5.0.16 - OUTCOME-FOCUSED ROLE DESCRIPTION
Clerkship (and Chair, Clerkship & Electives Committee)
Schulich School of Medicine & Dentistry
Undergraduate Medical Education Program

Role Title: Clerkship (and Chair, Clerkship & Electives Committee)  Incumbent:  
Department: Undergraduate Medical Education  Unit/Department Leader(s): Associate Dean, Undergraduate Medical Education
Date of Role Description Composition/Review: November 2013

Table of Contents
1. Unit’s Mission and Outcomes/Goals
2. Purpose of the Role(s)
3. Major Outcomes Expected
4. The Role’s Relationship Network
5. Key Accountabilities, Duties, and Major Work Processes
6. Role Collaborations
7. Scope of Autonomy and Authority for Decisions
8. Requirements to Perform Successfully in the Role
9. Work Conditions (Checklist and Additional Notes)
10. Authorization
Role Title:

1. Unit’s Mission and Goals

MISSION

Within a distributed medical education mode, the Undergraduate Medical Education Office is responsible for delivering an integrated four-year program at the Schulich School of Medicine & Dentistry. The program qualified students for the Doctor of Medicine (MD) Degree.

Undergraduate Medicine is one of ten programs within the Education Office in the Dean’s Office at the Schulich School of Medicine & Dentistry (SSMD). The Undergraduate Medical Education (UME) program is a four year program which qualifies students for the MD degree. The Office of Undergraduate Medical Education coordinates all aspects of the MD program. The MD curriculum is delivered across multiple communities in South-western Ontario, including the city of Windsor.

The Undergraduate Medical Education program strives to deliver quality education and service by ensuring an open and friendly environment for faculty, staff and students exists.

The incumbent provides ongoing leadership for the planning and implementation of the design, integration, pedagogy, content and assessment behind the course.

The incumbent will work collaboratively with faculty, preceptors and staff to facilitate the preparation and undertaking of the course in a pedagogically sound manner in the London, DEN and Windsor Program campuses.

GOALS

1. To provide students with the opportunity to acquire the knowledge, competency and attitude required to achieve the curricular objectives of the UME Program leading to supervised clinical practice, research or other medical careers.

2. To provide students with a thorough understanding of clinical foundational, biological, behavioral and population sciences as they related to delivering patient and family centered care.

3. To provide students with the curriculum to assist them in becoming life-long learners.

2. Purpose of the Role

Individual Course Chairs are responsible for the leadership of the creation, delivery and ongoing improvement of course content and determining the methods by which students are assessed and progression or remediation is determined. Course Chairs participate in annual course and curriculum renewal, deliver the curriculum approved by the UME Curriculum Committee and link with necessary leadership in the course and other UME course chairs for integration of content.
3. Major Outcomes Expected

The Course Chair will lead course faculty in the design, development, and implementation of an educational course curriculum of high quality within established Program production schedules.

The Course Chair will align course student learning with the Program Curricular Competencies.

The Course Chair will ensure that the course aligns with and meets the standards in Canadian UME as outlined by the Committee on Accreditation in Canadian Medical Schools (CACMS).

The Course Chair will advise the Curriculum Committee and UME AD on new innovations in learning for the course from national and international educational peer reviewed literature.

The Course Chair ensures that the course structure and content are aligned with course objectives. The Course Chair – along with the Course Committee – develops, implements, reviews improves annually and maintains a quality educational offering.

The Course Chair will follow the policies and practices of the Western University and Schulich Medicine policies on assessment while ensuring assessment methods are linked to and aligned with program, course and session objectives and the knowledge, skills and behaviours that students require to demonstrate competency in clinical medicine.

The Course Chair in consultation with the Curriculum Oversight Office in UME, reviews outcome measures of student learning and course evaluation and the alignment with Program target standards.

The Course Chair will advise on and facilitate the recruitment and retention of sufficient faculty qualified and resourced to deliver the course.

