



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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Clinical Faculty Opportunities



Clinical Faculty Opportunities

at the Northern Ontario School of Medicine

The Northern Ontario School of Medicine (NOSM) is a joint initiative of Laurentian University, Sudbury and Lakehead University, Thunder Bay. The School is continuing to expand its programs and recruitment of health-care professionals for academic appointments and instructional positions for the Undergraduate Medical Education Program, the Postgraduate Residency Programs, the Physician Assistant Program, the Northern Ontario Dietetic Internship Program, the Electives Program, the Continuing Education and Professional Development Program, the Northern Studies Stream Program, and the Rehabilitation Studies Stream Program.

The mission of the Faculty Affairs Portfolio is to provide leadership, supervision and representation for the faculty of the Northern Ontario School of Medicine in order to ensure that the School always has the teaching resources to provide the highest quality educational experience for learners, while building the capacity and commitment of teaching resources in the North. Additionally, the Faculty Affairs Portfolio is responsible for the recruitment, scheduling and evaluation of faculty members, as well as the promotion, integration, and mentoring of faculty members.

There is a plethora of opportunities for Clinical Faculty members to be involved with the School. More specifically, Clinical Faculty can be involved with the following:

Opportunities in Admissions

- *Admissions Assessor (participating in the MD admissions process where Assessor Volunteers are asked to assess the autobiographic sketch and question submission portion of the admission application); or,*
- *Admissions Interviewer (participating in the MD admissions process where Interviewers are invited to interview MD applicants in a Multiple Mini Interview format).*

Opportunities in the Undergraduate Medical Education Program

The undergraduate curriculum and philosophy is premised on the provision of quality medical education in a case-based, facilitated, non-didactic style of teaching. Faculty members aid learners in the development of critical thinking, clinical skills, and independent learning skills as well as showcasing Northern practice as a viable and attractive future practice consideration. Clinical Faculty can participate in the Undergraduate Medical Education Program by:

- *Facilitating a whole group session (traditional lectures, demonstrations and large group tutorials);*
- *Facilitating a case-based learning session (support self-directed learning via complex cases);*
- *Facilitating a topic oriented sessions (through the use of problem-based format students learn to identify patient issues);*
- *Facilitating a structured clinical skills session (instruction on physical exams and patient/doctor communication);*

- *Facilitating a laboratory session (work through case studies related to basic anatomy and histology, diagnostics and clinical skills);*
- *Facilitating community integrated learning (observe learners as they interact with patients in inter-professional community organizational contexts);*
- *Facilitating a discipline focused session (traditional style lectures to review key concepts and issues that are mapped to cases);*
- *Facilitating a journal club session (where learners use critical appraisal to meet objectives in social and population health);*
- *Facilitating an academic round (exploration of cases from learners' clinical experiences);*
- *Facilitating a specialty enhancement session (strengthen learners' understanding of community resources and services, culture, interprofessional teams);*
- *Facilitating a primary care session (Students are provided with opportunities to develop and refine their communication, physical examination skills and management approaches. Clinicians will also appraise and help students revise their suggested management plans for patients);*



East Campus — Laurentian University, Sudbury



West Campus — Lakehead University, Thunder Bay

- *Facilitating hospital care sessions (HCS)/On-call Sessions (lead students to participate in the daily care of in-patients);*
- *Facilitating bursts (Supervise students to follow a particular line of interest such as a future career path, education or research on prevalent health problems in the community. Bursts often cover the different patterns of consultation to provide sufficient exposure to a specialty);*
- *Conducting observed structured clinical examinations OSCE (assess learners' performance of clinical skills as they proceed through stations with real or simulated patients);*
- *Engaging in curriculum development activities (advise re: curriculum content, regularly review the curriculum, write cases and assessment questions);*
- *Advising learners/faculty advisor (provide guidance and support to learners); and/or,*
- *Providing clinical teaching opportunities (supervision of learners as they refine their communication, physical examination and management approaches).*

Opportunities in the Postgraduate Programs

There are nine NOSM postgraduate residency programs including Family Medicine, with Emergency Medicine and other PGY-3 Enhanced Skills, Pediatrics, Psychiatry, General Surgery, Internal Medicine, Obstetrics and Gynecology, Orthopedic Surgery, Anaesthesiology and Public Health and Preventative Medicine. Clinical Faculty can participate in the Postgraduate Programs by:

