new strategic plan to guide the School's next five years. NOSM's Strategic Plan 2015-2020 confirms the School's vision, mission, and values, and sets five strategic goals to be achieved by the decade's end. The Plan, which will come into effect on July 1, 2015, will be available at nosmsp2020.ca. We look forward to working with our many partners to achieve successful implementation. I thank everyone who has, in one way or another, contributed to the first decade of NOSM's development. This report is for you.

Dr. Roger Strasser AMProfessor of Rural Health
Dean and CEO

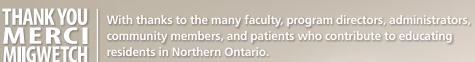
"This year, we celebrate Lakehead University's 50th anniversary. The Northern Ontario School of Medicine has been—without a doubt—one of Lakehead's many successes. Over the past 10 years, NOSM has been making a difference in our region. In this year of our shared milestones, please join me in thanking staff, faculty, and the many supporters who have contributed to NOSM's tremendous achievements and wish them a happy 10th year."

Dr. Moira McPhersonChair, NOSM Board of Directors
Provost and Vice-President (Academic), Lakehead University

"The Northern Ontario School of Medicine's accomplishments are thanks to a wide collaborative effort. Many individuals, communities, and organizations have joined together to create this amazing solution to better all of Northern Ontario. When I reflect on the short history of the School, I'm amazed at what's been accomplished. On behalf of Laurentian University, congratulations to everyone supporting NOSM. Happy 10th anniversary."

Dr. Robert KerrVice-Chair, NOSM Board of Directors
Vice-President, Academic and Provost, Laurentian University

NOSM'S NOVEL RESIDENCY PROGRAMS DEMONSTRATE THE BENEFITS OF RURAL AND REMOTE POSTGRADUATE EDUCATION.





ACCREDITATION SUCCESS IN COMMUNITY-BASED PROGRAMS

Like all of NOSM's programs, the School's postgraduate education is unique. NOSM has developed novel postgraduate education strategies to meet the needs of Northern Ontarians. In 2014, NOSM was the first Canadian medical school in more than 30 years to undergo an inaugural, full accreditation review for new postgraduate education programs. The accreditation process ensures that all residency programs in Canada offer quality education, and also meet standards based on best educational practices to guarantee that all residents have the necessary experiences required to become licensed, independent physicians.



Dr. Tara Baron, Program Director for NOSM's pediatric residency program, knows full well that accreditation is not just a site visit—it takes years of preparation to ensure that a program meets the standards of the accrediting body. And because of NOSM's unique postgraduate education programs, it was even more important that every "i" was dotted and every "t" was crossed.

"NOSM's pediatric program is different than any other program in Canada," says Dr. Baron. "Almost every other pediatric residency program in the country has their residents spending all of their time in the tertiary care hospital, where subspecialists are readily available. Even though much of our training occurs in the community, we still have to meet the College's standards with regards to subspecialty experience. The standards were established based on a different model."

But, don't be mistaken: NOSM's postgraduate program isn't at a disadvantage because of its differences. In fact, the School's pediatrics residency program came through accreditation with flying colours, and was granted full accreditation for six years—the maximum time possible.

"I think our residents have an advantage compared to those who train in a more traditional setting, especially if they are interested in a career in general pediatrics," says Dr. Baron. "Our residents learn about pediatrics in community-based settings, where the majority of Canadian children receive their health care. They have the opportunity to follow patients over time in a variety of settings. This continuity of care is not available to those training in the traditional tertiary care setting."

"When I was still a med student considering which pediatrics programs to apply to, a number of my mentors told me, 'Go to NOSM. They have an amazing peds program,'" says Dr. Vanessa Bohn, NOSM second-year pediatrics resident. "They were right. When the accreditors came, they heard that we were thrilled with the program. I have had great experiences in the North, and the program has helped me develop into a much more mature learner."

INTEGRATED CLINICAL LEARNING SUPPORTS PATIENT CARE BY CONTRIBUTING TO THE DEVELOPMENT OF LEARNERS AND FACULTY IN NORTHERN ONTARIO COMMUNITIES.

THANK YOU MERCI MIGWETCH With thanks to the many learners, faculty, and patients who work together to support healthier communities in Northern Ontario. With special thanks to the hospitals, health centres, health clinics, community organizations, research institutes, and academic health science centres that partner with NOSM to provide high-quality education throughout the North.



ROOM TO GROW TOGETHER

A few years ago, Dr. Chris Rossi, NOSM's Postgraduate Education Site Director, had a problem. In her office in the Group Health Centre (GHC), a significant contributor to medical education in Sault Ste. Marie, Dr. Rossi had only two examination rooms. This meant that although she wanted to welcome more than two learners at a time, it simply wasn't practical. As it turned out, some of Dr. Rossi's other colleagues at the Group Health Centre were experiencing similar obstacles regarding teaching space. So, Dr. Rossi and her colleague, NOSM Assistant Professor Dr. Ed Hirvi, spearheaded a project to create the Clincial Learning Centre (CLC) at the GHC. Thanks to funding provided by the Heritage Fund, the CLC features 15 examination rooms and a dedicated room where learners can research, collaborate, run ideas past one another, and grow together.

Having learners at various levels of their education working together is what NOSM calls Integrated Clinical Learning (ICL). ICL brings together learners, teachers, and patients in health and social services to learn about, from, and with each other for the benefit of all.¹ At the CLC, up to 10 NOSM medical students and residents at various levels of their training can learn together, which consolidates the learning for the senior learners, and supports the growth and skill development of the junior learners. Students from other health professions can also participate in these integrated learning experiences.

"Sometimes, you have questions that you might be too shy to ask your preceptor because you're worried they might seem silly," says Angela Coccimiglio, NOSM third-year student completing her Comprehensive Community Clerkship in Sault Ste. Marie at the CLC. "But you can ask the residents—they reassure you, and figure it out with you. They've had those questions in the past, too, so you feel a bit more comfortable when going to them for help."

"Part of hosting a resident is teaching them to teach," says Dr. Krzysztof Opryszczko, NOSM Assistant Professor of Family Medicine who also works with students at the CLC. "Working with medical students consolidates the residents' learning, and reminds them of how far they've come. It also allows them to learn how to give good feedback, which is an important skill to develop."

"The students teach us as faculty as much as you teach them," says Dr. Rossi. "They have new ideas, and they give you their excitement when they see new things. And as for the patients—they're very excited, and often proud about working with learners. Not just in the Sault—I think that's true across Northern Ontario."

"Similar to ICL, Integrated Interprofessional Learning (IPL) is a growing focus," said Dr. Marion Briggs, NOSM's Director of Health Sciences and Interprofessional Education. "Our patients and the environments in which we work are very complex; no person or discipline has all the answers—we have to work collaboratively to achieve compassionate, person-centred care. The Clincial Learning Centre is a great venue to support IPL."

1. Berry, S., Briggs, M., & Marsh, D. (2014). Building capacity for integrated clinical learning in rural settings. In *Rural Medical Education Guidebook*. Wonca: Global Family Doctor.

Faculty members (from left to right) Dr. Krzysztof Opryszczko and Dr. Rose-Marie Gieni, medical student Wilson Stephenson, family medicine resident Dr. Phillip Evans, medical students Angela Coccimiglio and Lily DeMiglio, and Postgraduate Education Site Director Dr. Chris Rossi collaborate at the Clinical Learning Centre in Sault Ste. Marie.

NOSM CONTRIBUTES TO PHYSICIAN ASSISTANT EDUCATION IN NORTHERN ONTARIO IN ORDER TO ENRICH THE HEALTH WORKFORCE IN THE NORTH.

