

Social Accountability with Indigenous Communities for Training of Health Professionals: The Experiences of the Northern Ontario School of Medicine, Canada

Joseph LeBlanc, PhD

Associate Dean of Equity & Inclusion


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Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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Respect the Difference.™



A CHANGE MAY BE JUST AROUND THE CORNER

Objectives

- Health Equity in Northern Ontario and Canada
- Social Accountability at NOSM
- Decolonizing Medical Education
- Key Concepts Moving Forward



Urban, Rural & Remote



Anishinaabek, Omeshegowak & Metis



Francophone



Sainte-Catherine

CETTE MAISON LA APPARTENAIT
MARC LABRÈCHE

iskwe

TIPASKONIKWIN OTCI

Joyce

JUSTICE POUR

JOYCE

More information:

<https://www.cbc.ca/news/canada/thunder-bay/first-nations-man-drag-oxygen-tank-1000-km-on-a-toboggan-in-health-care-protest-1.3470149>

WATCH | Health Minister Adrian Dix announces investigation into allegations of racism:



B.C. Health minister Adrian Dix says an investigation is underway into the allegations of a game being played to guess the blood alcohol level of patients in the ER. "If true, it is intolerable, unacceptable and racist." 0:40

Racism has been identified as a major barrier to positive relationships between physicians and Indigenous patients and the best care of Indigenous peoples... Racism in the Canadian health care system can be fatal. (CFPC 2016)

Systemic and interpersonal racism are concerns.

Bias and racism can be both implicit and explicit!

"The way it's set up right now, it's killing our people.
Our people are dying."