- *Facilitating clinical/procedural skill development (facilitate procedural simulations);*
- *Facilitating development of research skills (provide residents with information, resources and mentoring to design scientifically sound and relevant research);*
- *Facilitating development of an evidence-based medicine approach (provide tutorials designed to integrate the teaching of principles of critical appraisal with the current clinical experiences);*
- *Facilitating behavioural medicine sessions (facilitate academic sessions on behavioural medicine topics);*
- *Facilitating a journal club session (where residents use critical appraisal to meet objectives);*
- *Conducting simulated office orals (assess the definition and management of health problems as well as the residents' approach with patients);*
- *Mentoring residents (provide guidance and support to residents in times of challenge and difficulty);*
- *Facilitating multidisciplinary days (speak on a variety of topics where all residents are in attendance);*



NOSM offers residency training in eight major general specialties, as well as the Family Medicine Residents of the Canadian Shield (RoCS) program

- *Facilitating at a resident retreat (lecture on specific topics);*
- *Facilitating an academic session or a core topic session (applicable to the following Postgraduate Programs: Family Medicine, Pediatrics, Internal Medicine, General Surgery, Orthopedics, PGY3 Emergency Medicine);*
- *Engaging in curriculum development activities (advise re: curriculum content, regularly review the curriculum, write cases and assessment questions);*
- *Invigilating the Licentiate of the Medical Council of Canada Part II Exam (assess residents' performance of clinical skills); and/or,*
- *Providing clinical teaching opportunities (supervision of residents as they refine their communication, physical examination and management approaches).*



Faculty members aid residents and MD learners in the development of critical thinking, clinical skills, and independent learning skills.

Opportunities in the Physician Assistant Program

Education is provided to learners via distance education, with curriculum designed collaboratively between NOSM, The Michener Institute for Applied Health Sciences, and the University of Toronto, which brings together a unique blend of expertise in education and training from three leading academic institutions. Clinical Faculty can participate in the Physician Assistant Program by:

- *Engaging in curriculum development activities (advise re: curriculum content, regularly review the curriculum, write cases and assessment questions);*
- *Developing an objective structured clinical examination OSCE case (write scenarios that test knowledge and skills including marking rubrics, student and assessors briefing notes based on the program curriculum); and/or,*
- *Providing clinical teaching opportunities (students are supervised to further develop their competencies in patient care).*



Physician Assistants (PAs) are skilled health professionals who support physicians in a range of health-care settings.

Opportunities in the Northern Ontario Dietetic Internship Program

The Northern Ontario Dietetic Internship Program is a comprehensive internship program that offers a wide range of challenging learning experiences in a variety of practice settings. The program offers diverse and distributed experiences in the provision of nutrition care across the health-care continuum. Clinical Faculty can:

- *Lead a research development workshop (faculty foster critical thinking, questioning and research skills);*
- *Lead a practice-focused session (students are taught to apply best practices and refine nutrition assessment skills and care plan approaches in specialty areas);*
- *Teach a skill enhancement session (lecture sessions are dedicated to enhancing a wide range of skills across practice areas); and/or,*
- *Provide clinical teaching opportunities (supervision of learners as they refine their communication, physical examination and management approaches).*



The Northern Ontario Dietetic Internship Program offers diverse and distributed experiences in the provision of nutrition care.



The Northern Studies Stream Program provides physiotherapy and occupational therapy placements across Northwestern Ontario.