THANK YOU MERCI

With thanks to the many NOSM faculty and health professionals who train physician assistants in Northern Ontario. With special thanks to the University of Toronto and The Michener Institute for Applied Health Sciences for their partnership in delivering PA education with NOSM.



PHYSICIAN ASSISTANTS' ADAPTABILITY INCREASE ACCESS TO HEALTH CARE

Adaptability is an important theme in rural medicine. In the rural or remote setting, clinicians are often required to adapt to the needs of their patients, and the varied settings in which they practice. Dr. Megan Bollinger, a NOSM resident in Sioux Lookout, has even likened rural clinicians to Swiss Army knives—compact bundles of widely diverse utility that can be applied in many different ways. Historically, physician assistants (PAs) have also required adaptability.

The PA profession itself was inspired by military corpsmen in the US, and medical assistants in the Canadian military. In recent years, the formal physician assistant training program in the Department of National Defense was the first PA program in Canada to attain accreditation by the Canadian Medical Association. Adapting for non-military primary care, the Ministry of Health and Long Term-Care supported the PA initiative leading to the development of university-based civilian PA education programs. With initiatives in other provinces, the profession is now in full swing, with close to 500 PAs in Canada.

True to their historical roots, physician assistant education programs encourage health-care professionals in other fields to retrain and adapt their skills for a more expanded patient-care role. PAs act as physician extenders in a variety of health-care settings, and work under the scope of their supervising physician, providing front-line patient care, performing procedures and implementing management plans under delegation. These are just some of the many features that drew Ken Crosby, recent alum of the BScPA degree program delivered by the Consortium of PA Education (comprised of NOSM, the University of Toronto's Faculty of Medicine, and The Michener Institute for Applied Health Sciences) to the program.

The distance and distributed program allows PA learners the opportunity to learn at home and train in a variety of communities. "Like most people in my class, I was working in a different field of health care—exercise physiology—and I felt I needed more training," says Crosby. "I wanted to get more involved, and have more of a role in health care. The PA program is great because it allows you to upgrade your training in a relatively short period of time."

Having undertaken placements in communities such as Timmins and Cochrane, Crosby reports that he found his education both personally and professionally rewarding. "I find the primary care role in the small community hospital setting to be a fantastic way to consolidate my skills and knowledge," says Crosby. "In any given week, I see patients in a family practice and ER, I participate in inpatient rounds, assist in the OR, and work on a research project in the long-term care facility."

NOSM IS TRAINING DIETITIANS WHO UNDERSTAND HEALTH DETERMINANTS IN NORTHERN ONTARIO.

THANK YOU MERCI MIGWETCH With thanks to the many Northern Ontarians—from preceptors and site coordinators to patients and members of the public—who support Northern Ontario Dietetic Internship Program interns as they develop the skills they need to practise independently.



DEVELOPING A TASTE FOR NORTHERN ONTARIO

Healthy eating can pose a challenge in Northern Ontario, where food prices can be up to 300 percent higher than in other parts of the province. With many Northern communities working to address health concerns such as obesity and diabetes, healthy eating is on the forefront of many minds. Dietitians play an important role in supporting a healthy community. Since 2007, NOSM has offered the Northern Ontario Dietetic Internship Program (NODIP), a 46-week internship that teaches dietetic interns the skills and knowledge they need for rural and Northern practice.

Registered Dietitian Jill Skube is a recent NODIP graduate who completed a portion of her training in Kenora, with placements at both Lake of the Woods District Hospital and Sunset Country Family Health Team. During one of her placements, Skube was offered a position at the Sunset Country Family Health Team upon completion of her training. Having been raised in Thunder Bay, Skube was excited to be able to work in the North.

"One of the best things about working in Northern Ontario is the ability to work with a wide variety of patient populations," says Skube. "On any given day at the Family Health Team, I can see a pregnant woman, an 80-year old man who is malnourished, someone who wants to lose weight, someone with bulimia, a picky eater... it never ends, and for someone who loves to learn and be challenged, this is exactly what I was looking for in my career."

Thanks to NODIP, Skube does not feel that she's bitten off more than she can chew. "I think NODIP does an excellent job of preparing us for work in the North," she says. "The program provides a really individualized experience, where we get exposure to a wide range of settings."

In the last seven years, NODIP has trained 87 dietetic interns, and of these, 74 percent have developed a taste for Northern Ontario and have chosen to live and practise in rural or Northern communities. In addition to supporting recruitment, Tanya Laewetz, Registered Dietitian (RD) at Lake of the Woods District Hospital and one of Skube's preceptors, feels that the interns' presence is also supporting patient care in Kenora.

"I really enjoy having interns," says Laewetz. "I find that, as much as we share our knowledge and our experiences, they bring their own experiences and questions which push us to strengthen our skills alongside them. I'm always learning something new as a result, and believe this leads to better patient care."

NODIP is proving that increasing the number of RDs in rural and Northern communities is more (and probably healthier) than a pie in the sky—it's becoming a reality.

NOSM MEDICAL STUDENTS ARE TAKEN OUT OF THE CLASSROOM TO LEARN VALUABLE LESSONS DIRECTLY FROM COMMUNITY MEMBERS.



CREATIVE, UNCONVENTIONAL, AND UNEXPECTED EDUCATION

In their first and second years of medical school, all NOSM MD students undertake Community and Interprofessional Learning (CIL) sessions. Typically, these take students into patient homes, pharmacies, rehab centres, and nursing homes so they can learn about community health needs. As part of their educational experience on Manitoulin Island, Dr. Maurianne Reade and her colleague Dr. Shelagh McRae came up with a new idea for a CIL placement: a performing arts studio.

Truthfully, the Debajehmujig Creation Centre is much more than just a performing arts studio—in fact, there are few art forms that are not explored there. The Creation Centre is home to the Debajehmujig-Storytellers ("Debaj"), a professional, community-based, non-profit that shares and educates, from the perspective of the Woodlands Ojibway, original creative expression with Native and non-Native people in order to revitalize the culture, language, and heritage.

For the last three years, Debaj has been creating detailed patient scenarios for medical students on CIL placements, where animators portray patients struggling with mental health and other health concerns. Informed by peer-reviewed medical research, the Debaj actors (known as animators) do everything they can to make the scenarios as realistic as possible, putting much thought into props, makeup, moulaged wounds, and character backgrounds. The medical students come for a whole day, and the animators are given full creative and educational license as "not-so-standardized" patients to test their communication skills, empathy, and diagnostic abilities.

"Debajehmujig has been involved with health-related community initiatives across Northern Ontario for 30 years as part of their outreach programming," says Dr. Reade. "The animators of Debajehmujig are experienced in improvisation, role creation, complex emotional portrayals, and providing feedback regarding communication, performance, and emotions. But most importantly, the animators themselves are excited to influence the medical education process."

"It's great for all of us, because sometimes we don't even know what the patient is going to do in the scenario," says animator Josh Peltier. "It's the moments when we push the boundaries, when we really challenge the students and create complex layers of experience—that's where the richness is."

"These future doctors are trained for Northern Ontario practice, to meet the needs of Northern Ontario patients, and we, at Debaj, have spent the last 20 years doing outreach in Native and non-Native communities from here to Thunder Bay and back," says Johanna Berti, Debaj's Director of Outreach and Education. "We've cultivated a beautiful relationship with NOSM, where we get to really use our best creativity to challenge NOSM students to learn some of the hardest things to learn."



