

## Faculty Role Opportunities MD Program Renewed Curriculum



### Academic Coach

This is a faculty member who has a key role in the support of student success in learning. The faculty member meets regularly (minimum monthly) with individual students to review their academic progress throughout the year. Academic coaches are not meant to provide career coaching. The academic coaches will be given pathways to access resources to direct students with non-academic issues.

Duration: monthly through the year; 1:1 relationship ideal; possible 1:3 students

### Case of the Week Process Facilitator

This is a faculty member who meets weekly with a small group of six or seven students to guide them through their analysis and decision making around a course determined Case of the Week. The faculty member is an expert facilitator not a content expert.

Duration: 15-18 weeks/semester, 1 hour/week Mondays Year 1

### Integrative Small Group Facilitator

This is a faculty member from any discipline who meets weekly with a group of 8 or 9 students over a semester to explore the full context of medicine (for example: ethics, social determinants of health, epidemiology, health care systems). The faculty member is an expert facilitator not a content expert. The students are expected to come prepared and to take responsibility for running the sessions. As a new addition, this year, facilitators will be required to review two, one-page reflections per student per semester.

Duration: 15-18 weeks/semester, 2.5 hours weekly.

### Discipline Specific Small Group Facilitator

This is a faculty member who meets with a group of 14 to 16 students for three or four sessions that explore discipline specific content (e.g. Cardiology). The faculty member is an expert facilitator but also familiar with the discipline. While students are expected to come prepared and actively participate, the faculty member has a role in clarifying concepts.

Duration: Three-four weeks at a time; two-four hours weekly

### PCCM Facilitator

This is a faculty member who works with a group of three or four students to develop their clinical skills in history taking and physical examination.

Duration: five to eight weeks/module, 2-2.5 hours/session.

### Reflective Portfolio Mentors (Years 2, 3)

This is a faculty member who guides five or six students through the skill reflective writing. Students submit approximately four submissions a year. Mentors are expected to meet face to face with their student groups twice a year.

Duration: 12 hours per year.

### Case Developers

This is a faculty member/resident who works in conjunction with the Course Chairs to create content rich Case of the Week, which will be a key tool for students to develop their clinical decision-making skills.

Duration: variable: ~ six hours/case

### Clinical Decision-Making Question Writers

This is a faculty member/resident who writes clinical decision-making questions, a “key task of physicians” which the students must learn in our new curriculum. The questions will include Key Feature Questions, which are used on the MCC exam, as well as other clinically applicable question formats. The intent is to progressively move away from simple recall questions to Clinical Decision-Making Questions, which are sparse in our current assessments. Faculty development will be provided; and through this process we hope to identify faculty ready to take on this challenge.

Duration: Variable; will be an ongoing need; monthly opportunities for group work as well as off line development

Please confirm your role in the new curriculum by completing the following link:

<https://tinyurl.com/SchulichOpportunities>