

## PORTFOLIO LEAD – CARING FOR DIVERSE BODIES & MINDS HEALTH EQUITY & STRUCTURAL COMPETENCY

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**APPOINTED BY:**

Associate Dean, Undergraduate Medical Education (UME) Program

**TERM FOR:**

Two (2) year, renewable

**REPORTS TO:**

Assistant Dean, Pre-clerkship (UME) with accountabilities to the Director of Health Equity & Structural Competency

**TIME COMMITMENT:**

0.1 FTE till December 31, 2024, 0.05 FTE for subsequent years

**QUALIFICATIONS/EXPERIENCE REQUIRED:**

The successful candidate should fulfil the following criteria:

- Must have a MD Degree
- A specific background and interest in education related to providing health care while addressing issues with respect to disability (ableism), mental health, obesity bias and fatphobia, and care of the elderly (ageism).
- Experience in curricular development related to health equity and structural competency
- Knowledge and experience with of the Cumming School of Medicine, Undergraduate Medical Education Program

**DESCRIPTION OF THE POSITION:**

The Caring for Diverse Bodies & Minds Portfolio Lead for Health Equity & Structural Competency (HE-SC) will work in collaboration with the RIME Implementation Team and other leads of the HE-SC Committee to develop and implement the new curriculum, with a focus on the topic areas of disability (ableism), mental health, obesity bias and fatphobia, and care of the elderly (ageism). The position will work directly with the Director of Generalism & Health Equity to ensure teaching coordinates with the overall health equity curriculum.

**RESPONSIBILITIES:**

- Create and deliver curricular content to develop awareness of issues related to caring for diverse bodies and minds, including basic knowledge of social and structural inequities to ensure patients are presented in a way that is inclusive, reflective of social and structural contexts that shape experiences of health and illness, and outcomes.
- Develop and integrate diverse bodies and mind content throughout different components of the curriculum (eg. Clinical Skills) to cultivate trauma-informed practices.
- Promote spiral learning by integrating the Caring for Diverse Bodies & Minds portfolio domain throughout the curriculum.
- Collaborate with Pre-Clerkship Educators (PCEs) and key stakeholders to write learning objectives related to caring for diverse bodies and minds, and develop, curate and integrate content into small group cases.
- Deliver or assist in the delivery of sessions on portfolio domain.
- Develop assessment methods (eg. create Cards, OSCEs, etc.) that best reflect student knowledge, skills and attitudes in this domain.
- Ensure students finish pre-clerkship with a foundation for trauma-informed, anti-oppressive practices to build upon throughout training.
- Refine and update curriculum content and resources on an ongoing basis to reflect contemporary language and societal needs.

**Approved: UME Associate Dean**  
**Date: July 2024**