

<b>NEOMED ACADEMIC POLICY</b>	<b>Policy No: 3349-AC-425</b>
<b>ACADEMIC POLICY TITLE:</b> <b>COM - Course Director and Module Dyad Leader Qualifications and Responsibilities</b>	<b>EFFECTIVE DATE:</b> <b>01/01/2019</b> <b>REVISED:</b> <b>03/16/2021</b>
<b>RESPONSIBLE DEPARTMENT:</b> <b>Medical Education, College of Medicine</b>	<b>Approval Authority:</b> <b>Dean, College of Medicine</b> <b>Responsible Office:</b> <b>Office of the Dean, College of Medicine</b>

**Appendix E**

**Northeast Ohio Medical University  
College of Medicine  
Position Responsibilities  
M3 Clerkship Site Directors**

**Report to Clinical Experiential Directors and associate dean(s) for medical education and to the Curriculum Committee through its Clinical Curriculum Subcommittee.**

Responsibilities:

**Curricular:**

- Site-specific Clerkship Delivery
  - Establish a site-specific curriculum delivery structure in line with the overall clerkship curriculum structure and comparability standards to enable students to achieve the clinical curriculum as detailed in the clerkship’s Syllabus and Clinical Skills Experience Portfolio.
    - Student Scheduling
      - i) Create student schedules of activities prior to the start of each clerkship rotation, often with the assistance of hospital educational support. Schedules can include, but are not be limited to, call, didactic sessions and outside clinical rotations.
      - ii) Assure that each student’s schedule is balanced and consistent with clerkship curricular and comparability requirements.
- Clinical Teaching
  - Orient students to clerkship roles and responsibilities in general as well as any site-specific requirements
  - Ensure that when students are in clinical learning situations that involve patient care, they are appropriately supervised- at all times to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to his/her level of training and that the activities supervised are within the scope of practice of the supervising health professional (NEOMED Academic Policy 3349-AC-408 Clinical Supervision)
  - Participate in clinical teaching – rounds, presentations, small group discussions, clinical skills reviews, etc.
  - Oversee and assess student ability to communicate appropriately in writing (ex., history, physical examination, SOAP notes) and verbally (ex., case presentations); review materials on an on-going basis to gain insight into cognitive growth
  - Provide mentoring for students throughout the clerkship

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- Use educational techniques, based on the adult learning paradigm to enable students to become self-driven, life-long learners
- Teaching techniques can include weekly independent student group study sessions with specified educational topics
  - i) Support students in arranging for reviews/discussions of the focused review topics
- Core Curricular Content
  - Identify faculty for teaching presentations as needed
  - Review web-based case content
  - Share core curricular content as a teaching resource for clinical teachers at the site.
- Practice Based Learning and Improvement (PBLI) Project (all clerkships except Emergency Medicine)
  - Review expectations with students, including the focus on the PPICONS approach
  - Approve each student’s clinical question/topic
  - Schedule presentations
  - Identify other appropriate faculty for presentation review
  - Assess presentations each clerkship cycle and communicate the assessment to each student
- Clinical Skills Experience Portfolio (CSEP)
  - Ensure that students have opportunities to complete all required clinical experiences
  - Review completion expectations with students at the inception of the clerkship
  - Review individual student logs, including content and timeliness of data entry, on ongoing basis and provide feedback about completeness and deficiencies in exposure or practice to each student at least twice during the rotation – at a mid-clerkship review and at the end of the clerkship
  - Ensure that each student has an adequate volume of patients and an appropriate case mix
  - Document completion of the log on each student’s final grade report form
- Clinical Skills Assessment (CSA)
  - Participate in the CSA assessment at the NEOMED Wasson Center as part of the M3 curriculum
  - Serve as rater and assist the course director with identifying other faculty from your clinical site to participate in CSA rating
  - Make recommendations regarding development of new and/or modification of existing CSA case content to the ACM Course Director
- Palliative/Hospice Care
  - Identify if your site/clerkship has students assigned to this teaching session

