

## NORTHERN ONTARIO SCHOOL OF MEDICINE

### JOB POSTING

<b>Competition Number:</b>	<b>2017-1064-KW</b>
<b>Position Title:</b>	<b>Curriculum Instructional Designer</b>
<b>Unit:</b>	Postgraduate Medical Education (PGE), Family Medicine Remote First Nations Stream
<b>Salary Range:</b>	As per OPSEU Local 677 (Unit 1) Collective Agreement
<b>Location:</b>	Thunder Bay
<b>Term:</b>	Term to September 30, 2019
<b>Terms and Conditions:</b>	As per OPSEU Local 677 (Unit 1) Collective Agreement
<b>Competition Closing Date:</b>	<b>Thursday, May 4, 2017 at 4:00 pm</b>

NOSM is looking for an instructional designer with expertise and experience in distance and multimedia-enhanced education. Reporting directly to the Manager, Postgraduate Education and supporting the Family Medicine Program Director and the Remote First Nations Site Director, the incumbent will manage curriculum and instructional design activities related to the varied needs of the School, with a specific focus on NOSM's Family Medicine medical residency training program (Family Medicine Remote First Nations Stream)

This position is covered by the Terms and Conditions of the OPSEU NOSM Local 677 (Unit 1) Collective Agreement. A copy is available at: [www.nosm.ca/careers](http://www.nosm.ca/careers)

#### RESPONSIBILITIES:

Tasks may include but are not limited to the following:

1. A CID Member's activities include, but are not limited to, the following:
  - a) Guiding the instructional design process as the liaison between Faculty and the technical specialists who will create design elements, such as graphics and multimedia elements, and integrating the learning materials into our virtual learning environment;
  - b) bringing knowledge of learning theory and instructional strategies to the development process, making suggestions to Faculty on how best to present content to facilitate learning;
  - c) working with the technical team members, guiding the production of learning materials;
  - d) serving as a resource to tutors, lecturers and other instructional staff, including occasional active involvement in the orientation of Faculty to the learning materials and the instructional environment;
  - e) evaluating feedback and planning revised delivery strategies to meet learner and instructor needs.
  
2. Within the context of 1 a) to e) the CID assists with:
  - a) Developing of program outcomes and appropriate instructional materials;
  - b) determining and developing assessment and evaluation methods and criteria for measuring learner and program success;

- c) suggesting and planning instructional strategies that will assist learners in meeting the learning objectives and achieving the program outcomes including strategies to meet specific challenges related to delivery through the virtual learning environment, in both a synchronous and asynchronous learning context;
  - d) identifying the required learning resources (both human and non-human) to support the instructional strategies and guiding learners to successful achievement of the program outcomes;
  - e) vetting instructional materials that are in production for content accuracy and instructional validity;
  - f) guiding the production of instructional materials through the preparation of detailed plans such as storyboards, scripts and accurately edited texts.
3. CIDs participate collegially in a curriculum development unit/team. This Unit maintains links with several academic committees within the School and with other support Units, namely the Technology Unit and the Library.
  4. A CID Member's professional activities related to instructional designer include, but are not limited to, the following:
    - a) Writing and developing innovative instructional design methods, instruments, techniques or procedures for use by instructional designers and learning specialists;
    - b) studies of instructional design outcomes, methods, techniques and procedures;
    - c) the CID maintains competency in the area of eLearning by keeping abreast of new tools for use in online or distributed instruction.
  5. A CID Member's service activities may include, but are not limited to, any of the following:
    - a) Contributing to the effective operation of the Union by serving as an officer of the Union or on its Executive, or participating in the work of one of its committees or constituent parts as well as contributing to the effective operation of the CAUT or OCUFA or OPSEU by serving on their governing bodies or participating in the work of their committees;
    - b) contributing to the effective operation of learned or professional societies by serving on their governing bodies or participating in the work of their committees;
    - c) contributing to community projects which are related to the role of the School;
    - d) contributing to administrative activities in the Unit.
  6. Performing other duties as assigned.

