Faculty of Medicine

UGME Curriculum Renewal:

NEW GOVERNANCE

for

UGME EDUCATIONAL LEADERSHIP

Prepared by Curriculum Renewal Executive (CuReX)

June 2012 V6
Background
Undergraduate medical education (UGME) curricular reform, maintenance and renewal are vital to the existence and future of the Faculty of Medicine. It is critical this is done in a continuous formative fashion to ensure the Faculty keeps pace with global health care, public needs, and pedagogical theory.

The UGME program has undertaken an exhaustive Curriculum Renewal (CuRe) process to ensure the curriculum is contemporary, rational and fluid, meeting if not exceeding, the standards set forth by Liaison Committee on Medical Education (LCME) and the Committee for Accreditation of Canadian Medical Schools (CACMS), and the recommendations from The Association of Faculties of Medicine of Canada (AFMC) in their Future of Medical Education in Canada (FMEC) document as outlined in the CuRe goals statement (March 2010 appendix I).

The CuRe process is well underway and has included:

- **Needs assessment process** that included a faculty wide online survey, faculty retreat, preclerkship course and clerkship director surveys, student led surveys and faculty focus groups, in addition to objective analysis of pedagogical approaches. These collectively revealed the need for better organization with clear delineation of responsibilities and communication, integration, faculty recognition while streamlining the number of instructors, and online instruction and coordination.

- **A UGME Curriculum Renewal Working Group** established and convened in September 2010, which became the CuRe Steering Committee, to lead the CuRe process. Members were selected to include broad representation, to plan strategic directions for undergraduate medical education curriculum renewal, encompassing all four years, and be advisory to the Dean of Medicine on issues pertaining to curriculum renewal.

- **Eleven Curriculum Renewal Task Groups** were created from the results of the needs assessment, and they successfully met a timeline of late fall 2011 for completion of curricular recommendations for a new curriculum framework and delivery of curricular content. It was clear from the Task Group reports, supporting the needs assessment results, that governance of the UGME curriculum must reflect the need for a coherent, coordinated program, fully integrated both horizontally and vertically throughout all four years of study, managed centrally and continuously.

- **A Curriculum Renewal Executive (CuReX) Committee** created from Curriculum Renewal Steering Committee which began meeting in November 2011 to dissect and collate ideas presented by the 11 CuRe Task Groups in November and December 2011.

Key issues identified include:

- The current curriculum lacks integration and scaffolding, with each organ system taught once as a single unit, frequently in isolation with some major systems not covered until late Med 2.

- Lack of a formal, overall clerkship curriculum for a structured review of the scientific basis of medicine or important clinical skills to help the spiral phenomena.

- The new curriculum should address the social accountability framework by early and continuous exposure to interprofessional, person/patient (or family) centered care in diversified, experiential
learning environments, and with the ability to thread longitudinal themes, such as, but not limited to professionalism, public health, indigenous health, health care systems and quality including other themes identified by the CuRe process.

- The need for better organization with clear delineation of responsibilities and communication, integration, faculty recognition while streamlining the number of instructors, and enhancing online instruction and coordination.

- Revised governance and funding model for UGME creating a hybrid system between UGME office and Academic Departments.

**Proposed curriculum framework**
See Appendix II; for more details review CuRe Steering Committee Report Feb 28 on CuRe website http://umanitoba.ca/faculties/medicine/education/undergraduate/curriculum/curriculumrenewal.html

**PROPOSAL:**

**1) Faculty Leadership Positions** (see Appendix III for job descriptions)

- Preclerkship and Clerkship will have Directors to ensure the curriculum is comprehensively managed and governed. Preclerkship will have a single Director while Clerkship will have Clinical Director and a separate Academic Director (responsible for the spiral curriculum and coordinating nonclinical learning during clerkship i.e. **Intersessions**, and both **Transition to Clerkship** and **Transition to Residency** modules). Four new Director positions will be created: Integration, Academic Clerkship, Online Learning and Scholarly Activity.

- **M0 Foundation** module will have a single Educational leader chosen from a basic science department.

- Each preclerkship unit within the Modules 1 & 2 **Health and Disease** will have a single Educational Leader, a clinician, with a basic science lead, responsible for coordinating all undergraduate activity during preclerkship and clerkship pertaining to the respective organ system. Each of these faculty positions will be responsible for cognitive content through all 4 years, supervising the clinical electives/selectives pertaining to the respective clinical area working collaboratively with all department/discipline and longitudinal or “theme” leaders.

- **M3 Consolidation** module will also have a single Educational leader but who will be a clinician, and will also be the Director, UGME Integration. In addition, that position may also be responsible for, or work closely with **the Clinical Reasoning** Longitudinal Course feeding into M3.

