

Northern Ontario School of Medicine



École de Médecine du Nord de l'Ontario  
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**Welcome**  
**Bienvenue**



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## Keeping the Vision- Continuing the Dialogue

Aboriginal Workshop  
Fort William First Nation

August 1-3, 2006

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# Report from Aboriginal Reference Group Curriculum Sub - Committee

Dr. Joel Lanphear

Associate Dean, Undergraduate  
Medical Education

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# **NOSM Curriculum Social Accountability Mandate**

Providing undergraduate and postgraduate  
medical education programs that are  
innovative and responsive to the individual  
needs of students and to the health care  
needs of the people of Northern Ontario.

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### Quote from Dr. Roger Strasser the Founding Dean

*“The School’s task is to translate this mandate into the recruitment of qualified students from the North to NOSM and thus to aid in the education training and retention of future physicians to practice in Northern Ontario”.*

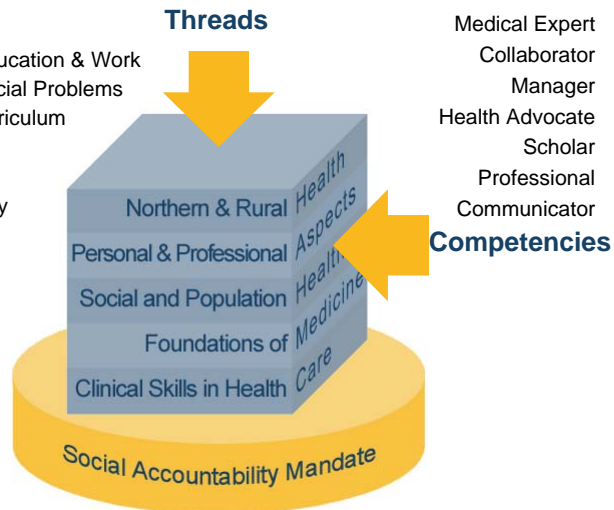


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Aboriginal Health  
 Interprofessional Education & Work  
 Health Effects of Social Problems  
 WSIB Concepts/Curriculum  
 Dementia Project  
 Gender Issues  
 CMDA Patient Safety  
 Curriculum



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## Curriculum Delivery

- Case based modules
- Strong clinical focus – “hands on”
- Self-directed learning
- Integration of Themes
- Small group consultative learning
- Variety of formats



## Theme 1 Northern and Rural Health

Theme 1 introduces the student to certain unique and sometimes common realities of social and health care aspects of Northern Ontario such as.....



## Theme 1

- Economic factors that can affect Northern and rural health
- Impact of weather, geography and distance on the delivery of medical services
- Social and cultural realities of aboriginal and francophone populations living in Northern Ontario



### “View from Above”, Attawapiskat





## Theme 2

### Personal and Professional Aspects of Medical Practice

Theme 2 contributes to the social science and medical humanities portion of the UME curriculum.....



## Theme 2

- Demonstrate the physician's role as an advocate on behalf of their patients
- Recognize that the practice of medicine is a moral enterprise
- Students must respect and adhere to professional boundaries at all times



## Theme 3 Social and Population Health

Theme 3 introduces the student to the cultural perspectives of individual and population health, community and public health, occupational health and social determinants of health.....



## Theme 3

- Interpretation of community relations
- Understanding public and occupational health policies
- Health promotion and illness prevention strategies



## **Theme 4 Foundations of Medicine**

Theme 4 introduces the student to all aspects of medical science as they pertain to medical education.



## **Theme 5 Clinical Skills in Health Care**

Theme 5 provides an avenue for the student to acquire the necessary clinical skills for patient-centered interviewing and physical examinations.





## Theme 1 Committee

The mandate of this committee is to provide:

1. Theme 1 learning objectives for each CBM
2. Write assessment questions
3. Ensure integration of Theme 1 content in each CBM



## Theme 1 Committee Membership

- Jacques Abourbih
- Claudette Chase
- Kristen Jacklin (Chair)
- Rosella Kinoshameg
- Kevin Kortez-Miller
- Beverly Lafoley
- Joel Lanphear (Chair)
- Rene Lafleche
- Michelle Langlois
- Marion Maar
- Orpah McKenzie
- Anne Robinson



## Module 101

Community: MacLaughlin

Population: 4 200

Location: Northwestern Ontario

Aboriginal Population: 25%

Patient: William Geesic – 28 year old  
Aboriginal male presenting as amputee



## Module 102

Community: Burnt Ridge (Northwestern Ontario)

Population: 1 100

Aboriginal Population: 23%

Patients: Edna Yesno – 70 year old Aboriginal  
female presenting with breast cancer and  
chronic heart failure

Betty Kowalchuk: Edna's daughter

Julie O'Connor: 4 year old Ojibwe presenting with  
asthma



## Module 106

Community: Amihkoh Niiyaak

Population: 1 001

Aboriginal Population: 100%

Patient: All seven patients in CBM 106 live in in this community. Illnesses range from diabetes to congestive heart failure.



## Partnering with Aboriginal Communities

Module 106  
Integrated Community Experience (ICE)

May 2006



## **“Follow your Dreams” Workshop Highlights**

- Aboriginal pathways to Medical Education.
- Respect for Aboriginal History, Traditions and Culture.
- Application and Utilization of Aboriginal Expertise.
- Collaboration and Partnerships.
- Specific Health Priorities.



## **The Pilot Project - June 2005**

- Lack of coordination and administrative support.
- Lack of cultural readiness
- Inability to deliver the curriculum electronically.
- Uneven experiences across communities
- Unclear expectations of communities and students.
- Lack of local/regional Aboriginal interface with NOSM.



