

Dear Clinical Sciences Faculty Member,

Welcome to the Northern Ontario School of Medicine's (NOSM) Clinical Sciences Division!

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Direct deposit form (to be returned to NOSM Finance Dept
accountspayable@nosm.ca)
Declaration and consent form (to be returned to NOAMA at noama@noama.ca)
Involvement questionnaire (to be returned to divclinsci@nosm.ca)

1. Direct Deposit Information

Enclosed are two different direct deposit forms: personal and corporate. To ensure appropriate remuneration for your teaching, please fill in one or both of these forms and return it to our finance department as indicated on the bottom of the form. Please disregard if you have already submitted a direct deposit form and have previously received a payment from NOSM. Should you have any questions regarding whether or not a direct deposit form has already been submitted to our finance department, we would ask you to contact NOSM finance department at accountspayable@nosm.ca.

2. Preferences in Educational Involvement

To facilitate your involvement with the School, we have created an Involvement Questionnaire and guide to completion of this questionnaire. The questionnaire is aimed at capturing your preferences and interests and will be used by the NOSM Schedulers. We would ask that you complete and return the enclosed questionnaire using the directions outlined therein.

3. NOSM Orientation Manual

This package highlights information that may be useful to you as a new Faculty Member. We would also direct you to the NOSM Faculty Handbook found on the NOSM website. This Handbook contains important information that will be of interest to you as a new Faculty Member.

Should you have any questions or concerns, please contact:

Clinical Sciences Division, Faculty Affairs Northern Ontario School of Medicine 955 Oliver Road Thunder Bay, ON, P7B 5E1 Direct Phone: 807-766-7416 E: divclinsci@nosm.ca

^{**}Please note, remittance notices are done via email only. Should you wish to receive notice, you must include your email address on the form(s) where indicated.



PERSONAL DIRECT DEPOSIT INFORMATION

Internal Use Only

PERSONAL INFORMATION	
PREFIX FIRST NAME, MIDDLE NAME SURNAME	TITLE/POSITION
SOCIAL INSURANCE NUMBER	/ // DATE OF BIRTH (YYYY/MM/DD)
COOM LINGS OF WOLL HOMBER	5,112 61 5.11.11(111.17.11.11.155)
CONTACT INFORMATION	
() () WORK PHONE	() CELL PHONE
ADDRESS 1	ADDRESS 2
	as all NOSM Communication will be sent to this address.
This is my default address	This is my default address
ADDRESS	ADDRESS
PROVINCE POSTAL CODE COUNTRY Please indicate Address Type: Home Business Temporary or Placement	PROVINCE POSTAL CODE COUNTRY Please indicate Address Type: Home Business Temporary or Placement
BANKING INFORMATION	
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	form) must be attached.
☐ I consent to have this information used by Human	
DEMITTANCE INFORMATION	
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SIGNATURE	DATE
direct deposit form to: 955 Oliver Road, Balmora	I of Medicine – Finance Unit I Street Centre, Thunder Bay, ON P7B 5E1 Email: accountspayable@nosm.ca Revised Sept 2011



CORPORATE DIRECT DEPOSIT INFORMATION

Internal Use Only

COMPANY INFORMATION	
COMPANY NAME	15 DIGIT BUSINESS NUMBER
CONFANTIVAIVIE	<u> </u>
DO YOU HAVE A FACULTY APPOINTMENT? YES NO	ARE YOU REGISTERED FOR HST? YES NO
ADDRESS 1	ADDRESS 2
NOTE: If listing two addresses, please identify a default as	
☐ Default Address	Default Address
ADDRESS	ADDRESS
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CITY	CITY
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REMITTANCE INFORMATION	
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SIGNATURE APPROVAL	
CIONATURE	
SIGNATURE	DATE
Please return completed Northern Ontario School	of Medicine – Finance Unit
•	Street Centre, Thunder Bay, ON P7B 5E1
Fay: (807) 766-7352 Fr	mail: accountspayable@nosm.ca

Protection of Personal Information: The Northern Ontario School of Medicine protects your privacy and your personal information. The personal information requested on this form is collected under the authority of the Letters Patent of the Northern Ontario School of Medicine dated November 15, 2002, and in accordance with the Freedom of Information and Protection of the Privacy Act. Personal information collected is used by the School for the purposes of executing various functions and activities related to Administration processes. Users of this information are the Finance Unit of the Office of the Associate Dean, Administration. Please direct any questions about this collection to the Director of Finance, Northern Ontario School of Medicine, 955 Oliver Road, Thunder Bay, Ontario, P7B 5E1, Telephone: (807) 766-7307.



