

Vanderbilt University School of Medicine: Educator Roles and Opportunities

This is a guide to educator roles and opportunities at Vanderbilt University School of Medicine (VUSM). Please reach out to the listed contact person with any questions. Additionally, here is a link to the VUSM AY25-26 catalog for additional information about VUSM:

<https://www.vanderbilt.edu/catalogs/kuali/som-25-26.php#/home>. Please feel free to reach out to us with any additional questions.

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Summary of Educator Roles at VUSM

Phase	Role	Effort Support	Contact Person
Foundations of Medical Knowledge (FMK) Phase [pre-clerkship]	Anatomy Faculty	Variable	Dr. Cathy Pettepher (cathy.pettepher@vanderbilt.edu)
	FMK Small Group Facilitator	FTE provided	Dr. Cathy Pettepher (cathy.pettepher@vanderbilt.edu)
Foundations of Clinical Care (FCC) Phase [clerkships]	FCC Master Clinical Teacher	Variable	Dr. Rachel Apple (rachel.apple@vumc.org)
Immersion Phase [post-clerkship]	Immersion Phase Course Director	Variable	Immersion Phase Leadership (immersion.phase@vanderbilt.edu)
	Immersion Master Clinical Teacher Director	Variable	Dr. Rachel Apple (rachel.apple@vumc.org)
Longitudinal Components	Foundations of Physician Responsibility 1: Small Group Facilitators (Interprofessional Facilitators, Health Systems Facilitators)	FTE provided	Dr. Heather Ridinger (heather.a.ridinger@vumc.org) Dr. Ryan Buckley (ryan.j.buckley@vumc.org)
	Foundations of Physician Responsibility 1: Outpatient Clinical Home Preceptor	CME funds provided	Dr. Rachel Apple (rachel.apple@vumc.org) and Dr. Anuj Patel (anuj.patel@vumc.org)
	Foundations of Physician Responsibility 1: Clinical Skill Teacher	Funds provided	Dr. Rachel Apple (rachel.apple@vumc.org) and Dr. Anuj Patel (anuj.patel@vumc.org)
	Foundations of	FTE provided	Dr. Heather Ridinger

	Physician Responsibility 2: Small Group Facilitator		(heather.a.ridinger@vumc.org) Dr. Ryan Buckley (ryan.j.buckley@vumc.org)
	Inquiry Program: Small Group Facilitator for CASE	FTE provided	Dr. Luke Finck (luke.finck@vanderbilt.edu)
	Inquiry Program: Small Group Facilitator for PLAN	FTE provided	Dr. Luke Finck (luke.finck@vanderbilt.edu)
	Inquiry Program: Research Director	FTE provided	Dr. Luke Finck (luke.finck@vanderbilt.edu)
	Inquiry Program: Research Immersion Mentor	Funds provided	Dr. Luke Finck (luke.finck@vanderbilt.edu)
Additional Roles	Portfolio Coach	FTE provided	Dr. Kendra Parekh (kendra.parekh@vumc.org)
	College Mentor	FTE provided	Dr. Amy Fleming (amy.e.fleming@vanderbilt.edu)
	Faculty Interviewers	CME funds provided	Drs. Ban Allos and Luke Finck (ban.mishu.allos@vumc.org , luke.finck@vanderbilt.edu)
	Faculty Affiliate Advisor	None	Dr. Amy Fleming (amy.e.fleming@vanderbilt.edu)
Additional Opportunities	Progress and Promotion Committee Member	None	Dr. Cathy Pettepther (cathy.pettepther@vanderbilt.edu)
	Undergraduate Medical Education Committee Member	None	Dr. Bill Cutrer (bill.cutrer@vanderbilt.edu)
	Ad Hoc Assessor, End of Clerkship Observed Structured Clinical Exam	None	Dr. Nanette Dendy (nanette.e.dendy@vumc.org)
	Ad Hoc Assessor, Intro to Core Entrustable Professional Activities (week-long)	None	Dr. Kendra Parekh (kendra.parekh@vumc.org)

