

Annual Report

2021-2022



UNIVERSITY OF SASKATCHEWAN

College of Medicine

DIVISION OF SOCIAL ACCOUNTABILITY

[MEDICINE.USASK.CA/SOCIAL-ACCOUNTABILITY](https://medicine.usask.ca/social-accountability)



Introduction

The Division of Social Accountability was created in 2011 to foster and support social accountability and community engagement across the college. In fall 2020, the DSA created a new 2020-2022 strategic plan to focus the work of the division in supporting the priority areas of social accountability and community engagement. The plan outlines a DSA specific vision, mission, lenses and values:

Social Accountability and Community Engagement Priority:

Address the priority health concerns of the communities the college is mandated to serve, incorporating authentic community engagement and mutually beneficial partnerships. Focus on equity and community engagement by interweaving social accountability throughout the college's operations.

Vision: Inspire transformative learning, research and action to achieve social justice and health equity.

Mission: We join forces with communities to advance relevant and impactful health professional education, research, service and advocacy. We foster an anti-oppressive culture within our college that incorporates multiple ways of knowing, being and world views. Our decisions and actions are intentionally viewed through the lenses of:

- **Equity:** We believe that all people should have the opportunity to live a healthy life. In particular, we focus on health equity and the social and structural determinants of health that drive health disparities locally, nationally and internationally and work to close the gaps.
- **Anti-oppression:** We recognize that intersecting systemic oppressions lie at the root of inequity within our society. We reflect on our own power, privilege and biases and seek to equalize power imbalances. We support college-wide efforts to achieve diversity, belonging, decolonization and anti-racism.
- **Authentic engagement:** We engage with and learn from communities to support relevant, meaningful, and impactful health professional education, research and action. We recognize that achieving health equity requires interprofessional and intersectoral collaboration, and fostering long-term, mutually beneficial partnerships grounded in respect and transparency.
- **Excellence:** We strive to be leaders in the advancement of social accountability in education, research, service, advocacy and governance. Our innovative approaches are evidence-informed and reflect a culture of ongoing monitoring and evaluation.

Our values: We value and are informed by the principles of The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Truth & Reconciliation Commission of Canada: Calls to Action, Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, the First Nations Principles of OCAP, the AFMC Joint Commitment to Action on Indigenous Health, the Canadian Coalition for Global Health Research (CCGHR) ethical principles, Global Consensus for Social Accountability in Medical Schools, and the University of Saskatchewan 2025 plan.

We are a division of the College of Medicine dedicated to health equity, anti-racist education, community engagement, advocacy, authentic partnerships and the health needs of underserved and marginalized communities. We engage with and learn from our communities to support relevant, meaningful, and impactful health professional education, research, service and advocacy.

The DSA is committed to transparency and accountability, therefore we structure our annual report by the goals of our strategic plan. Where possible we have reported on specific outcomes achieved within each goal and the intent and purpose of our involvement in various initiatives.

The Division of Social Accountability website is full of resources, news and events, links, webinars, champions, advocacy and more. Find us at: www.medicine.usask.ca/social-accountability

Who We Are



Dr. Manuela Valle-Castro, Director

In October 2020, Dr Manuela Valle Castro joined the DSA as the new Director. Dr. Valle Castro holds a PhD in Gender, Race, Sexuality and Social Justice from the University of British Columbia. Previously, Dr. Valle-Castro co-lead the Anti-Racism Network in Saskatoon and from this has brought a deepened focus on anti-racism education and advocacy to the college.



Carlyn Seguin, Global Health Manager

Carlyn has a background in cultural anthropology, with a Masters in Public Policy from the University of Saskatchewan, and is currently pursuing her PhD in Community and Population Health. She has been with the Division of Social Accountability since 2012, starting as Coordinator, and now as Global Health Manager, where she can embrace her passion for health equity, locally and globally. She lives, works, and plays with her husband and two young daughters in Treaty 6 Territory.



Erin Walling, Social Accountability Strategist

Erin has a M.Sc. in Community Health and Epidemiology from the University of Saskatchewan. After graduation, she began her career as a Research and then Quality Improvement Consultant with the Health Quality Council. She then worked for the Saskatchewan Health Sciences Network (SAHSN), leaving her Director role in 2017 to join the DSA as the Strategist. Erin focuses her time on strategic planning, program planning and team support, facilitation and budget oversight. This past year she particularly enjoyed hiring and supporting three students working for the DSA and facilitating our first ever DSA book club.