CLINICAL SCIENCES INVOLVEMENT QUESTIONNAIRE

The Northern Ontario School of Medicine's Office of Faculty Affairs would like to identify your preferences and interests in **clinical** and **academic teaching.** Please review and complete the following questionnaire. For your convenience, please find enclosed a package describing the various acronyms, sessions and modules. Should you have any questions, please call our toll free number at **1-877-678-7358**.

NAME:

CLINICAL TEACHING OPPORTUNITIES

In order to best schedule learners across Northern Ontario and to provide clinical teachers with the appropriate type and number of learners, the scheduling team needs to have accurate data in order to make the appropriate rotation requests. The scheduling team will make an effort to distribute clinical teaching requests in a fair and equitable manner. An important concept in this is to ensure that all faculty members experience a variety of learner types and year levels. We really appreciate the time you take out of your busy day to complete this survey to help us improve education at NOSM. Thank you!

For	which	disci	pline(s	are	you willing	to	provide	clinical	teaching:

Discipline 1:	
Discipline 2:	
Discipline 3:	
Discipline 4:	

Please check off all the types of learners to whom you are willing to provide clinical teaching.

Learner Type	Any Year	Year 1	Year 2	Year 3	Year 4	Year 5
Any/All learner types						
Postgraduate Education						
Undergraduate Education		_	_			_
Physician Assistant Program		_		_	_	_
Dietitian Learner						
Physiotherapy Learner						
Occupational Therapy Learner						
Speech Language Pathology Learner						
Audiology Learner						

How many learners of each type do you have the capacity to take at one time?

Postgraduate	
Undergraduate	
Physician Assistant	
Dietitian	
Rehabilitation	
Total Capacity per Block	
Total Capacity per Year	

Variations or exceptions related to learner capacity:

POSTGRADUATE MEDICAL EDUCATION SESSIONS

Postgraduate residency programs: Anesthesiology, General Surgery, Orthopedic Surgery, Pediatrics, Public Health and Preventive Medicine, Psychiatry, Internal Medicine, Family Medicine, FM PGY3-Emergency Medicine, FM PGY3-care of the Elderly, FM PGY3-Enhanced Skills, FM PGY3-Family Practice Anesthesia.

Please refer to the enclosed package for all acronym, session and module descriptions.

Type of Educational Involvement	Royal College Programs	Sub-specialty	Family Medicine Program	Area of Expertise
Academics Facilitator/Speaker				
Curriculum Development				
Simulated Office Orals (SOO) Facilitator				
Short Answer Management Problems (SAMPs) Facilitator				
Research Skill Development Resource Person				
Research Facilitator				
Evidence Based Medicine Facilitator				
Clinical Academic Facilitator				
Procedures and/or Simulation Facilitator				
OSCE Case Development (Please provide possible area)				
OSCE Facilitator				
CanMEDS Session Facilitator				
Remediation Coach				
Resident Advisor				
CaRMS Dossier Reviewer				
CaRMS Community Representative				
Competency Coach/Primary Preceptor				

ACADEMIC TEACHING OPPORTUNITIES

In order to best match academic teachers with the appropriate module and session type, the scheduling team needs to have accurate data in order to offer the appropriate teaching requests. The scheduling team will make an effort to distribute teaching requests in a fair and equitable manner. An important concept in this is to ensure that all faculty members experience variety of teaching opportunities. We really appreciate the time you take out of your busy day to complete this survey to help us improve education at NOSM. Thank you!

UNDERGRADUATE MEDICAL EDUCATION - Type of Academic Involvement

Module											
ON CAMPUS SESSIONS	101	102	103	104	105	106	107	108	109	110	111
Case Based Learning (CBL) Facilitator											
Topic Oriented Session (TOS) Facilitator											
Structured Clinical Skills (SCS) Tutor											
Whole Group Session (WGS) Lecturer											
Lab Session Tutor											
Community Learning Session (CLS)											

UNDERGRADUATE MEDICAL EDUCATION - Type of Academic Involvement

There are currently three mandatory six-week Integrated Community Experiences (ICE) modules in Phase 1. They are CBM 106 ICE (Aboriginal immersion experience) in Year 1 and CBM 108 and CBM 110 (rural/remote immersion experience) in Year 2. *See page 6 of description package Learners spend four of the six weeks in these communities.