The Course Chair will participate in the Program governance model directed by the Associate Dean, Undergraduate Medical Education and the Curriculum Committee.
4. The Course Place in the Program Organizational Chart

5. Key Accountabilities, Duties, and Major Work Processes

The Course Chair will design, develop, collect and provide educational materials of high quality within established production schedules.

- Course Chairs will work with their instructors to develop, collect and provide course materials – all of the fully developed resources required to deliver an Undergraduate Medicine course (including a revised course syllabus, schedule, revised assignments, PowerPoints, Online Learning Modules, Teaching Notes, assignments, and any other additional course resources).
- Course Chairs will map instructional materials to the course objectives and provide them to the UME Office on a specified, annual production schedule: deadlines associated with this milestone are very important. The UME office must forward any electronic materials to TTS within narrow time constraints. In order to ensure your course’s materials are prepared properly, these deadlines must be met.
- The Course Chair will adhere to the competencies of the Undergraduate Medical Education program to ensure that content is appropriately aligned with course objectives and instruction.

- The Course Chair is responsible for the development and redrafting of final course objectives for each iteration of the course.
- Through the development of objectives, Course Chairs will provide a framework for everything that happens while the course is offered.
- Course Chairs should describe both the essential knowledge/skills/behaviours to be gained from the course.
- Course Chairs should also describe how the attainment of knowledge/skills/behaviours will be demonstrated.
The Course Chair ensures that the course structure, teaching approaches are aligned with course content and objectives. The Course Chair – along with the Course Committee – develops, implements, and maintains a quality educational offering.

In collaboration with the Course Committee, the Course Chair will:

- Take primary responsibility for the development, maintenance, and management of course or rotation objectives based on UME guidelines (as directed by the IDC)
- Ensure all objectives are mapped to UME Competencies, Themes, Skills, and Bloom’s level
- Audit course or rotation objectives to ensure overall compliance with UME standards in terms of design and alignment with stated curricular goals (established by the Curriculum Committee)
- Audit course content in light of course objectives to ensure appropriate alignment
- Provide faculty with ongoing feedback about course content in light of course or rotation objectives
- Lead course committee meetings

The Course Chair will follow the Western University and Schulich Medicine policies on Assessment as well as ensuring assessment methods are based on session objectives and the knowledge, skills and behaviours that students require to demonstrate mastery of course objectives.

- The Course Chair is responsible for the development and facilitation of course assessment blueprinting.
- Course Chairs will record which specific objectives will be assessed by while specific assessment instruments.
- Through assessment blueprinting, Course Chairs will review essential session objectives – the knowledge, skills and behaviours that students require to demonstrate mastery of course objectives. Blueprinting course assessments are a requirement of the role to ensure that teaching and assessment practices are aligned.

The Course Chair, in consultation with the Curriculum Oversight Office (UME) reviews measures of student learning and the alignment of assessment methods with course content and objectives.

In collaboration with the Course Committee, the Course Chair will:

- Develop and maintain a course assessment blueprint that is mapped to UME Competencies, Themes, Skills, and Bloom’s level
- Review all exam questions to assess fit for entry into the course exam database, assist with revising exam questions that do not meet UME standards, and provide faculty with ongoing feedback on the quality of the exam questions being developed in conjunction with their content
- Review and lead the revision of course assignments to ensure they are compliant with UME assignment standards
- Provide ongoing feedback to faculty on their use of formative feedback
- Participate in course committee meetings
- Work in coordination with their assigned IDC working group and mentor

The Course Chair will function within a governance model directed by the Associate Dean, Undergraduate Medical Education and the Curriculum Committee.