Natalya Mason, Community Engagement Specialist

Natalya joins the DSA as the Community Engagement Specialist. She is a registered social worker who was born and raised in Saskatoon, SK. Natalya is a Black first-generation Canadian, and a settler on Treaty Six Territory. She has a background in psychology and social work, and holds an M.A. in Women's, Gender, and Sexualities Studies. Natalya is dedicated to social justice, anti-oppressive education, and reproductive rights. She is a queer feminist living in contradiction, committed to continuous learning and unlearning.



Joanna Winichuk, Administrative Assistant

Joanna has worked with the Division of Social Accountability since 2016. She has a Bachelor of Arts degree in Psychology from the University of Saskatchewan as well as certificates in Public Relations and Business Management from the Central Institute of Technology in Western Australia. She is slowly finishing up her Social Work degree at the University of Regina as a part time student while working full time with the DSA. Joanna enjoys working with like-minded people who are passionate about community health and is inspired everyday by all the hard work and dedication around the pursuit of health equity.

Message from our Director



Our College of Medicine's mission states that,

As a socially accountable organization, we improve health through innovative and interdisciplinary research and education, leadership, community engagement, and the development of culturally competent, skilled clinicians and scientists. Collaborative and mutually beneficial partnerships with Indigenous peoples and communities are central to our mission.

What does it mean to be a socially accountable organization? According to the WHO's definition, in the context of medical education, social accountability is "the responsibility to focus education, research, and service activities on tackling the most pressing health issues in the communities, regions, and countries they are intended to serve" (Boelen et al., 1995). In the context of Canada, it has been abundantly demonstrated that the quality of peoples' health is first determined by their economic security. Policies around housing, income, employment are the basis for Canadians health (Tam, 2020). Secondly, several reports have made it clear that health inequities in Canada are significantly distributed across racial lines. The TRC Calls to Action made specific recommendations in this regard that continue to be a roadmap to address health inequities caused by systemic racism.

In our province, where half of our population is rural and/or remote, we add a layer of inequities to communities that have been historically neglected by colonial policy. More recently, the movement towards privatization and defunding of our public health system, combined with other governmental decisions such as interrupting public transport, has exacerbated these inequities, impacting the health of communities that experience poverty and racism severely. Of course, economic inequities and policy decisions around transportation are far beyond the scope of action of the College of Medicine. How do we then orient our activities in education, research, and service to counter the impacts of such policies and the lack of adequate public housing, food insecurity, and the progressive criminalization of poverty? How do we train physicians that can contribute to policy decisions that advance health equity in our province?

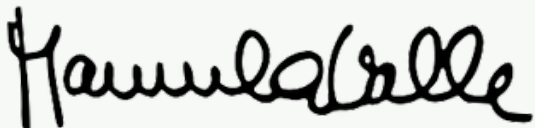
The DSA believes that it is through genuine engagement with community stakeholders and advocates, and leveraging the concerns of faculty, students, and staff that we can respond to the complex challenges of being a socially accountable organization. This year we have focused on developing authentic relationships and promoting and supporting individual and collective learning. Our team is in constant search of better practices and frameworks for action, especially those informed by the analysis and voices of marginalized people. We have been building capacity in anti-racism and anti-oppression frameworks that help us create a common language and make power dynamics within our organization visible. We successfully applied to be part of the Anti-Racism Transformation in Medical Education program with the support of our college's leadership. This project, led by the Icahn School of Medicine at Mount Sinai in New York City, provides coaching and support to apply an organizational transformation management strategy based on the principles of health equity and anti-racism.

We continue to work with national and international bodies such as TUFH and AFMC to improve our ability to evaluate and have concrete metrics to demonstrate our progress on social accountability. We are building collaborative relationships with the Saskatchewan Medical Association and the Saskatchewan Health Authority to provide expertise and support in developing further training on anti-racism and anti-oppression.

We realize there is an amazing amount of work happening in our college in advancing health equity from admissions, curriculum, undergraduate and postgraduate education, and work against the compartmentalization that we have inherited from old organizational structures to support these initiatives.