- M0, M3 and each M1/2 Unit leader will be responsible for creating a curriculum committee for that unit or module.

- All the **Longitudinal Courses** (1.**Clinical Reasoning**, 2.**Professionalism/Doctoring**, 3.**Clinical Skills to Community Clinics**, 4.**Community Health/Epidemiology** 5. **Indigenous Health** and 6. **Scholarly Activity**) and **Themes** (Social accountability, Safety and Quality improvement, Generalism, etc.) identified by CuRe process will have Longitudinal Leaders.

- All Departments will have appointed Leaders responsible for ensuring relevant content exists throughout all 4 years. All Clinical Departments that currently have Undergraduate Directors should
amalgamate these positions to serve dually as Clerkship Directors, when relevant, with blended funding and augmented job descriptions.

- All Disciplines (that are not departments i.e. Oncology or Rheumatology) will have appointed Leaders responsible for ensuring relevant content exists throughout all 4 years.

- All Educational Directors and Leaders will have a detailed job description which includes regular performance reviews done jointly by UGME Associate Dean and respective Department Head, and requirement for Faculty Development to develop educational expertise.

- The number of faculty providing lectures will be limited. This will entail assigning a minimum number of lectures per instructor, and with faculty development to ensure consistency and high quality.

2) Appointments and Funding

- The aforementioned positions, UGME Educational Directors and Leaders, will be appointed by the UGME Associate Dean, and where relevant in consultation with Department Head.

- Funding for the positions will be done in a consistent manner across all Departments and Disciplines through the UGME Associate Dean’s office.

- Positions will be posted and open to all interested parties. Final decisions will be made jointly by UGME Associate Dean and relevant Department Head.

- If feasible, individuals may hold more than one position.

- Funds will be transferred to respective primary department for the duration of the incumbent’s term.

- All UGME position announcements will be done jointly by the Office of the Associate Dean and respective Department Head.

- Remuneration will be based upon a minimum income for academic physicians for administrative and leadership positions and respective EFT. For departments with alternate funding arrangements, the positions will provide protected time based upon EFT not additional income.

- Costing of proposed changes is included as Appendix V

- Direct student clinical skills contact time (not related to direct patient care) will be tracked by OPAL and remunerated in a consistent fashion based upon a minimum academic physician grid.

- Recognition for preclerkship instructors not holding UGME Educational Leadership positions will be the responsibility of their department head.

3) Department of Medical Education Positions

- In order to ensure consistent high quality education fulfilling minimally LCME accreditation standards, comprehensive assistance must be provided by the Department of Medical Education for faculty development and ongoing support.

- Specific positions devoted to each of faculty and program evaluation, student assessment, program and faculty development, and online learning and teaching will be required.

- Positions will jointly report to Associate Dean, UGME and Department of Medical Education.
4) Faculty Administrative Support
   • As noted in previous accreditation surveys, ensuring sufficient administrative resources to support the delivery of medical education is key.
   • In order to facilitate the consistent faculty leadership, administrative support should be provided by Education Assistants with central oversight through the UGME office. Funding and management of administrative support will need to be determined.

5) Faculty Technical and Online Learning Support
   • In order to develop and maintain a contemporary medical curriculum, UGME will require support of computer expertise to help, facilitate and support online learning modules, use of informatics and maintenance of information literacy, and OPAL and other online learning management systems.
   • These positions may currently exist within the Faculty but not readily identifiable for UGME support

6) Governance: Changes as a result of curriculum renewal will require:
   • Further modifications to the recently revised UGME reporting structure, to optimize communication amongst all elements, and ensure maintenance of accreditation standards for control and management and communication. See draft governance model in Appendix IV.
   • Maintenance of ongoing faculty communication with at least semi-annual faculty forums in Frederic Gaspard Theatre (A).
   • Mechanisms to encourage UGME as an academic career path to include scholarly activity which would require faculty evaluation, faculty development, mentorship for scholarly activity in addition to recognition and uniform remuneration.
   • Other proposed changes, which may be forthcoming from CuRe process.