Opportunities in the Northern Studies Stream Program

The Northern Studies Stream Program is a satellite program of McMaster's physiotherapy and occupational therapy programs that places university students in Thunder Bay to help them become familiar with the challenges and rewards of a rural and remote practice. Clinical Faculty can become involved by:

- *Teaching a problem-based tutorial (lead learners to explore a problem, identify knowledge strengths and needs, examine issues typically seen in the practice environment);*
- *Teaching a professional roles and experiential practicum session (learners are encouraged to enable occupational performance across all stages of development and with many disability types);*
- *Teaching inquiry and integration skills (help learners understand constructs of disability, scope of human development and relevance to occupation); and/or,*
- *Leading a clinical laboratory session (provide learners with skills to enable them to assume traditional and emerging roles in health care).*

Opportunities in Continuing Education and Professional Development

The Continuing Education and Professional Development Unit (CEPD) provides Continuing Medical Education (CME) that meets the standards of the national accrediting bodies and of discerning health-care professionals in Northern Ontario. The CEPD Unit consistently strives to develop exemplary CME programs. Clinical Faculty can be involved in CEPD by acting as a:

- *Continuing medical education/faculty development facilitator (provide education sessions on a wide range of topics that are relevant to education and the healthcare of Northern Ontarians).*

Opportunities in the Northern Ontario Electives Program

The Northern Ontario Electives Program offers clinical education opportunities to NOSM learners and medical learners from other medical faculties. Clinical Faculty can participate by:

- *Providing clinical teaching opportunities (supervision of learners as they refine their communication, physical examination and management approaches).*



Clinical placements expose learners to varied caseloads in a hands-on learning environment that provides insight into health-care practice.

Opportunities in the Rehabilitation Studies Program

Learners from audiology, occupational therapy, physiotherapy and speech language pathology are offered a wide range of challenging clinical learning experiences in equally challenging health-care settings across Northern Ontario. Clinical placements expose learners to varied caseloads in a hands-on learning environment that provides insight into the unique cultural and geographic challenges to health care practice and delivery in the North. Clinical Faculty can participate in the Rehabilitation Studies Strap program by:

- *Providing clinical teaching opportunities (supervision of learners as they refine their communication, physical examination and management approaches).*

Other Opportunities

Integrated Clinical Learning

All NOSM learners undergo clinical training at learning sites in communities where they receive instruction in practical and integrated approaches to health-care delivery. This gives Clinical Faculty the opportunity to embrace learners in their practices, engage them in clinical learning as a member of the health care team, and importantly, engage them in opportunities for integration of learning with learners at different stages of training and from different health professional programs.

Francophone Affairs

NOSM's Francophone Affairs Unit offers Clinical Faculty the opportunity to act as a:

- *Francophone clinical lead (provide guidance, support and mentoring to undergraduate learners and Francophone Clinical Faculty. Also assist in the recruitment of Francophone Clinical Faculty);*
- *Francophone education coordinator (provide guidance and mentoring to residents);*
- *Francophone advisor (speak to the students and residents about issues relevant to Francophones and their health);*
- *Continuing medical education/faculty development facilitator (provide education sessions to peers regarding issues that are relevant to Francophones and their health); and/or,*
- *Youth initiative facilitator (provide learning opportunities during Summer Health Science Camp or lead field trips to NOSM for the purpose of recruitment/career guidance).*



Faculty members are encouraged to conduct research independently or in collaboration with other faculty and community partners.

NOSM Committees

The Northern Ontario School of Medicine values the contributions of Clinical Faculty and ensures faculty representation on all its major committees. Faculty sitting on NOSM committees have the opportunity to provide input into decision making and learn firsthand when decisions are being made.

Positions of Leadership

Clinical Faculty have the opportunity to apply for a position of leadership within the School. Some of the leadership roles include acting as Theme Chair, Phase Coordinator, Program Director or Section Chair, to name a few.

Research Initiatives

NOSM continues to focus on further developing its research agenda in line with its distributed education model, and continues to broaden the academic experience of its learners, faculty, and staff. These research activities will respect the unique cultural attributes of NOSM's Aboriginal, Francophone, and other culturally distinct partners. Faculty members are encouraged to conduct research independently or in collaboration with other faculty and community partners. A research support group is presently being established to encourage and support faculty with the pursuit of their research interests.



Contact Information

This is truly an exciting time for health-care education and the communities of Northern Ontario. Participation from the Clinical Faculty is greatly appreciated and we welcome any comments or questions.

If you are interested in any of these opportunities please contact the **Clinical Sciences Division** at **705-662-7215** or toll free at **877-678-7358**. You can also email divclinsci@nosm.ca for further information or assistance.

We look forward to working with you, your practice, and community.

divclinsci@nosm.ca

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