HARD ROCK MEDICAL

At the Northern Ontario School of Medicine, we're training health professionals not only in a specific context, but for a specific context. By living and learning in rural, remote, Aboriginal, Francophone, and mid-sized communities throughout the North, NOSM learners develop the competencies required of all medical students, as well as the many additional skills required of rural, remote, or Northern physicians—such as adaptability, resourcefulness, cultural competency, and knowledge of local determinants of health.

These qualities sparked Derek Diorio's interest in the School. Diorio is the cocreator and director of TVO's critically acclaimed series, Hard Rock Medical, which is loosely inspired by NOSM. Hard Rock Medical puts a new twist on a well-travelled genre—like the Northern Ontario School of Medicine, the show brings a group of medical hopefuls face-to-face with the reality of delivering health care in the North.

"NOSM's real-life curriculum gives us the substance of the show," says Diorio. "Like NOSM, we put the students out into the woods, into the rocks and trees. When you do this, Northern Ontario automatically becomes a character. But in our case, it's not bricks and mortar, it's the great outdoors. I think NOSM's uniqueness is actually what makes Hard Rock Medical appealing as a television show."

The vast distances and population density that makes Northern Ontario an ideal setting for NOSM is also one of the many things that provides challenges when delivering health care. Raised in North Bay, Jamie Spilchuck (the actor who plays Cameron Cahill), is pleased that the show is shining a spotlight on health-care issues in the North.

"Hard Rock Medical tackles the reality of becoming a doctor in the North at an unconventional school," says Spilchuk. "One of the goals of the show was to bring attention to health care in the North—for funding, for awareness, whatever it may be. We set out to tell a great story and shine a light on an area that the public should know more about."

Whether it's medical education or medical drama, the context of Northern Ontario makes all the difference.

Hard Rock Medical, loosely inspired by NOSM, saw its ensemble cast return for a second season in February 2015. Canadian talents (top from left to right) Patrick McKenna, Angela Asher, and Stéphane Paquette kicked off the new season with Derek Diorio, director and co-creator, at an advanced screening. New episodes of Hard Rock Medical featuring (bottom from left to right) Jamie Spilchuk, Tamara Duarte, and Stéphane Paquette can be seen on tvo.org/hardrockmed.



MUSTER IN OUTBACK AUSTRALIA

Northern Ontario and the Australian outback—on opposite sides of the world and with differing climates—can seem substantially different.

But on the contrary, Canada and Australia have much in common. In both countries, access to health care in rural and remote communities has historically been an obstacle, leading to poorer health outcomes in rural, remote, and Aboriginal communities. In order to make a positive change to the health of the people of their regions, both NOSM and Flinders University School of Medicine in Australia have taken a similar, community-engaged approach to medical education to contribute to improving the health of the people and communities they serve.

From October 27-30, NOSM and Flinders co-hosted Muster 2014, a conference on global, community-engaged medical education. Held in the remote traditional Indigenous lands of Uluru (known commonly as Ayer's Rock), Muster 2014 focused on four themes that are pertinent to all international organizations dedicated to improving health of rural and remote communities: community engagement, social accountability, longitudinal learning, and Aboriginal health.

Participants (health professional educators, stakeholders, community members, administrators, health-service providers, patients, and students) heard engaging plenaries from: the local Ngangkari, traditional healers of central Australia; Dr. Fortunato Cristobal, founding Dean of the Ateneo de Zamboanga University School of Medicine (ADZU-SOM) about the outstanding contribution ADZU-SOM has made in the hugely underserved area of Zamboanga in the Philippines; and NOSM's own Dr. Rachel Ellaway about the various definitions of the term 'community,' and how these definitions might influence the work of community-engaged medical education. There was also an opportunity for medical students to report back to the audience about priorities from their perspective, and a presentation from Dr. Erica Wheeler of the World Health Organization (WHO) about a new toolkit the WHO has developed regarding transforming the global health workforce.

Of course, the value of these conferences relates to the action that the education inspires. Upon reflecting on his experience at Muster 2014, Dr. Greville Wood, physician and educator in rural New Zealand and participant at Muster 2014, reported that: "For the last few days, I have been surrounded by many passionate people who live and breathe medical education. My head is full of all kinds of new, applicable ideas that I'll bring home with me."

This conference provided many opportunities to share and learn strategies that can improve medical education for equitable health care. Strategies that will help us make tangible changes right here, at home.

The Global Community Engaged Medical Education Muster took place at Voyages Ayers Rock Resort—located in 'The Red Centre'—adjacent to traditional lands of Uluru, one of Australia's most recognizable natural landmarks. Participants on the Long Way Round Tour (left), Dr. Paul Worley and Eliza Gill (centre), and Dr. Sarah Strasser (right) Chair, Muster 2014 Organizing Committee.

NOSM'S CLINICAL RESEARCH LOOKS FOR SOLUTIONS TO IMPROVE PATIENT LIVES.

THANK YOU

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With thanks to the many NOSM faculty in Northern Ontario engaged in research that contributes to the health of the people and communities of Northern Ontario.



ON THE LOOKOUT FOR HEALTH IMPROVEMENTS

Ten years ago, if you had told Dr. Mike Kirlew that he would be practising in Sioux Lookout, he likely would have thought you were pulling his leg. Dr. Kirlew grew up in Ottawa, and once he had completed his medical training, someone mentioned that Sioux Lookout (a town described to him as "up North in the bush, somewhere near Thunder Bay") needed a physician. Eight years later, Dr. Kirlew, now an Assistant Professor in Family Medicine at NOSM, has been happily living and practising in Sioux Lookout for the better part of a decade.

"I love Sioux Lookout," says Dr. Kirlew. "I've always been passionate about First Nations health, and living in Sioux Lookout means that I get to pursue that. Truly, it's the patients who keep me here. I love the people in this region, and I'm privileged to serve them."

In support of patient care in Northern Ontario, Dr. Kirlew and some of his colleagues are developing a series of antibiotic guidelines for treating common infections in patients in the Sioux Lookout region. Currently, when a patient has a life-threatening infection on reserve (such as sepsis or pneumonia), the nurses in the First Nation call a physician, and the physician provides a treatment plan. According to Dr. Kirlew, this system leaves margin for error.

"We see a lot of critically ill patients with life-threatening infections in Sioux Lookout," says Dr. Kirlew. "In order to deliver the highest level of care in Northern communities, we decided to look at the present guidelines to see how we could streamline the processes by which patients access care in the North. The guidelines we're developing will serve as a protocol that we can follow, to ensure that we're providing the optimal level of care to all patients, no matter what the circumstance."

Funded by the Northern Ontario Academic Medical Association's (NOAMA) Clinical Innovation Fund, Dr. Kirlew and his colleagues are now collecting data about the types of infections most commonly found in the Sioux Lookout region, and are working to develop evidence-based guidelines that incorporate the best type of treatment and course of antibiotics to treat those common infections.

"I see research as a vehicle for social change," says Dr. Kirlew. "Sometimes, it feels like we're fighting an uphill battle in the North, with so many factors working against our patients. It's extremely rewarding to see that clinical research can ultimately lead to better care in remote, Northern communities." NOSM IS A MADE-IN-THE-NORTH SOLUTION THAT HAS GARNERED INTERNATIONAL RECOGNITION FOR ITS UNIQUE MODEL OF DISTRIBUTED, COMMUNITY-ENGAGED EDUCATION AND RESEARCH.



THANK YOU

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With thanks to our many international colleagues who share a common interest in equitable access to health care in rural and remote areas around the world.



ATTRACTING THE HEALTH FORCE YOU NEED

The Northern Ontario School of Medicine was created to address a chronic shortage of health-care professionals in communities across the North. When NOSM was established, its structure was informed by international studies that identified three factors most strongly associated with entering rural practice: (i) a rural background; (ii) positive clinical and educational experiences in rural settings as part of undergraduate medical education, and (iii) targeted training for rural practice at the postgraduate level. In the past 10 years, NOSM has merged these strategies.