Finally, we work closely with Indigenous faculty and staff to support social accountability as a Reconciliation issue and foster cultural change that centers equity, diversity, and inclusion. We hope this report provides a clear picture of what we do and the areas where we have the most impact.

In solidarity,

A handwritten signature in black ink, appearing to read 'Manuela Valle-Castro', written in a cursive, flowing style.

Dr. Manuela Valle-Castro
Director, Division of Social Accountability

Social Accountability in Education

1. Core curriculum:

Social accountability is a vertical theme within curriculum to ensure education content, lived experience and service learning are integrated across the four years of undergraduate education. In 2021 Dr. Valle Castro was an active member of the Curriculum Quality Review Subcommittee (CQRSC), responsible for a comprehensive review of one UGME course per month. The Social Accountability Lens, developed by the DSA, continues to be an important tool used in monthly curriculum review.

Medicine and Society: Community & Workplace Centered Learning Experience (CWCLE) Module (MEDC 212 and MEDC 222): The DSA participates in the Medicine & Society advisory group and supports student orientation to community engagement and assists in planning and funding the Community Plunge each year (an experiential, community-based learning component of the CWCLE module for second-year undergraduate medical students).

2. Elective curriculum

- **Making the Links: Certificate in Global Health:** The Division of Social Accountability continues to manage the Making the Links - Certificate in Global (MTL-CGH) Health program, which accepts 15 interprofessional Health Science students annually. Based on recommendations from a 2019 Academic review, and in response to the pandemic, MTL was halted for a year (2020-2021) to implement a new governance structure, and update and align curriculum. The program resumed for the 2021-22 academic year with 5 undergraduate medical students, and 4 Masters of Physical Therapy students. Recruitment for the current academic year is ongoing.
- **Social Accountability Lab for Learning and Teaching (SALLT):** the DSA administers funding for undergraduate and graduate students and residents interested in developing teaching materials or tools that put social accountability theory into practice, build community engagement, leadership and advocacy skills that contribute to future students' learning. SALLT is a collaboration between the DSA, the Department of Community Health & Epidemiology, and Medicine & Society (UGME). This past year the fund was used to support a documentary film on substance use and harm reduction.

3. Admissions support

Dr. Valle-Castro participated in the Admissions Renewal Committee. This committee was established to admit a diverse incoming medical school class that is reflective of the geo-cultural and social fabric of Saskatchewan, where admitted individuals are successful in the program, have a propensity to develop leadership capacity and have a desire to serve the province as future physicians. In March 2022, the recommendations of the Admissions Renewal Committee (Nov 2021) were approved. As a result of the approval received by Faculty Council and Senate the college is currently working on the changes to our application for admission for the next cycle, which includes a new Indigenous Admissions Circle and the addition of questions related to Saskatchewan Connectedness and the Diversity and Social Accountability Admissions Program (DSAAP). Saskatchewan connectedness will be based on demographic factors that have been linked to continued practice within the province and the DSAAP, which in the past was an 'opt-in' program, will now be 'opt-out' whereby all applicants are eligible to view the questions and respond.

4. Anti-racism focused training and capacity building

Staff and Faculty: Dr. Valle-Castro provided anti-racism training sessions to interested staff and faculty. The topics included:

- Introduction to Unconscious Racial Bias: No one is racist, yet we have racism
- Introduction to Racial Microaggressions: Why are they so offended anyways?
- Introduction to Intersectionality, Power, and Oppression: Unpacking our identities
- Introduction to Systemic Change: How to use your privilege in allyship

Dr. Valle-Castro also provided eight internal presentations to various divisions and departments.

- Students: Dr. Valle Castro provided two half-day anti-racism workshops to 100 third year medical students. As part of this work we provided training to thirteen 1st and 2nd year medical students to participate in the session as small group facilitators.

What is Anti-Racism Training?

- Not a recipe, not a magic formula, not a one-time or one-day workshop.
- Not a celebration of diversity. Not focused on learning about "other" cultures, but on examining the dominant culture.
- Ongoing work of unlearning everything we know about race.
- An analysis of power, privilege and oppression.
- Challenges the idea of meritocracy.
- Transformative rather than information-based.
- Challenges colour blindness as a policy approach.
- Pursues racial equity and justice.