		ICE Modules	
OFF CAMPUS SESSIONS	ICE 106	ICE 108	ICE 110
Case Based Learning (CBL) Facilitator - ICE (via t/c in community)			
Topic Oriented Session (TOS) Facilitator - ICE (via t/c in community)			
Distributed Tutorial Session (DTS) Facilitator (via t/c in community)			
Community Learning Session (CLS) - ICE Communities			

UNDERGRADUATE MEDICAL EDUCATION

Other types of Academic Educational Involvement	Yes	Additional Information if required
Curriculum Development		
Observed Structured Clinical Examinations Facilitator (OSCE on Campus)		
Emergency Contact List (i.e., willing to be called for teaching when cancellations occur and/or can be available on campus on short notice). If yes, please indicate when you are available.		
Academic Remediation (on campus – i.e., student is currently not meeting the criteria for promotion into the subsequent academic year – Phase 1, years 1 or 2)		
Academic Remediation (Phase 2, Year 3)		
Academic Remediation (Phase 3, Year 4)		
Virtual Academic Rounds Facilitator (Phase 2, Year 3) If yes, please state community		
Journal Club Facilitator (Phase 3, Year 4) Thunder Bay and Sudbury		
Academic Session Facilitator (Phase 3, Year 4)		
LMCC Exam Preparation (Phase 3, Year 4)		
Advisor to medical students (discuss your medical specialty and career opportunities with students, either 1:1, in small groups, or large groups)		

PHYSICIAN ASSISTANT PROFESSIONAL DEGREE PROGRAM (BSCPA)

Type of Academic Involvement	Yes	Comments
Curriculum Development (Please provide possible area)		
OSCE Case Development (please provide possible area)		
Remediation (for learners that are currently not meeting the criteria for either the academic or clinical year)		

NORTHERN ONTARIO DIETETIC INTERNSHIP PROGRAM (NODIP)

Built into the internship practicum, dietetic interns are required to attend and participate in bimonthly academic sessions. The class is instructed as a whole by faculty of the school or experienced clinicians. The two-three hour sessions are typically delivered as distributed video conferences across a minimum of four sites. Power Point presentations, case studies and prior reading requirements are available to the dietetic interns through the on-line curriculum. There are a variety of opportunities that exist for NOSM faculty to teach/facilitate in the NODIP.

Type of	Academic E	ducational Involvement	Yes	Comments
RDW In	structor			
PFS Inst	ructor			
SES Inst	ructor			
Researc	h Advisor			
Curriculu possible	•	ent (please provide		
NODIP (Committees			
Yes If you ans	No No Swered yes to	aree research areas of in 1. o the previous question	terest. 2. , may we	OSM faculty in your research area (s) of interest? 3. e share your research areas of interest with other
		o the previous question iterested in collaboratin		
Yes	No			
Do you h	ave any expe	erience supervising grad	duate stu	udents?
Yes	No			
•	•	o the previous question r's research project?	, are you	ı interested in supervising a graduate student's or
Yes	No			
Are you i	nterested in	being a faculty research	n mentor	?
Yes	No			

FACULTY MENTORSHIP

Faculty mentoring is a multifaceted collaboration between a senior faculty member and a junior faculty member with the primary goal of nurturing the professional development of the junior faculty member.

Would you be interested in being a faculty mentor?

Yes	No
Yes	No

COMMITTEES IN THE UNDERGRADUATE MEDICAL EDUCATION PROGRAM

(Available to all Faculty types)

	Yes
Undergraduate Medical Education Committee	
Theme 1 – Northern and Rural Health	
Theme 2 – Personal and Professional Aspects of Medical Practice	
Theme 3 – Social and Population Health	
Theme 4 – Foundations of Medicine	
Theme 5 – Clinical and Communication Skills in Health Care	
Phase 1 Committee	
Phase 2 Committee	
Phase 3 Committee	
Student Assessment and Promotions Committee (SAPC)	
Laboratory Working Group	
OSCE Committee (Opportunities for Clinical Faculty)	
ICE Committee	
Program Evaluation Committee (PEC)	
Other curriculum committees or working groups	

COMMUNITY ENGAGEMENT COMMITTEE OPPORTUNITIES

The following are committee opportunities that are available with the Community Engagement Portfolio.

	Yes
Admissions Committee	
Francophone Reference Group / Groupe consultatif francophone	
Indigenous Reference Group	

ADDITIONAL NOTES IF NEEDED:

NOTICE OF COLLECTION

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Please return the completed form to the Office of Faculty Affairs by:

Fax: (705) 662-7265 Email: divclinsci@nosm.ca

> or Mail to

Faculty Affairs, CSD Coordinator
Northern Ontario School of Medicine
Lakehead University Campus
955 Oliver Road, Room ATAC 6025A
Thunder Bay, ON, P7B 5E1



NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

ROLE DESCRIPTIONS:

Academics Facilitator/Speaker: Presenters for discipline-specific academic half days and/or sessions, formal curriculum outside of clinical responsibilities.