As you can imagine, Northern Ontario isn't the only region that struggles with recruitment and retention of health-care workers. Facing similar issues, the European Union funded a project called "Recruit and Retain," which involved the creation of a task force to identify barriers that remote and rural communities in the far north of northern countries in Europe face when trying to recruit and retain health-care workers. Because of its social accountability mandate to respond to the health-care needs of rural and remote communities in Northern Ontario, NOSM was asked to be the only non-European partner for the Recruit and Retain Project.

In Thunder Bay, from January 15-17, 2014, NOSM hosted the Canadian Recruit and Retain Conference, an international conference aimed at sharing strategies for attracting health-care professionals and other public sector workers to underserved areas. The conference brought together policy makers, educators, and health professionals from across Canada, Sweden, Norway, Iceland, Greenland, Scotland, Northern Ireland, and the Republic of Ireland to discuss best practices for ensuring that people living in remote communities benefit from high-quality health care.

"It has been abundantly clear in the media coverage over the last few years that employers and governments must listen to the views of rural residents," says Deanne Gilbert, Manager of the Recruit and Retain Project, located in Scotland. "The Recruit and Retain Project is one of the ways that we're trying to find solutions to the challenges faced by northern, rural citizens."

The two-day engagement offered lectures, break-out sessions, tours, and social activities wherein participants could learn from one another. The conference concluded with the creation of the Canadian Recruit and Retain Conference Statement (available online at: nosm.ca/recruitandretain), which provided observations and recommendations for improving recruitment and retention in rural, remote, and Northern communities.

2. Strasser, R., & Neusy, A.-J. (2010). Context counts: training health workers in and for rural and remote areas. Bulletin of the World Health Organization, 88 (10), 777-782. doi:10.2471/BLT.09.072462

COMMUNITY PARTICIPATION IS FUNDAMENTAL TO NOSM'S SOCIALLY ACCOUNTABLE MODEL.

THANK YOU MERCI

With thanks to the many Northern Ontarians that have contributed to the success—past, present, and future—of the Northern Ontario School of Medicine. With special thanks to the members of the Strategic Planning Advisory Committee, who oversaw the strategic planning process.



ENGAGED STRATEGIC PLANNING

Years ago, many people believed that those hoping for a medical school in the North were building castles in the sky. Not only has the dream of a medical school in the North come true, NOSM is celebrating its 10th anniversary, reflecting on the past 10 years, and considering where NOSM might yet go. Whether recalling the past or looking to the future, one thing remains constant: collaboration with Northern Ontarians underpins NOSM's success.

In 2014, the Board of Directors initiated the development of NOSM's next Strategic Plan for the years 2015-2020. A 28-member Strategic Planning Advisory Committee—comprised of faculty, community members, learners, staff, and Board members—was formed to guide an inclusive and transparent strategic planning process on behalf of the Board.

As partners in building a healthier North, NOSM looked for the guidance of Northern Ontarians to create a strategic plan that meets their needs. During the summer of 2014, a NOSM team of senior leaders and staff travelled to more than 50 rural, remote, Francophone, and Aboriginal communities in Northern Ontario to seek guidance on the future of the School. NOSM's team spoke with many people about the progress of the School to date, and sought their input regarding priorities for a variety of areas of the School, including: educational excellence, outstanding research, relationship development, organizational effectiveness, and expanded resources.

"Though our history is relatively short, NOSM started in Northern Ontario, for Northern Ontario, and has grown into something extraordinary," says Dr. David Marsh, NOSM Deputy Dean and Associate Dean of Community Engagement. "Community participation is vitally important in helping us build upon the foundation that we have created together, to ensure that NOSM—your medical school—remains accountable to your needs."

In all, NOSM received more than 1,000 contributions to the development of the Strategic Plan. Based on the input of Northern Ontarians, NOSM has developed five strategic goals that will guide the School's future. NOSM will:

- Enrich educational programs to foster exemplary, quality health care in rural and remote communities;
- Strengthen capacity to perform outstanding research that aligns with the health needs of Northern Ontario;
- Create an inclusive, whole-school culture and learning environment that supports the growth and development of faculty, staff, and learners;
- Empower faculty through ongoing engagement and active involvement in all aspects of the School; and,
- Strategically engage communities, health service providers, and other collaborators to strengthen relationships and expand resources.

Dr. David Marsh, NOSM Deputy Dean and Associate Dean, Community Engagement (top left), speaking in Hearst. Participants in Marathon, Cochrane, and Wawa were among many community members and health professionals engaged in providing feedback.

NOSM'S ACTIVITIES ARE GUIDED BY THE CULTURAL INSIGHT OF ABORIGINAL PEOPLES OF NORTHERN ONTARIO.

MIIGWETCH THANK YOU MERCI With thanks to the many Aboriginal Peoples, Elders, First Nations communities, and partners who share their wisdom with the Northern Ontario School of Medicine to develop a healthier future for all Northern Ontarians.



WALKING THE VISION TOGETHER

NOSM is continually guided by the wisdom of Aboriginal Peoples to ensure that the School—from its education to its policies—stays true to the knowledge and experience of First Nations and Métis Peoples in the North.

This summer, NOSM leaders travelled to Chapleau Cree First Nation to seek the guidance of more than 100 Aboriginal Peoples from 28 First Nations communities across Northern Ontario. The Gathering, titled "Walking the Vision," brought the partners together to feast, smudge, give thanks, collaborate in sharing circles, and discuss how NOSM can further meet the needs of Aboriginal Peoples. Gatherings such as these are held every few years, and build upon the regular, ongoing guidance provided by Aboriginal Peoples into all areas of the School.

During the Gathering, NOSM senior leadership discussed the ways in which NOSM incorporates Aboriginal participation, culture, practices, and values into the activities of the School. Topics of discussion included admissions, communications, community engagement, curriculum, research, postgraduate education, and faculty affairs. After each presentation, participants were divided into groups and asked to assess NOSM's progress in the topic areas, and make specific recommendations about the ways in which the School can further improve its practices. Participants at the Gathering also partook in strategic planning focus groups to provide input into NOSM's priorities until the year 2020.

Sharing her wisdom at the Gathering, Dr. Doris Mitchell, NOSM alumna and proud Ojibway woman from Brunswick House First Nation, gave a powerful presentation about the joys and challenges of practising medicine in Chapleau, the community where she grew up. Dr. Mitchell provided advice to NOSM about how to further support graduates when they return home to practise: "NOSM, you are a leader in helping communities find a physician. Now, help us stay. I love it here, but it's not easy. In order to stay, I need your help."

NOSM leaders returned to the School with the knowledge imparted by Aboriginal Peoples of Northern Ontario, committed to applying this valuable feedback to better meet the needs of the region.

Graciously hosted by Chief Keeter Corston (top centre) and the Chapleau Cree First Nation, the Gathering brought together Aboriginal community partners from across Northern Ontario to seek their input on the practices, activities, and outcomes of the School. In all, more than 100 community partners were in attendance, with representation from First Nations across Northern Ontario, reaching as far North as the James Bay coast.

MD ORIENTATION WEEK SHOWCASES THE BENEFITS OF RURAL PRACTICE.

THANK YOU MERCI MIGWETCH With thanks to the many communities, individuals, and organizations across Northern Ontario who have made Orientation Week possible over the past 10 years. With special thanks to all NOSM learners who choose to pursue their education in Northern Ontario, and to their families and friends who support them along their journey.