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Descriptions of Educator Roles at VUSM

Foundations of Medical Knowledge (FMK) Phase

Anatomy Faculty

Responsibilities:

- Facilitate learning of information and skills via a variety of formats and develop and participate in assessment for first year medical students in the primary disciplines of anatomy and embryology
- Design and implement innovative learning and assessment activities that match the integrated content
- Participate in scholarly activities and educational research
- Participate in faculty development programs
- Work to expand personal knowledge, experience, and teaching abilities in other areas of anatomy (e.g., histology, neuroanatomy) and foundational science (e.g., general physiology) and their clinical application to increase effectiveness within a horizontally and longitudinally integrated curriculum.

Qualifications:

- Terminal degree (PhD, MD/PhD, MD)
- Experience and documented accomplishments in teaching medical students
- Experience in teaching in the gross anatomy laboratory
- Ability to work in an interdisciplinary environment

FMK Small Group Facilitator

The Vanderbilt University School of Medicine MD degree program curriculum, known as Curriculum 2.0 (or C2.0), is a highly innovative curriculum focused on creating self-directed, life-long learners. The first year of C2.0, the Foundations of Medical Knowledge Phase, incorporates small-group active learning sessions, in addition to more traditional learning experiences. These groups are facilitated by faculty members, using a methodology that focuses on empowering learners to take responsibility for their own learning in all aspects of the educational program.

The primary role of facilitators is to guide a small group of students (8-9 students per group) through experiential learning of basic science concepts in the context of a clinical case. Through these exercises, students also develop critical reasoning and problem-solving skills, an understanding of how to apply new knowledge from lectures and laboratory sessions to clinical scenarios, and team learning skills.

The academic year consists of a series of science blocks that are 8 or 12-weeks in length. Small-group facilitators elect to work one or more 8 or 12-week blocks as their schedule permits. Facilitators receive salary compensation for the duration of the **semester** over which the block occurs. Small-group facilitators must commit a total of approximately 10 hours per week during the blocks in which they serve (6 hours for small-group sessions on MWF mornings from 8-10am, a weekly faculty meeting on Fridays from 10-11:00am, plus an additional 2-4 hours per week for ancillary activities including preparation, feedback, assessment, and debriefing).

In addition, a significant and required component of the role is participation in faculty development sessions to learn the small-group facilitation method used and strategies for providing feedback to students. Participation in faculty development sessions is required regardless of the number of blocks facilitators choose to lead. Faculty development generally begins in the summer and consists of two-to-three 2-hour meetings along with additional meetings dispersed throughout the year.

Qualifications:

All levels of faculty members (both MDs and PhDs) are encouraged to apply. No expertise in a specific field of science or medicine is required. The desire to work with students in a collaborative learning environment and the willingness to learn new teaching and assessment skills is critical.

Foundations of Clinical Care (FCC) Phase

FCC Master Clinical Teacher

The FCC Master Clinical Teachers (MCTs) program builds on the 1st year Foundations of Physician Responsibility: Patient Care responsibility by providing students the opportunity to work one-on-one with a physician at the bedside. FCC MCTs are carefully selected physicians

who directly observe individual FCC students at the bedside with patients and provide feedback. During each one-hour session, MCTs observe students performing a history and physical on a patient. MCTs observe and provide feedback on:

- establishing a professional and caring relationship with the patient
- conducting a thorough history and physical examination
- utilizing medical knowledge to diagnose and initiate treatment of disease states

Students also reflect on the session and ask any specific questions they have. MCTs then provide targeted, individualized advice to support student development. Over the course of a clerkship students typically have a session with an MCT every two to three weeks.

