

## EDUCATORS – PATIENTS, POPULATIONS AND PRESENTATIONS PRE-CLERKSHIP (MD PROGRAM)

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**APPOINTED BY:**

Associate Dean, Undergraduate Medical Education (UME)

**TERM:** One year contract, renewed yearly based on performance metrics

**REPORTS TO AND ACCOUNTABLE TO:**

Reports to the Associate Dean, UME with accountabilities to the Assistant Dean, UME, Pre-Clerkship

**TIME COMMITMENT:** 0.05 – 0.15 FTE (dependent on area of role)

**QUALIFICATIONS:**

1. Candidate must be a practicing clinician with a Medical Doctor Degree or equivalent.
2. Candidate must have a faculty appointment.
3. A desire and commitment to be part of a motivated core group of educators focused on the creation and delivery of high-quality pre-clerkship medical education
4. Commitment to building and continuously evolving teaching practices through ongoing self-assessment and longitudinal faculty development
5. A foundational understanding of social and structural determinants of health and a commitment to integrating such determinants into teaching content and practices.
6. Prior experience in curriculum development and/or teaching medical students, particularly at the pre-clerkship level is an asset.
7. An understanding and practice oriented around the foundational concepts of generalism is an asset.
8. Experience working with diverse patient populations and critical awareness of how social and structural determinants shape health and inequities is an asset.
9. Excellent teamwork and communication skills.
10. Completion of the CSM Teaching Excellence Program (TEP) or similar is an asset.

**RESPONSIBILITIES (INITIAL ROLES AND ACTIVITIES):**

1. Creation and ongoing refinement of all content for the assigned weeks, including but not limited to small group cases and facilitator guides, large group sessions, Cards, and a complement of assessment tools (e.g., low-stakes multiple choice questions).
2. Ensuring all curriculum content reflects the principles of generalism and promotes/achieves spirality by strategically building upon prior content throughout the pre-clerkship.
3. Work in collaboration with the Health Equity and Structural Competency group to diffuse competencies and topics relating to structural competency and social justice inclusive of equity, diversity, and inclusion (EDI) throughout the curriculum, and ensure curriculum content is anchored around patients and their social contexts in ways that values and cultivates humanism, humanity, and humility.
4. Work with the clinical skills, anatomy, Indigenous health, EDI, and other relevant leads to optimize the integration and spirality of all content.

**RESPONSIBILITIES (ONGOING):**

1. On an annual basis, review assigned weeks and update content to reflect contemporary knowledge and practices.
2. Provide mentorship and coaching to students as needed.
3. On average, provide one half-day of small group facilitation every week (July to December) and one half-day of small group facilitation every two weeks (January to July). In addition to facilitation, provide formative and summative assessments of student engagement, learning, and group dynamics.
4. Mandatory attendance at recurrent faculty development sessions with the community of practice and a commitment to reflexive teaching practices

**SUPPORT DUTIES:**

UME Program Coordinators will maintain an inventory of instruction hours provided by faculty for the Associate Dean and Department Heads.

**Approved by: Associate Dean UME  
Date: May 30, 2022**

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