

# Continuing Professional Development Opportunities

Category	Role	Activity	Brief description	Volunteer/Paid	Format	Preparation involved?	Section	Learning activities	Estimated hours
Mentors	Mentor	Mentors faculty development	PA mentors meet approximately quarterly to learn interactively about mentorship-related content and support each other in a community of practice.	Volunteer	Online		1 and 3	Section 1 - Case-based discussions	1 hour approximately quarterly
	Mentor	Co-facilitating student group	Mentors lead small groups of students four times each year in the longitudinal 2-year Mentors Program to discuss themes related to their educational development stages. Mentors also review and provide feedback to students on written reflections following group meetings.	Volunteer	Online, synchronous	Mentors prepare at the start of their 2-year term by reviewing orientation material and reading academic articles on mentorship. Mentors prepare for small group meetings by reviewing content posted for learners.	1, 2, and 3	<b>Mentors - Preparation</b> - Section 2 - Individual Learning - Activity Preparation <i>Describe the focus or title of the activity:</i> Preparing to deliver a teaching session or presentation  <b>Mentor/Student Quarterly meeting</b> - Section 1 - Case based discussions - <i>Activity title:</i> Mentor/Student - meeting to discuss themes related to educational development stages.  <b>Feedback on Reflective essays</b> Those providing feedback - Section 3 - Feedback delivered	Section 1: 18 hours per 2-year term  Section 2: 10 hours per 2-year term  Section 3: 10 hours per 2-year term
Objective Structured Clinical Examination (OSCE)	virtual Objective Structured Clinical Examination (vOSCE) Rater	Assessing student performance in a vOSCE	vOSCE raters review student performances in video-recorded vOSCE stations and provide feedback to students in the form of a grading rubric and individual feedback.	Paid	Online, asynchronous	Raters review orientation and instruction material.	2	Section 2 - Educational content review - Reading, Listening, Watching  Section 3 - Feedback delivered	5-6 hours per iteration
	virtual Objective Structured Clinical Examination (vOSCE) Facilitator	Playing patient role	vOSCE facilitators perform the role of a standardized patient in a virtual OSCE station. Students conduct a simulated assessment, examination, diagnosis, and/or patient education and counselling.	Paid	Online, synchronous	Facilitators review orientation material and case assignments. They attend a short pre-briefing prior to the vOSCE and a short debrief at the conclusion.	1 and 2	Reviewing orientation material Section 2 - Individual Learning - Reading  Attending meeting Section 1 - Case based discussion - <i>Activity title:</i> Pre-briefing prior to vOSCE	6 hours per iteration
Admissions	Admissions File Reviewer	Assessing applicant files	Admissions file reviewers review, assess, and score assigned sections of the applicants' PA program admissions applications. Each reviewer is assigned 16-18 application sections.	Volunteer	Online, asynchronous	Reviewers review orientation and instruction material.	2	Reviewing orientation and instruction materials Section 2 - Individual Learning - Reading, Listening, Watching	2-4 hours per iteration
	virtual Multiple Mini Interview (vMMI) Reviewer	Assessing applicant videos	vMMI reviewers review PA Program applicants' video-recorded vMMI interviews. Reviewers complete a scoring rubric and provide additional comments, as needed. Each reviewer is assigned approximately 12-15 vMMI videos.	Volunteer	Online, asynchronous	Reviewers review orientation and instruction material.	2 and 3	Reviewing orientation and instruction materials Section 2 - Individual Learning - Reading, Listening, Watching  <b>Completing the scoring rubric</b> Providing additional comments - as needed Section 3 - Feedback delivered	6 hours (1 hour review, 5 hours rating)
Campus Block	Campus Block Facilitator	Small group teaching	Facilitators lead small group learning sessions, which typically involve simulated patient encounters, clinical skills practice, clinical and surgical skills practice, and clinical case discussions. Facilitators provide feedback on student performance. Several courses utilize campus block facilitators, including Clinical Skills 1 and 3 in Year 1, Diagnostic Techniques and Procedures in Year 1, and Clinical course in Year 2.	Paid	In person	Facilitators review orientation material and assign cases and/or clinical content topics.	1, 2, and 3	Reviewing orientation material Section 2 - Individual Learning - Reading, Listening, Watching  Small Group Learning sessions Section 1 - Group learning - Small group sessions  Simulation activities Section 3 - Feedback received - Simulation activities - <i>Describe the focus or title for this activity:</i> simulated patient encounters	Section 1: 4 hours per half day  Section 2: 1 hour per half day  Section 3: 1 hour per half day

Note: Each activity in the MOC framework is assigned a different number of credits per hour of engagement in that activity. See the MOC framework for details to help you log your credits accordingly.