## NOSM Curricular Strategies

1. Aboriginal Regional Community Coordinators (ARCC)
2. Module 106 Development Working Group
3. Local Community Coordinators
4. Student Site Assignment Process.....



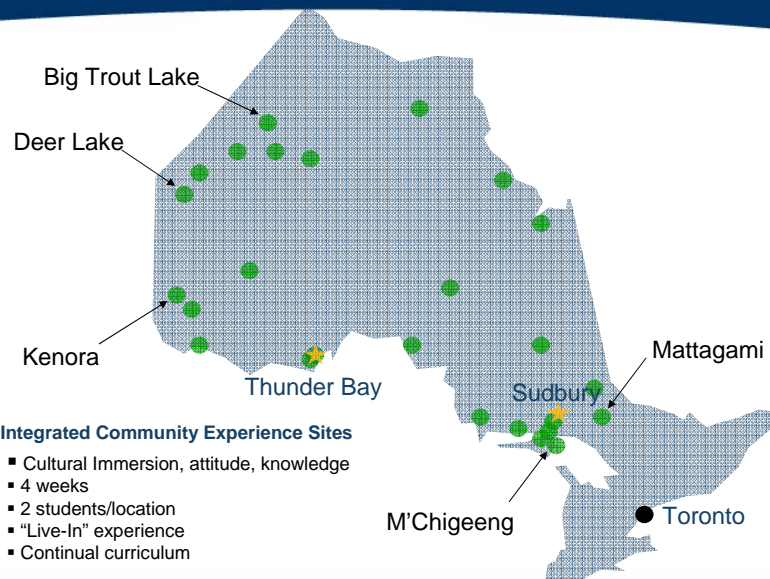
## Continued...

5. Aboriginal Cultural Experiences
6. Module 106 Front End Curriculum content
7. Assessment items that reflect values of Aboriginal communities
8. Community Evaluation of Module



## Strategy 1 Aboriginal Regional Community Coordinators (ARCC)

- Four ARCC hired in August 2005 to assist in the engagement and preparation of Module 106 ICE communities
- Each ARCC responsible for community engagement in each of four geographical regions: Timmins, Thunder Bay, Sault Ste. Marie, Sioux Lookout





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## Strategy 2

### Module 106 Development Working Group

#### Membership

Dr. Zacharias Suntres – Chair – Phase 1 Coordinator  
Representative: Office of Aboriginal Affairs  
Representative: Office of Admissions and Student Affairs  
Representatives: Office of Undergraduate Medical Education  
Representative: Information Technology  
Representative: Health Information  
Four Aboriginal Regional Community Coordinators  
Physician practicing in remote Northern Ontario community  
Human Sciences Faculty  
Chair, Theme 1 Committee

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## Mandate

### Module 106 Development Working Group

- Oversee Aboriginal 106 community selection
- Oversee all matters relating to orientation of community members to curricular issues such as assessment and evaluation
- Ensure safe/secure accommodations for all students in each community.....

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## Continued...

- Identify Local Community Coordinators (LCC) and Community Learning Facilitators (CLF) in each community
- Draft documents pertaining to site selection process
- Orientation of students to Module 106 and Module 106 ICE communities



## Strategy 3

### Local Community Coordinator (LCC)

- Each community identified an LCC to be responsible for working with NOSM to plan and oversee student cultural and clinical ICE experiences
- LCC to provide community orientation to NOSM students



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### Local Community Coordinator Orientation Feb 14 -15, 2006



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### LCC Luncheon with Students Feb 14 , 2006



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LCC Luncheon with Students Feb 14 , 2006



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### Strategy 4

#### Student ICE Site Assignment Process

- Process drafted by Module 106 DWG
- Student provided with community profile and information prior to site selection
- Student information pertaining to each community provided by LCC and other community members



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## Strategy 5 Aboriginal Community Cultural Experiences

- Medicine walk
- Sweat Lodge
- Craft skills (moccassin making)
- Fish filleting
- Setting up Tee Pee
- Treaty Day Celebrations.....



## Continued...

- Moss Bag teachings
- Beading workshops
- Ojibwe lessons
- Fishing
- Spring Feast celebrations
- Jigging workshop
- Chief and Council meetings.....etc

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### Students in Pic River



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### Students in Pic River



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## Strategy 6

### Module 106 Front End Curriculum

#### Whole Group Session (WGS) Learning Objectives

- Aboriginal Elders discuss health and healing
- Aboriginal Elders discuss medicine wheel
- Articulate Aboriginal concepts of health and healing in the contemporary context
- Discuss from different perspectives major historical events that have shaped relations between Aboriginal and non-Aboriginal peoples
- Examine the history of the Residential School System and its influence on contemporary health of Aboriginal people
- Long-term physical and mental health effects of systematic abuse and neglect.....



## Strategy 7

### Assessment items that reflect values of Aboriginal communities

- Respect
- Responsibilities
- Self - reflection



## **Strategy 8 Community Evaluation of CBM 106 ICE Experience Report**

Report of the Module 106 Integrated  
Community Experience (ICE): 2006



## **Partnerships and Agreements**

- Open and frequent contact with each other, electronically and in person.
- That we continue our commitment to work together.
- That we forgive ourselves and each other for not being perfect.

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Continuing the Partnership

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Questions?



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Discussion.....

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Meegwetch!

Thank you!

Merci!

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The slide features a scenic background of a lake with a wooden railing in the foreground and a small structure on a rock in the water. The text is overlaid on this background. The logo on the left is circular with a shield in the center and the text 'UNIVERSITY OF TORONTO' and 'MEDICINE' around it.