CONCLUSION
   • This proposal outlines the specific recommendations for positions, EFTs, and funding discussion, where possible, as next steps in the formalized process to renew the UGME curriculum renewal.
   • The number of faculty providing lectures will be reduced. For continuity, every course within a unit will have an educational leader, and there is the introduction of new longitudinal courses and themes, new modules, particularly, M0 Foundations of Medicine, M3 Consolidation, and M7 Transition to Residency. Educational leadership to deliver this renewed curriculum must also, by necessity, change, and must be supported by appropriate financial, faculty development and recognition resources.
   • The CuRe process has progressed well, with broad consultation, and resulted in a proposed energized, framework for a fully integrated and better coordinated, spiral curriculum. This new curriculum will improve communication and continuity, address student evaluation concerns/improve satisfaction for learners and teachers, meet accreditation requirements, and incorporate FMEC recommendations. The CuRe process cannot continue to move forward without support for renewed educational leadership.
   • Proposed is a hybrid governance model identifying responsibilities for UGME Associate Dean and Department Heads.
Appendix 1: UGME Curricular Renewal Goals March 2010

Dr. Keevin Bernstein, Director, UGME Curriculum Renewal

1. Fully integrated and coordinated spiral curriculum – horizontally and vertically from preclerkship through clerkship and into postgraduate training. Characteristics include central (UGME) curriculum governance and defined medical education leadership responsibilities.

2. Pedagogical approach that maximizes the strengths of the University of Manitoba Faculty of Medicine to meet the educational needs of our medical students and the health care needs of society.

3. Detailed job descriptions for all faculty educational leadership roles, complete with deliverables matched to remuneration and recognition.

4. Learning objectives that are outcomes based with defined linkages to Faculty of Medicine student evaluation and national licensing exams to assure competencies consistent with institutional, national and public expectations.

5. Process for continuous quality improvement. This will include curricular mapping linked to outcomes such as undergraduate student performances, postgraduate clinical competencies, and inter-institutional comparisons.

6. Integration of the UGME curriculum with other health care professionals, and alternate and complimentary health care providers. This will include evidence-based approaches to complimentary and alternative medicine practitioners.

7. Effective use and integration of evolving educational technologies including the OPAL curriculum management system, healthcare simulation (Clinical Learning and Simulation Facility), and on-line curriculum delivery to physically remote sites.

8. Processes for effective faculty teaching evaluation linked to performance reviews.


10. Compliance with curricular 2010 The Future Medical Education in Canada (FMEC) recommendations.
Appendix II: Proposed UGME Curriculum Renewal Framework

**Preclerkship** with *four modules* M0 – M3, scheduled in the mornings:

- **M0 Foundation of Medicine**: Basic sciences relevant to the study and practice of medicine, and for the understanding of future Health and Disease modules.
- **M1 Human Biology and Health**: Normal human biology and health, by organ systems
- **M2 Health and Disease**: Abnormal processes and disease, mostly organized by organ systems
- **M3 Consolidation**: To ensure content from previous modules and longitudinal courses are assimilated.

**Longitudinal courses** linked to modules, threaded though the four years, each with faculty leaders, linked to coinciding M0-M3 scheduled in the afternoons, including: 1) Clinical Reasoning 2) Professionalism/Doctoring 3) Clinical Skills to Community Clinics 4) Community Health/Epidemiology 5) Indigenous Health; 6) Scholarly Activity.

**Clerkship** with *four modules* M4-M7:

- **M4: Transition to Clerkship (TTC)** - 2 week introduction of topics relevant to all clerkship rotation
- **M5 & 6**: Clerks will be designated as *junior* if year 3 (Module 5) and *senior* if year 4 (Module 6). Inclusion of scheduled academic *intersessions*, to include review and integration of both basic science and clinical concepts, and an introduction to the next rotation.
- **M7: Transition to Residency (TTR)** module at the end of Med 4 following CaRMS.

**Composite clinical presentations (CP4)** - Throughout all 4 years, approximately 130-135 categorized presentations in one of 4 areas as (1) Symptoms or Signs, (2) Lab abnormalities (3) Determinants of Health and (4) States of Health, running parallel to curriculum creating cross references to course/units punctuating at two points (end of year 2 in *Consolidation Module* 3, and end of year 4 In *Transition to Residency Module*7).

**Longitudinal “Themes”** that are not “courses”, but having curricular content to be integrated throughout the four years (e.g. Generalism, Geriatrics, Information Sciences, Pediatrics, Palliative care, Health care systems/safety, Interprofessional Education and others); will also have a faculty appointed leader with a position description.

- Every unit or module, including Longitudinal Courses designated as a “course” will have student assessment, including enhanced formative evaluation; format and policies to be determined.
Appendix III: UGME Educational Leadership Job Descriptions

PreClerkship Director

Position Start Date: TBD
Remuneration: TBD
Appointment: 0.3 EFT, Renewable 3 year term
Appointed By: Associate Dean, Undergraduate Medical Education in consultation with Director, Curriculum and respective Department Head.
Reports to: Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.
Performance review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum Renewal and incumbent’s Department Head.