CREATING ONE COHESIVE CLASS

Each fall, NOSM's newest class of first-year medical students come together for Orientation Week (O-Week). This is the students' first introduction to NOSM's wider campus of Northern Ontario, where they will live and learn for the next four years. During O-Week, medical students are immersed in the cultural, linguistic, and geographic diversity of Northern Ontario. But the week is about much more than that.

If NOSM is to truly meet its goal of educating physicians with an affinity for living and practising in the North, it's important that students see what rural community health care looks like. It's not only important for them to learn what they can contribute to a community in Northern Ontario, but equally what the community can provide in return.

Brett Redden, Physician Recruiter and Retention Coordinator, Dr. Sarah Newbery, a family physician with the Marathon Family Health Team and NOSM Associate Professor of Family Medicine, together with Dr. Newbery's colleauges and team, welcomed the students to their community in late August 2014. "The time students spent in Marathon was a really important statement on personal health and balance, as well as on community health. They learned about local rural health-care systems, had time to exercise and play, and closed the day with volunteer work," explains Dr. Newbery. "It was the kind of healthy day that we should all be trying to live each day."

"No rural town can succeed without a good health-care team," Ray Lake, Marathon municipal councillor, shared with the students. "Doctors are good for small towns, but small towns are also good for doctors. In our community, work-life balance matters. In Marathon, our physicians aren't just health-care providers. They are a part of the community. They're part of our knitting clubs, our book clubs, and our sports teams. In small towns, you get to know not just the physician, but the whole person. I think that's an opportunity that doesn't exist in big cities."

Strengthening the connection between community participation and health care, three volunteer activities were arranged in Marathon during the 2014 O-Week: a beach cleanup at Penn Lake, trail clearing at the golf course, and home renovations with Habitat for Humanity—an organization that is changing the lives of some very deserving locals for the better.

Situated on the north shore of Lake Superior, the community of Marathon hosted first-year NOSM medical students during O-Week. A group of students spent time volunteering with Habitat for Humanity. Brett Redden (bottom left), Ray Lake (bottom middle), and Dr. Sarah Newbery (bottom right) welcomed the new class of medical students to Marathon.

NOSM IS NO ORDINARY SCHOOL OF MEDICINE BECAUSE OF ITS COMMUNITY PARTNERS.



A GLOBAL REVELATION ON LOCAL EFFORTS

Aside the sunny Gulf of Thailand, I learned that nothing can so quickly alter your way of thinking than a warmly delivered dose of academia.

At the invitation of Dr. Roger Strasser, NOSM's Dean, I attended the Prince Mahidol Awards Conference (PMAC) and took part in an expert panel speaking at a parallel session, titled "Ensuring Community Engagement in Health Professional Education." My co-panelists were international academic celebrities with genuine bona fides far above my commission.

During his keynote address, Dr. Julio Frenk, Dean of Harvard's School of Public Health, described a "strategic shift" in how learners can more effectively benefit from their academic journey. One model depicted a confined and tubular slide—like a water slide—where gravity and course design dictate that every participant experiences the same lonely path through medical school. The other model was depicted as a busy airport terminal; a place where safe and effective movement requires a traveller's application of purposeful attention and elicitation of support from many people.

A dim light went on in my head. This was the reason for my global sojourn.

NOSM students don't travel through a pedagogic tunnel. Their academic trip is assisted by real working physicians, nurses, and professionals from all sorts of hospital departments. We navigate them through our community and they learn from us along the way.

Hearing international speakers discuss the benefits of longitudinal communityengaged learning, I realized that NOSM's unique model delivers on the promise of equity in so many ways. Consider rural and remote communities perpetually sending their best-and-brightest off to a capital city, home of the national university, where they never look back after earning a medical degree. Consider pre-NOSM Northern Ontario and the out-bound path to med school. It's not just more seats in a new school that eventually supports more equitable access to medical care, it's rigging the game in favour of regional equity with a paradigm built on 'from the community, in the community, for the community.'

I came to be very proud that in some small way, we are a part of something revered and much sought after by governments, health professional educators, health service providers, and under-serviced communities all around the world. Some of the brightest health-care system planners in the world want what we already have in Northern Ontario.



By: Jim Hanna Local NOSM Group Member and NOSM Strategic Plan Advisory Committee Member West Parry Sound Health Centre

Dr. Roger Strasser, NOSM Dean (shown left), received a Special Award for Outstanding **Health Professional Educators** on behalf of NOSM, recognizing the collective success of everyone who has contributed to the School's global leadership.

NOSM'S CONTINUING EDUCATION ENABLES HEALTH-CARE PROFESSIONALS TO UPDATE THEIR KNOWLEDGE AND SKILLS TO PROVIDE SUPERIOR PATIENT CARE.

THANK YOU MERCI MIGWETCH

With thanks to the many health-care professionals and staff who support the development and delivery of continuing education throughout Northern Ontario, and the interprofessional collaborators who work closely together to provide the best possible patient care. With special thanks to CEPD's many Program Planning Committees who volunteer their time to develop continuing education and faculty development in the North.



STAYING CURRENT IN CONTEXT

In years gone by, professional isolation was a concern of many clinicians considering work in rural, remote, or Northern communities. In the ever-changing world of health care, how could they continue to update their skills when geography and time posed serious barriers to accessing continuing education?

As part of its contribution to the health of communities in the North, NOSM provides Continuing Education and Professional Development (CEPD) to health-care professionals throughout the region.

Jackie Hummelbrunner, Speech-Language Pathologist at Lake of the Woods District Hospital and NOSM faculty member, is the Chair of the Interprofessional Learning Program Planning Committee (IPL PCC) at the School. Each month, Jackie and a team of health professionals—dietitians, occupational therapists, physiotherapists, nurses, social workers, and physicians—from across Northern Ontario come together to plan education that assists clinical educators in developing interprofessional collaboration skills and competencies to support their roles as preceptors for health professional learners. Jackie and the IPL PPC make up just one of dozens of PPCs that work with NOSM's CEPD Office. These PPCs, comprised of health professionals from across the North, meet regularly to design and deliver hundreds of high-quality, accredited educational events per year on a wide variety of topics.

"Our service models in Northern Ontario require us to have very efficient communication and collaboration skills," says Hummelbrunner. "This is not something that many experienced professionals working in the field have been taught. The education we provide enhances collaboration with our health-care partners, and just as importantly, helps us build a solid foundation in interprofessional collaboration so that we can pass these best practices on to the students we teach."

There are many advantages of creating continuing education in the North, for the North. The education provided by the IPL PPC—like that provided by CEPD's other PPCs—is delivered electronically and available to any interested health professional no matter where they practise. It is also specifically tailored for Northern, rural, and remote contexts, and promotes networking and collaboration.

Dr. Salima Oukachbi, NOSM Assistant Professor in Family Medicine and Hospitalist at Thunder Bay Regional Health Sciences is one of the many clinicians who participated in education provided by the IPL PPC in 2014. "I had an excellent experience with the Collaborative Leadership Series offered by NOSM's CEPD Office," says Dr. Oukachbi. "Life-long learning is crucial to staying current and delivering the best possible patient care in Northern Ontario. Access to continuing education in Thunder Bay allows me to participate in medical education and professional development in my own geographic area without having to travel to big centres to obtain equal education."

NORTHERN FRANCO-ONTARIANS PROVIDE NOSM WITH CULTURAL INSIGHT INTO THE NEEDS OF FRANCOPHONE PATIENTS IN THE NORTH.

MERCI THANK YOU MIIGWETCH

With thanks to the many Francophones in Northern Ontario who support NOSM in positively contributing to culturally and linguistically safe education and patient care.