5. Communication Strategy:

This past winter the DSA initiated a monthly theme-based communication strategy to enhance our education efforts. We:

- Created our inaugural anti-oppression book club. We facilitated four sessions between January –April 2022 on *White Fragility* by Robin DiAngelo; and in June we hosted discussions on *Becoming Nicole* by Amy Ellis Nutt (as part of our pride month theme)
- Invited student advocacy groups to write about the work they do in our website blog (May: Harm Reduction; June: Queer Health and Gender Equity in Healthcare)
- Created theme specific educational email signature tags
- Invited community organizations, advocates and students to participate in our monthly Health Equity Series. The DSA provides the monthly lunch time learning series to foster learning, engagement and advocacy in social justice and health equity topics. The series is attended by students, residents, faculty, staff and community. This past year just over 400 people attended nine sessions that focused on the following topics:

“This is always a great place to be, there's lots to hear and learn, and I feel like the community DSA is creating is supporting necessary work and learning for the College of Medicine and the healthcare community in Saskatoon.”

The Division of Social Accountability Presents:

OUR JUNE 2022 HEALTH EQUITY BOOK CLUB

June 23rd 8 - 9 pm &
June 24th 9 - 10 am

Expand your learning for Pride month by joining us at one or both times by Zoom to discuss Amy Ellis Nutt's "Becoming Nicole"

NEW YORK TIMES BESTSELLER • This is an inspiring true story of transgender actor and activist Nicole Maines and identical twin brother, Jonas. This book weaves medical, historical and legislative understanding through the story of an ordinary American family on an extraordinary journey to understand, nurture, and celebrate the uniqueness in us all.

Facilitated by Erin Walling, Social Accountability Strategist - U of S
Guest Facilitator: Jemma Martens, Out Saskatoon

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To register or for more information, contact:
social.accountability@usask.ca

Health Equity Webinar Series 2021-2022

October 1st, 2021: Defending our Reproductive Rights: A Discussion with Saskatoon Sexual Health

November 5th, 2021: SPRP 12 Bold Ideas to Eliminate Poverty: Lessons Learned during the COVID-19 Pandemic

December 10th, 2021: A National Human Rights Day Discussion About Access To Public Washrooms

January 24th, 2022: Health in a changing climate, and the role of healthcare professionals in the climate crisis.

February 18th, 2022: Anti-Black Racism Experiences in Health Care

March 25th, 2022: We Are Not There Yet: Persisting Gender-Based Inequities in Medicine

April 29th, 2022: Reaching for Health Equity: Immigrant and Refugee Health

May 20th, 2022: The Time is Now: Harm Reduction Community Driven Initiative

June 17th, 2022: Queer Perspectives in Healthcare

Social Accountability in Research

This year the DSA collaborated with other departments to submit three Summer Dean's Projects, two of which were accepted:

- Assessment Bias in Workplace Based Assessments in Medical Education: A Scoping Review
- Walking the Talk: Addressing Anti-Black Racism in University of Saskatchewan's College of Medicine

This past year the DSA continued to work in collaboration with faculty and staff from University of British Columbia, Sherbrooke University and University of Calgary to carry on research exploring social accountability in medical schools. We co-hosted an online Symposium with Towards Unity for Health (TUFH) Network entitled: Proposing a New Community Triad Model to Action Social Accountability in Medical Schools.

Social Accountability in Advocacy & Leadership

Anti-Racism Transformation in Medical Education (ART in Med Ed): This past year the DSA in partnership with UGME applied and was accepted into the ART in Med Ed initiative with 11 universities from the United States. We are now in the 3rd phase of the 6 phase, 3 year initiative. This past year we focused on building our internal cohort and their capacity as well as our specific local context. The phases of this project include:

1. Onboarding & Assessment | Oct. 2021- Dec. 2021
2. Preparing for Change | Dec. 2021 - Feb. 2022
3. Creating Climate for Change | Feb. 2022 - May 2022
4. Engaging Institution for Change | May 2022 - August 2022
5. Implementing and Sustaining Change & Preparing for the Next Academic Year | August 2022 - Sept. 2022
6. Ongoing Community of Practice | Sept. 2022 - May 2024

As part of our work this past year we crafted the following vision for this work:

We are the changemakers (a cohort of disruptive innovators) for anti-racism within the College of Medicine. Our work will be accountable, informed, and transparent as we centre our relationships with one another and the diverse communities we serve. All individuals in the college will be self-reflective and contribute to racially equitable, liberating, and empowering educational spaces.