Immersion Phase

Immersion Phase Course Director

For Advanced Clinical Experience (ACE), Acting Internship (AI), Integrated Science Course (ISC), or Advanced Elective

The course director (CD) is a faculty member who provides organization, implementation, and supervision of the course activities and ensures the quality of the learning experience.

The CD does the following:

- Constructs the course so the students will meet the overall course-type learning objectives and course specific learning objectives.
- Maintains the course materials and syllabus for the course.
- Coordinates the educational schedule and assessments for the students during the course.
- Reviews the data from Compass and other course assessments to provide and document mid-course and end-of-course feedback.
- Assigns the final grade, which must be submitted within 6 weeks of course conclusion.
- Ensures that all course activities and processes remain in alignment with the Vanderbilt School of Medicine policies.
- Participates in a continuous improvement process for the course based on student feedback and an evaluation of the course meeting its objectives.

Immersion Phase Master Clinical Teacher

The Immersion Master Clinical Teachers (MCTs) program builds on the skills learned in the Foundations of Clinical Care (FCC) Phase to help ensure students are prepared for residency.

The goals of the Immersion MCT program are to:

- To provide a rigorous assessment of emerging clinical skills by a highly trained assessor group as students prepare for residency training
- To allow for tracking of competency development across the phases of the curriculum and just prior to graduation
- To encourage self-regulated learning through the development of learning goals and learning plans

There are three MCT sessions during the Immersion Phase: during the student's Acting Internship, during an Acute Care course, and during a Primary Care course. The Immersion MCT sessions are direct observations of medical student performance in the context of delivering direct patient care. Each MCT experience in the Immersion phase has a slightly different focus, but the overall goal of providing direct observation and feedback remains.

Longitudinal Components

Foundations of Physician Responsibility (FPR)

CURRICULUM DESCRIPTION: Foundations of Physician Responsibility is a multi-disciplinary and longitudinal course designed to foster a holistic approach to the study and practice of medicine and focuses on 4 core responsibilities: Self, Team, Patient, and Systems. FPR combines the content historically taught in the Learning Communities, Physical Diagnosis (PDX), Foundations of Health Equity 1 (FHE1), Vanderbilt Program in Interprofessional Learning (VPIL), and Foundations of Healthcare Delivery (FHD). Here is a link to learn more:

<https://medschool.vanderbilt.edu/curriculum/foundations-of-physician-responsibility/>

FPR 1: Interprofessional Education Facilitator

The "Team" curricular elements of FPR will introduce medical students to foundational concepts of interprofessional education (IPE) and collaboration. According to the World Health Organization (WHO), interprofessional education (IPE) is an experience that "occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010). Interprofessional teamwork is vital

for healthcare professionals, and IPE helps students develop the skills they need to effectively communicate, gain a clear understanding and knowledge of each other's roles, and collaborate on interprofessional teams. The Vanderbilt School of Medicine collaborated with the Vanderbilt School of Nursing, Vanderbilt Peabody Human Development Counseling Program, Lipscomb University College of Pharmacy, Lipscomb University Clinical Mental Health Counseling and Marriage and Family Therapy Programs, and University of Tennessee at Knoxville Social Work programs to develop and implement an interprofessional Education (IPE) program known as the Vanderbilt Interprofessional Health Education Collaborative (VIPHEC).

The Team curriculum will include large group didactics, small-group active learning sessions, and participation in longitudinal team-based projects (which students will complete in interprofessional teams of 2-4.). Sessions will occur exclusively on Wednesday afternoons. These learning activities are facilitated by faculty members, using a methodology that focuses on empowering learners to take responsibility for their own learning in all aspects of the educational program.

ROLE DESCRIPTION: IPE Facilitators will mentor a small group (9-12 health professions students) over the course of the year-long curriculum. IPE Facilitators must commit to:

- Attending all Wednesday afternoon sessions (1-4:15pm) ~1x/month over the course of the academic year.
- Attending a regular faculty meeting on Wednesdays from 11 am- 12 pm.
- Notify course leadership of any students who are not meeting expectations for either small group participation or assignment completion in a timely manner.
- Monitor student assignment completion on the online learning platform (VSTAR).
- Review and provide formative feedback on assignments (estimated 1-2 hours per week).
- Complete student feedback sessions and student milestone assessments (biannually).