- The Course Chair will review feedback and recommendations from faculty, students (BCOE), Instructional Design, Quality and Curriculum Committees and implement necessary changes to the course structure as needed (assessment, content, order, in-class assessments, exams, etc.).
- The Course Chair will inform students of the course’s assessment plan verbally (in class) and electronically (OWL). Course Chairs will provide students with an overview for how they will be assessed during the entire course. This must done during the course’s introductory lecture.
- The Course Chair will follow all policies related to Undergraduate Medical Education as they related to curriculum governance, development, oversight, assessment and progression of students.
### 6. The Role Collaborates Regularly With:

<table>
<thead>
<tr>
<th>These Roles</th>
<th>Frequency of Collaboration (Daily/Weekly/Monthly)</th>
<th>Number of Collaborators</th>
<th>Nature of Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Windsor Course Coordinator</td>
<td>Regularly</td>
<td>1</td>
<td>- The planning, development delivery and improvement of the entire curriculum of the course.</td>
</tr>
<tr>
<td>1. P.I.C. Committee</td>
<td>Monthly</td>
<td>50</td>
<td>- Oversees and monitors operation and delivery of the Program curriculum in Years 1, 2 and 4 (OVERSIGHT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Seeks to improve integration of instruction in Years 1, 2 and 4 of the Program (INTEGRATION)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Reports and is advisory to the Curriculum Committee on matters relating to the delivery of the Program curriculum in Years 1, 2 and 4 (ADVISORY)</td>
</tr>
<tr>
<td>2. Instructional Design Committee</td>
<td>Annually</td>
<td>10</td>
<td>- Oversees and monitors the operation, objectives, instruction and student assessment of courses of the Program (OVERSIGHT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Seeks to improve operation of courses and their instruction in all phases of the Program towards a more integrated curriculum (IMPROVEMENT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Reports to, makes recommendation to and is advisory to the Quality Committee on matters relating to the instruction in all phases of the Program (ADVISORY)</td>
</tr>
<tr>
<td>3. Quality Committee</td>
<td>As scheduled</td>
<td>10</td>
<td>- Oversees evaluation processes in our Program and ensures that such data is forthcoming (OVERSIGHT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Reviews our Program’s performance in light of current practices in medical education and accreditation standards (OVERSIGHT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Sets target benchmarks for performance indicators when there are no defined external or internal standards (MANAGEMENT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Collects and reports data from the admissions process, Years 1 – 4 of the curriculum and post-graduation information (MANAGEMENT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Analyses Program data and recommends approaches that will improve the quality of our Program (MANAGEMENT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Reports and is advisory to the Curriculum Committee on matters relating to the goals of the Program and their achievement (ADVISORY)</td>
</tr>
<tr>
<td>5. UME Manager and Staff</td>
<td>Weekly in advance of the course, daily during</td>
<td>15</td>
<td>- During course production schedule provides content, blueprinting &amp;</td>
</tr>
</tbody>
</table>
### 6. Students

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly throughout the duration of the Course</td>
<td>Monthly</td>
<td>- Resource to students throughout the course in the role of ‘lead instructor’&lt;br&gt;- Available to students who require additional support or information</td>
</tr>
</tbody>
</table>

| Course Committee, (Clerkship & Electives Committee) | Monthly | 10 | - Ensure adequate representation from Basic Science, Clinical Science, Family Medicine, Windsor program and students<br>- Chair monthly meetings and provide overview, minutes and planning documents to the Instructional Design Committee or UME office or other as required. |

| Professional Portfolio | Bimonthly | 10 | - Feedback from the Committee on approaches to medical education and learning across the Curriculum |

| Curriculum Committee | Monthly | 25 | - Voting member, central governance of the Curriculum |

| Executive Committee | Monthly | 10 | - Member, advisory group to the Associate Dean, UME |

| AFMC Committee on Clerkship Leadership | Annually at CCME | 40 | - Active, voting member; advises UME governance and operations on the direction of national initiatives and their impact on curriculum. |

### 7. Scope of Autonomy and Authority for Decisions

#### a) Collaborative Decisions:
- Strategic planning related to the course curriculum, initiatives and projects that would represent significant time, staff resources, and financial commitment
- Highly unusual or sensitive situations involving teaching faculty, and/or students requiring input from Manager UME or the Associate Dean, UME
- Major changes to course systems or processes that will maximize student learning model productivity and efficiency