CanMEDS Session Facilitator: (Joint Family Medicine & Royal College Residents). Presenters for foundational session in the intrinsic CanMEDS roles across all disciplines.

Procedures and/or Simulation Teacher: Clinical faculty teaching in simulated environments to teach residents a variety of skills including hands-on procedures (e.g. suturing, intubation, biopsies, etc.).

Research Skill Development Resource Person/Advisor: Mentor or resource person able to meet individually with learners to help them develop specific research skills.

Research Facilitator: Small group facilitator for resident research curriculum.

Evidence-Based Medicine Facilitator: Small group teaching of evidence-based medicine strategies.

Clinical Academic Facilitator: Presenters or speakers for more informal sessions during regular clinical time e.g. lunch time sessions for residents on a clinical teaching unit. This teaching is outside the regular formal academic half day.

Short Answer Management Problems (SAMPs) Facilitator: Clinical faculty facilitating discussions upon residents' completion of sample examination questions measuring their knowledge and problem solving skills in the context of a clinical situation in preparation for the Family Medicine Certification Exam.

SOO (Simulated Office Orals) Facilitator: Clinical faculty using structured scenarios, acting as standardized patients and providing feedback during SOO as preparation for the Family Medicine Certification Exam.

OSCE (Objective Structured Clinical Examinations) Case Development (please provide possible area): Case writing for clinical vignettes for OSCE.

OSCE Facilitator: Clinical faculty for OSCE training and actual examinations.

Curriculum Development (please provide possible area): Clinical faculty contributing to academic content creation such as case-writing and simulation scenario building.

Remediation: Clinical faculty who will design remediation plans and supervise and assess residents requiring remedial training.

NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

Resident Advisor: An individual responsible for a small number of residents to do a quarterly review of resident progress and develop individualized plans.

CaRMS Interviewer: Clinical faculty to participate in resident selection as interviewers.

Competency Coach/Primary Preceptor: In conjunction with the Program Director, Site Directors and the Evaluation Coordinator (where applicable), the Competency Coach/Primary Preceptor is responsible for evaluating the overall performance of residents to ensure that they are well prepared for practice in northern communities. They provide motivational support and guidance to residents; creating a positive and supportive learning environment. Primary preceptors will meet with residents on a quarterly basis to review program requirements and the overall progress of the individual resident.

PHASE 1 MODULE SESSION DESCRIPTIONS:

MODULES:

Module 101 (Yr1)

(September – 4 weeks)

Students are learning about their role in relation to 3 perspectives: the perspective of the patient; the perspective of the student; and the perspective of the physician. An introduction to each of the basic sciences provides a foundation for future learning.

Module 102 (Yr1)

(October-November – 6 weeks)

In this module, students will be introduced to the gastrointestinal system, including the pancreas and liver. Common illnesses of the abdomen and these organs are the foci in the patient encounters in this module. Key concepts concerning nutrition will be explored, with special reference to nutrition for children and the role of vitamins and micronutrients.

Module 103 (Yr1)

(November-December – 6 weeks)

This module focuses on the cardiovascular and respiratory systems. In this module, students will begin to investigate how the physician functions within the health care team to provide a circle of care for patients.

Module 104 (Yr1)

(January-February – 6 weeks)

The focus of this module is on the central nervous system and each of the cases of the module provides an opportunity for students to enhance their understanding of various presentations of neurological disease. Students will be introduced to the broader principles of primary health care, public and community health, and basic epidemiology.

Module 105 (Yr1)

(March-April – 6 weeks)

This module has as its core medical content a focus on the musculoskeletal system. This module is set in a small Francophone community in Northern Ontario. Students will have the opportunity to see the role played by the strong presence of a cultural group in a community and how their language, history, values, attitudes and worldviews affects both the experience of patients and the delivery of health care.

NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

Module 106 (Yr1) (April-May – 6 weeks)

The focus of this module is the endocrine system and students will have the opportunity to focus on a different endocrine organ. This module is unique as it is set to be delivered in an aboriginal community where the students will be on placement in pairs. While undertaking their study of the core curriculum, students will also become much better at understanding the health issues affecting aboriginal communities in Northern Ontario and will be deepening their understanding of aboriginal culture, beliefs and contemporary way of life.