In addition, a significant and required component of the role is participation in faculty development sessions to learn interprofessional competencies, educational strategies used and approaches to providing feedback to students. Participation in faculty development sessions is required.

Qualifications:

All levels of faculty members are encouraged to apply. No expertise in a specific field of medicine is required. The desire to work with health professions students in a collaborative learning environment and the willingness to learn new teaching and assessment skills is critical.

FPR 1: Health Systems Facilitators

The “Systems” curricular elements of the FPR course will be deeply integrated with the other elements and will cover the core content of the Health Systems Science framework: structures and processes, social drivers of health, equity, value, clinical informatics and health IT, economics, advocacy, and improvement. Sessions will be intentionally designed around the case-based learning case scenarios and integrated with patient care experiences.

Health Systems Facilitators will be assigned a small group of 8 students within one of the four medical school colleges and will act as teachers and health systems advocates.

Friday sessions will be intentionally designed around the case-based learning case scenarios and integrated with patient care experiences. We expect ~10 sessions over the course of the year along with assessment responsibilities.

In addition to the Friday sessions, health systems facilitators may be asked to participate as observers in CELA simulation sessions and longitudinal day sessions, specifically as they relate to health systems science topics in patient care.

Expectations:

- Prepare for small group sessions by reviewing the didactic materials, seminar guide, and required readings.
- Attending each of the Friday afternoon sessions (1-3 pm)
- Attend faculty development meetings immediately preceding each Friday session: 12:30-1:00 pm. These sessions will include seminar material review and brief faculty development. These sessions are an opportunity to review the materials for the session with course directors, receive additional guidance, provide feedback and suggestions, and ask questions prior to the seminar session.
- Lead small group sessions by engaging students in active learning and skill practice.
- Participate in health systems related content during longitudinal day sessions throughout the year (July, October, March).

- Facilitate CELA sessions as needed (1-2 times per year).
- Notify course leadership of any students who are not meeting expectations for either small group participation or assignment completion in a timely manner.
- Monitor student assignment completion on the online learning platform (VSTAR).
- Review and provide formative feedback on assignments (estimated 1-2 hours per week).
- Complete student feedback sessions and student milestone assessments (biannually).

In addition, a significant and required component of the role is participation in faculty development sessions which are held. Participation in faculty development sessions is required.

Qualifications:

All levels of faculty members are encouraged to apply. No expertise in a specific field of medicine is required however those with specific content expertise in health systems science, population health, public health, health equity, clinical informatics, data science, or other field of health systems science are encouraged to apply. Please mention your specific area of expertise or interest in your statement of interest.

FPR 1: Patient Care Outpatient Clinical Home Preceptor

Clinical skills development is an integral thread which runs throughout all four years of the MD curriculum as part of the FPR course. A key part of clinical skills development involves clinical learning experiences in which a “preceptor” teaches foundational history-taking, examination, communication, and clinical reasoning skills in the outpatient setting.

We will have ~12 outpatient clinic sessions over the academic year. FPR Clinical Home Preceptors will be assigned one or more first year medical students who attend their outpatient clinics for each of the sessions during the year. In addition, a required component of the role is participation in faculty development sessions to learn more about feedback methodology and strategies for providing clinical skills instruction to students. Participation in faculty development sessions is required. **More information about this role is available [HERE](#).**

Qualifications:

All levels of faculty are encouraged to apply. FPR Outpatient Clinical Home Preceptors may hold faculty appointments in any department across VUMC, however they must be comfortable

in providing teaching on a comprehensive physical exam and in providing feedback on students' clinical notes.

