

## Undergraduate Medical Education (UGME) Program Leadership Position

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### DIRECTOR, MEDICAL FOUNDATION 2 (HEMATOLOGY, RENAL, INTROTO ONCOLOGY)

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The Medical Foundation 2 (MF 2) Director is responsible for overseeing the planning and delivery of Medical Foundation 2 within the distributed medical education network of McMaster's MD Program. The Director will demonstrate a commitment to advance the priorities and principles of the Undergraduate Medical Education (UGME) Program, including the use of student-engaged learning methods, evidence-informed curriculum practices, and an orientation towards quality improvement.

The ideal candidate will have a strong interest and experience in medical education, and more specifically in the planning and delivery of UGME curricula. The MD Program of the Michael G. DeGroot School of Medicine is a fully distributed medical education program that uses problem-based, self-directed, and early patient exposure learning approaches. Experience with these pedagogical approaches is highly desirable.

MF2 is the second block of curriculum in the first year of the Undergraduate MD Program. It is 8 weeks long and runs from the end of October to December before the break over the holiday season. The overarching themes of the MF include Hematology, Introduction to Oncology and Renal Systems.

Note that gender-based singular-person modifiers (i.e. his, her) are substituted in this document in the plural (i.e. they) and should be interpreted within the intended context.

#### Responsibilities

- Ensure that MF2 aligns with and advances the missions of McMaster University, the Faculty of Health Sciences, and the UGME Program.
- Advance the core principles of the UGME Program: Distributed medical education (DME); problem-based, small group, and other student engaged learning methods; self-directed learning, including self- and peer-assessment; early patient/clinical exposure; lifelong learning, including use of evidence-informed practice; and a commitment to innovation.
- Curriculum Development & Delivery:
  - Convene and chair regular meetings of the Medical Foundation Planning Committee;
  - Establish and monitor the goals, objectives, and content of MF2
    - Ensuring integration and continuity between MF2 and all other relevant elements of the MD Program, and,
    - Ensuring appropriate coverage of content relevant to MF2; including accurate mapping of MF2 objectives, addressing under- and over-coverage of material, and appropriate introduction of new topics
  - Oversee the planning, development and delivery of the MF2 curriculum working with the Pre-Clerkship Committee, the Subunit Planners and other members of the MF2 Planning Committee, Professional Competencies Co-Chairs, Longitudinal Planners, Clinical Skills Planners, Program for Education in Anatomy, and others who contribute to the MF2 Program;

- Collaborate with medportal, the Computer Services Unit, and others to ensure optimal and equitably distributed use of technology in the delivery of MF2; and,
- Liaise with MD program administrative staff and the Division of e-Learning staff to ensure optimal curriculum delivery methods and formats
- Under the direction of the Chair of Pre-Clerkship and working with the Chair of Student Assessment and the Chair of Program Evaluation, develop and evaluate tools to assess student competence and performance with respect to the goals and objectives of MF2.
- Serve as a member of the MD Program Pre-Clerkship Committee which meets monthly during the academic year
- Participate in the appointment of subunit planners for the MF in consultation with the Pre-Clerkship Chair
- Review and evaluate expressions of interest from faculty who wish to act as planners, tutors and preceptors
- Provide orientation and ongoing support to MF2 tutors ensuring that all faculty participating are familiar with the learning objectives and methods of student assessment
- Provide a student orientation to MF2
- Review student applications for Leaves of Absence that occur during the MF and make decisions on these
- Ensure the completion of student assessments by tutors and preceptors within the time frame required by accreditation standards
- Review and sign off on all student and faculty evaluations within 6 weeks of completion of the MF, and address performance issues as necessary
- Participate in quality improvement activities within the MD Program, including, review of feedback about the MF provided by students, tutors and others; and the incorporation of the use of best practices and available evidence when planning curriculum and assessment across the distributed education network
- Ensure that the MF2 Curriculum meets the accreditation standards of the Liaison Committee on Medical Education and the Council of Accreditation of Canadian Medical Schools.
- Be readily available to problem-solve as needed during the MF
- Review Eligible TES:
  - Medical Foundation Directors (MFD) are responsible for reviewing the eligible Teacher Effectiveness Score (TES) after they have been generated.
  - MFD has the authority to suppress comments if deemed necessary during the review process.
- Publish Generated TES:
  - Following the review, MFD is required to manually publish the approved TES.
  - The published TES will be made accessible to the associated faculty members.
- Handle Low TES Scores:
  - MFD will actively manage low TES scores by taking appropriate actions to address and improve teaching effectiveness based on the provided feedback.
- By executing these tasks, MFD plays a crucial role in ensuring the effective distribution and utilization of Teacher Effectiveness Score within the Medical Foundation.

## Requirements

- Demonstrated interest in undergraduate medical education
- Demonstrated familiarity with the COMPASS curriculum and problem-based learning
- Experience as a curriculum planner in the Pre-Clerkship is desirable
- Tutoring experience is **highly desirable**; if the applicant has not tutored in the COMPASS curriculum, they must either be a graduate of the McMaster MD Program or must take the tutor-training workshops provided by the MD Program as soon as is reasonable.

**Appointment:** The Medical Foundation Director is appointed by the Assistant Dean of the UGME Program in consultation with the Pre-Clerkship Chair and with the approval of the MD Executive Committee. The MF 2 Director reports to the Chair, Pre-Clerkship, UGME.

**Eligibility:** The MF 2 Director must have a current faculty appointment with McMaster University; or must be in the process of securing a faculty appointment; or must be assured a faculty appointment before beginning their first term. The applicant must be in good standing with their academic and/or clinical associations (e.g. universities; hospitals or other clinical settings; and health regulators), both past and present.

**Time commitment and Stipend:** The expected time commitment for this role will average out to ½ day every week over the year, with the understanding that the time commitment will increase in the 2-3 months leading up to the MF and during the time that the MF is actually taking place. The associated stipend is \$ 15,000 per year, which is commensurate with other MD Program leadership roles of this commitment. The Director, MF 2 is credited with 300 indirect academic contribution hours per year.

**Term:** Three years, renewable once, subject to review by the Pre-Clerkship Chair on the authority of the UGME Program Executive Committee at the end of the first three-year period.

Interested applicants for this position should submit a cover letter and CV addressed to Dr. Keyna Bracken Pre-Clerkship Chair, UGME. This should be submitted to Suri Wang, [ugmeops@mcmaster.ca](mailto:ugmeops@mcmaster.ca) by May 1<sup>st</sup>, 2024. The cover letter should include a brief overview of your qualifications and anticipated priorities for the position.

McMaster University is located on the traditional territories of the Haudenosaunee and Mississauga Nations and within the lands protected by the “Dish With One Spoon” wampum agreement.

The diversity of our workforce is at the core of our innovation and creativity and strengthens our research and teaching excellence. In keeping with its Statement on Building an Inclusive Community with a Shared Purpose, McMaster University strives to embody the values of respect, collaboration, and diversity, and has a strong commitment to employment equity.

The University seeks qualified candidates who share our commitment to equity and inclusion, who will contribute to the diversification of ideas and perspectives, and especially welcomes applications from indigenous (First Nations, Métis or Inuit) peoples, members of racialized communities, persons with disabilities, women, and persons who identify as 2SLGBTQ+.

As part of McMaster’s commitment, all applicants are invited to complete a confidential Applicant Diversity Survey through the online application submission process. The Survey questionnaire requests voluntary self-identification in relation to equity-seeking groups that have historically faced and continue to face barriers in employment. Please refer to the Applicant Diversity Survey - Statement of Collection for additional information.