

Social Accountability Statement Schulich School of Medicine & Dentistry

In keeping with our shared Mission and Values and based on the principles of social accountability, we have adopted a definition of social accountability that balances our specific Southwestern Ontario context with global principles. Based on this definition we have chosen the following for our social accountability statement:

The Schulich School of Medicine & Dentistry commits to improving health in Southwestern Ontario through clinical service, advocacy, research and education activities that are responsive to the needs of the people and communities we serve. We acknowledge and embrace our provincial, national and global health care responsibilities. We deliver on these commitments in an environment of respect and compassion, in which diverse needs and abilities are supported and valued.

Our Mission:

The Schulich School of Medicine & Dentistry provides outstanding education within a research-intensive, distributed learning environment where tomorrow's physicians, dentists, researchers and other scholars learn to be **socially responsible leaders** in the advancement of human health locally, regionally and globally.

Our Values:

- **Social responsibility and accountability**
- Innovation and scientific excellence in all that we do
- Learning experiences which foster academic leadership, critical inquiry and a passion for life-long learning
- Compassionate, patient- and family-centred care
- Diversity
- Collaboration and partnership

(Strategic Plan 2011-21) <http://www.schulich.uwo.ca/strategicplan/>

To deliver on this vision we will commit to:

- **Diversity, Equity, Inclusion and Cultural Safety** ([LINK 1 document](#))
- **Community & Stakeholder Engagement and Partnership** ([LINK 2 document](#))
- **Sustainability** ([LINK 3 document](#))

LINK 1 Document

Diversity, Equity, Inclusion and Cultural Safety Statement

In keeping with our shared Values and based on the principles of diversity and equity defined in the policies of Western University <http://www.uwo.ca/hr/diversity/index.html> we have adopted a definition of diversity which includes all facets and any differences which define how individuals perceive themselves. Based on this definition, we have chosen our diversity statement as:

At the Schulich School of Medicine & Dentistry, we commit to providing a welcoming and accommodating environment for all. We recognize that diversity is a source of strength which promotes a culture of excellence, innovation, flexibility and adaptability that thrives based on the contributions of all our members. We embrace, nurture, value and celebrate this diversity.

Our Mission:

The Schulich School of Medicine & Dentistry provides outstanding education within a research-intensive, distributed learning environment where tomorrow's physicians, dentists, researchers, scholars and staff learn to be socially responsible leaders in the advancement of human health locally, regionally and globally.

(Strategic Plan 2011-21) <http://www.schulich.uwo.ca/strategicplan/>

Our Values:

- Social responsibility and accountability
- Innovation and scientific excellence in all that we do
- Learning experiences which foster academic leadership, critical inquiry and a passion for life-long learning
- Compassionate, patient- and family-centred care
- **Diversity**
- Collaboration and partnership

(Strategic Plan 2011-21) <http://www.schulich.uwo.ca/strategicplan/>

We work in the context of a University fully committed to principles and programs for diversity, equity and inclusion. At the core is our mandate to maintain and improve an environment in all programs, research and patient care of mutual respect and understanding, free of discrimination.

In alignment with Western University <http://www.uwo.ca/hr/diversity/index.html> we strive to:

- Maintain an environment of fairness, mutual respect and inclusiveness where all may work, learn and share their perspectives free of discrimination
- Recruit and retain learners, faculty & staff who reflect the diversity of Canadian communities
- Ensure our programs prepare our graduates to meet the needs of, and provide quality care for, the diverse populations they will serve
- Develop and support leaders who can work in a diverse society with the evolving identities of our members and communities.

Our 2011-21 Strategic Plan <http://www.schulich.uwo.ca/strategicplan/> has reaffirmed our commitment to diversity, equity and inclusion as key factors for fulfilling our social responsibility. We have identified the following diversity categories to guide recruitment and retention of our learners, faculty, senior academic and educational leadership, and relevant members of our academic community.

These categories are challenged by health inequity and underrepresentation in Canada's healthcare workforce and in our region:

For our learners:

1. Indigenous populations
2. Females
3. Lower socioeconomic status
4. Rural communities

For our faculty, senior academic and educational leadership and relevant members of our academic community:

1. Indigenous populations
2. Females
3. Rural communities

Programs and initiatives to support our commitment to diversity, equity and inclusion include:

Learners

- Recruit, select and retain learners who reflect the diversity of our region and Canada.
 - Diversify our application pool by enhancing our early enrichment and intervention programs for regional secondary schools and post-secondary education institutions to reach out to the priority diversity categories

