Applications are invited for the position of LGBTQ2S Education Lead.

The MD Program Lead for LGBTQ2S Education position has as its primary focus health education regarding the LGBTQ2S people of Canada. The LGBTQ2S Education Lead is responsible for the design, development, implementation, and evaluation of educational elements that constitute a curricular theme in LGBTQ2S Health across all four years of the MD Program.

The time commitment for this position is one day per week for a two year term.

Faculty members interested in this position are encouraged to submit a letter of application, an up-to-date curriculum vitae and education dossier by the deadline of Friday, June 26, 2020 by noon to:

with copies to

Dr. Pier Bryden  
Director, Program Integration  
MD Program, University of Toronto

Barbra MacDonald  
Administrative Coordinator, Office of the Vice Dean  
MD Program, University of Toronto

Dr. pier.bryden@sickkids.ca  
Barbra MacDonald  
md.reception@utoronto.ca

Electronic submission is preferred.

Please contact Dr. Pier Bryden at pier.bryden@sickkids.ca if you have any questions about this position.

Full job description follows, and available online at: http://www.md.utoronto.ca/careers
MD Program Lesbian, Gay, Bisexual, Transgender, Queer and 2-Spirit (LGBTQ2S) Education Lead

The MD Program aspires to support our students to have an excellent educational experience within a supportive learning environment. We have developed MD Program Goals and Competency Framework to guide the development, implementation and evaluation of all of our programs.

Role Description

The MD Program Lead for LGBTQ2S Education position has as its primary focus health education regarding the LGBTQ2S people of Canada. The Lead is responsible for the design, development, implementation, and evaluation of educational elements that constitute a curricular theme in LGBTQ2S Health across all four years of the MD Program. This position reflects the MD Program’s commitment to an educational model and culture that educates physicians to meet their personal, professional and social responsibilities; to address the health needs of diverse individuals and populations across local, national and global settings; to respond to the health needs of local communities; to work collaboratively in healthcare teams; and, to lead change to improve health care systems.

Leadership and Organization

The incumbent will report directly to the Director, Program Integration, MD Program and work collaboratively with the Foundations and Clerkship Directors of Curriculum, and other Theme Leads within the Faculty. The time commitment for this position is one day per week.

The LGBTQ2S Lead will constitute and chair an LGBTQ2S Education Advisory Committee which will advise in the design, development, integration, implementation, and evaluation of the LGBTQ2S curricular theme and the incorporation of an LGBTQ2S perspective throughout the MD Program curriculum. The LGBTQ2S Education Advisory Committee is to be composed of representation from the MD Program including the student body, Faculty of Medicine, University of Toronto, representation from the TAHSN Hospitals and the LGBTQ2S community in the Greater Toronto Area.

LGBTQ2S Curriculum Development and Management

In consultation with the MD Program Curriculum Committee and the LGBTQ2S Health Education Advisory Committee the incumbent will:

1. Provide leadership in conceptualizing, developing, integrating, and evaluating the educational elements that constitute a curricular theme in LGBTQ2S Health across the MD Program curriculum, including promoting opportunities for interprofessional education

2. Establish objectives for the curriculum that are measurable in terms of both student assessment and evaluation of program outcomes, and are mapped appropriately throughout years one to four of the curriculum

3. Provide support for students who a) are conducting educational sessions and research on LGBTQ2S health issues, and, b) request appropriate mentors (i.e. coordinate assignment of mentor to student)
4. Assist with, and participate in, faculty development programs for effective teaching about LGBTQ2S health

5. Promote Faculty-wide awareness and education about LGBTQ2S health issues and encourage the involvement of the LGBTQ2S community in the MD Program

6. Improve/adapt the advocacy program promoting a safe and accepting learning environment that promotes the wellbeing of LGBTQ2S students in the Faculty of Medicine. This includes advocacy for and consideration of LGBTQ2S students in all curriculum and assessment, particularly that focused on students’ professional development, to ensure avoidance of assumptions of heterosexuality

7. Ensure that educational methods, including student assessment methods for LGBTQ2S Health education, are consistent with the MD Program’s goals and objectives and foster the development of knowledge, skills and professional attitudes appropriate to the practice of medicine

8. As appropriate, share, present and publish scholarly findings related to design, implementation, outcomes and evaluation of MD Program curriculum regarding LGBTQ2S Health

9. Attend appropriate local and national meetings relevant to duties and responsibilities

10. Provide an annual report on curriculum activities for the Directors of Foundations and Clerkship, the MD Program Curriculum Committee and the LGBTQ2S Health Education Advisory Committee

11. Provide reports, as needed for LCME/CACMS accreditation in relevant curriculum areas

**Qualifications and Skills Required:**

The Faculty of Medicine is strongly committed to diversity within its community and particularly encourages applications from racialized persons/persons of colour, women, Indigenous/Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

1. Demonstrated abilities in medical education, research and innovation
2. Demonstrated knowledge and skills in educational design of courses, teaching and learning
3. Demonstrated capacity for collaboration and application of collaborative processes
4. Passion for and experience in education related to diversity and social accountability

**Term**

This is a two year term contingent upon a successful annual review and performance.