

## **Local Education Group Academic Deliverables and Payment Process**

To facilitate the implementation of the Local Education Groups, NOAMA, working closely with NOSM Academic programs, has prepared this framework document. This document will address:

- a) Guiding Parameters;
- b) the respective responsibilities of NOSM and the Local Education Groups (LEGS) for the specific academic deliverables, and
- c) a payment process for the NOSM clinical teaching.

The Guiding Parameters set out a series of principles and statements that have been agreed to by NOSM and NOAMA.

### **A. GUIDING PARAMETERS**

- 1) NOAMA and the LEGS acknowledge NOSM's Rights as indicated in Section 11.1 of the AFP Agreement:

11.1 **NOSM's Rights.** Nothing in the Agreement shall derogate from the rights and responsibilities of NOSM to:

- (a) continue to set standards with respect to the quality and quantity of education and scholarly activity by the members of NOSM;
- (b) continue to appoint academic staff at NOSM and set policies with regard to appointment, promotion and tenure;
- (c) set academic standards for NOSM; and
- (d) establish academic programs at NOSM.

- 2) **DEFINITION:**

Under the AFP, "**Academic Activities**" means teaching and/or research and any activities relating to teaching and/or research, as determined by the Governance Organization. Academic activities related to physician learners are funded.

Example: clinical teaching of physician assistants is not funded by the AFP.

- 3) All payments for NOSM clinical teaching of physician learners in smaller communities where a LEG is established will be distributed through the LEG. Similarly, NOSM

payments for clinical teaching in specialties or subspecialties, where a LEG exists for that speciality in the site, will be distributed through the LEG.

Faculty members who choose not to be a part of the LEG, are still required to be scheduled and paid by the LEG. The LEG can contract with and pay non-LEG faculty such as locums. In doing so, the LEGS must comply with NOSM's policy for clinical faculty and locums.

Examples:

- a) LEG Community - West Nipissing
  - LEG uses a locum for clinical teaching. The LEG will pay the locum.
- b) Sudbury Emergency LEG
  - An emergency physician provides the NOSM elective. The physician is not part of the Emergency group LEG. The LEG will pay the physician.
- 4) One combined payment which includes the NOSM stipend for clinical teaching and the AFP enhancement will be forwarded quarterly in advance by NOAMA to the LEG. The timing will be dependent upon NOSM program confirmation of clinical teaching assignments and NOSM determination of stipend teaching amount. **Future advances will be forwarded pending confirmation from NOSM to NOAMA that the previous academic deliverables (the assigned clinical teaching and learner assessments/evaluations) have been completed by the LEG.**
- 5) NOSM's approved **Clinical Teaching Compensation Plan** is used to determine NOSM's funding transfer to NOAMA for distribution to the LEGs.
- 6) The **NOSM Undergraduate Clinical Teaching Days** used to establish the funding in the AFP are used to determine the amount of eligible payments for clinical teaching from the AFP.
- 7) The payment process for physicians who are not working in a LEG, or within a LEG department, will remain the same subject to review by NOSM programs for the NOSM payments and the NOAMA Board for AFP enhancements.

## **B. NOSM'S ACADEMIC RESPONSIBILITIES**

- ✚ **Academic program development is the responsibility of NOSM and its' academic governing committees. Members of LEGS are valued contributors to this process and may be requested through their NOAMA approved LEG agreements for contributions.**

For greater clarity, NOSM's academic responsibilities include:

- a) Curriculum development, content determination, scheduling of Structured Academic Sessions including but not limited to:
  - Whole group sessions (WGS)
  - Topic Oriented Sessions (TOS)
  - CBL
  - Lab
  - DTS
  - SCS
  - Virtual Academic Rounds (VARs)
  - Academic half days (Postgraduate)
  - Crisis Management workshops (postgraduate “bootcamps” and others)
  - Exam preparation for residents – mock oral exams, OSCEs etc.
- b) Assignment of learners to LEGS for Clinical educational experiences.
- c) Remediation of Learners:
  - Formal remediation of Learners who have not successfully completed program requirements (i.e. could be academic session or clinical placement).
- d) Formal Journal Clubs.
- e) Establishment of academic reporting requirements to support learner assessment, faculty and program evaluation, and Ministry funding reports.
- f) Any activities required to support and maintain academic program accreditation requirements.

### **C. NOAMA'S RESPONSIBILITIES**

- ✚ To collaborate with NOSM and the PCTA to facilitate the alignment of Academic Deliverables with NOSM's mandate and administer the funding in accordance with the AFP.
- ✚ To establish LEG reporting requirements to meet the accountability framework included by the Ministry of Health and Long-Term Care in the AFP.