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- Review expectations with students as part of clerkship/site orientation
- Family Medicine Clerkship: Schedule clinical site visits
- **Student Assessment and Grading:**
  - Notify the Associate Dean of Experiential Education, Senior Director of Clinical Experiential Learning and/or Clinical Experiential Director as soon as a student is identified as performing below expectations
  - Student Performance Evaluation Form (SPEF)
    - Distribute all student clinical performance assessment forms
      - i) Assure that an adequate number of faculty assess each student’s performance throughout the clerkship
      - ii) Assure that assessment forms are completed accurately and constructively
    - Complete SPEFs
      - i) include narrative comments as required for competencies assessed as “below expectations”
      - ii) provide Site Director Summary that will be used for the student’s Medical Student Performance Evaluation (MSPE)
      - iii) apply failure, pass, and pass with commendation criteria appropriately to determine the student’s grade for the clinical portion of the clerkship
      - iv) ensure overall ranges for pass and pass with commendation fall within acceptable percentages as recommended by the COM.
      - v) Submit SPEFs in a timely fashion – **no more than four (4) weeks after the conclusion of the clerkship**
  - Student Feedback
    - i) informally on an ongoing basis throughout clerkship
    - ii) Pursue/clarify any “needs development” concerns from residents and faculty to determine whether isolated or recurring in nature
  - Communicate any concerns about student performance to CEDs or Associate Dean for Experiential Education
    - i) Provide formally at a mid-clerkship review and an exit face-to-face assessment summary; clearly communicate deficiencies to the student, particularly if an overall grade of “fail” is being assigned
  - Grade Dispute
    - Serve as the point of first contact for a student disputing his/her clerkship grade
      - i) Provide a written summary of the discussion within 5 working days that includes the recommended resolution

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**Administrative:**

- Faculty Orientation and Development
  - Provide orientation and faculty development for faculty, residents and staff, with assistance from NEOMED, pertaining to clerkship procedures, requirements, curriculum content, teaching techniques and/or student assessment, to ensure that the site’s educational procedures and educational outcomes are comparable with other sites; information provided annually via a NEOMED-conducted student evaluation of the clerkship
  - Help ensure resident completion of NEOMED resident/faculty orientation module at your site.
  - Facilitate the delivery of student feedback to individual clinical preceptors at that clinical site
  - Complete annual comparability survey
  
- Clerkship Evaluation
  - Participate centrally, with NEOMED and clerkship academic leadership on an ongoing critique of the clerkship curriculum (clinical, didactic, assessment), including content, procedures and delivery, and effectiveness in accomplishing clerkship goals and objectives
  - Participate in annual clerkship review with CED
  - Develop and report to Curriculum Committee plans that address any identified deficiencies
  - Attend to the in-depth evaluation of the specific clerkship that is held every three years
  
- Meetings and Communication
  - Participate in discipline-specific Clerkship Site Director meetings
  - Work collaboratively and constructively with the Clinical Experiential Director and Associate Dean of Experiential Education. Communicate site-specific concerns to the clerkship administrative team including the Associate Dean of Experiential Education and clerkship-specific Clinical Experiential Director.
  
- Clerkship Support
  - Participate, when able and as required, in centralized educational activities that can include, but not be limited to, Clinical Skills Assessments (specified above), the Prerequisite to the Clinical Curriculum course, M3 orientation activities, etc.
  
- Performance Review
  - Participate in an annual review of performance with the Clinical Experiential Director
  - Review site-specific faculty feedback and address concerns. Develop and implement remediation plans when necessary.

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- Follow all Clerkship policies and procedures according to the Clerkship Site Director Manual
- Provide site-specific, and discipline-specific information as requested by the Senior Associate Dean of Medical Education, Associate Dean of Experiential Education, Senior Director of Clinical Experiential Learning, or Clinical Experiential Director, which may be needed for accreditation reports