



# Family & Community Medicine UNIVERSITY OF TORONTO

## **Interim Course Director, BScPA Program Physician Assistant Professional Competencies**

### **Job Description**

Reporting to the Program Director, and in keeping with the goals and objectives of the BScPA Physician Assistant Professional Degree Program and the Consortium of PA Education, the interim course director (ICD) of the Physician Assistant Professional Competencies (PAPC) course (course code PAP119, 129, 139), has overall responsibility for planning, delivering, assessing student progress, and evaluating the PAPC course for undergraduate students in the BScPA Program (“the program”), during the specified academic period.

#### **Course Description:**

This course explores the PA profession and the roles and responsibilities of a practicing PA, focusing on the Ontario and Canadian perspectives. This course examines the development of the PA profession in Canada, scope of practice, and expected competencies of a PA upon entry to practice, in the context of the CanMEDS-PA and EPA-PA frameworks. Additional competency areas that will be highlighted in the course include interprofessional team-based practice, collaborative relationships in the healthcare team, reflective practice, professionalism, patient and professional advocacy, communication skills, social determinants of health, EDI topics, quality improvement, and patient safety. This course will promote the value of developing a professional identity and participating in continuing professional development as a life-long learner. This course also includes the first-year PA interprofessional education (IPE) curriculum, with several foundational IPE activities.

This course will also introduce the structure of the Ontario and Canadian Health Care systems. Students will develop their skills in reflective practice and identify study and self-care strategies to help maintain wellness and a healthy school-life balance.

In this course, students will create a Learning Portfolio, which will include two main components: One component is the Mentors Program, in which students will participate in quarterly small group meetings with practice PA mentors, reflecting and discussing key milestones in their PA development. The second component is a self-assessment, which will allow students to reflect regularly on their academic progress.

Most of this course is delivered online, utilizing the University of Toronto’s online course management system (Quercus).

This is an established course and the course director going on sabbatical will hand over the expectations of the course delivery. There is no requirement to create or modify any significant content in this course but may require some updating to be current i.e. inclusion of the newly approved CPSO registration for PAs.

## **Duties and Responsibilities:**

### **1. Overall design of the course**

a) Goals and objectives: The ICD will further ensure that all students are appropriately and fairly assessed to determine their attainment of the required course competencies.

b) Overall plan for course delivery:

The ICD will oversee that the course content is updated in the learning management system (Quercus). The ICD will ensure the schedule is up to date, appropriate session content is available to students, and that due dates, quiz, and assignments instructions are clearly posted in a timely manner.

The ICD will work collaboratively with other course directors and program faculty to ensure a balanced and coordinated first-year educational program. The ICD will also collaborate with the Interprofessional Education (IPE) Lead, program faculty, and staff to schedule IPE learning activities embedded in this course.

The ICD is responsible for communicating regularly, and in a timely manner, with the program team, to keep them updated regarding any course-related issues or requests. The goal is to ensure a smooth and efficient delivery of the course.

c) Oversee the Mentorship Program: The ICD will oversee the Mentorship program, which is embedded in this course, as well as in Year 2 of the program. This may involve, but is not limited to, recruiting PA mentors, organizing the longitudinal small groups, and collaborating with program staff and leadership to schedule small group meetings and address any student concerns.

d) Preparation of an annual report: At the conclusion of the course, the ICD will prepare an annual course report, which will summarize the delivery of the course iteration during that year. The course report will include information from student evaluations, and a summary of successes and areas for improvement. The ICD will review the course report with the program director and/or academic coordinator, provide input on course updates for future iterations, and present a summary of the course report at a curriculum committee meeting.

### **2. Course Schedule**

The ICD is responsible for scheduling all sessions within the course, that aligns with the rest of the PA course and will work the Academic Coordinator on this. This is enhanced by consultation with other course directors to ensure that as much as possible there is integration of topic areas, appropriate flow of information, avoidance of overlap, and promotion of topic continuity.

The course is delivered longitudinally over a full academic year, from September through August.

### **3. Collaborations and Committee participation**

The ICD is responsible for delivering the course content. In some cases, this will include inviting suitable guest facilitators. Interprofessional and multidisciplinary involvement is encouraged.

The ICD will attend and participate in regular curriculum committee meetings (4 per year), as well as progress review committee meetings (as needed), to review the progress of students in difficulty, as needed. The ICD will also facilitate at least one IPE learning activity per term, over the three academic terms per year.

### **4. Course materials**

The ICD will ensure that appropriate learning materials and resources are available to support learning of the course content. This includes complying with copyright policies. As mentioned above the course is housed on Quercus and all online classes occur on MS Teams. The ICD will receive a UTORID login to access these platforms and the outgoing Course Director will review these with the ICD.

### **5. Student assessments**

- a) Tests and quizzes: The ICD will ensure that appropriate tests and assessments are prepared for the course. The ICD is responsible for ensuring that all student assessments are completed by the deadline and submitted appropriately. Tests and quizzes are to be reviewed as per program policies with item analysis, where appropriate. Test/quiz proctoring must follow the program policies and procedures.

The ICD will schedule and oversee the delivery of quizzes. During quizzes, the ICD or their designate will be available to make decisions if any issues arise. The ICD will communicate with students who request deferred assessments, or who request review and possible mark adjustment of examination scores, according to program policy and will need to update the Academic Coordinator.

- b) Other assessments: The ICD will follow the assessment plan to determine students' attainment of course competencies. Clear assignment instructions and rubrics will be prepared and provided to students in a timely manner, and appropriate marking schemes will be implemented. At least one student assessment must be completed and marked prior to the mid-term of the course.

Some assessments in this course are not graded and are marked as complete/incomplete. These include IPE requirements, learning portfolios requirements (Mentors Program and self-assessment), and various modules. The ICD will track student completion of these assessments. All assessment components in the course must be completed and passed by each student to receive course credit. The ICD is responsible for tracking this and communicating with students regarding missing or failed assessments, working with the academic coordinator and program director to determine a suitable plan of action.

- c) Grading assessments: The ICD will ensure that all student assessments are marked and available for student review within four weeks of completion of the assessment.
- d) Identification and support for students in academic difficulty: The ICD will implement strategies to identify students in difficulty as soon as possible through communication with the student

and the academic coordinator or program director. The ICD will note students who fall below minimum standards on their course assessment scores. The ICD will meet with any student who is having difficulty or who has not met minimum standards, to explore possible contributing factors for their performance, and advise on available support. The ICD will discuss these students with the academic coordinator or program director for further intervention, as needed.

## 6. Course evaluation

- a) Evaluation procedures: The ICD will ensure course evaluation procedures are suitable to meet the needs of curriculum planning and revision. The ICD will ensure that the course overall and the individual events are suitably evaluated, and that evaluation feedback is communicated to teachers in a timely manner.
  
- b) Individual student concerns. The Course Director is also available to meet with individual students to discuss any concerns related to their academic progress or any course-related issues.

## 7. Reporting

The Course Director reports to the BScPA Program Director.

### Qualifications and skills required:

- Physician assistant or physician
- At least 5 years of clinical experience
- Member of CAPA and CPSO, and in good standing
- Proven leadership skills emphasizing collaboration and teamwork
- University faculty appointment (or willing to pursue appointment) is required\*
- Demonstrated abilities in health professions education
- Availability to respond to student inquiries within 24-business hours
- Technological skills appropriate for directing an online course

### Term:

- 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)
- This course will require approximately one-half day a week, with the work being heavy in the first 6 months

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

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

\*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>

**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.