



**2022-2023**

# **SESSIONAL LECTURER AVAILABLE POSITIONS CUPE 3902 UNIT 3 (EXTERNAL APPLICANTS)**

## **This job is posted in accordance with the CUPE 3902 Unit 3 Collective Agreement**

*(Unit 3 represents persons who are NOT undergraduate or graduate students, or post-doctoral fellows, affiliated with the University of Toronto. See the Collective Agreement posted at <http://www.hrandequity.utoronto.ca/current-staff/unionized/cupe-local-3902-unit-3.htm> for a full description of the Unit 3 bargaining unit)*

Below are Sessional Lecturer positions available on the University of Toronto Mississauga Campus during the **2022-23** academic year. Persons wishing to teach any of these courses should complete an on-line application on or before the indicated deadline. Applicants are also required to email a Curriculum Vitae to [frances.rankin@utoronto.ca](mailto:frances.rankin@utoronto.ca) in order to be considered.

The University of Toronto is strongly committed to diversity within its community and especially welcomes 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.

**The on-line application form can be found at**  
<https://www.md.utoronto.ca/faculty-information>

Applicants not able to apply on-line should contact:  
Frances Rankin at  
905-569-4602  
[frances.rankin@utoronto.ca](mailto:frances.rankin@utoronto.ca)

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**Date Posted:** April 14, 2022

**Deadline:** May 5, 2022

**Session:** September 1, 2022 to May 31, 2023

**Rate of Pay:** According to the current collective agreement between the University and the Canadian Union of Public Employees, Local 3902, the rate of pay effective September 2020 for "H" course is:

|                                        |                                            |
|----------------------------------------|--------------------------------------------|
| <b>Sessional Lecturer I:</b>           | <b>\$8,489.67</b> inclusive of 4% vacation |
| <b>Sessional Lecturer I Long Term:</b> | <b>\$8,869.25</b> inclusive of 4% vacation |
| <b>Sessional Lecturer II:</b>          | <b>\$9,085.58</b> inclusive of 4% vacation |

**NOTE:** Preference in hiring is given to qualified individuals advanced to the rank of Sessional Lecturer II or Sessional Lecturer III in accordance with Article 14:12.

**Position:** Health Science Research Seminar Leader

**Course:** Health Science Research (HSR)  
Mississauga Academy of Medicine (MAM), UTM Campus

## **Course description:**

Health Science Research (HSR) is an introduction to the principles of research, directed at helping students understand

and use research to contribute to improving the health of people and populations, including First Nations, Inuit and Metis peoples, in Canada and globally. The HSR component of the MD Program at the University of Toronto is a two-year component of the Foundations Curriculum commencing September of 2018. The three major foci are to develop students' understanding of qualitative and quantitative methodologies and techniques: to help them appreciate translational research; and to facilitate their understanding and application of critical appraisal criteria to clinical practice.

The major teaching modalities employed in this course are:

1. **E-modules and Self-Study Time:** The e-modules are designed to provide a foundation in the principles and application of research. The key information and core knowledge presented in the e-modules are designed to help the student develop their practicum exercise.
2. **Seminar Sessions:** These small group sessions are Academy based and provide opportunities for students to discuss and apply (through structured tutorial activities) HSR material in a small group format.
3. **Practicum Exercise:** The practicum exercise is a longitudinal exercise that allows the student to apply the core research knowledge they learn in the HSR course. This exercise is intended to address a component of the human translational pathway from one of the four Canadian Institutes of Health Research (CIHR) pillars. Those students with previous research experience are expected to engage in a practicum exercise that is from a new and different CIHR pillar, in an effort to enhance and broaden their research skills.

Under the general direction of the HSR Director, the HSR Seminar Leader will be involved in facilitating 7, 2 hour sessions with a group of 8 -10 second year students, directed at helping students understand and use research to contribute to improving the health of patients and populations, and mentoring practicum exercises.

#### **Course principles:**

The principles of this course are for the students to:

- Develop capacity to integrate medical research in clinical practice
  - Promote evidence-based medicine and quality patient care
  - Develop the necessary skills to keep abreast and critically appraise new research findings
- Develop an understanding and appreciation of the human translational medicine pathway (increasingly important for all clinicians).
  - What is it? What is its impact? How do I apply it?
- Need to demonstrate understanding of:
  - The breadth of clinical research pathway (from basic to policy)
  - Concepts of critical appraisal which applies to all pathways
  - Concepts of human and animal research ethics

#### **Criteria / Details:**

- Applicant must have a Ph.D., MD, or MD, Ph.D. Health experience required, Trillium Health Partners experience is an asset.
- Experience designing and conducting research in real world health and clinical settings.
- Expertise in a wide array of quantitative and qualitative research methodologies and biostatistics.
- A passion for and demonstrated excellence in teaching.

- Experience supervising/mentoring students.
- Experience teaching at the college or graduate level.
- Sensitivity to the special needs and concerns of populations with challenging social and/or physical conditions.
- Classroom instruction, project marking, and experienced, direct mentoring skills are required.

#### **Schedule:**

- 7 seminars are scheduled on Wednesday afternoons 1-3:00pm, they will occur at the University of Toronto Mississauga Campus in the Terrence Donnelly Health Sciences Complex.
- **Seminar Dates:** Sept 14 2022, Oct 5 2022, Nov 2 2022 (librarian session), Jan 4 2023, Feb 1 2023, Feb 22 2023, April 19 2023 (Oral Presentations), Apr 26 2023 (Oral Presentations) (1-4 pm) \*please note an extra hour if your students want to meet with you

#### **Expectations**

- Meet one-on-one with the students
- Provide advice on research methods
- Collaborate with Course Director to revise/enhance course materials.
- Attend, at most, two faculty development sessions in the spring/summer preceding the fall of the start of the course.
- Meet with and provide advice/feedback to MAM students on practicum exercise.
- Review and provide ongoing feedback and consultation on the student's practicum exercise.
- Recommend attending seminar leader faculty development (FD) sessions prior to each seminar session. This is not mandatory.
- Facilitate each seminar session as per all seminar leaders.
- Grade as per seminar leader expectation (assessment includes providing feedback on practicum exercise progress report, evaluating the practicum exercise – written ~ 5-6 pages; oral presentation of the practicum (rubrics). Evaluating seminar participation.
- Ongoing MAM student practicum exercise consultations
- Provide consultation and review of student questions, practicum exercise, presentations and reports.
- Professionalism forms will be completed for all students.

#### **Student Assessment**

Faculty will be required to provide students with in-group verbal feedback, and to facilitate peer-to-peer feedback when appropriate.

Faculty will be asked to complete an evaluation of teaching on each student.

#### **Faculty Support/Development**

If you are preparing to engage in this teaching role, the Office of Faculty Development in the MD Program will make available a variety of foundational resources that you can consult and/or attend prior to and during your role in this course. Additional enrichment resources will also be made available, in addition to the foundational opportunities, to assist you as you increase your expertise in these roles.

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