Applications are invited for the position of Faculty Lead, Ethics and Professionalism.

The Medical Education Faculty Lead, Ethics and Professionalism position has as its primary focus the design, development, implementation, and evaluation of composite curricular elements in the MD and Postgraduate Medical Education (PGME) Programs to develop competencies in: (1) professionalism; (2) ethics; and, (3) medical jurisprudence.

The time commitment for this position is two days per week for a three 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 Tuesday, October 13, 2020 by noon** to:

with copies to

**Dr. Patricia Houston**  
Vice Dean, Medical Education,  
University of Toronto  
patricia.houston@utoronto.ca

**Andrew McLeod**  
Office of the Vice Dean  
MD Program, University of Toronto  
md.vicedean@utoronto.ca

Electronic submission is preferred.

Please contact Dr. Patricia Houston at patricia.houston@utoronto.ca if you have any questions about this position.

Full job description follows, and available online at: [http://www.md.utoronto.ca/careers](http://www.md.utoronto.ca/careers)
Medical Education
Faculty Lead, Ethics and Professionalism

The Faculty of Medicine is strongly committed to diversity and intentional inclusion within its community and particularly encourages applications from racialized persons/persons of colour, women, Indigenous/Aboriginal People of North America, persons with disabilities, 2SLGBTQIA+ persons, and others who may contribute to the further diversification of ideas.

Role Description

The Medical Education Program Ethics and Professionalism Lead is responsible for the design, development, implementation, and evaluation of composite curricular elements in the MD and Postgraduate Medical Education (PGME) Programs to develop competencies in: (1) professionalism; (2) ethics; and, (3) medical jurisprudence. Educational outcomes will be in keeping with: (i) institutional objectives as enunciated in the Faculty of Medicine strategic plan; (ii) existing MD and PGME goals and objectives; (iii) the requirements of LCME/CACMS or Royal College/College of Family Physicians of Canada accreditation; and (iv) the College of Family Physicians of Canada. The time commitment for the Faculty Lead, Ethics and Professionalism role is equivalent to two days per week.

Leadership and Organization

The incumbent will report to the Associate Dean MD Program (or delegate) and Associate Dean PGME, and work collaboratively:

a) For the MD Program, with the Foundations Director, Clerkship Director and the Theme Leads within the Faculty.
b) For the PGME Program, with the Program Directors and the Associate Dean PGME or delegate.
c) For both the MD and PGME Programs, with the Director Professional Values, Director Learner Experience, Director Resident Wellness, and Associate Dean OHPSA.

The Ethics and Professionalism Faculty Lead will constitute and chair an Advisory Committee which will advise in the design, development, integration, implementation, and evaluation of the relevant curricular competencies. This Committee is to be composed of Associate Course Director(s), other faculty members with responsibilities for elements of ethics and professionalism within the MD Program and PGME Program, representatives of the Academies, administrative staff, learner representatives, and others who have substantial engagement in this area.

Ethics and Professionalism Development and Management

In consultation with the MD Program and Post MD Program the incumbent will:

1. Provide leadership in conceptualizing, developing, integrating, and evaluating the educational elements that will constitute a curricular theme in Ethics and Professionalism across the MD Program and PGME including promoting faculty development in the area of Ethics and Professionalism.
2. Provide leadership, in consultation with education experts, in the development of assessment and evaluation strategies for professional behaviours, including assessment instruments such as MCQs and OSCEs.

3. Establish objectives for the curriculum that are measurable, both in terms of student evaluation and of program outcomes; are mapped appropriately throughout years one to four of the MD curriculum; and are mapped as appropriate in the Post MD curriculum.

4. Work closely with the Course Directors and Program Directors involved in the teaching of competencies to ensure integration of topic areas, appropriate flow of information, avoidance of overlap, and promotion of topic continuity.

5. Consult widely with content and process experts in the areas of ethics and professionalism.

6. Ensure that educational methods, including student assessment methods for Ethics and Professionalism education are consistent with the MD and PGME Program goals and objectives and foster the development of knowledge, skills, and professional attitudes appropriate to the practice of medicine.

7. Monitor and evaluate professional behaviours throughout the programs, as evidenced by the ITER/ITARs and MD Program professionalism assessment.

8. Supports Course, Foundations, Clerkship and Program Directors in professionalism Focused Learning Plans and/or remediation and oversees processes, where appropriate and in accordance with relevant policies and procedures.

9. Serves as a member of the MD Program Curriculum Committee, Student Assessment and Standards Committee, Student Progress Committee, Portfolio Committee, and PGCorEd steering committee.

10. As appropriate, share, present and publish scholarly findings related to design, implementation, outcomes and evaluation of MD and PGME Program curriculum regarding Ethics and Professionalism.

11. Attend appropriate local and national meetings (where funding permits) relevant to duties and responsibilities.

12. Provide an annual report on all activities relating to the role in both MD and PGME Programs.

13. Provide reports, as needed for LCME/CACMS or Royal College/College of Family Physicians of Canada accreditation in relevant curriculum areas.

Qualifications and Skills Required

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others who may contribute to the further diversification of ideas.

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

Term

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