## **QUALIFICATIONS:**

### **Job Requirements:**

- Proven experience in coordinating various tasks under tight deadlines

### **Education:**

- A Master's degree in a relevant area (instructional technology, education) combined with a minimum of three (3) years demonstrated experience in the field

### **Experience:**

- Three (3) to five (5) years of experience in curriculum and instructional design field
- Experience working with Indigenous communities is required
- Sensitivity to issues within Indigenous communities and organizations and university community
- Experience in a post-secondary educational and/or health setting an asset
- Experience in interactive small-group learning
- Experience working with Microsoft Office Suite
- Experience in web publishing
- Experience working with LMS systems

**Knowledge of:**

- Curriculum and instructional design processes
- Distance and distributed learning issues
- On-line educational platforms and other multimedia educational tools
- Health education an asset
- Small group learning environments
- The Occupational Health & Safety Act and Regulations that apply to the work being performed
- Postgraduate medical residency education environment and health education system in Northern Ontario and Canada is an asset
- Indigenous health needs and health care delivery needs in remote and rural communities is an asset
- Program specific policies and accreditation guidelines, with ability to use these to ensure program curricula meet the required accreditation standards is an asset
- Indigenous cultures and traditions is an asset
- The cultural diversity of Northern Ontario is an asset
- Medical resources in rural and remote communities is an asset
- Rural and remote community living experiences is an asset
- Socio-economic conditions of the First Nations of Northern Ontario is an asset
- An understanding of and experience working with various health programs, regulations, and procedures of Indian and Northern Affairs Canada and other Federal/Provincial Governments as they relate to health care and funding arrangements with the First Nations is an asset

**Ability to:**

- Co-ordinate the educational design process as it involves distance and group process and to be a team manager as well as work independently
- Meet tight deadlines
- Work within established organizational practices, protocols and policies
- Work in a consultative and collaborative fashion with a variety of other stakeholders, including the First Nations community leadership, the Indigenous Health Leads and the Community Liaison personnel, to further overall school strategic objectives
- communicate effectively and professionally, and to express oneself clearly verbally, and in writing, and ability to use a variety of media

**Personal Suitability:**

- Strong organizational and advanced planning skills
- Excellent interpersonal and writing skills
- Flexibility and creativity
- Willingness to learn
- Initiative
- Mental and physical fitness to perform essential job functions
- High tolerance for change and ambiguity
- Ability to work on several tasks/projects simultaneously
- Confidence; enthusiasm and reliability

**Working Conditions**

- Extended periods of sitting, some lifting
- Interaction with employees, management, and the public at large
- Working in a busy office environment with frequent interruptions
- Morning and evening meetings, some weekend work during key periods (e.g. retreats, program interviews)
- Occasional overtime
- Primary work location is Thunder Bay; however, you will be required to travel and work in remote First Nations Communities

**Languages:**

- Must be able to communicate effectively in English (verbally, written and comprehension)
- Indigenous language skills would be a considerable asset
- Ability to communicate effectively in French an asset

Interested candidates are invited to submit a resume along with verification of academic accomplishments quoting the competition number # **2017-1064-KW** no later than **May 4, 2017 at 4:00 pm** to:

**Northern Ontario School of Medicine**  
**Attention: Human Resources**  
**935 Ramsey Lake Road, Sudbury, Ontario P3E 2C6**  
**Email: [HR@nosm.ca](mailto:HR@nosm.ca)**  
**Fax: (705) 671-3880**

*The Northern Ontario School of Medicine offers accommodation for applicants with disabilities throughout its recruitment processes. If you require accommodation during the recruitment process, or require an accessible version this posting, please contact Human Resources via email at [hr@nosm.ca](mailto:hr@nosm.ca).*

*The Northern Ontario School of Medicine invites applications from all qualified individuals. NOSM is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity.*

*While all responses are appreciated and will be handled with the strictest confidence, only those being considered for interviews will be acknowledged.*