



Family & Community Medicine UNIVERSITY OF TORONTO

Interim Interprofessional Education Lead, BScPA Program

Job Description

Summary:

Reporting to the Program Director, and in keeping with the goals and objectives of the Physician Assistant Professional Degree Program and the Consortium of PA Education, the interim Interprofessional Education (IPE) Lead for the PA Program is responsible for the oversight of the IPE components of the BScPA Program curriculum.

Background:

All PA students participate in an IPE curriculum as part of their PA Program requirements, along with 11 other health and social care programs at U of T, representing approximately 4400 students. The [IPE curriculum](#) is coordinated and delivered in collaboration with the Centre for Advancing Collaborative Healthcare and Education (CACHE). The Foundational (required) IPE learning activities are embedded within existing BScPA courses. In Year 1 of the PA Program, the IPE learning activities are embedded in the PA Professional Competencies (PAPC) course, and in Year 2, they are embedded in the Clinical course. Additionally, PA students are required to complete a minimum of 2 IPE elective experiences, based on their interest.

The IPE Lead collaborates with PA Program leadership, and CACHE IPE leads to develop and plan IPE learning activities and to ensure all students meet IPE curricular requirements. The IPE lead will submit a report to the BScPA Program Curriculum Committee at the end of the academic year, or as requested by the committee chair. The goals are to represent the PA Program within the IPE curriculum and to support students in their IPE learning, as an integrated part of their overall education.

Duties and Responsibilities:

1. PA Program representative to the [InterFaculty Curriculum Committee](#) (IFCC) and other planning committees/working groups
 - Interim member, Interfaculty Curriculum Committee. The IPE Lead will attend monthly IFCC committee meetings with faculty leads from other health and social care programs to advance the IPE curriculum across U of T. Meetings are typically held on the first Tuesday morning each month, with some exceptions. (approximately 25 hours annually)

- Interim member, Interfaculty Pain Curriculum (“Pain Week”), delivered by the University of Toronto Centre for the Study of Pain. Pain Week is a 3-day IPE curriculum, attended by Year 2 PA students. It is typically delivered in early March during the PA Program campus block. The IPE lead will participate in Pain Week planning meeting throughout the year and participate as a facilitator during Pain Week. (approximately 25 hours annually)
 - PA Program representative in planning working group for *Safe Medication* faculty-led IPE Learning activity. The IPE lead will collaborate with IPE leads from Nursing, Medicine, and Pharmacy, to plan and deliver the Safe Medication IPE Learning Activity, which is usually held in February and attended by Year 1 PA students. The IPE lead will participate as a facilitator during this Learning Activity. (approximately 15 hours annually)
2. Oversee and guide BScPA students through the IPE curriculum (online and in-person), in collaboration with PA Program leads and CACHE. (approximately 25 hours annually)
 - Overseeing, scheduling, and planning the overall IPE curriculum requirements in the PA program, including learning activities in Year 1 and Year 2
 - Collaborate with CACHE to schedule and delivery IPE Curriculum Orientation
 - Track students’ attendance at IPE learning activities and completion of IPE requirements, in collaboration with CACHE. Communicate with students about attendance and completion issues, as needed.
 3. Facilitate IPE learning activities (online and in-person) (approximately 25 hours annually)
 - The IPE lead will facilitate all foundational IPE learning activities. (In addition to *Pain Week* and *Safe Medication*, as outlined above.)
 - Recruit additional PAs to facilitate IPE learning activities (with program admin support)

Qualifications and Skills Required:

- Canadian Certified Physician Assistant
- Member of CAPA and CPSO, and in good standing
- Minimum 3 years clinical experience
- Demonstrated competence in interprofessional collaboration in the clinical environment
- Proven abilities in education and coordination
- Experience in interprofessional education preferred
- Availability to respond to student inquiries within 24-business hours
- Technological skills appropriate for participating in online meetings and learning activities

Terms:

- Term of appointment is one year (13 months) from June 1, 2025, to July 1, 2026
- This 13-month contract is to cover faculty leave (June 1, 2025, to July 1, 2026)

- A stipend is provided for this position equivalent to 0.05 FTE (average of one half-day every other week)
- For eligibility for faculty appointment at the University of Toronto, see details on Status-Only (non-MD) Faculty Appointment Application OR University Adjunct Lecturer (non MD) Appointment Application - <https://www.dfc.utoronto.ca/application-process-and-packages>

To apply for this position, please forward cover letter and CV to: paprogram.coordinator@utoronto.ca by **April 1, 2025, at 5pm.**

Information on the Physician Program is available at: <http://www.paconsortium.ca/>

Lived Experience Statement

Candidates who are members of Indigenous, Black, racialized and 2SLGBTQ+ communities, persons with disabilities, and other equity deserving groups are encouraged to apply, and their lived experience shall be taken into consideration as applicable to the posted position.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Diversity Statement

The University of Toronto embraces Diversity and is building a culture of belonging that increases our capacity to effectively address and serve the interests of our global community. We strongly encourage applications from Indigenous Peoples, Black and racialized persons, women, persons with disabilities, and people of diverse sexual and gender identities. We value applicants who have demonstrated a commitment to equity, diversity and inclusion and recognize that diverse perspectives, experiences, and expertise are essential to strengthening our academic mission.