Module 107 (Yr2)

(September-October – 6 weeks)

This module focuses on the Reproductive System; reproductive physiology and health, pregnancy and delivery, breast cancer and cancer screening, and genetics. Other issues examined in this module include transfer of care, access to specialized services in rural Northern Ontario, Aboriginal and Francophone views of genetic screening, cancer screening, and culturally sensitive approaches to health care. Personal and professional issues focus on the patient and physician relationship, ethical practice, controversial issues and ethics, informed consent, and aspects of research ethics, including legal requirements.

Module 108 (Yr2)

(October-November – 6 weeks)

This is the first of 2 Integrated Community Experience (ICE) modules in Phase 1. The medical science focus of this module is the renal system. The anatomy, histology and embryology of the urinary system will be explored as well as the physiological processes of the kidney and the role of renal regulation within the body. Students will undertake their core curriculum study while on placement in a rural or remote community setting. During this module they will be expected to participate in at least 3 half days per week of clinical experience.

Module 109 (Yr2)

(November-December-January – 6 weeks)

The medical sciences focus in this module is hematology and immunology. Topics addressed in the hematology section include: the composition and function of blood; the different types of blood cells and their function; hematological malignancies; hemostasis and coagulation; red cell disorders and transfusion. In the immunology section, you will be studying: the structure and function of antibodies; congenital and acquired immunodeficiencies, with a particular focus on HIV; hypersensitivity, allergy, immunization and solid organ transplantation. In this module, the Theme 5 Undergraduate Medical Education (UME) curriculum will focus on the pediatric interview and examination.

Module 110 (Yr2)

(January-February – 6 weeks)

This is the second of 2 ICE modules in Phase 1 which explores the nervous system. The anatomy and physiology of the special sense organs will be investigated as well as central sensory processing. The module will also address complex brain functions, such as cognition, mood, and memory. Dysfunction of the brain resulting in mental illness will be explored, including the neuroscience, treatment, and classification of these disorders. In the area of clinical skills, you will gain experience in interviewing patients with mental health disturbance.

Module 111 (Yr2)

(March-April - 6 weeks)

This final module in Phase 1 has a threefold focus. 1) Study of structures and functions, normal features, and common abnormalities in the integumentary system. 2) Review of physiology from an integrated perspective. 3) Poisoning, including its patterns and the principles that are applied in clinical emergencies.

NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

SESSIONS:

There are 3 distinct types of learning opportunities; small group sessions, large group facilitated sessions and community-based experiences.

SMALL GROUP SESSIONS:

CBL (Case-Based Learning): Each week, students meet with a facilitator in groups for a 2-hour session. Through a model of guided discovery, which is designed to support self-directed research, students consider a complex case that directs the learning for the module. Each module reflects 6 weeks of study and explores instructional content related to the 5 UME themes. Prepared objectives guide student learning during CBL sessions.

TOS (Topic-Oriented Sessions): These 2-hour facilitated sessions occur twice each week. The focus of the TOS is an individual patient, which students have met through the module case. Using a problem-based learning format, students identify learning issues, develop a strategy to acquire the necessary knowledge gained through independent research. As the week progresses, information is revealed about the patient, until the objectives related to these sessions have been fully explored by the students.

SCS (Structured Clinical Skills): These weekly 3-hour sessions focus on instruction and practice in patient/doctor communication and physical examination skills. Students meet in small groups with a clinical instructor and practice their interviewing and examination skills with standardized patients. The objective for these sessions is to explore the knowledge, skills and attitudes defined by Theme 5 of the UME curriculum.

LARGE GROUP SESSIONS:

WGS (Whole Group Sessions): These sessions are 3 hours in length and are scheduled once a week. In a WGS, the class is instructed as a whole by faculty of the School. The instructional format includes traditional lectures, demonstrations, and large group tutorial activities. These sessions are simultaneously video-conferenced between campus locations.

LAB (Laboratory Sessions): These 3-hour sessions occur 4 times in every 6-week module. During each LAB session, students initially meet as an entire group for a WGS. Students are then required to meet in small groups to focus and work through case studies based on learning objectives outlined and explained in the WGS. For each module, the LAB sessions focus on learning objectives related to basic anatomy and histology, pathology, diagnostics and clinical/diagnostic skills.