FRANCOPHONE PATIENT SAFETY

If you ask most physicians or medical students why they got into medicine, you'd likely hear a common theme in the responses: "to help people." This sentiment even extends beyond the individual; patient safety is an evolving health-care discipline that emphasizes the use of best practices to provide optimal patient care.

For Dr. Meghan Cusack, the safety of Francophone patients is not only at the heart of her practice, but also at the heart of her involvement with NOSM. After finishing her residency with NOSM, Cusack is now a busy clinician and an engaged faculty member in Sudbury. She is also NOSM's Francophone Clinical Lead and a member of the Francophone Reference Group (FRG), an advisory group that provides vital cultural and linguistic input into all areas of the School—from education to policy—to help NOSM remain accountable to the needs of Northern Ontario's Francophones.

According to Dr. Cusack, miscommunication in health care leads to many close calls with Francophone patients. For example, Dr. Cusack heard recently about a gentleman who had been undergoing treatment for depression. After seeing two different psychiatrists, the gentleman was asked to come in for another appointment. He believed that the purpose of the additional appointment was to discuss a new antidepressant medication. In reality, he had been scheduled for electroshock therapy.

"The safety of our Francophone population is truly what's at risk," says
Dr. Cusack. "When patients arrive and speak Mandarin, it's easier for health
professionals to recognize the need for translation. But if the patient is French
Canadian, many people falsely assume that they're bilingual. The reality is
that it's simply not safe to practise medicine with this population without truly
understanding the needs of the patient, and ensuring that they understand you."

Through her many roles at the School, Dr. Cusack provides a passionate voice for the rights of Francophone patients in the North. Among the projects closest to her heart are curriculum developments that support Francophones and Francophiles in developing the skills they need to practise safe medicine in French.

"NOSM students are some of the keenest, most passionate people with whom I have ever had the pleasure to work," says Dr. Cusack. "They are people who really care about their patients, and are always trying to go above and beyond. I believe we're going to see the biggest social change in these students when we show them just how much the Francophone community needs them, and just how grateful Francophone patients are for any help they can get."

NOSM'S EXTRAORDINARY STAFF AND FACULTY ARE DEDICATED TO BUILDING A HEALTHIER NORTH.

THANK YOU MERCI MIGWETCH

With thanks to NOSM's dedicated staff and faculty who go above and beyond to contribute to the health of the people and communities of Northern Ontario.



EVIDENCE OF EXCELLENCE

Thanks to advances in technology, nearly everyone—from patient to health-care professional—has access to seemingly limitless information at their fingertips. Of course, not all sources of information are equal. When it comes to making informed health decisions as a health-care professional, it all comes down to one thing: good evidence.

Good evidence is one of the many reasons to visit NOSM's Health Sciences Library. The Library has two locations—one each at NOSM at Lakehead University and NOSM at Laurentian University—and offers a large selection of electronic resources that can be accessed from anywhere. Whether you're a faculty member in Dryden doing research, a student in Temiskaming Shores studying for an exam, or a resident in Thunder Bay looking for health information, the Health Sciences Library is here to support you.

In fact, this support is award winning. Each year, NOSM bestows deserving faculty and staff with Awards of Excellence for going above and beyond to support the School's mission of *Innovative education and research for a healthier North*. This year, the staff of NOSM's Health Sciences Library received the Team Effort Award (one of eight staff awards) for their excellent service and collaboration during 2014.

"One of the elements that makes the library such a great team is that we all love what we do," says Jennifer Dumond, Education Services Librarian at NOSM at Lakehead University. "We want everyone to know our strengths, not because we want you to think we're great, but because we want you to know how great we can be for you. We want to help make your work better, easier, faster. We're here to help."

Carol Delorme, Library Technician at NOSM at Laurentian University, believes that one of the keys to the library's success is collaborative communication. "We have a diverse group of people, but for us, it's a great blend," she says. "When we're working on a project, we embrace everyone's ideas, and we're always brainstorming ways we can improve our services or reach out to help more people."

"The entire team firmly and willingly embraces the idea that we are a support," says Patty Fink, Director of the Health Sciences Library, and proud manager of the team. "Rather than resting on their laurels, they know that they're going to be better thanks to the people around them. They push each other, challenge each other in very positive ways, but most importantly, they support each other. I know that personally, I'm better because of them."

The staff of NOSM's Health Sciences Library are: (back row, left to right) Carol Delorme, Alanna Campbell, Sophie Regalado, Patty Fink, Jennifer Dumond, Jessie Belanger, (front row, left to right) Michael McArthur, Donna Brown, and Marian Diamond.

THE GENEROSITY OF NORTHERN ONTARIANS MAKES IT POSSIBLE FOR MEDICAL STUDENTS TO PURSUE THEIR PROFESSIONAL DREAMS.



NOSM STUDENTS RECEIVE PAN-NORTHERN SUPPORT

Since the School's beginning, NOSM has looked to recruit students with strong ties to Northern Ontario—students who were born or raised in the North, and would therefore be most likely to stay in the North upon completion of their training. It has been widely documented that the average income in Northern Ontario is lower than the provincial average. Given this reality, there has been concern that excellent applicants from the North may not apply for medical school due to the sometimes intimidating cost of medical education.

In order to support homegrown students during their training, NOSM started the Bursary Fund Campaign when the School was in its infancy. One of the many first organizations to provide support was the Scottish Rite of Northern Ontario. One of two rites of freemasonry in Canada, the Scottish Rite is one of the bodies that a mason can join after earning the distinction of 'Master Mason.'

"There are four chapters or 'valleys' of the Scottish Rite in Northern Ontario one in Sudbury, one in Thunder Bay, one in North Bay, and one in Sault Ste. Marie," says Don Rousell, member of the Sudbury Valley of the Scottish Rite. "All four of our Northern Ontario chapters contribute funding for student bursaries, which is divided equally between students at NOSM at Lakehead University and NOSM at Laurentian University."

"The Scottish Rite Charitable Foundation is always looking to help students," says Marvin Salmi, member of the Thunder Bay Valley, and Deputy of the four Northern Ontario valleys. "We want to see students succeed and we want to see doctors succeed. We're glad to help students through their education."

The Scottish Rite Charitable Foundation, through the pan-Northern efforts of the four Northern Ontario valleys, has continued to donate funds to support medical students in Northern Ontario for nearly 10 years. Whether it's toward books, tuition, or living expenses, these funds help ease the financial commitment of medical school.



"I cannot stress enough how much I appreciate receiving these funds," says Stephan Imbeau, second-year NOSM medical student and recipient of the 2014 Scottish Rite Bursary. "I put a lot of time into studying medicine. Paying for my education is difficult, and because of the intensity of my schooling, I am often not able to work. Bursaries allow students like me to focus solely on their studies. I am so grateful for the generosity of NOSM's donors, which has allowed me to pursue my dreams."

WHOLE SCHOOL APPROACH TO SUSTAINABILITY

The Northern Ontario School of Medicine's 10th anniversary year is a year of opportunity. Launching in the summer of 2015, NOSM's Strategic Plan 2015-2020 will provide for renewal and redevelopment of NOSM's academic and organizational activities. NOSM is continuing to position itself to thrive and remain at the forefront of medical education and research in an environment of significant fiscal pressures. The School has implemented a Whole School approach to budgeting, engaging staff and faculty to participate in identifying innovative solutions leading to greater operational efficiencies, expense reductions, and improved performance. Together, we are making the best use of NOSM's resources to achieve our strategic goals and to realize the vision of Innovative education and research for a healthier North.