Responsibilities
1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.
2. Complies with all UGME program policies.
3. Oversees the overall the Preclerkship curriculum, and its components. This includes curriculum development and renewal to insure compliance with the policies established by the UGME governance.
4. Works collaboratively with Clerkship Co-Directors to insure PreClerkship is coherent and well-coordinated in its entirety and complements Clerkship, and Longitudinal Courses
5. Ensures appropriate review and monitoring of educational material in terms of content, objectives, keywords, accreditation standards and designations to maintain alignment of institutional objectives with expected achievement of defined core competencies at all levels of examination.
6. Collaborates with Clerkship Directors under the guidance of the UGME Curriculum Director to establish and monitor achievement of the Composite Clinical Presentations (CP4)
7. Acts as the Overall Leader, Module 1 and Module 2.
8. Ensures Module 0 through Module 3 Unit Leaders liaise with Department/Discipline and Longitudinal Course Leaders so content is fully integrated and relevant to meet UGME goals and objectives
9. Meets with Module 0 through Module 3 Unit Leaders before and at the end of each Module to review course evaluations and to implement all aspects of curriculum renewal including but not limited to ongoing quality assurance
10. Participates as a member of UGME governance to help develop strategies to maintain curricular renewal, and its elements.
11. Participates as a member of UGME governance to insure curriculum is fully integrated horizontally and vertically through clerkship.
12. Chairs, Pre Clerkship Committee
13. Works with OPAL administrator to oversee implementation of curriculum management systems
14. Communicates with UGME Clerkship Administrator regarding policy implementation.
15. Oversees and assists UGME Clerkship Administrator regarding curriculum scheduling ensuring each course has appropriate sequence and flow.
16. Participates in related UGME committees as a voting member.
Clerkship Clinical Director

Position Start Date: TBD
Remuneration: TBD
Appointment: 0.25 EFT, Renewable 3 year term
Appointed By: Associate Dean, Undergraduate Medical Education in consultation with Director, Curriculum and respective Department Head.
Reports to: Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.
Performance review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum Renewal and incumbent’s Department Head.

Responsibilities

1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.
2. Complies with all UGME program policies.
3. Oversees and coordinates the UGME Clerkship rotations working with the departmental Clerkship Directors to ensure compliance with the policies established by the UGME governance structure.
4. Participates as a member of the UGME governance structure
   • To support the development of strategies to maintain curriculum renewal, and its elements
   • To ensure the curriculum is fully integrated horizontally and vertically through Clerkship.
5. Works collaboratively with the Clerkship Academic Director to ensure the clerkship curriculum is well coordinated in its entirety in particular non clinical aspects of clerkship which include but are not limited to “Transition to Clerkship” module, the scheduled academic intersession components of Clerkship, and “Transition to Residency” module.
6. Meets with the departmental UGME leaders to review clinical rotations, evaluations and assist in the identification of gaps in the PreClerkship curriculum that impact student performance in all rotations and reports findings to the Clerkship Curriculum Committee.
7. Liaises with the UGME Department/Discipline/Theme Leaders and Longitudinal Leaders to ensure curriculum content is fully integrated and relevant to meet the UGME goals and objectives.
8. Ensures the UGME Department/Discipline/Theme Leaders and Longitudinal Leaders implements all aspects of curriculum renewal including but not limited to ongoing quality assurance.
9. Co-chairs the Clerkship Curriculum Committee with the Clerkship Academic Director.
10. Communicates with UGME Clerkship Administrator regarding policy implementation and curriculum scheduling.
11. Participates in related UGME committees as a voting member.
Clerkship Academic Director

Position Start Date: TBD
Remuneration: TBD
Appointment: 0.2 EFT, Renewable 3 year term
Appointed By: Associate Dean, Undergraduate Medical Education in consultation with Director, Curriculum Renewal and respective Department Head.
Reports to: Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.
Performance Review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum Renewal and incumbent’s Department Head.