- Diversify our admission pool by program streams (support Indigenous positions, create avenues to increase rural & lower socioeconomic status populations)
- Use directed scholarships
- Innovate and deliver curriculum that addresses and supports learner competency in cultural safety including cultural awareness, sensitivity, responsiveness and humility. We aim to train life-long learners who:
 - Respond appropriately and effectively to people of diverse backgrounds and identities
 - Demonstrate attitudes and skills which enable effective cross-cultural interactions and support of patients and their health
 - Demonstrate cultural humility through understanding culture; self-reflecting on own assumptions and practices; and recognizing power imbalances
 - Demonstrate flexible, non-judgmental practice which takes into account a patient-view of their health needs
 - Demonstrate a person-centered approach to interactions based on attitudes of respectful curiosity & empathy
 - Demonstrate respect for all who are or may appear to be different or have different perspectives from their own
 - Engage in lifelong reflection on practice based in self-awareness of own perspectives and behaviors and how they impact others
- Support socially accountable/diversity related learner Special Interest Groups, such as:
 - Aboriginal Health Advocacy Group (London and Windsor)
 - Help for the Homeless (London)
 - Hungry for Change (London)
 - MedPALS (Windsor)
 - Medical students for Choice
 - Newcomer Health Project (London)
 - Open Meds Ally Group
 - Rural Medicine in Action
 - Student-Led Clinic Interest Group (London and Windsor)
 - Windsor Health Club (Windsor)
 - Youth Action Center (YAC) (London)

Faculty & Relevant Members of Academic Community

- Recruit, select and retain faculty and relevant members of academic community who reflect the diversity of our region and Canada.
 - Diversify our application pool by enhancing the priority diversity populations

Senior Academic and Educational Leaders

- Recruit, select and retain leaders who reflect the diversity of our region and Canada.
 - Diversify our application pool by enhancing the priority diversity populations
- Maintain and improve an environment throughout all aspects of the Schulich community of mutual respect and understanding, free of discrimination

LINK 2 Document

Community & Stakeholder Engagement and Partnership

We commit to:

1. Creating a structured and purposeful partnership in action between Schulich, and our communities and health care structures that is collaborative, interdependent and reciprocal through:
 - Collaborative models of care embedded in our communities
2. Engaging with, learning from, and impacting our regional communities to address priority health care and social needs in these communities through:
 - Identification of priority & underserved populations
 - Leadership and innovations in our clinical services, advocacy, research and education activities.
 - New knowledge and knowledge translation across the life spectrum including chronic diseases, in order to optimize life-long health.
3. Graduating a professional workforce with a mix of competencies that include delivering efficient, equitable and high quality health care and ability to address evolving and priority provincial, national and global health care issues through:
 - Recruitment and selection of applicants from our communities with greatest health care needs
 - Innovation in and delivery of an enriched patient and population-centred service-based curriculum that addresses and supports these learner competencies
 - Development and strengthening of educational programs in public/population health and social determinants of health (includes political, cultural, social, economic & environmental) that are locally relevant and have a global perspective
 - Integration of foundational and application sciences with population health and social sciences

- Increased early clinical experiences with clinical relevance which highlight the visual impact of the social environment on health
 - Creation of collaborative models of education with our communities through Service Learning and Special Interest Groups
 - Supporting and strengthening our distributed education model
 - Building community placements in underserved areas to positively impact learning and attitudes of students
 - Recruitment of community-based practitioners as teachers and mentors
4. Supporting our faculty and leaders to:
- Enact our School's vision of social accountability
 - Champion our social accountability values
 - Grow shared understanding of social accountability individually, in organizations and communities
 - Collaborate within a community of practice for social accountability

LINK 3 Document

Sustainability

1. Emphasize, support and communicate the process and impact of social accountability.
2. Achieve positive impact on health service performance and health status of individuals, our communities, and society through:
 - Defining the desired social accountability competencies of our learners, faculty, leaders, and staff;
 - Ensuring quality by insisting learners, faculty, leaders and staff possess all competencies needed to improve health;
 - Achieving desired outcomes through education and scholarship;
 - Focusing clinical service, advocacy, research and education on social purpose and obligations;
 - Maintaining partnerships to fulfill the needs of society; and,
 - Assessing the usability of the graduate including whether:
 - Needs of society addressed by the graduate
 - Graduate is being used in the best interest of the public.
3. Evaluate critically the impact of changes on our communities through outcome and sustainability measures.
4. Employ explicit adaptable processes which:
 - Define desired outcomes;

- Measure actual outcomes; and
- Adjust to and reflect the needs of the system for the selection of learners, faculty, leaders and staff.

5. Embrace transparency and accountability.