#### b) Independent Decisions:
- There are a significant number of issues/inquiries that arise on a regular basis that the incumbent must address, using his/her pedagogical and curriculum expertise. The incumbent is highly independent as the curriculum subject matter expert for their own course.
- Assessing current and future needs for resources related to curriculum of their course
- Workload/project planning, prioritization, Committee membership and representation

#### c) Pre-established Guidelines for Performance that specify certain decisions or actions:
- LCME/CACMS Accreditation guidelines
- Schulich School of Medicine & Dentistry policies & procedures
- Schulich School of Medicine & Dentistry Strategic Plan
- Western University operating policies & procedures
- Freedom of Information & Protection of Privacy Act (FIPPA)
- Accessibility for Ontarians with Disabilities Act (AODA)
- Broader Public Sector Accountability Act (BPSAA)
- Bill 168, Occupational Health & Safety Amendment Act (Violence & Harassment in the Workplace), 2009
8. Requirements to Perform Successfully in this Role

Professional Qualifications and Education:

<table>
<thead>
<tr>
<th>Required</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD</td>
<td>M.Ed.</td>
</tr>
</tbody>
</table>

**Clinical Appointment:**
Assistant Professor or higher

**Experience:**

<table>
<thead>
<tr>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 5 years’ experience in medical education and/or curriculum development</td>
</tr>
</tbody>
</table>

**Specialized Knowledge the role must apply to achieve the outcomes:**

- Curriculum design, delivery and improvement
- Accreditation standards
- Western policies & procedures
- Schulich School of Medicine & Dentistry policies & procedures
- Academic Scholarship

**Required Skills:**

- Curriculum design, planning and implementation experience at the expert level
- Superior knowledge of delivery of curriculum within a distributed medical education model
- Experience working with a learning management system
- Innovation – ability to generate and implement ideas that are focused on improving the quality of learning
- Proven ability to promote and foster ‘learner-centered’ methodologies
- Critical and innovative thinker
- Superior problem solving ability
- Excellent decision making skills
- Proven ability to manage multiple initiatives concurrently
- Excellent facilitation skills
- Superior interpersonal and communication skills (written and verbal)
- Demonstrated tact and diplomacy
- Academic Scholarship and Research
Required Attributes:

- Emotional intelligence (self-knowledge, self-management, empathy, social skills)
- Detail oriented
- Tact and diplomacy
- Confidence
- Assertiveness
- Decisiveness
- High degree of discretion in dealing with all confidential matters and sensitive issues
- Customer focused orientation
- Determination
- Patience
- Perseverance
- Discretion
- Proactive
- Resourcefulness
- Respect for diversity
- Flexibility/tolerance to ambiguity
- Empowerment
- Concentration
- Honesty/integrity/dedication

Support for Performance:

The incumbent reports to the Associate Dean, Undergraduate Medical Education under the terms of their contract.

9. Working Conditions (Checklist and Additional Notes)

Physical Effort: (Check items that are a regular part of performing the role.)

- Computer workstation
- Extensive walking
- Lifting/pushing heavy objects
- Squatting/awkward positions
- Climbing
- High Repetitive movements - computer
- Other

Physical Environment:

- Normal Administrative Office Environment
- Driving on behalf of employer
- High noise level
- Exposure to welding equipment and fumes
- Extremes of temperatures
- High dust concentrations
- Potential exposure to hazardous substances
- Exposure to contagious illnesses
- Exposure to chemical or biological agents
- Exposure to occupational injuries

**Sensory Attention:**

- ☑ Prolonged periods of listening/reading/watching/observing
- ☐ Smelling, tasting, touching
- ☐ Monitoring video displays
- ☐ Auditing
- ☐ Technical troubleshooting

**Mental Stress:**

- ☐ On-call responsibilities outside of normal schedule
- ☐ Odd and irregular schedule of hours
- ☑ Requirement to travel out of town – Windsor & to distributed medical education communities in Southwestern Ontario
- ☐ Unpredictable workload
- ☐ Isolation or boredom

### 10. Authorization

*Signatures required:*

- Associate Dean, Undergraduate Medical Education
- Department Chair
- Course Chair
- Date:

---

10