FPR1: Patient Care Clinical Skills Teacher

Clinical skills development is an integral thread which runs throughout all four years of the MD curriculum as part of the FPR course. An inpatient complement to the Outpatient Clinic Home Preceptor sessions are the "Clinical Skills Teacher" sessions, during which the CST facilitates students in interviewing and examining real patients who are admitted to VUMC.

We will have approximately 12 CST sessions over the academic year including midterm and final practical exams which the CSTs observe and grade. In addition, a required component of the role is participation in faculty development sessions to learn more about feedback methodology and strategies for providing clinical skills instruction to students. Participation in faculty development sessions is required.

Qualifications:

- Active appointment as a faculty member in the VUMC Department of Medicine
- Available for inpatient teaching for 12 (twelve) two-hour teaching sessions throughout the AY (approximately once a month) in addition to precepting the midterm (January) and final (July) examinations.
- For missed sessions due to CST travel, illness, or other reasons, the CST is expected to work with their assigned students to find a mutually agreeable time to make up the session in a timely way.
- Commit to participate in faculty development sessions quarterly

Foundations of Physician Responsibility 2: Small Group Facilitator

In this role, Small Group Facilitator (SGFs) meet with a small group of ~12 clerkship students every 4 weeks. Each small group has students on different clerkships and in different rotations within each clerkship. The goal of FPR2 is to discuss topics that are cross-cutting for all specialties, including systems navigation, healthcare for all, informatics, quality & safety, value, and other systems- or population-focused topics.

The time commitment for facilitators on Longitudinal Days starts at 7:30am with a briefing / faculty development meeting to go over the session details for that morning. Then from 8-9:30am, faculty meet with their small groups to include any number of activities designed by the course leadership team. At 9:30am, the in-person commitment is over, however there is then a context talk from 9:30-10:30am to help deliver the key take-homes we want the students to grasp. The students will then individually complete an assignment which the SGFs grade.

Inquiry Program: Small Group Facilitator, CASE (Clinical Applications of Scientific Evidence)

The CASE Small Group Facilitators (SGFs) are responsible for educating 1st-year students surrounding the critical appraisal of research studies. Course sessions incorporate the use of JAMA evidence as a systematic process used to identify the strengths and weaknesses of a research article in order to assess the usefulness and validity of research findings. This most important skill of critical appraisal is key not only in evaluating the validity and appropriateness of a study for patient care, but also in assisting students in designing their own research studies. This critical skill will be taught in the context of evidence-based medicine, taught in this class focused on the same clinical problems that students are learning about in the FMK block. The application of this skill set in Evidence Based Medicine is the explicit use of the current best evidence in making decisions about the diagnosis, investigation or management of individual patients.

CASE consists of seven two-hour sessions which are held on Fridays starting in mid-October through mid-December and include a combination of didactic lectures focused on concepts and the development of skills in evidence-based medicine and research as applied to clinical cases. This is intertwined with stories of discovery and paths to the diverse array of research careers as told by faculty members, fellows, and senior medical students to help demonstrate the relevance and importance of research to physicians.

Inquiry Program: Small Group Facilitator, PLAN

Through a series of four, four-hour sessions held on Tuesday afternoons, Immersion Phase (3rd and 4th year) students engage actively in the process of developing their own research projects.

The PLAN Small Group Facilitators are responsible for educating students surrounding the various aspects of developing a research project including How to Ask a Testable Research Question and Develop a Testable Hypothesis; Study Design; Measurement; Analysis & Quantifying Evidence; and Scientific Communication. During the PLAN course, facilitators work with the students to instruct them and to help them apply this knowledge as they develop a complete research proposal that may then be implemented during the Immersion Phase. Each PLAN small group is diverse in the types of research areas, projects, and methodology (quantitative, qualitative, mixed method) that students pursue. PLAN Small Group Facilitators are skilled and equipped to lead this diverse group of learners.