Responsibilities

1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.
2. Complies with all UGME program policies.
3. Coordinates the non-clinical aspects of clerkship which includes but is not limited to “Transition to Clerkship” module, the scheduled academic intersession components of Clerkship, and “Transition to Residency” module.
4. Works collaboratively with the Clerkship Clinical Director to ensure the clerkship curriculum is well coordinated in its entirety.
5. Participates as a member of the UGME governance structure:
   - To support the development of strategies to maintain curriculum renewal, and its elements in particular the linkage to all aspects of PreClerkship and specifically to basic science.
   - To ensure the curriculum is fully integrated horizontally and vertically through Clerkship.
6. Co-chairs the Clerkship Curriculum Committee with the Clerkship Clinical Director.
7. Communicates with UGME Clerkship Administrator regarding policy implementation and curriculum scheduling.
8. Participates in related UGME committees as a voting member.
**Director, UGME Integration**

Position Start Date: TBD  
Remuneration: TBD  
Appointment: 0.3 EFT, Renewable 3 year term  
Appointed By: Associate Dean, Undergraduate Medical Education in consultation with Director, Curriculum Renewal and respective Department Head.  
Reports to: Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.  
Performance Review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum Renewal and incumbent’s Department Head  

**Responsibilities**

1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.  
2. Complies with all UGME program policies.  
3. Ensures the UGME curriculum is fully integrated across all 4 years, in particular the Clinical Reasoning Longitudinal Course and Consolidation Module.  
4. Ensures the Clinical Reasoning Longitudinal Course and Consolidation Module (M3) fulfill the vision of the curriculum renewal process.  
5. Creates and chairs an Integration curriculum committee with representation from all pertinent basic science and clinical departments, and in collaboration with the curriculum committee:  
   - Develops and implements the integration curriculum including overall goals and educational objectives, types of sessions, student and appropriate instructors taking into account the principles and pedagogical template outlined by the UGME governance structure.  
   - Ensures the integration objectives are linked to the overall goals and objectives of UGME.  
6. Helps identify appropriate instructors from relevant departments ensuring the number of instructors is representative of the departments contributing to integration.  
   - Informing instructors of the nature/purpose of their participation in teaching sessions (lectures, tutorials, laboratories, and assigned studies).  
   - Ensuring the instructors meet educational objectives for integration and their session(s).  
   - Ensuring the instructors comply with timelines for Curriculum Management System (OPAL) information entry  
7. Oversees the organization of Integration student evaluation including:  
   - The structure of formative and summative evaluations.  
   - The preparation of formative and summative examination questions ensuring each question is linked to specific unit and session objectives, and ensures exam question selection mirrors course outline and content  
   - Examination preparation is done in collaboration with Integration instructors.  
   - Provides exam questions related to the course by date requested ,  
8. Participates in formal faculty development as determined by the Department of Medical Education, including but not limited to:  
   - Pedagogical approach and template development.  
   - Student evaluation.  
9. Monitors Integration related information in the Curriculum Management System (OPAL); takes corrective action as required; and reports results to related committees.  
10. Communicates with both PreClerkship and Clerkship UGME Administrators regarding curriculum i.e. time table request, student notes, course objectives and curriculum changes.  
11. Participates in course evaluations as outlined in UGME Program Evaluation policy. This includes reviewing and analyzing Integration evaluations on a regular basis reporting results to appropriate curriculum governance bodies.  
12. Works with Director, Remediation to facilitate and implement student remediation as necessary.  
13. Participates in Integration related UGME committees as a voting member.  
14. Participates in related UGME committees as a voting member.
Foundation of Medicine Leader (Module 0)

Position Start Date: TBD
Remuneration: TBD
Appointment: 0.2 EFT, Renewable 3 year term
Appointed by: Associate Dean, Undergraduate Medical Education and respective Basic Science Department Head
Reports to: Director, Preclerkship Curriculum, and accountable to Director, Curriculum and Associate Dean, Undergraduate Medical Education, and the respective Department Head.
Performance review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum and incumbent’s Department Head.

