

## 2018 and Beyond

Welcome to 2018! I trust that you enjoyed a relaxing and enjoyable Holiday break with family and friends. I certainly have enjoyed my time away and look forward now to the year ahead. You might say that NOSM's 2018 began January 2<sup>nd</sup>, with the first two episodes of season 4 of Hard Rock Medical, the TVO program loosely inspired by NOSM. If you missed it or previous seasons, you can catch up at <http://tvo.org/programs/hard-rock-medical>.

2018 promises to be another big year for NOSM. Highlights will include: Summit North on January 24 in Thunder Bay, focussed on building a flourishing physician workforce in Northern Ontario; Northern Constellations faculty development conference on April 20-21 in Thunder Bay; the Northern Health Research Conference on September 20-21 in Kenora; and The Muster 2018 on October 13-18 in Mount Gambier, South Australia. In addition, 2018 will be a transition year positioning NOSM for the future. Dr Catherine Cervin, Vice Dean Academic and Ray Hunt, Chief Operating Officer are responsible with the Executive Group for the day-to-day NOSM programs and activities, as well as proceeding with reconfiguration actively involving the Management Group in the process. As the Dean-CEO, I am concentrating now on external relations, advocacy and advancement. These changes help prepare the way for recruitment of my successor, the new Dean-CEO who will begin in July 2019. These are exciting times for NOSM, as we continue in 2018 towards fulfilling our vision of *Innovative Education and Research for a Healthier North*.

## Dr. Tom Crichton Awarded 2018 CAME/ACÉM Certificate of Merit



The Canadian Association for Medical Education (CAME) has announced Dr. Tom Crichton, an Associate Professor in Family Medicine at NOSM, as a recipient of the 2018 CAME/ACÉM Certificate of Merit Award. The CAME Certificate of Merit, which promotes, recognizes, and rewards faculty committed to medical education in Canadian medical schools has been awarded to Dr. Crichton for his contributions to Postgraduate Medical Education, particularly in Assessment and

Competency-Based Medical Education. Dr. Crichton, a father of three, is a community-based family physician in Sudbury, ON, doing comprehensive Family Medicine practice and has been involved in medical education in Northern Ontario since 1994. In response to receiving this accolade, Dr. Crichton said, "I am pleased and honoured to have been selected for this award. I have truly enjoyed my work in medical education at NOSM and am gratified to receive this recognition from my peers." The award will be presented at the CAME Annual General Meeting which will be held in conjunction with the Canadian Conference on Medical Education (CCME) in Halifax, Nova Scotia on April 28 - May 1, 2018.

## CaRMS Interviews

Medical education in Canada is a two-stage process. Undergraduate medical education, the MD program, comes first followed by postgraduate medical education through residency programs leading to an independent licence to practice as a physician in a specific specialty (family medicine, paediatrics, general surgery, etc). During their final year, MD students submit applications to undertake their residency education. They may choose any specialty program offered by any medical school anywhere in Canada. Residency program directors review the applications received and call selected applicants for interview between mid-January and early February. Subsequently, the student applicants and the

residency program directors submit their preferences in order of priority to the Canadian Residents Matching Service (CaRMS) which runs a computer match in early March.

For NOSM, CaRMS interviews have double significance. Our final year medical students take a break from classes to attend interviews and our residency programs conduct interviews of selected applicants. These applicants come from across Canada as well as from NOSM. This year, NOSM has received many applications for each residency program. While this is very encouraging, it is important to remember that the interview process is not just about selecting the most suitable candidates for our programs, it is also about encouraging applicants to see NOSM as the best residency program for them. Thank you in advance to all staff, current residents, faculty members particularly clinical faculty and community partners for your good work in promoting NOSM as the residency program of choice.



### **NOSM's Health Sciences Summer Camp Renamed – Announcing CampMed!**

This year will mark the thirteenth time that NOSM has hosted week-long summer camps for high school students interested in a career in health care. Formerly known as NOSM's Health Sciences Summer Camp, CampMed features new branding and a renewed focus on four core learning areas.

CampMed is founded on four pillars of learning. From top left and going clock wise, the icons in the new branding represent interprofessionalism, leadership, culture, and clinical skills—the knowledge and skills that students gain from attending CampMed.

- **Interprofessional:** Participants attending CampMed learn the importance of interprofessionalism in health-care settings by learning about various health careers and how those professionals work together to ensure the well-being and health of patients. The majority of the interprofessional learning at CampMed is provided by the health-care professionals who participate in the career fair as well as their mentors who are the NOSM's students and undergraduate student volunteers from Northern Ontario.
- **Leadership:** Throughout the week, the CampMed participants are provided with opportunities to observe the leadership skills of their mentors to build on their own leadership skills set as they are placed in situations that give them a safe setting to step out of their comfort zone and challenge themselves to lead.
- **Cultural:** At CampMed, participants will learn about Francophone and Indigenous health and culture in ways that will broaden their understanding of health needs of Northern Ontario. In simple terms they learn what it means to be a socially accountable health professional. These cultural competencies are woven throughout the week-long curriculum.
- **Clinical skills:** CampMed offers participants an unique opportunity to get hands-on experience by learning medical and health sciences clinical skills, such as casting, inserting an NG tube, suturing, etc.

For each of the four themes, there is a checklist of activities that campers must complete in order to receive their badge for the particular pillar of learning. The aim is that at the end of the week, CampMed participants will receive a certificate will all four badges to illustrate the knowledge and skills gained during their week at CampMed.

More information about CampMed is available at [nosm.ca/campmed](http://nosm.ca/campmed).

Stay Connected



## Upcoming CEPD Events!

Please use the following link:

<https://cepdnewsletter.createsend.com/t/ViewEmail/t/5EC3BA0408A8E49D/C67FD2F38AC4859C/?tx=0&previewAll=1&print=1>

Faculty Development (**FD**) sessions are geared towards faculty and preceptors teaching in the clinical setting who are working systematically to improve their skills in the following areas:

- Educational teaching
- Leadership skills
- Scholarly activities

Continuing Medical Education (CME) describes activities designed to help those in the medical field maintain competence and learn about new and developing areas of their field.

Continuing Education (CE) refers to recognized learning sessions that are not geared specifically for those in the medical field but rather a broader audience.

External Events are sessions planned by groups in partnerships with NOSM but who consist of members outside of the structured CEPD Program Planning Committees.

## Reports and Publications for information

- [The Scope](#)
- [Pathways to Well-Being](#)

Respectfully submitted,

Dr Roger Strasser  
Professor of Rural Health  
Dean and CEO  
Northern Ontario School of Medicine

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