Inquiry Program: Research Director

During the Immersion Phase (3rd and 4th year), Research Directors are involved as one of a select group overseeing the research project component of the Inquiry Program.

During the Discovery course (FCC Phase), Research Directors interface with students during the six two-hour course sessions, helping advise, direct and guide students toward potential mentors and research projects that they may choose to partner with and pursue. At the end of this course, faculty are responsible for reviewing student project proposals to ensure feasibility prior to enrolling in the PLAN course (Immersion Phase course, prerequisite for the Research Immersion course).

During the Research Immersion course, Research Directors are engaged with the student during monthly and 1-1 meetings as well as other various related course activities. Research Directors are responsible for evaluating students' revised project plans, journals, research abstracts, and poster/oral presentations, as well as recommending honors/high pass/pass/fail for the Research Immersion course. It is expected that each Research Director will be responsible for participating in various Office of Medical Student Research committees.

Inquiry Program: Research Immersion, Mentor

Research Mentors partner with students, providing guidance and oversight as they work to develop, refine and complete the three to six four-week blocks of a required research immersion experience. Research mentors partner with medical students during their enrollment in the

Discovery course (the second year of their medical school training) and identify a feasible project that meets the requirements for the research immersion experience. By the conclusion of the course, students are required to provide a brief project proposal and secure IRB/IACUC approval – prerequisites for enrollment in the PLAN course.

During PLAN, (the third year of their medical school training) students engage actively in the process using the project proposal to refine their research projects. The PLAN Small Group Facilitators are responsible for educating students surrounding the various aspects of developing a research project. During each course session, students receive timely feedback regarding their projects from the course instructors. This feedback often requires clarifications about the project's research question, population, methodology, design, statistical analysis, limitations, etc. Instructors actively facilitate the development of each student's proposal and work synergistically with each mentor-student research team. PLAN faculty share all their feedback with mentors to ensure that all communications are fluid and transparent. As PLAN has weekly assignments, students make arrangements with mentors for weekly feedback on their project plan based on the mentor's preferred communication method. By the end of the PLAN course, each student will have a structured and complete research protocol that will be ready to execute directly under the mentor's supervision during the RI Phase.

While enrolled in the Research Immersion course blocks, students engage with research mentors to execute their designed project. Each mentor provides an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment. Mentors are expected to meet with the student on a regular basis, providing direction, clear expectations, support, advice, resources, and feedback. While students progress toward completing their projects, mentors complete assessments providing fair and constructive feedback that is both formative and summative. These assessments assist in determining the student earning a final course grade. To further support mentors, the Office of Medical Student Research provides each mentor with unrestricted funds which are aimed at helping provide resources for each student as they work to complete their projects.

Additional Roles

Portfolio Coach

Vanderbilt University School of Medicine's assessment system calls for a comprehensive student Learning Portfolio, populated with data about experience and performance, which

students review at least twice each year with a Portfolio Coach. The Portfolio Coach assists students in developing the capacity to critically appraise performance data and translate that appraisal into learning goals with actionable learning plans. The primary role of the Portfolio Coach is to work 1-on-1 with medical students in the development of the requisite skills for informed self-assessment and life-long learning to inspire and support students in defining and reaching their full potential. Emphasis is on facilitating each student's ownership for their performance as well as upholding the performance standards of the School of Medicine.