COMMUNITY AND INTERPROFESSIONAL LEARNING:

CIL (Community and Interprofessional Learning): Each week there is one 3-hour session dedicated to providing students with a wide range of community-based experiences (varying from 1 to 6 sessions per site). Observing and interacting with patients/clients and a variety of service providers under the guidance of a facilitator, students visit patients in their homes, in hospitals, long-term care facilities, doctors' offices, pharmacies, rehabilitation centres, or other service providers or organizations. These experiences involve the content of the 5 UME themes and provide a focus for inter-professional learning.

NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

During Modules 108 and 110, CIL sessions are scheduled 1 **half-day per week** during the four weeks that NOSM students spend in the community. Through these community experiences, students gain opportunities to observe, interact, and ask questions of health professionals, agency staff, and patients.

PHASE 2:

Phase 2 (year 3) of the MD program is dedicated to a single Comprehensive Community Clerkship (CCC) that takes place in medium-sized communities across Northern Ontario. Learners undertake a wide range of clinical learning activities throughout the community as well as engaging in group teaching sessions including virtual academic rounds (VARs) and distributed topic sessions (DTS). Learners also undertake a reflective research project based in the needs and dynamics of their host communities; Bracebridge, Dryden, Fort Frances, Hearst, Huntsville, Kapuskasing, Kenora, Manitoulin Island, Midland, North Bay, Parry Sound, Sault Ste. Marie, Sioux Lookout, Temiskaming Shores, Timmins and Thunder Bay.

ACADEMIC SESSION DESCRIPTIONS:

DTS (Distributed Tutorial Sessions): In a DTS, the class is instructed as a whole by faculty of the School. The instructional format will include traditional lectures in order to review key concepts and issues from within the core clinical disciplines. These sessions are typically delivered as DTS - PowerPoint presentations with voice-overs by the lecturer. These are available to the students through the online curriculum, and can be viewed at any time. The lecturer is available to the students for a question period via a scheduled teleconference.

Academic Remediation (Phases 2 and 3): Faculty who will design remediation plans and supervise and assess learners requiring remedial training.

VARs (Virtual Academic Rounds): Students meet with a facilitator in groups of 8 for two 3-hour sessions each week. Their learning is based on cases identified from their clinical experiences in the community. Through a model of guided discovery, students identify learning issues, develop a strategy to acquire the necessary knowledge and share the knowledge gained through independent research. Each case discussion will be divided into two 1.5-hour session segments. Early in the week, in the first 1.5-hour session segment, the case is presented and the objectives are reviewed. The objectives are then discussed and presented in a subsequent 1.5-hour session later in the week. These sessions explore specific objectives which have been selected to guide discussions related to the student's case presentations. The objectives of the discussion are related to all 5 UME themes.

PHASE 3:

Phase 3 (year 4) takes place in the academic health science centres in Thunder Bay and Sudbury and is organized around a series of specialist clerkship rotations: Surgery, Internal Medicine, Children's Health, Women's Health, Mental Health, Emergency Medicine, and Family Medicine. The integrated exposure to various specialties and subspecialties in Phase 3 provides learners with the opportunity to assess various specialties which they may choose to pursue as career choices. There are also opportunities to experience medicine in different settings through electives.

NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

Academic Rounds and Academic Sessions: During the core rotations of the clinical clerkship, students will be required to attend and participate in the weekly academic teaching rounds and academic sessions. The teaching of these sessions will be conducted by clinical hospital faculty. During the rotation blocks (4 weeks), students will participate in one 2- to 4-hour academic session per week.

Journal Club: Journal Club/critical appraisal is an academic activity that meets the Theme 3 UME learning objectives in Phase 3. These sessions are conducted separately in Thunder Bay and Sudbury. It involves a faculty member and 1 to 6 students, depending on the rotation and location. Ward rounds and journal club are approximately one hour each and are held during the last week of the rotation.

LMCC (Licentiate of Medical Council of Canada): The LMCC Boot Camp occurs at the end of Phase 3. It is a series of lectures that prepare students for the Medical Council of Canada Qualifying Examination Part I, a 1-day computer-based test consisting of multiple choice and clinical decision making questions that assesses the competence of medical graduates for entry into post-graduate training.

