

Core 1 Associate Course Director Responsibilities – Doctoring 1

The Perelman School of Medicine (PSOM) oversees academic affairs, education/evaluation of students, and appointments and assignment of faculty members with responsibility for teaching. As such, you agree to comply with all accreditation standards.

- In your interactions with PSOM students, you are responsible to provide an appropriate learning environment and access to appropriate resources for medical student education.
- You should adhere to the goals and objectives of the curriculum and contact the Director of Medical Education should any issues arise.

The Associate Course Director reports to the Course Director, who reports to the appropriate Associate Dean(s) for Curriculum. The Curriculum Office works closely with Department Chairs to make sure that faculty are supported and protected with time to administer this important role. Associate Course Director is a position appointed by the Senior Vice Dean for Medical Education, and all effort distributions are at the discretion of the Dean and/or their designees in collaboration with the Chairs.

Roles and Responsibilities – Work with the Course Director to:

- Develop course goals, objectives, and content
- Oversee the curriculum of the course
- Identify lecturers and small group preceptors
- Coordinate all aspects of the course, including:
 - integrate subject material between sessions
 - develop class schedule
 - select and post required and recommended session resources
 - compile teaching-related materials
 - contact the Curriculum Team to coordinate lab and classroom scheduling
 - contact the Curriculum Team to ensure all electronic course materials are made available through Canvas
 - prepare and score any assessments and examinations
 - review all evaluations at the end of each section and respond to issues as indicated; and report concerns to the Director of Medical Education
 - oversee any remediation in collaboration with the appropriate Associate Dean(s)
 - notify the appropriate members of the Undergraduate Medical Education Leadership Team (UMELT) of potential lapses in professionalism and/or academic concerns
 - develop and update curriculum mapping tools for the Course
 - provide faculty assignments to the Associate Dean for Medical Education and Assessment
 - provide student feedback to faculty within the Course
 - attend course representative meetings, operational committee meetings, and working groups
 - assure that all faculty with major teaching roles have PSOM academic appointments

Expectations

- Must provide alternate contact information to the Curriculum Office for time away from the office during the time the block is being taught and arrange appropriate coverage
- Stay current with email communications (within 1 working day response) regarding the block
- Attend and participate in Med Ed Grand Rounds. Effort should be made to attend the live presentation but note that all are available live and archived on MediaSite.

Responsibilities of the Curriculum Office to support the Associate Course Director

- Provide feedback and benchmarking data on the block and performance
- Timely response to email and issues that arise (within 1 working day)
- Provide Faculty Development opportunities
- Provide educational materials and opportunities to support your development including Med Ed Grand Rounds and Journal Club
- Meet with your chair, if needed, to protect your time for your block oversight
- Support your career enhancement and be accessible and helpful in the Appointments and Promotions process
- Curriculum Office support, including deadline reminders, learning management system support, scheduling, classroom maintenance

Doctoring 1 currently includes the following sessions (each session includes a plenary, followed by small group discussion):

MS1 Fall semester – 11 sessions

MS1 Spring semester – 9 sessions

MS2 Fall semester – 3 sessions

The goals and objectives of the Doctoring 1 course:

Doctoring 1 is focused on the students learning, developing, and using skills that enable thoughtful reflection, discussion and analysis of the social, cultural, and structural issues of medicine, and their role in and influence on the relationships of the physician. The goals of the course are organized around three broad domains of skill development that have been labeled as internal (self-reflection and self-awareness); interpersonal (foundational relational listening and communication skills); and structural (skills for identifying and analyzing connections to social and institutional forces).

Internal: To be an effective healer, the physician must cultivate a healthy relationship with themselves. An essential element of this self-care is self-awareness and self-reflection. These skills are also important to the interpersonal relationships of the physician. This course will lay the groundwork for the continued development of skills of reflection and awareness by:

- Constructing spaces for students to explore their own norms and biases safely and honestly
- Exposing students to different techniques for processing experience
- Fostering humility by having students listen to and support each other in discussing and processing difficult topics

Interpersonal: Perhaps the most necessary skill for a physician is the ability to manage interpersonal relationships. Doctors must learn to be a productive and healing presence with their patients and health care peers, bridging differences in culture and experience. Doing so requires that they be receptive, compassionate listeners and dynamic, confident communicators. In this course we aim to accomplish that by allowing students to:

- Build fundamental, relational skills for engaged listening and effective communication
- Explore ways that power impacts interpersonal relationships and become familiar with strategies for managing interpersonal power
- Build a skill-set for constructing supportive spaces with their peers

Structural: Increasingly, physicians are required to understand and manage their relationship to healthcare institutions, government, and society. They must also seek to understand their patients' relationships to social, cultural, and economic institutions and be able to place individual encounters within the framework of these larger structural forces. This course will prepare students to think flexibly about these relationships by:

- Exposing them to concepts of structural determinism, power, and privilege
- Exploring ways to understand and frame individual encounters within broader structural and cultural frameworks

Salary support:

For CPUP faculty, 10% FTE (\$22,500) without fringe benefits, effective 01 July 2024