Social Accountability and Accreditation

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Disclosure:

I am a full time employee of:

- Northern Ontario School of Medicine (NOSM) which is funded by the Government of Ontario

I sit on the Board of Directors for the following organizations:

- NOSM (CEO of NOSM Corporation)
- Association of Faculties of Medicine of Canada (AFMC)
- Associated Medical Services (AMS)
Social Accountability

“Social Accountability of medical schools is the obligation to direct education, research and service activities towards addressing the priority health concerns of the community, region and/or nation they have a mandate to serve”

WHO, 1995
Accreditation: a key mechanism to ensure Social Accountability?

- guided by values of quality, equity, relevance, partnerships and cost-effectiveness

- Social Accountability is incorporated in
  - some accreditation standards eg WFME & CACMS
  - WHO Guidelines on Transforming HWE (2013)
  - WHO HRH Strategy 2030
Canadian Accreditation

Standard 1: Mission, Planning, Organization, and Integrity

1.1.1 Social Accountability

A medical school is committed to address the priority health concerns of the populations it has a responsibility to serve. The medical school’s social accountability is:

a) articulated in its mission statement;

b) fulfilled in its educational program through admissions, curricular content, and types and locations of educational experiences;

c) evidenced by specific outcome measures.

CACMS 2015
The Training for Health Equity Network: THEnet is a global movement committed to transforming health-professions education to improve health equity.
<table>
<thead>
<tr>
<th><strong>Traditional Schools</strong></th>
<th><strong>Socially Accountable Schools</strong></th>
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<tbody>
<tr>
<td>Disease management focus</td>
<td>Health promotion, prevention and disease management</td>
</tr>
<tr>
<td>Individual health focus</td>
<td>Individual and population focus</td>
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<tr>
<td>Bio-medical model</td>
<td>Bio-social medical model</td>
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<tr>
<td>Specialty-driven</td>
<td>Comprehensive team primary care focus</td>
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<tr>
<td>Reactive to needs</td>
<td>Proactive to needs</td>
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<tr>
<td>Separation between health and education systems</td>
<td>Symbiosis between health and education systems</td>
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<tr>
<td>Hospital-centric</td>
<td>Community engagement and integration within the health system at all levels</td>
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<td>Accountable to peers</td>
<td>Accountable to society</td>
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<tr>
<td>Measuring performance based on teaching and learning outcomes</td>
<td>Measuring performance based on impact on health &amp; health inequities</td>
</tr>
<tr>
<td>Academic faculty generally serve as teachers and mentors</td>
<td>Academic faculty and community-based practitioners trained and supported as teachers and mentors</td>
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 ✓ Tried and tested

 ✓ Aligns with, and supports WHO Strategy on People-Centred Integrated Health Services

 ✓ Growing adoption by schools around the world

THEnet Framework
Community Engagement

• community active participant
  - interdependent partnership
• ensures student “at home”
• contributes to student’s learning experience
• education and research activities
• community capacity building
INTERNATIONAL CONFERENCE: COMMUNITY ENGAGED MEDICAL EDUCATION IN THE NORTH

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Training for Health Equity Network

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References


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