Each Portfolio Coach follows a panel of about 12 students throughout their MD training (at least a 4-year term). The Portfolio Coach-student relationship has an academic focus. We expect the Coach-student relationship to be a very positive one; however, individuals applying for the Coach position should be comfortable in providing critical feedback and must be skilled in conducting challenging conversations. Compensated responsibilities include:

- Consistent participation in faculty development programming and monthly meetings of the Coaches
 - Meetings are typically the 2nd Monday of the month at 4 pm.
 - In July, August, and September meetings may be held twice monthly for new Coaches. Consistent attendance at Promotions Committee meetings (held up to 3 times per year). Routine monitoring of students' performance data via the VSTAR Portfolio system (training provided).
- Regular communication with each student via the VSTAR Portfolio system and in face-to-face meetings.
- Coaching of students in the generation and revision of personalized learning goals and plans and helping students develop accountability for their learning.
 - In addition to areas of interest, curiosity or strength, a student's portfolio must proactively address any significant performance concerns; this requires communication between the student, Coach, course directors, and possibly the utilization of campus support resources.
- Assist each student in generating summative Portfolio reports two to three times per year. These reports are submitted as evidence for promotion decisions. The Coach verifies to the Promotions Committee that the report provided is representative of the larger body of evidence in the Portfolio. To minimize conflicts of interest, the Coach does not make specific recommendations about promotion.

- If a student on the Coach's panel is identified by the Promotions Committee as a concern for advancement, the Portfolio Coach will assist the student in the development and execution of a remediation plan. This will require communication between the student, Coach, appropriate course directors, and the utilization of various campus support resources.

The role begins each July. The School of Medicine also provides faculty development and technical tools for the Portfolio Coach group.

College Mentor

College Mentors (CMs) are VUSM faculty members who manage the activities of and advising programs within the VUSM Colleges/Learning Communities. CMs serve assigned students as advisers in the areas of professional wellness and career counseling. CMs are involved with programming throughout the year in the school's Student Wellness Program and Careers in Medicine Program. CMs also serve as teachers in the Foundations of Physician Responsibilities Learning Communities, focusing on content in medical humanities, metacognition, ethics, leadership, and policy. The CMs do not grade students, but instead provide formative feedback. CMs may have teaching or supervisory roles with their college mentees in the context of other academic activities.

Admission Committee: Faculty Interviewers

The Admissions Team seeks to engage faculty from diverse backgrounds with a range of life and cultural experiences to participate in recruitment of students to VUSM. Faculty from a range of life experiences and backgrounds will enhance our ability to evaluate the multitude of experiences and attributes of our applicants. Individual faculty will contribute to defining and shaping the composition and culture of our undergraduate medical education community, striving to train physicians who reflect the broad diversity of those we serve.

Roles and Responsibilities of Interviewers for the VUSM Admissions

Faculty may be involved in different admissions roles including as Interviewers. We will strive to recruit faculty that reflect the distinctiveness and diversity of our community with a goal of obtaining holistic perspectives in reviewing applicants. Faculty interviewers are compensated

with funds dispersed to their home departments that can be used for professional development purposes.

Interviews:

1. The interviewer pool will be comprised of a diverse group of faculty from the School of Medicine who are provided training on appropriate holistic interview techniques, recognition of bias, and awareness of the complexities of the review process for each applicant.
2. Interviews are typically Mondays and Fridays, 9-11 AM and 1-3 PM, from September through February. Some weeks the interviews will be offered on a Tuesday or a Thursday as well. Individual faculty sign up for as many or as few interviews as they wish and as their schedules allow.
 - a. Faculty conduct summary interviews. For the summary interview, the interviewers will have access to the file of the applicant to foster a conversation that allows the applicant to expand upon the activities and experiences that have shaped their journey and to explore those activities and experiences that are not found in the application. Time commitment includes:
 - i. Review of the application prior to the interview
 - ii. Virtual interview by zoom: 45 minutes
 - iii. Completion of assessment form: due within 48 hours of the interview
 - iv. General time commitment includes training each year: 1-2 hours
 - v. Completion of Unconscious Bias Training/ review annually

Faculty Affiliate Advisor

Faculty Affiliate Advisors (FAAs) are VUSM faculty who are voluntarily appointed to the role. FAAs are assigned to one of the four VUSM Colleges. FAAs are invited to participate in programming throughout the year in the Student Wellness Program and Careers in Medicine Program.