Responsibilities
1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.
2. Complies with all UGME program policies.
3. Creates and chairs the Foundation Module (M0) specific curriculum committee with representation from all pertinent basic science and clinical departments, and students.
4. In collaboration with M0 specific curriculum committee:
   • Develops and implements the Foundation Module curriculum including overall goals and educational objectives, types of sessions, and student material taking into account the principles and pedagogical template outlined by the UGME governance structure.
   • Ensures the objectives are linked to the overall goals and objectives of Undergraduate Medical Education.
   • Creates module sessions ensuring session objectives are mapped to the module objectives and take into account the MCC objectives for the session content.
   • Identifies appropriate instructors of relevant departments ensuring the number of instructors is representative of the departments contributing to the module.
5. Ensures the Foundation Module curriculum fulfills the vision of Curriculum Renewal process for this module.
6. Oversees the role of basic sciences in the Consolidation Module (M3), and participates in the development of curriculum for clerkship intersessions.
7. Identifies appropriate instructors from relevant departments ensuring the number of instructors is representative of the departments contributing to the unit.
   • With preference for limiting the total number of didactic instructors if applicable, determined by student/faculty evaluations.
   • Informs instructors of the nature/purpose of their participation in teaching sessions.
   • Ensures the instructors meet the educational objectives for the course and their session(s).
   • Ensures the instructors comply with timelines for OPAL information entry.
   • Ensures instructor provide exam questions to mirror objectives meeting appropriate timelines.
8. Oversees the organization of Foundation Module student evaluation including:
   • The structure of formative and summative module evaluations.
   • The preparation of formative and summative examination questions ensuring each question is linked to specific session objectives. Examination preparation is done in collaboration with module instructors.
9. Participates in formal faculty development as determined by the Department of Medical Education, including but not limited to:
   • Pedagogical approach and template development
   • Student evaluation
10. Monitors module related information in the curriculum management system; takes corrective action as required; and reports results to related committees.
11. Communicates with UGME PreClerkship Administrator regarding scheduling, examinations and general correspondence as it relates to the module, specifically:
   • Curriculum timetabling meetings as called by the Pre-Clerkship Program Administrator.
   • Provides written requests for schedule changes for the upcoming year by date requested.
   • Various timelines required by the faculty office for curriculum changes, timetable requests, student notes and course objectives.
12. Participates in course evaluation as outlined in UGME Program Evaluation policy.
   • Reviews and analyses module evaluations on a regular basis and reports results to appropriate curriculum governance bodies.
13. Liaises with students in relation to module related concerns and reports on such concerns as required.
14. Works with Director, Remediation to facilitate and implement student remediation as necessary.
15. Participates in module related UGME committees as a voting member.
Health and Disease Unit Leader (Module 1 & 2)

Position Start Date: TBD
Remuneration: TBD
Appointment: 0.1-0.25 EFT, Renewable 3 year term

Appointed by: Associate Dean, Undergraduate Medical Education and the respective Department Head
Reports to: Director, Preclerkship Curriculum, and accountable to Director, Curriculum and Associate Dean, Undergraduate Medical Education, and the respective Department Head.

Performance review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum

Responsibilities
1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.
2. Complies with all UGME program policies.
3. Creates and chairs Unit specific curriculum committee with representation from all pertinent basic science and clinical departments, and students.
4. In collaboration with Unit specific curriculum committee:
   - Develops and implements Health and Disease Module 1 & 2 unit curriculum including overall goals and educational objectives, types of sessions, and student material taking into account the principles and pedagogical template outlined by the UGME governance structure
   - Creates unit or course objectives ensuring they are mapped or linked to the overall goals and objectives of Undergraduate Medical Education.
   - Creates unit or course session objectives ensuring they are mapped or linked to the overall unit or course objectives taking into account the MCC objectives for the session content
5. Ensures the unit curriculum content is linked to Composite Clinical Presentations (CP4) and curriculum in clerkship intersessions. This includes participation in the development of curriculum for clerkship intersessions.
6. Participates in developing relevant content for the Clinical Reasoning LC, and Consolidation Module (M3).
7. Where appropriate develops unit specific curriculum content, and provides didactic lectures to limit the number of overall lecturers.
8. Identifies appropriate instructors from relevant departments ensuring the number of instructors is representative of the departments contributing to the unit.
   - With preference for limiting the total number of didactic instructors if applicable, determined by student/faculty evaluations.
   - Informs instructors of the nature/purpose of their participation in teaching sessions.
   - Ensures the instructors meet the educational objectives for the course and their session(s).
   - Ensures the instructors comply with timelines for OPAL information entry.
   - Ensures session objectives reflect MCC objectives for that content.
   - Ensures instructor provide exam questions to mirror objectives meeting appropriate timelines.
9. Oversees the organization of unit student evaluation including:
   - The structure of formative and summative unit evaluations.
   - The preparation of formative and summative examination questions ensuring each question is linked to specific unit and session objectives. Examination preparation is done in collaboration with unit instructors.
10. Works with the UGME governance structure to ensure the unit curriculum is fully integrated horizontally with all Longitudinal Courses and integrated vertically from Module I to Module 7 (i.e. through completion of clerkship).
   - Coordinates all undergraduate activity during PreClerkship and clerkship pertaining to the respective system.
   - Depending upon discipline is responsible for identifying alternate site assistants for clerkship activity.
   - Works collaboratively with Department Undergraduate Directors.
11. Participates in formal faculty development as determined by the Department of Medical Education, including but not limited to:
   - Pedagogical approach and template development
   - Student evaluation
12. Monitors unit related information in the curriculum management system; takes corrective action as required; and reports results to related committees.
13. Communicates with UGME PreClerkship Administrator regarding scheduling, examinations and general correspondence as it relates to the unit, specifically:
   - Curriculum timetabling meetings as called by the Pre-Clerkship Program Administrator.
   - Provides written requests for schedule changes for the upcoming year by date requested.
   - Ensures course flow and scheduling is appropriate in collaboration with Pre-Clerkship Program Administrator.
   - Meets various timelines required by the faculty office for curriculum changes, timetable requests, student notes and course objectives.

