



Drs. Tiffany Chao and Anna Weiss are seeking faculty members interested in serving as Pathway Mentors for 4<sup>th</sup>-year medical students enrolled in the Measey Specialty Transition to Residency Program (STeP). Individuals are asked to **self-nominate to their department chair by June 30<sup>th</sup>**, with a copy of their CV and a brief statement of interest and experience. Nominees will be advanced to Drs. Chao and Weiss by their department chairperson and will be interviewed for final selection by mid-July. *See below for descriptions of the Measey STeP program and the Pathway Faculty Mentor role.*

### **Measey Specialty Transition to Residency Program (STeP)**

**Program Goal:** To better prepare students in their final year of medical school for residency training and their future roles as physicians by:

1. Providing a structured program to help graduating medical students prepare for specialty -specific roles and responsibilities.
2. Revisiting the basic sciences in the final year of medical school with a focus on topics that are relevant to future practice in students' chosen specialties.
3. Applying skills in interpersonal communication, health systems science, quality improvement, critical appraisal of the literature, and common bedside procedures to prepare students for internship.
4. Harnessing the fourth year of medical school as an opportunity to facilitate the transition from UME to GME. Students will participate in interactive workshops and longitudinal coaching experiences during which they will receive ongoing feedback on specialty-specific competencies and will hone the skills needed for career-long mastery learning

**Program Description:** STeP is a 9-month required longitudinal experience that will begin September of the final year of medical school and will conclude in May. Students will join a specialty-specific Pathway Community based on their future career goals. Pathway-specific curricular content will be delivered in a week-long Foundations course, in monthly skills workshops, and in individualized, longitudinal coaching meetings with the students' Advisory Deans. Pathway Mentors will work with the STeP co-directors to craft the content for each Pathway's longitudinal curriculum and will serve as the primary point of contact for students in their Pathway Community.

### **Pathway Faculty Mentors**

There will be 8-10 Pathway Faculty Mentors, 1-2 for each of the pathways depending on pathway enrollment. These individuals will help adapt STeP curricular content to their specialty-specific pathway and will serve as the primary point of contact for their pathway's students. **Each Faculty Mentor will be provided 5% salary support for this role.**

Duties and Responsibilities include:

- Collaborate with STeP Co-Directors to adapt STeP Foundations and monthly STeP workshops content for the needs of students in a specialty-specific pathway

- Teach and/or recruit faculty to lead workshops in STeP Foundations and monthly workshops
- Work with Advisory Deans to help pathway students identify resources for independent learning to address knowledge gaps in specialty-specific core competencies

*Preferred Qualifications:*

- MD faculty member
- Experience working with medical students and residents
- Recognized as outstanding teacher/educator
- Demonstrated commitment to medical and/or graduate education
- Experience with curriculum development
- Experience with coaching or providing feedback
- Late Assistant, Associate or Full Professor on either AC or CE tracks
- cFTE at least 20%
- Pathway mentors should **not** be a program director or have direct involvement in residency selection

Please reach out either Dr. Tiffany Chao ([tiffany.chao@penncare.upenn.edu](mailto:tiffany.chao@penncare.upenn.edu)) or Dr. Anna Weiss ([weissak@chop.edu](mailto:weissak@chop.edu)) for more information.