Additional Opportunities

Progress and Promotion Committee Member

The Progress and Promotion Committees are responsible for making recommendations to the dean and executive faculty regarding the progress and promotion of students in the M.D. Program. There are three Progress and Promotion Committees, one for each phase (Foundations of Medical Knowledge, Foundations of Clinical Care and Immersion Phase) of the medical curriculum. Each member follows a panel of 10-12 students and they present a review of their individual progress at each of three cycle meetings held during the course of the phase.

The committees are charged with making the following decisions or recommendations:

- Decisions on whether students are making satisfactory progress towards attaining the achievement levels required for promotion to the next phase of training or towards graduation.
- Decisions on student promotion at the end of the Foundations of Medical Knowledge or Foundations of Clinical Care phases.
- Decisions on academic progress in the Immersion phase, including granting eligibility for the national residency matching process and certifying eligibility for graduation.

Each committee is composed of a minimum of seven faculty members from the basic science and clinical departments within the School of Medicine. To ensure diversity of committee membership, faculty are appointed to the committee by the Senior Associate Dean of Undergraduate Medical Education. Each member serves a four-year term beginning in July. The School of Medicine provides faculty development and technical tools to meet responsibilities of this role.

Undergraduate Medical Education Committee Member

The Undergraduate Medical Education Committee (UMEC) is charged by the Dean of the School of Medicine to provide oversight and governance of the program leading to the MD degree. UMEC reports to the dean through the associate dean for undergraduate medical education and the senior associate dean for health sciences education, and along with the dean holds final authority for the curriculum as a whole. This includes oversight of the design and delivery of the MD curriculum and the authority to establish and monitor policies governing all

aspects of the program, including admissions, student affairs, curriculum, assessment, progress and promotions, and learning environment.

The goals of the UMEC are to assure that the MD program is aligned with the VUSM mission statement, that the execution of the program achieves its stated goals, and that all aspects of the program comply with standards and elements established by the Liaison Committee on Medical Education. In addition to multiple other members, there are two representatives from each of the six departments with required clerkships during the Foundations of Clinical Care Phase and six total at-large faculty representatives, four from non-core clinical and two from basic science departments. The at-large faculty representatives are selected by the department chair after receiving self-nominations from the clinical department faculty and basic science department faculty respectively. Each serves a term of three years and may serve up to two consecutive terms.

Ad Hoc Assessor, End of Clerkship Observed Structured Clinical Exam

Near the conclusion of the Foundations of Clinical Care (FCC) Phase, 2nd year students are required to take an End of Clerkship Observed Structured Clinical Exam (OSCE). The OSCE typically occurs in the Center for Experiential Learning (CELA) which is in Light Hall. As an Ad Hoc Assessor, faculty would be present in CELA to observe students and provide feedback (verbal and written) on particular clinical skills (e.g., history taking skills, communication skills, clinical reasoning skills, etc.). Faculty would receive any needed training or preparatory materials prior to their scheduled time to observe. This opportunity is excellent for faculty with an interest in assessment, clinical skill development, and/or feedback and the time commitment is typically 1 to 2 hours on a single day during the event.

Ad Hoc Assessor, Introduction to Core Entrustable Professional Activities Week

Entrustable Professional Activities (EPA) week is designed to help 3rd year medical students prepare for their Acting Internships and think about the skills needed to be successful in residency. The medical students participate in a 4-hour simulated case where they admit a patient from the ED and then manage a change in the patient's condition. The event occurs in the Center for Experiential Learning (CELA), which is in Light Hall. The event runs over one week and typically occurs at the end of February/beginning of March. Assessors go to CELA at their assigned time (typically 1 to 2 hours on a single day) and observe a student as they

manage a patient. Assessors then provide feedback to the student and complete a brief online assessment. Assessors get detailed case information and instructions prior to the event. This opportunity is excellent for faculty with an interest in assessment, clinical skill development, and/or feedback.