ICE MODULE COMMUNITY LISTINGS:

106 COMMUNITIES:

Atikameksheng Anishnawbek First Nation (Whitefish Lake), Brunswick House First Nation, Constance Lake First Nation, Deer Lake First Nation, Dilico Family/Fort William FN, Eagle Lake First Nation, Fort Albany First Nation, Fort Frances Tribal Health Authority, Fort Severn First Nation, Garden River First Nation, Kingfisher Lake First Nation, Kitchenuhmaykoosib Inninuwug First Nation (Big Trout Lake), Lac La Croix First Nation, Lac Seul First Nation, Mattagami First Nation, M'Chigeeng First Nation, Metis Nation of Ontario – Thunder Bay, Metis Nation of Ontario – Timmins, Missassauga First Nation, Mnaamodziwin Health Services, Muskrat Dam First Nation, Naicatchewenin First Nation – Northwest Bay First Nation, Naokamegwanning First Nation (Whitefish Bay), Nipissing First Nation, Ojibways of Batchewana First Nation, Sagomok Anishnawbek First Nation, Sandy Lake First Nation, Serpent River First Nation, Temagami First Nation, Wasauksing, Wassay-Gezhig-Na-Nahn-Deh-We-Igamig (Kenora), Wikwemikong Unceded First Nation

108 AND 110 COMMUNITIES:

Atikokan, Blind River, Cochrane, Collingwood, Dryden, Elliot Lake, Emo, Englehart, Espanola, Geraldton, Gore Bay, Hearst, Iroquois Falls, Kinmount, Kirkland Lake, Lindsay, Little Current, Marathon, Midland, Mindemoya, Nipigon, Noelville, Orillia, Owen Sound, Red Lake, St-Joseph Island Medical Centre, Sault Ste. Marie, Schreiber, Shelburne, Smooth Rock Falls, Stayner, Sudbury, Sutton, Thessalon, Thunder Bay, Vermillion Bay, Wawa.

NORTHERN ONTARIO SCHOOL OF MEDICINE ACRONYMS SESSION AND MODULE DESCRIPTIONS

NORTHERN ONTARIO DIETETIC INTERNSHIP PROGRAM (NODIP):

Built into the internship practicum, dietetic interns are required to attend and participate in bimonthly academic sessions. The class is instructed as a whole by faculty of the school or experienced clinicians. The two 3-hour sessions are typically delivered as distributed videoconferences across a minimum of four sites. PowerPoint presentations, case studies and prior reading requirements are available to the dietetic interns through the on-line curriculum. There are a variety of opportunities that exist for NOSM faculty to teach/facilitate in the NODIP.

RDW (Research Development Workshops)

(September –December)

Practice-Based Research is included within the dietetic intern practicum to foster critical thinking, questioning and research skills. Six 3-hour sessions allow Faculty with advanced research skills, or who regularly participate in nutrition research, to facilitate sessions that cover the full spectrum of the research process from refining the research question, to preparing for the Research Ethics Board submission, and data analysis.

PFS (Practice- Focused Sessions)

(September – June)

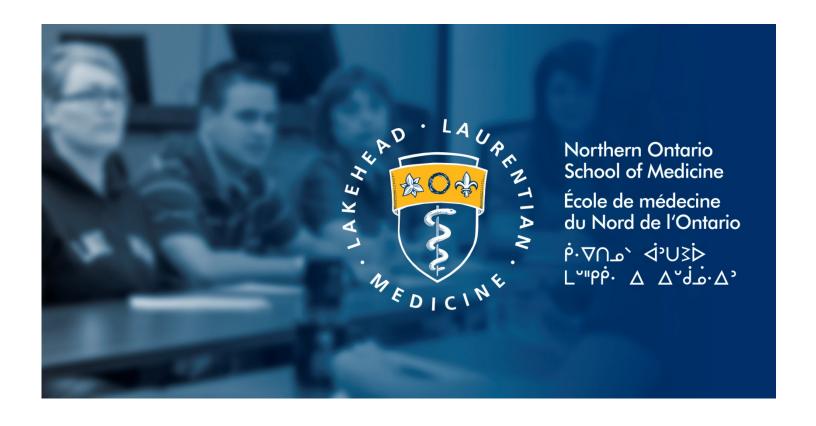
Dietetic Interns participate in case-based sessions, apply best practice guidelines and refine nutrition assessment skills and care plan approaches in specialty practice areas.

Faculty who are Registered Dietitians with advanced skills can lead and facilitate 3-hour discussion sessions on topics such as: pediatric nutrition, nutrition management in renal disease, dysphagia management, diabetes and food allergies.

SES (Skill Enhancement Sessions)

(September – June)

A 3-hour skill enhancement session is developed by a faculty member who is a Registered Dietitian related to specific learning objectives. These sessions are dedicated to enhancing a wide range of skills across the 3 broad practice areas of Clinical Nutrition, Population Health and Management. The instructional format will include an educational lecture in order to review key concepts and issues. Sessions will incorporate small group work at each of the distributed sites to apply the acquired knowledge and refine the skills. Session topics include: program evaluation, clear language/health literacy, nutrition care process and model, and motivational counseling.



