MD-PGME Social Justice, Anti-Oppression and Advocacy Theme Lead

Applications are invited for the position of MD-PGME Social Justice, Anti-Oppression and Advocacy Theme Lead.

The MD-PGME Social Justice, Anti-Oppression and Advocacy Theme Lead position relates to health and advocacy education from an anti-oppressive lens. Reporting to the MD Faculty Lead, Portfolio and Theme Integration, and Associate Dean, Postgraduate Medical Education (PGME), the Theme Lead is responsible for designing, developing, implementing, and evaluating educational elements across all four years of the MD Program that reflect principles of social justice, anti-oppression and advocacy. This may include dedicated theme content, or supporting faculty members in identifying and addressing gaps and opportunities within their own educational content related to anti-oppression and advocacy.

The Theme Lead will also act as an advisor/consultant to PGME leadership and PGME Program Directors on anti-oppression and advocacy content development and delivery.

The time commitment for the MD-PGME Social Justice, Anti-Oppression and Advocacy Theme Lead role is equivalent to two days per week.

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, February 9, 2021 by 12:00 p.m. to:

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

with copy to:

Andrew McLeod
Executive Assistant
Office of the Vice Dean, MD Program
md.vicedean@utoronto.ca

Electronic submission is preferred.

Please contact Dr. Patricia Houston if you have any questions about this position.

Full job description follows, and available online at: http://www.md.utoronto.ca/careers
MD-PGME Social Justice, Anti-Oppression and Advocacy Theme Lead

The MD and Postgraduate Medical Education Programs aspire to support our learners across the continuum of medical education to have an excellent educational experience within a supportive learning environment. We will remain committed to our education goals and to competency-based medical education as we develop, deliver and evaluate all of our programs, including finding opportunities for alignment and integration of learner supports, faculty processes and systems across educational programs.

Role Description

This role reflects the Temerty Faculty of Medicine’s commitment to 1) social justice, social responsibility and addressing the health needs of individuals and populations across local, national and global settings; 2) addressing the health needs of marginalized, oppressed, minoritized, and racialized peoples and populations, including but not limited to those identified in the Temerty Faculty’s Diversity Statement, and; 3) enabling and supporting intersectional cultural safety, anti-racist, anti-oppressive, and advocacy teaching and learning that is integrated into the MD Program curriculum and provided by PGME residency programs.

The MD-PGME Social Justice, Anti-Oppression and Advocacy Theme Lead position relates to health and advocacy education from an anti-oppressive lens. While the MD Program and Postgraduate Medical Education Programs continue to work towards strengthening the Temerty Faculty’s inclusive learning environment and equitable admissions, we need to ensure that the medical education curriculum prepares future physicians who are committed to the principles and practices of social justice, equity, anti-oppression, and advocacy. The position will be informed by, but not limited to, the CanMEDS Health Advocate Role.

The Theme Lead is responsible for designing, developing, implementing, and evaluating educational elements across all four years of the MD Program that reflect principles of social justice, anti-oppression and advocacy. This may include dedicated theme content, or supporting faculty members in identifying and addressing gaps and opportunities within their own educational content related to anti-oppression and advocacy.

The Theme Lead will also act as an advisor/consultant to PGME leadership and PGME Program Directors on anti-oppression and advocacy content development and delivery.

The time commitment for this role is 2 days per week.

Leadership and Organization

The incumbent will report to the MD Faculty Lead, Portfolio and Theme Integration and Associate Dean, PGME, and will work collaboratively with MD Program and PGME education directors and other Theme Leads.
The Social Justice, Anti-Oppression and Advocacy Theme Lead will act as a dedicated point of contact for learners, faculty, and other stakeholders who have equity-related curricular concerns. The Theme Lead will work collaboratively with the Director, Learner Experience to facilitate the review of equity-related curricular concerns, including identifying next steps to improve curricular content.

The Social Justice, Anti-Oppression and Advocacy Theme Lead will work in collaboration the Faulty of Medicine Office of Inclusion and Diversity (OID) to establish an anti-oppression and advocacy curriculum advisory committee, which will advise in the design, development, integration, implementation, and evaluation of the anti-oppression and advocacy curricular theme and the incorporation of intersectional cultural safety, anti-oppressive praxis, including but not limited to anti-racism, gender based equity, anti-colonialism, and advocacy teaching and learning throughout the MD Program curriculum. The committee will also provide advice regarding anti-oppression and advocacy content development and delivery for PGME residency programs. The committee will include medical student and PGME learner representation, and will endeavor to consult with community stakeholders. It will enable learners and other stakeholders to provide feedback regarding existing advocacy and anti-oppression curriculum and provide recommendations for curricular change.

Social Justice, Anti-Oppression and Advocacy Curriculum Development and Management

In consultation with the MD Program Curriculum Committee and the anti-oppression and advocacy curriculum advisory committee, the incumbent will:

1. Provide leadership in conceptualizing, developing, integrating, and evaluating the educational elements that will constitute a curricular theme in social justice, anti-oppression and advocacy across four years of the MD Program curriculum, including support for education leaders for anti-oppression-related curricular changes.

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

3. Endeavour to ensure that educational content, methods, and assessment, including but not limited to those that are explicitly related to anti-oppression and advocacy education, do not reproduce or contribute to oppressive power structures or inequities, and that content is consistent with the MD Program’s goals and objectives, and fosters the development of knowledge, skills and professional attitudes appropriate to the practice of medicine.

4. Assist with the recruitment of teachers, faculty development programming, and the development of resources for effective anti-oppression and advocacy teaching in the MD Program.

5. Provide support for learner-led research and extra-curricular programs/events related to the social justice, anti-oppression and advocacy theme.

6. As appropriate, share, present and publish scholarly findings related to the design, implementation, outcomes and evaluation of the anti-oppression and advocacy curriculum.
7. Attend appropriate local and national meetings (where funding permits) relevant to duties and responsibilities.

8. Provide an annual report on curriculum activities for the MD Faculty Lead, Portfolio and Theme Integration, Foundations and Clerkship Directors, the MD Program Curriculum Committee and the anti-oppression and advocacy curriculum advisory committee.

9. Provide reports, as needed, for LCME/CACMS accreditation.

With respect to PGME, the Social Justice, Anti-Oppression and Advocacy Theme Lead will act as an advisor/consultant to:

1. PGME leadership regarding equity-related curricular/education concerns expressed by learners or other stakeholders.

2. PGME residency programs on anti-oppression and advocacy curricular content development and delivery.

**Qualifications and Skills Required:**

The Temerty 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, persons with disabilities, 2SLGBTQIA+ persons, and others who may contribute to the further diversification of ideas.

1. Interest and experience in anti-oppressive pedagogies and praxis as well as advocacy-related education
2. Demonstrated abilities in medical education, research and innovation
3. Demonstrated knowledge and skills in the educational design of courses, teaching, and learning
4. Demonstrated capacity for collaboration and application of collaborative processes

**Term**

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