Anti-racism will be visible in our college, embedded in our structures and policies, and comprehensive throughout the medical education continuum.

The Community Reciprocity Fund: launched by the DSA in 2019 to help fund community-driven and action-oriented strategies on the social determinants of health and to address priority health needs of communities. This past year we funded projects with the Saskatoon Community Clinic, Riversdale Community Collective, Reconciliation Saskatoon, Global Gathering Place, Saskatoon Trades and Skills Centre, YWCA Regina, SWITCH, City Centre Food Co-op, Four Directions Community Health Centre, Saskatoon Mother's Centre and the Sask LTC Network.

Global Health Conference: the DSA assisted UGME students in planning the annual student-led global health conference. This year's theme was *Substance Use and Harm Reduction Racism in Healthcare*. The conference was held online over two days and was attended by over 150 participants.

Most years the DSA funds the Global Health Equity Travel awards for students, staff, faculty and community members. However due to the pandemic the awards were once again put on hold but will be offered for the 2022-2023 academic year.

This past year the DSA hired and supported a student to conduct a literature review and environmental scan on undergraduate medical education policy from an equity, diversity and inclusion lens. The recommendations generated will help us to work in collaboration with the UGME office in conducting policy renewal.



Additionally, the DSA hired a medical student over the summer to assist with communication resources and planning. This student also spearheaded a collaboration between the Saskatchewan Medical Association and the DSA to sponsor the inaugural participation of the college and the SMA in the Saskatoon Pride Parade.

Working with students is an important part of building future health advocates. This past year we developed capacity and knowledge in our student body through summer student opportunities, Dean's summer student projects, student consultations, inviting student groups to present at health equity series webinars and write our website blog, and by training students to be facilitators for anti-racism training sessions.

External Networks: The DSA values our leadership and participation in driving national standards in social accountability and global health. This past year we were active members of the AFMC social accountability network and the global health network. In December 2021, we co-led a metrics workshop for the AFMC Social Accountability Network to promote the work of the Social Mission Metrics Initiative and TUFH.

We continue to work as part of subgroup developing a metric rubric to inform accreditation standards. This past year we also participated in the International Social Accountability and Accreditation Think Tank (ISAATT) subgroups on standard setting, capacity building and advocacy. As part of this network we collaborated with our colleagues to present at a Towards Unity for Health (TUFH) conference and symposium. The DSA also participates on the Canadian Association for Global Health (CAGH) University Advisory Committee.

Social Accountability in Integration & Alignment

The DSA integrates and aligns social accountability broadly through participation on the senior leadership council, providing biannual status reports to senior leadership. In the 2021-22 academic year the DSA participated in numerous UGME and PGME strategic planning sessions. We also met with the Office of the Vice Dean of Research to establish joint research goals. Integration and alignment is accomplished in various forms of consultation and committee work (see committee support below).

Community Consultations: In April 2021, we pulled together partners from community based organizations to discuss their experiences working with the University, including student placements. The consultations created a list of recommendations that were presented to the social accountability committee and will continue to inform the work of the DSA over the next year.

Committee Support & Participation

Social Accountability Committee (SAC): The SAC brings together senior leadership, faculty, staff, clinicians, students and residents from across the college to discuss social accountability within strategic planning and operations and provide a platform for information sharing across sectors. The DSA chairs and organizes the SAC.

Indigenous Health Committee (IHC): The DSA provided administrative support to the IHC. The IHC is comprised of faculty, staff, and community members who are dedicated to Indigenous healthcare and education. The IHC exists to strengthen culturally-based linkages between Indigenous world views and the medical community.

As members of the DSA, we participate on several committees that aim to address equity in health care and health education, such as the Medicine & Society advisory committee, admissions renewal committee, curriculum review, the Equity, Diversity and Inclusion (EDI) working group all within the college as well as the Universities broader EDI Champions committee.



We thank you for your continued support in our efforts to contribute to social accountability within the College of Medicine!



Stay in touch: @dsauofs

