Foundations of Doctoring Curriculum Director Responsibilities and Expectations

The Foundations of Doctoring Curriculum (FDC) director is a critical leader in the education of medical students at the University Of Colorado School Of Medicine. Broadly, the responsibilities of this role include development and implementation of curriculum and experiences that introduce medical students to a humanistic approach to medical care. The FDC Curriculum equips students with the basic clinical skills required of any excellent physician regardless of their specialty. The FDC director will be responsible for leading and managing the curricula, its assessment and evaluation, recruitment of preceptors, and faculty development within the curriculum. This position will supervise four Associate FDC Directors, and will co-supervise two staff positions. This position will be evaluating medical students on clinical skills, knowledge and behaviors. The FDC director will work within the existing systems of SOM governance to ensure an educational environment that meets LCME standards and prepares students for 21st century medical careers.

The Foundations in Doctoring Curriculum is a 0.30-0.40 FTE position that will close on May 31st, 2018. Interested applicants can e-mail a letter of interest and CV to Deborah Stevens (Deborah.Stevens@ucdenver.edu)

Specific responsibilities:

Administration:

- Assume responsibility for FDC’s orientation including content, scheduling, assessment, grading, organization and course execution.
- Ensure syllabi, course materials, schedules, small group rosters (if applicable), and other content are of high quality, current, posted, easily accessible, and reflect the educational objectives and content being delivered.
- Serve as a resource and communicate in a timely manner with students, administrative staff, faculty and curriculum leadership.
- Meet regularly with FDC Student Representatives in Phases I & II, and maintain communication with Phase III Representatives.
- Revise CAPE Event proposals annually to reflect anticipated curriculum.
- Direct 4th year IDPT 8001 Tutoring in Foundations elective and co-direct IDPT 8016 Physicians as Educator elective.

FDC Execution and Program Innovation:

- Provide oversight of curricula and programs with a focus on development and implementation of FDC goals and session-specific objectives, linking stated objectives to educational strategies and learner assessment.
- Ensure all teaching faculty and students are aware and understand FDC’s competencies and learning goals.
- Ensure adherence to shared policies as developed by curriculum committees and OME leadership.
- Modify existing or develop new curricula or methods of delivery based on needs, changing LCME requirements, and as charged by curriculum oversight bodies.
• Actively participate in the development and maintenance of a curriculum map that includes goals, learning objectives, content, educational strategies and assessments.
• Ensure longitudinal integration of curricular content throughout the Phases.

**Curriculum Review, Continuous Quality Improvement, and Accreditation**
• Track, monitor, assess, and identify areas for improvement in the curriculum with the goal of continuous quality improvement or as dictated by the curriculum oversight bodies.
• With the assistance of the OME Evaluation Office, evaluate the effectiveness of the curriculum in achieving learning outcomes.
• Provide and present FDC reports to the appropriate Curriculum Committees (LCC and CSC) with the aid of the OME Evaluation Office.
• Meet with the appropriate Assistant Dean of Longitudinal Curriculum to report on the progress of improvements in the FDC curriculum.
• Provide data, descriptive information, and reports to communicate course content, instructional methods, assessment, and outcomes to support overall OME program and to ensure compliance with LCME standards and other reporting requirements (e.g., Curriculum Inventory).

**Student Assessment and Grading**
• Set clear expectations for student performance.
• Provide fair, and effective formative and summative assessments (with the support of the Center for Advancing Professional Excellence).
• Provide assessment results to students to support their learning and on-going development.
• Monitor reliability, validity and alignment of assessments with learning objectives and course content (with support of OME Evaluation Office).
• Develop a fair grading process and provide students with information on how grades are determined.
• Submit grades in a timely manner.

**Student Support and Remediation**
• Ensure early identification of students in academic or personal difficulty.
• Refer students with academic or personal difficulty to the Office of Student Life and work with the Office of Student Life and Remediation to develop and implement appropriate remediation plans.

**Faculty Recruitment, Support & Development**
• Recruit and develop faculty for delivering, facilitating, and precepting educational content.
• Work with the Academy of Medical Educators and curriculum office to address facilitator and preceptor faculty development needs.
• Assure a professional learning climate
• Participate and/or serve as primary back-up for FDC sessions including Clinical Interludes, assessments and remediation

**Supervision**
• Supervise and meet regularly with the four associate directors for FDC (Preceptorship, Communication, Physical Exam, & Clinical Skills) and ensure continued program success.
• In conjunction with the Assistant Dean of Curriculum, supervise the two Foundations in Doctoring staff (FDC Coordinator and FDC Preceptorship Coordinator).
• Ensure work is given to support staff prior to deadlines to allow adequate time for completion while recognizing competing responsibilities.

Collaborative meeting attendance and participation
• The purpose of the curriculum committee meetings is to improve and standardize elements of curriculum, develop policies, provide input, ensure compliance with LCME standards, as well as disseminate best practices. As FDC is a clinical longitudinal curriculum occurring within the Essentials and Clinical Core, FDC representation is included at LCC, ECBD, CBD and CSC meetings.
• Attendance and participation at these meetings and curriculum retreats are priorities.
• See specific curriculum committee bylaws for meeting frequency and minimum attendance requirements.