14. Participates in course evaluation as outlined in UGME Program Evaluation policy
   - Reviews and analyses unit evaluations on a regular basis and reports results to appropriate curriculum governance bodies.
   - Participates in other unit evaluations as outlined in Program evaluation policy.

15. Liaises with students in relation to unit related concerns and reports on such concerns as required

16. Works with Director, Remediation to facilitate and implement student remediation as necessary.

17. Participates in unit related UGME committees as a voting member.
Longitudinal Course Leader

Position Start Date: TBD
Remuneration: TBD
Appointment: 0.15 – 0.25 EFT, Renewable 3 year term
Appointed by: Associate Dean, Undergraduate Medical Education and the respective Department Head
Reports to: Director, Curriculum, and accountable to Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.
Performance review: Annual review conducted by the Associate Dean, Undergraduate Medical Education and Director, Curriculum

Responsibilities
1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.
2. Complies with all UGME program policies.
3. Creates and chairs a curriculum committee with representation from relevant basic science and clinical departments, and students.
4. In collaboration with the curriculum committee:
   - Develops and implements the specific Longitudinal Course curriculum including overall goals and educational objectives, types of sessions, and student material taking into account the principles and pedagogical template outlined by the UGME governance structure.
   - Ensures the objectives are linked to the overall goals and objectives of Undergraduate Medical Education.
   - Creates Longitudinal Course sessions ensuring session objectives are mapped to the Longitudinal Course objectives and take into account the MCC objectives for the session content.
   - Identifies appropriate instructors of relevant departments ensuring the number of instructors is representative of the departments contributing to the Longitudinal Course.
5. Works with clerkship academic director to ensure appropriate longitudinal course content is covered during the academic intersessions.
6. Upon selection of Longitudinal Course instructors, the Longitudinal Course Leader:
   - Informs instructors of their participation in teaching sessions i.e. lecture tutorial, laboratory and/or assigned area of study.
   - Ensures that instructor session learning objectives and resources are aligned with the course learning objectives.
   - Ensures instructors understand and complete their responsibilities for uploading session information to the Faculty’s curriculum management system.
7. Oversees the organization of Longitudinal Course student evaluation.
8. Works with the UGME governance structure to ensure the Longitudinal Course curriculum is fully integrated horizontally with modules and units and integrated vertically with clerkship intersessions and other courses (yet to be determined).
9. Participates in formal faculty development as determined by the Department of Medical Education, including but not limited to:
   - Pedagogical approach and template development
   - Student evaluation
10. Monitors the Longitudinal Course related information in the curriculum management system; takes corrective action as required; and reports results to related committees.
11. Communicates with UGME PreClerkship Administrator regarding scheduling and general correspondence as it relates to the Longitudinal Course, specifically:
   - Curriculum timetabling meetings as called by the Pre-Clerkship Program Administrator.
   - Provides written requests for schedule changes for the upcoming year by date requested.
   - Various timelines required by the faculty office for curriculum changes, timetable requests, student notes and course objectives.
12. Participates in course evaluation as outlined in UGME Program Evaluation policy
   - Reviews and analyses unit evaluations on a regular basis and reports results to appropriate curriculum governance bodies.
   - Participates in other Longitudinal Course evaluations as outlined in Program evaluation policy.

13. Liaises with students in relation to the longitudinal course and serves as an academic advisor for students interested in the particular specialty area.

14. Works with Director, Remediation to facilitate and implement student remediation as necessary.

15. Participates in Longitudinal Course related UGME committees as a voting member.
Discipline/Department UG/Theme Leader

Position Start Date: TBD  
Remuneration: TBD  
Appointment: 0.05 – 0.15 EFT, Renewable 3 year term  
Appointed By: Associate Dean, Undergraduate Medical Education in consultation with Director, Curriculum and respective Department Head.  
Reports to: Director, Curriculum, and accountable to Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.  
Performance review: Annual review conducted by the Associate Dean, Undergraduate Medical Education, Director, Curriculum Renewal and incumbent’s Department Head.