## **D. ACADEMIC DELIVERABLES - LOCAL EDUCATION GROUPS**

### **1) BASE ACADEMIC ACTIVITIES - MAY INCLUDE ANY OF THE FOLLOWING:**

#### **a) CLINICAL SUPERVISION (PRECEPTING)**

##### **i. Undergraduate:**

The clinical faculty members are assigned a medical student for a specified time period, normally 4 weeks. During this period, students learn to interview patients, develop rapport and empathy, conduct examination and join the interdisciplinary team in the treatment of patients. These clinical experiences may cover inpatient and outpatient settings, including specialized clinics.

##### **ii. Postgraduate:**

Clinical faculty members are assigned a resident for a defined period of time usually 4 – 12 weeks. During this period residents undertake clinical duties commensurate with their level of training, under the supervision of faculty preceptors. These responsibilities include the clinical care of patients as part of an interdisciplinary team, supervision of junior learners, and clinical organizational responsibilities. Rotations may cover inpatient and outpatient settings including specialized clinics.

#### **b) CASE-BASED LEARNING IN THE CLINICAL SETTING**

This will include small group learning based on clinical cases seen in the inpatient unit and outpatient clinics while assigned to the LEG. Learners will experience different types of clinical cases in the respective clinical disciplines. The faculty will meet with the students to further explore each case to discuss the clinical interventions applicable to each individual patient. Evidence-based health issues can be discussed in didactic and small group learning sessions.

#### **c) INFORMAL MENTORING**

Integral to the clinical supervision is the ongoing informal mentoring and academic support to learners to assist them in completing a successful clinical experience in the LEG.

#### **d) LEG JOURNAL CLUBS**

LEGS may have established journal clubs for their faculty and invite NOSM learners to participate. Each member of the faculty may present clinically relevant and recent journal articles to the clinical discipline. The discussion will focus on translating recent research findings to clinical settings. Medical learners will be asked to critically appraise relevant journal articles and receive formal feedback on their presentations and critical appraisal. The type of study, methodology, study results and application to clinical settings will be emphasized. Evidence-based health issues will be discussed in didactic lectures and small group learning sessions. (Monthly journal club meetings for medical learners.)

e) ROUNDS

Faculty members of the LEGs may present clinically relevant topics on a regular basis. Recent advances in treatment modalities could be discussed. Learners would be included in these sessions. Residents would be expected to present rounds and receive formal feedback.

**2) EXPANDED ACADEMIC ACTIVITIES - MAY INCLUDE ANY OF THE FOLLOWING:**

a) POSTGRADUATE ACADEMIC HALF DAYS

- i. Faculty members of LEGS will be requested to take part as presenters or facilitators for Postgraduate Academic half days. This will involve preparing presentations for residents or acting as a facilitator for problem based learning according to the established academic schedule developed by the residency program committee. It may also involve facilitating procedural skills workshops.
- ii. Faculty members may be asked to take part in case writing retreats to develop the postgraduate academic curriculum resources.

b) POSTGRADUATE SIMULATION SESSIONS

Faculty members may be asked to take part as teachers during postgraduate simulation sessions e.g. Family Practice Anesthesia Boot Camp, PGY3 Family Medicine EM Crisis Management sessions, Pediatric Boot Camp.

c) POSTGRADUATE EXAM PREPARATION

Faculty members may be asked to take part in exam preparation for residents e.g. mock oral exams, practice OSCEs, etc.

d) RESIDENT MENTORING AND ADVISING

Faculty members may be asked to act as formal mentors/advisors for residents to assist the resident with career planning and oversee their progress through the residency program through regular formal meetings. These meetings may include a formal review of a learning portfolio.

e) POSTGRADUATE ADMISSIONS/RECRUITMENT

Faculty members may be asked to take part in file assessment and interviews of applicants to residency programs. This would be a voluntary activity.

f) LEARNER ASSESSMENT/EVALUATIONS

LEG is responsible to ensure that all learner assessments are completed and submitted on a timely basis to NOSM in accordance with NOSM requirements. NOSM is required to maintain records and document learner progress toward successful completion of the

program and resulting graduation for UME learners, and completion of residency training for PG learners.

g) LEG PROGRAM EVALUATION AND FACULTY ASSESSMENT

Review of all aspects of the LEG teaching mandate, including local program delivery, will be completed on a regular basis in partnership with NOSM. This data can be used to foster a culture of continuous improvement and determine opportunities for expansion or enhancement of the LEG academic deliverables.

Faculty Assessment is an integral to the promotion process. As part of the culture of continuous improvement, LEGS are encouraged to support this process and faculty development opportunities as a base academic activity.