THANK YOU FOR SUPPORTING OUR STUDENTS

2014

NUMBER OF DONORS: 1,013

\$788,795
TOTAL FUNDS AWARDED

10 NEW BURSARIES ESTABLISHED

\$451,953RAISED IN 2014

393 AWARDS DISTRIBUTED

212 STUDENT RECIPIENTS

PAST 10 YEARS

\$21 MILLION IN BURSARY FUNDS

2,084

NOSM-NAMED AWARDS AND BURSARIES AWARDED

\$3,982,663
TOTAL FUNDS AWARDED

1,404
TOTAL BURSARY
RECIPIENTS

REFERENCE GROUPS

The Aboriginal Reference Group (ARG) and Groupe consultatif francophone / Francophone Reference Group (FRG) are integral to the Northern Ontario School of Medicine. Each is a distinct multi-disciplinary committee that advises the Dean on all pertinent initiatives relating to Aboriginal and Francophone health, research, education, and administration. The ARG and FRG provide an important means through which members of Aboriginal and Francophone communities in the North are able to have substantive input into the School's operations and priorities.

ABORIGINAL REFERENCE GROUP

Dot Beaucage-Kennedy

ARG Chair Nominee for Ontario Federation of Indigenious Friendship Centres President, North Bay Friendship Centre North Bay

Syndyn Baxter

Nominee for Ontario Native Women's Association (ONWA) ONWA Youth Board Member Thunder Bay

Anita Cameron

Nominee for Grand Council Treaty #3
Executive Director, Waasegiizhig Nanaadawe'iyewigamig

Chief Keith "Keeter" Corston

Nominee for Nishnawbe-Aski Nation Chief, Chapleau Cree First Nation

Dr. Sheila Cote-Meek

Nominee for Laurentian University Associate Vice President, Academics & Indigenous Learning Laurentian University Sudbury

Grace Fox

Nominee for Laurentian University Laurentian University Native Programs and Services M'Chigeeng

Dobi-Dawn Frenette

Nominee for Lakehead University Management Council Director of Education Secretariat, Nishnawbe-Aski Nation Thunder Bay

Dr. Joyce Helmer

Nominee for NOSM Academic Council NOSM Assistant Professor, Clinical Sciences Division, UME Theme 1 Committee, Postgraduate Education Wellington

Alexa Lesperance

Nominee for Aboriginal Youth Student, Carleton University

Lydia McKenzie

Nominee for Independent First Nations Health Services Manager, Doreen Potts Health Centre Bear Island

Rose Michael

Nominee for NOSM Learners NOSM MD Student Sudbury

Erica Perkins

Nominee for Union of Ontario Indians Social Services and Health, Pic River Health Centre Heron Bay

Tim Pile

Nominee for Métis Nation of Ontario Secretary-Treasurer, Métis Nation of Ontario Thunder Bay

Joelle Thorgrimson

Nominee for NOSM Learners NOSM MD Student Thunder Bay

Dr. Cynthia Wesley-Esquimaux

Nominee for Lakehead University Vice Provost, Aboriginal Initiatives, Lakehead University Thunder Bay





With thanks to members of the Aboriginal Reference Group and the Francophone Reference Group who provide advice and guidance to the Dean and senior leadership of NOSM relevant to the School's ability to fulfil its social accountability mandate.

FRANCOPHONE REFERENCE GROUP

Jacqueline Gauthier

Senior Advisor, Communications and Public Affairs Collège Boréal Sudbury

Monique Rocheleau

Associate Executive Director Réseau du mieux-être francophone du Nord de l'Ontario Sudbury

France Dallaire

Chief Exécutive Officer Notre-Dame Hospital Hearst

Dr. Paul Miron

Family Physician Timmins

Michel Maver

Executive Director Sudbury East Community Health Centre Sudburv

Josée Lalanne

NOSM MD student NOSM at Laurentian University Sudbury

Mireille Bohémier

NOSM MD student NOSM at Lakehead University Thunder Bay

Paul Henry

Principal, École secondaire Sacré-Coeur Sudbury

Claudette Gleeson

Northwest community member Thunder Bay

Élodie Bedouet

Northwest community member Thunder Bay

Denis Hurtubise

Associate Vice-President, Academic and Francophone Affairs Laurentian University Sudburv

Dr. Meghan Cusack

Family physician, Francophone Clinical Lead for Undergraduate Medical Education NOSM at Laurentian University Sudbury

Thank you to the following members of NOSM's Francophone Reference Group who have completed their term:

Dr. Jean Anawati

Family Physician Sturgeon Falls

Dr. Lina Shoppoff

Family physician and Francophone Clinical Lead for Postgraduate Education NOSM at Laurentian University Ottawa

Erik Labrosse

Director, Consortium national de formation en santé Laurentian University

LOCAL NOSM GROUPS (As of March 2015)

During their third year, NOSM medical students acquire practical, patient-centred learning through Comprehensive Community Clerkships (CCC) in one of 15 designated communities. Local NOSM Groups (LNG) facilitate the smooth integration of learners into their communities. LNGs are also integral to the learning environment in which all NOSM learners live, whether they are undergraduate medical students, postgraduate residents, or other health professional learners. Membership of the LNGs varies, depending on the needs of the individual community. Generally, membership includes broad representation from faculty, community leaders, individuals, and local health-care professionals. Groups meet on a regular basis and discuss such issues as: recruitment, retention, showcasing the community to visiting learners, what supports they can offer visiting NOSM learners, linguistic and cultural issues, and any other issues the Groups feel are of importance to both NOSM and their communities.

LNG CHAIRS

Bracebridge/Huntsville Dr. Dave McLinden	Kenora Dr. Laurel Snyder	Sault Ste. Marie Christine Pagnucco
Dryden Tom Ledoux	Manitoulin Island Dr. Mike Bedard	Sioux Lookout Christine Hooey
Fort Frances Dr. John Nelson	Midland Chantelle Shervill	Temiskaming Shores Monique Loach
Hearst Tammy Coulombe	North Bay Dr. Valerie Primeau	Timmins Don Wyatt
Kapuskasing Chantal Rody	Parry Sound Dr. David Clarke	Thunder Bay Debbie Inman



With thanks to the many Local NOSM Group (LNG) members, community members, administrative coordinators, and volunteers who support NOSM learners in more than 90 communities across Northern Ontario.

ACADEMIC COUNCIL (As of March 2015)

The Academic Council serves as the faculty council under the authority of the Senates of both Lakehead University and Laurentian University, and is responsible for oversight of the academic programs of the Northern Ontario School of Medicine.