Responsibilities
1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.  
2. Complies with all UGME program policies.  
3. Works with the UGME governance structure to ensure the discipline/department/theme curriculum content is fully integrated horizontally with modules and units, and integrated vertically with clerkship intersessions and other courses (yet to be determined).  
4. Works with clerkship academic director to ensure appropriate discipline/department/theme specific content is covered during the academic intersessions.  
5. Oversees the UGME curriculum content to ensure the discipline/department/theme content is appropriately represented.  
6. Appoints a department representative to each system unit to work collaboratively with the unit leader(s) to ensure appropriate discipline/department/theme content and personnel are suitably represented in the appropriate unit(s).  
7. Advocates on behalf of the discipline/department/theme to ensure the discipline/department/theme content is vertically integrated through PreClerkship and Clerkship.  
8. Participates in formal faculty development as determined by the Department of Medical Education, including but not limited to:  
   • Pedagogical approach and template development  
   • Student evaluation  
9. Communicates with UGME Clerkship Administrator regarding policy implementation and curriculum scheduling relevant to the specific department.  
10. Participates in course and/or rotation evaluations as outlined in UGME Program Evaluation policy. This includes reviewing and analyzing Integration evaluations on a regular basis reporting results to appropriate curriculum governance bodies.  
11. Serves as an academic advisor for students interested in the specific department specialty area(s).  
12. Participates in Longitudinal Course related UGME committees as a voting member.  
13. Other responsibilities as determined by the respective department head.
**Director, Student Assessment**

**Position Start Date:** TBD  
**Remuneration:** TBD  
**Appointment:** 0.3 EFT, Renewable 3 year term  
**Appointed By:** Associate Dean, Undergraduate Medical Education with respective Department Head.  
**Reports to:** Associate Dean, Undergraduate Medical Education, and the incumbent’s Department Head.  
**Performance review:** Annual review conducted by the Associate Dean, Undergraduate Medical Education,

1. Abides by the existing guidelines with respect to professionalism and conduct in teacher/learner relationships.  
2. Complies with all UGME program policies.  
3. Develops and implements an overall cohesive strategy for student assessment within the Undergraduate Medical Education program.  
4. Conducts regular surveys of all formative and summative student assessment activities in PreClerkship and Clerkship with the goal of updating and improving these activities as necessary.  
5. Analyzes student assessment data for the purposes of but not limited to, determining the suitability of pass marks determining the predictors of future student performance (in medical school and beyond), and assessing the effectiveness of formative assessment.  
6. Collaborates with the Director of Remediation to facilitate the Remediation Program. This will involve a delineation of some working guidelines on which to base Remediation, and then to apply these guidelines in determining:  
   a) Students who would be recommended for remediation.  
   b) The suggested nature and content of each particular remediation exercise.  
7. Oversees the development of new assessment items including examination questions (MCQ, Clinical Reasoning type, OSCE-type) as well as FITERs; this may involve developing relationships with other universities.  
8. Participates as a voting member of the Curriculum Renewal Executive to ensure student assessments reflect content objectives and are renewed and updated in parallel with the curriculum.  
9. Communicates with Administrator, PreClerkship Evaluation and OSCE-type examinations and Administrator, Clerkship Evaluation regarding any issues related to student assessment.  
10. Chairs the Committee of Evaluation.  
11. Supervises the processes related to OSCE-type examinations including the Comprehensive Clinical Assessment.

**Positions to be Developed with Similar Terms:**

Director, Scholarly Activity (new)  
Director, On-Line Learning (new)  
Department UGME Director/Clerkship Leader (existing)
Appendix IV: Proposed Governance Model

Associate Dean
- **UGME Management Committee**
  Meeting Frequency: Weekly
  Directors (12)

Director, Curriculum
- **Conjoint Committee**
  Meeting Frequency: Q3m
  All UGME Directors (12)
  All Leaders (35)
  All Clerkship Directors/Leaders (24)

Director, Assessment
- **Examination Committee(s)**
  TBD

Director, Preclerkship
- **PreClerkship Committee**
  Meeting Frequency: Q3m
  M0-M3 leaders (18) Longitudinal Course/Theme Leaders (14)
  DMed ED (2)
  UGME PreClerkship admin (3)

Directors, Clerkship Clinical & Academic
- **Clerkship Committee**
  Meeting Frequency: Q3m Clerkship Directors (24)
  Longitudinal Course/Theme Leaders (14)
  DMed ED (2)
  UGME Clerkship admin (4)
### Appendix V: Costing of Proposed Changes

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*Developed by Curriculum Renewal Executive Committee*
### UGME Curriculum Renewal Position and Governance Proposal

#### Developed by Curriculum Renewal Executive Committee

#### June 2012 Curriculum Renewal Executive

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* Clinical Department UGME Director may be the Clerkship Director or allocated to more than one person dependent upon department size and role

Persons may have more than 1 position; if so the EFT are not cumulative but negotiable