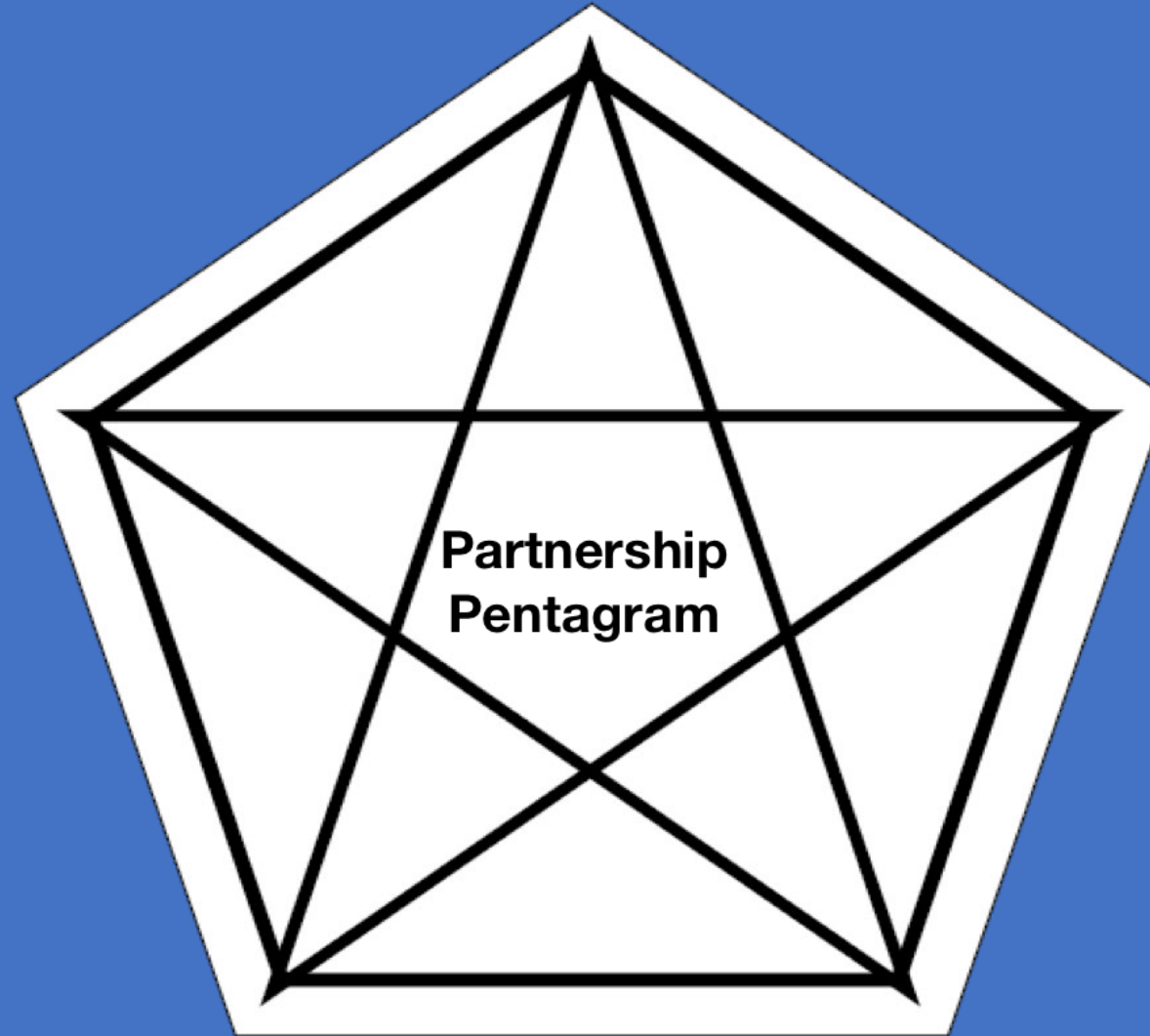
- Norman Shewaybick 2016





Social Accountability in Medical Education

Community



**Health
Professionals**

Academic Institutions

Policy Makers

**Health
Administrators**

**Partnership
Pentagram**

Lessons from Asset-based Community Development

Community and Non-profit Associations			Physical Features and Space		
Animal care groups	Elderly groups	Mutual support groups	Arenas	Gymkhana and equestrian facilities	Roads
Anti crime groups	Environmental groups	Neighbourhood groups	Bike paths	Housing	Star gazing sites
Block clubs	Family support groups	Political organizations	Bird watching sites	Lakes	Streets
Business organizations	Farm organizations	Recreation groups	Boat launches	Natural habitats	Swimming pools
Charitable groups	Health advocacy and fitness	Service clubs	Campsites	Outdoor Rinks	Toboggan hills
Civic events groups	Heritage groups	Social groups	Duck ponds	Parking lots	Transit stops and facilities
Cultural groups	Hobby and collectors groups	Union groups	Fishing spots	Parks	Vacant land and buildings
Disability/special needs groups	Men's groups	Veterans' groups	Forest and forest preserves	Picnic areas	Walking paths
Education groups	Medicine groups	Women's groups	Gardens	Playgrounds	Wildlife centres
	Mentoring groups	Youth groups		Rivers	Zoos
Your Community					
Institutions	Individuals		Local Economy/Business		
Colleges Fire departments Foundations Hospitals Libraries Media Museums Police departments Schools Social service agencies Universities	Gifts, skills, capacities, knowledge and traits of: Activists Artists Entrepreneurs Ex-offenders Older adults Parents People with disabilities People with lower-income Students Veterans Youth		For-profit businesses Merchants Chamber of Commerce Business associations Banks Credit unions Foundations Barter and exchange Corporations and branches		

Decolonizing Medical Education

- Recruitment and retention of BIPOC and Francophone learners, staff, and faculty
- Including and centering diverse knowledges, pedagogies, spaces, and governance
- Rethinking partnerships and rationality
- Fluidity, complexity, and positionality
- Address institutional racism, structures, and the perpetuation of imbalances

Decolonizing Medical Education

- Admissions
- Curriculum
- Integration of Indigenous Peoples and Communities in Leadership
- Advocacy and Public Education
- Address structural and interpersonal issues

Decolonizing Medical Education

- Admissions – Pathways, Stream, MMI Prep., Indigenous Admissions Committee, Rubric, Orientation, Remote Residency Stream
- Curriculum – CBM 106, Theme 1: Indigenous Health, Curricular Specializations, Community Service Learning, Cultural Faculty.
- Integration of Indigenous Peoples and Communities in Leadership – Indigenous Reference Group, Academic Indigenous Health Education Committee of Academic Council, Indigenous Clinicians Circle, Local Community Co-ordinators (46), Indigenous Affairs Unit.

Decolonizing Medical Education

- Advocacy and Public Education: Knowledge Sharing Circles, Centre for Social Accountability, Orange Shirt Day, Dean's Lecture Series,
- Address structural and interpersonal issues: Indigenous Cultural Interest Groups, Support of Networking and Mentorship (feasting, member fees, travel support), Cultural and Community Connections as Professional Development, Academic Supports as needed, Participation in regional and national movements, Follow guidance and leadership of Indigenous Peoples (IPAC, TRC, MMIWG, UNDRIP, etc).

Key Concepts Moving Forward



- Broader Determinants of Health
- Engagement, Alliances, and Empowerment
- Decolonization, Sovereignty, and Autonomy
- Advocacy, Activism, and Actionism
- Equity, Inclusion, and Diversity
- Anti-racist approach
- Respect, Kindness, and Wellness



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Moving Forward

Together



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Chi Ishkode – Big Fire