EX-OFFICIO

Dr. David MacLean

Chair, Academic Council NOSM Assistant Dean, Research

Sue Berry

Vice Chair, Academic Council NOSM Executive Director, Integrated Clinical Learning

Dr. Douglas Boreham

NOSM Division Head, Medical Sciences

Dr. Catherine Cervin

Chair of Academic Council Postgraduate Education Standing Committee NOSM Associate Dean, Postgraduate Education

Dr. Roger Couture (designate)

Vice President Academic and Provost Laurentian University

Kim Falcigno

Chair of CEPD Advisory Committee Director, CEPD

Dr. Elizabeth Levin

NOSM Division Head, Human Sciences

Dr. Nancy Luckai (designate)

Provost and Vice President (Academic) Lakehead University

Dr. Penny Moody-Corbett

Chair of Research Committee NOSM Associate Dean, Research

Dr. David Musson

Chair of Undergraduate Medical Education Committee NOSM Associate Dean, Undergraduate Medical

Dr. Owen Prowse

Chair of Admissions Committee NOSM Assistant Dean, Admissions

Dr. Robert Smith

NOSM Division Head, Clinical Sciences

Dr. Roger Strasser

NOSM Dean and CEO

Dr. Janice Willett

NOSM Associate Dean, Faculty Affairs

ELECTED MEMBERS

Human Sciences Division

Dr. Rachel Ellaway

Michael McArthur

Dr. Nicola Shaw

Dr. Pat Smith

Medical Sciences Division

Dr. Neelam Khaper

Dr. David MacLean

Dr. Stacey Ritz

Dr. Marina Ulanova

Clinical Sciences Division

Margaret Beatty

Dr. William Hettenhausen

Dr. Rayuda Koka

Dr. Chris Kupsh

Dr. John Lanthier

Dr. David Mutrie

Sally Prystanski

Dr. Christine Rossi

Britton Sprules

Dr. Melanie Squarzolo

Dr. Mark Thibert

Aboriginal Academics

Dr. Joyce Helmer

Francophone Academics

Dr. Roni Atoui

Dr. Tim Dubé

Undergraduate Students

Katelyn Komsa

Tin Li

Tracy Sarmiento

Krista Whitney

Postgraduate Trainees

Dr. Katie Anderson

Dr. Chiebere Ogbuneke

Dietetic Interns

Erica Depatie



With thanks to the members of the Academic Council who provide oversight to NOSM's academic programming, and ensure that the curriculum delivered is consistent with the academic principles of the School.

BOARD OF DIRECTORS

NOSM's Board of Directors consists of 19 Directors, recruited for their skills, expertise, and experience, and who reflect the geographic, cultural, and linguistic diversity of Northern Ontario. The Board is responsible for the corporate governance, fiscal management, and appointment and evaluation of the Dean and CEO.

Dr. Moira McPherson

Chair, NOSM Board Provost and Vice President Academic Lakehead University

Dr. Robert Kerr

Vice-Chair, NOSM Board Vice President, Academic and Provost, Laurentian University

Dr. Roger Strasser

Secretary, NOSM Board Dean and CEO, NOSM

Dr. Robert Algie

Family Physician Fort Frances

Gary Boissoneau

Self-employed Garden River

Ken Boschoff

Director of Business Development Thunder Bay

Angèle Brunelle

Executive Director of L'Accueil francophone Thunder Bay

Dr. Roger Couture

Dean, Faculty of Health and of Education Laurentian University Sudbury

Dr. George Doig

Physician Thunder Bay

Pierre Dumais

Lawyei Hearst

Dr. Lori Livingston

University Administrator and Professor Lakehead University Thunder Bay

Dr. Louise Logan

Sudbury

Krista Marcotte

NOSM MD Student Sudbury

James Morris

Executive Director Sioux Lookout First Nations Health Authority Sioux Lookout

Dr. Teresa O'Driscoll

Physician and Chief of Staff Meno Ya Win Health Centre Sioux Lookout

Ben Petersen

Vice President and Chief Financial Officer Royal Victoria Regional Health Centre Treasurer of the Corporation Sudbury

Tim Pile

Secretary and Treasurer Métis Nation of Ontario Thunder Bay

Angela Robson

Corporate Affairs Manager Vale (Ontario Operations) Sudbury

Carolyn Sinclair

Retired Educator and Community Volunteer Sudbury

Thank you to the following members of NOSM's Board of Directors who have completed their term:

Dominic Giroux

President Laurentian University

Dr. Brian J.R. Stevenson

President Lakehead University

Kevin Cleghorn

Lawyer Thunder Bay

Kathryn Gibson

NOSM Resident Sudbury



With thanks to the members of NOSM's Board of Directors who provide their expertise and guidance to the School in the function of governance.

EXECUTIVE GROUP (As of March 2015)

The NOSM Executive Group (EG), the executive leadership team within the School, is responsible for ensuring that all operational, financial, and academic administrative aspects of NOSM function successfully.



Dr. Roger Strasser AM Dean and CEO

Thank you to the following former members of NOSM's **Executive Group for their service** to the School:



Dr. David Marsh Deputy Dean Associate Dean, Community Engagement

Dr. Greg Ross Associate Dean, Research



Dr. Bill McCready Senior Associate Dean, Lakehead University Associate Dean, Faculty Affairs



Dr. Cathy Cervin Senior Associate Dean, Laurentian University Associate Dean, Postgraduate Education

Ken Adams Chief Administrative Officer



Dr. Penny Moody-Corbett Senior Associate Dean, Lakehead University Associate Dean, Research



Dr. David Musson Associate Dean, Undergraduate Medical Education

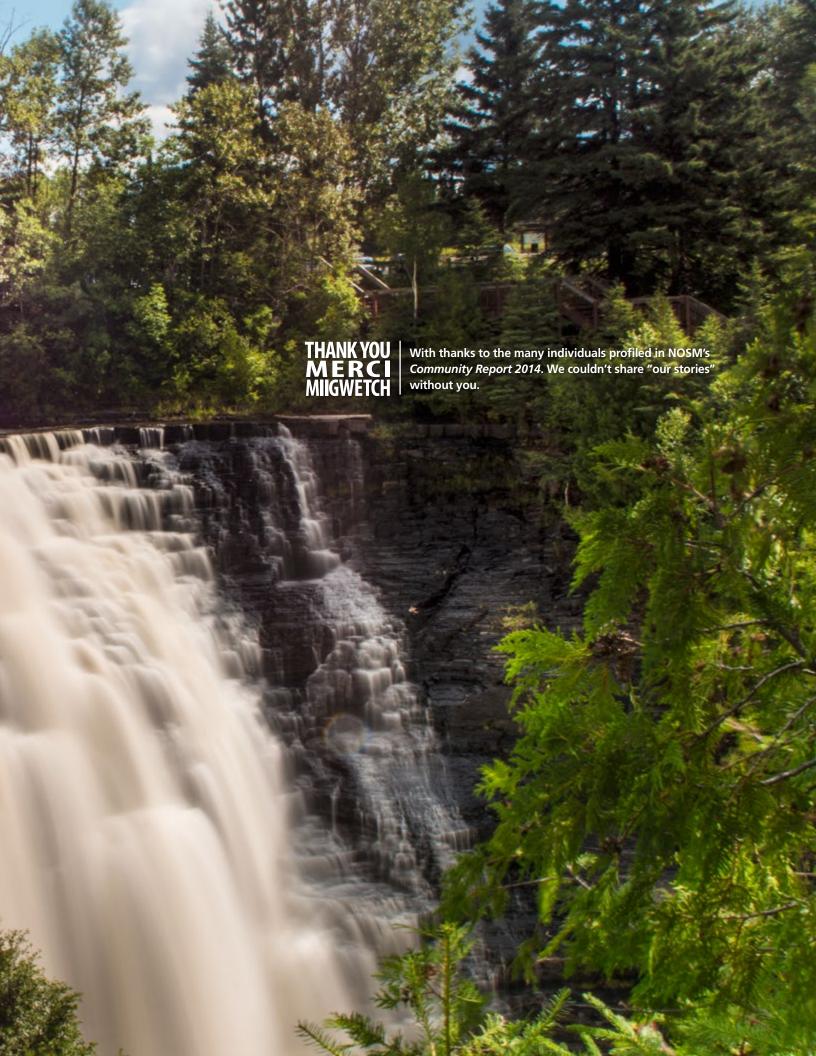


Dr. Janice Willett Associate Dean, Faculty Affairs



Grace Vita Acting Chief Administrative Officer







THANK YOU MERCI MIIGWETCH



Northern Ontario School of Medicine

École de médecine du Nord de l'Ontario

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