**3) OTHER ACADEMIC DELIVERABLES**

As set out in the LEGS Academic Funding template, LEGS may undertake other academic activities, including research, faculty development, etc.

a) RESEARCH PROGRAM DEVELOPMENT

In support of NOSM's academic mandate, LEGS are encouraged to consider the development and implementation of a research plan for their faculty. Involvement in and exposure of NOSM learners to research is a critical component of their academic programs and their development as physicians.

b) LEG ACADEMIC PROGRAM DEVELOPMENT

While NOSM programs, through its' governance structure, has primary responsibility for program development, there may be opportunities where as a result of negotiations **between with the NOSM undergraduate and/or postgraduate education,CEPD and NOAMA, the LEG may be requested to consider undertaking other academic activities.** Examples are included in Appendix "A".

**E. PAYMENT PROCESS**

**1) Guiding Parameter**

**All Academic Deliverables for the academic year July 1, 2012 to June 30, 2013 require sign-off by the Associate Deans of the NOSM Academic Programs.**

Academic Deliverables include:

- Clinical Teaching Months NOSM has approved or planned for the LEG;
- Other initiatives that NOSM Associate Deans have signed off on:

- Journal clubs, M&M rounds, small group educational events, remedial academic activities, etc.

Initially, approval may only be given for clinical teaching months by NOSM.

## **2) Clinical Teaching Months**

- NOSM's academic programs have determined the total clinical teaching months required to meet their respective program requirements for the 2012-13 academic year.
- There will be changes to these teaching months due to learner program changes (postgrad rotations, elective learner additions, etc.).
- This information is summarized in the NOSM scheduling system for all programs except Phase 2 Year 3 Undergraduate learners. The scheduling of Year 3 learners to a community is maintained in UME.
- Effective for the academic year of July 1, 2012 to June 30, 2013, clinical teaching months will be assigned to the LEG where the learner is going to a LEG community or where a LEG group exists for the discipline.
- Where there is a LEG in the CCC community, the learners will be assigned to the LEG.
- The primary contact for learner assignments to the LEG will be the Physician LEG lead or his/her designee.

## **3) Quarterly Payments to LEGS for Clinical Teaching Months**

- The total clinical teaching months confirmed for the LEG for the next quarter will be summarized by each Academic Program and submitted to NOSM Finance and NOAMA at the beginning of the quarter using the reporting template.  
**NOTE:** Due to delays in implementation, clinical teaching payments for July to September will be made in September to LEGS with approved governance agreements.
- NOSM Finance will determine the total NOSM clinical teaching funding to be paid to NOAMA for distribution to each LEG based on the templates submitted by the programs.
- NOAMA will determine the AFP allocation to each LEG for the clinical teaching.
- NOAMA will issue one payment to the LEG for all of the clinical teaching planned for the quarter.
- LEG queries regarding the number of clinical teaching months will be resolved by the respective NOSM academic program.

## **4) Confirmation of Completion of Clinical Teaching**

- Each NOSM program has an existing process to determine if the clinical teaching has been completed by the physicians. This same process may be used to determine if the LEG has completed the clinical teaching requirements.

- UME – Clinical teaching is completed when the learner assessments are received from the LEG by UME.
- PGE – Clinical rotation is completed when the resident assessment/evaluation is received from the LEG by PGE.
- Electives – Clinical teaching is considered completed after the LEG confirms attendance of the learner.
- Future advances to the LEG require confirmation by the NOSM program of completion of previous academic deliverables.

#### **5) Process for Participating Physicians in Communities or Disciplines Where No LEG Exists**

- NOSM's existing processes for determination of completion of clinical teaching noted above will continue in each program.
- NOSM will continue to forward clinical teaching payments directly to the physician.
- NOAMA will receive from NOSM academic programs the clinical teaching information and provide the NOAMA Board approved enhancement within the approved timeframes.



## **LEG ACADEMIC PROGRAM DEVELOPMENT**

### **EXAMPLES OF OTHER ACADEMIC ACTIVITIES LEGS MAY BE REQUESTED TO CONSIDER UNDERTAKING**

---

- Initiative to Expand LEG Academic Deliverables.
- Small distributed learning sites may wish to develop and maintain a quality post-graduate experience that may only be accessed intermittently. Demonstration of alignment with and support of NOSM program planning is required. Deliverables would include the status report of the program development plan, and implementation timing. Requesting AFP funding to provide a stipend for a LEG physician to act as the site facilitator for this initiative may be considered.
- Participation in development of an accredited postgraduate program.
- Participation in NOSM formal remediation.
- Delivery of NOSM Structured Academic Sessions.