CLINICAL FACULTY ORIENTATION MANUAL

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OPPORTUNITIES FOR CLINICAL FACULTY

The School offers faculty members a broad range of teaching and administrative opportunities. For a comprehensive list of these opportunities, please review the <u>Clinical Faculty Opportunities</u> which can be located on the NOSM website.

It is important for reappointment and promotion purposes to document your contributions to the School. To assist with this process, we have created the <u>NOSM Contributions Dossier</u>. The Dossier can be found on the NOSM website. We suggest you complete the Dossier and update it regularly.

We have also developed a <u>Curriculum Vitae template</u> for NOSM faculty members to assist them in developing and maintaining their CV. This template can be used as a guideline and is available on the NOSM website.

NOSM RECRUITMENT FAQ

NOSM Recruitment FAQ's

NOSM POLICIES AND PROCEDURES

Policies and procedures related to clinical faculty can be found in the Faculty Handbook. The Faculty Handbook can be located on the NOSM website at: https://www.nosm.ca/faculty/clinical-sciences/resources/. You are encouraged to make yourself familiar with the policies and procedures found within this Handbook.

THE CLINICAL SCIENCES TEAM

Division Head

Dr. Barb Zelek

Email: bzelek@nosm.ca

Administrative Coordinator, CSD

Email: divclinsci@nosm.ca

Section Chairs:

Anaesthesia Section Chair

Dr. Brent Kennedy

Email: bknny2@gmail.com

Child & Adolescent Health Section Chair

Dr. Justin Jagger

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Internal Medicine Section Chair

Dr. Birubi Biman

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Health Sciences Section Chair

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Emergency Medicine Section Chair

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Public Health and Preventive Medicine

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Director, Faculty Affairs & CEPD

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Family Medicine – Co-Chair

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Pathology Section Chair

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Senior Leadership Organizational Chart

TECH SUPPORT / NOSM LIBRARY / NOSM EMAIL

The goal of the technology helpdesk is to provide a central point of contact between the medical school faculty and staff and the Technology Unit. This service offers first line technical support in a fast and effective manner.

Hours of Operation

Monday to Friday 9:00 a.m. to 4:00 p.m. EST

Contacts:

East Campus at Laurentian University 705-662-7120 West Campus at Lakehead University 807-766-7500

Toll Free Number: 1.800.461.8777
E-Mail address: helpdesk@nosm.ca
Online IT Helpdesk ticket submission:

https://www.nosm.ca/about/administrative-offices/it/helpdesk/

Note: When submitting a service request via email, kindly include your name, location, pertinent contact information, and a detailed description of the technology issue you are experiencing.

As a faculty member, you will receive a NOSM email account and have access to the full suite of resources and services at the Health Sciences Library. Your NOSM email can be accessed through Google Gmail.

Once you have registered with the library, you can use the print collection, electronic books and journals, licensed databases, and services including inter-library loan and literature searches. To access off-campus electronic resources, you can use your username and password.

For more information about library resources and services, please visit the <u>Health Sciences Library</u> or email the Library at askthelibrary@nosm.ca.

CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

NOSM recognizes that a strong faculty development program is the key to achieving excellence in medical education and is committed to delivering an integrated and comprehensive faculty development program. The Continuing Education & Professional Development (CEPD) unit appreciates the interprofessional nature of the educational programs and the geographic disbursement of the Clinical Faculty and as such endeavors to offer all NOSM faculty the opportunity to participate in educational events to develop skills in teaching, research and administration.

Both live and archived CEPD events are available for viewing on the CEPD page of the NOSM website. Instructions on how to access both the "live" and "archived" CEPD events are attached as Appendix C. This information can also be located on the CEPD page of the NOSM website under the Continuing Medical Education and Faculty Development Event tabs.

The CEPD unit produces a <u>calendar of learning sessions</u>. This calendar can be found on the CEPD page of the NOSM website.

To receive weekly updates regarding all up and coming events, you are asked to email your contact information to cepdregistrations@nosm.ca.

If you have any questions, please contact the CEPD office at cepd@nosm.ca.

OTHER RESOURCES

- NOAMA website
- College of Physicians and Surgeons of Ontario (CPSO) website
- Ontario Medical Association (OMA) website
- NOSM Family Medicine Faculty Handbook
- Post Graduate Education Newsletter The 'Script'
- Health Sciences Library Off the Shelf
- NOSM News and Communications
- NOSM Website