

Job Description of the Longitudinal Educators (LE)

A. Purpose:

The position of Longitudinal Educator (LE) is designed to create and promote a UPSOM faculty member as a specialized educator for the foundations phase of the UPSOM Three Rivers Curriculum, focusing on helping the students learn the core knowledge needed to pass Step 1 and start their clinical rotations. The intent is to have a diverse faculty to provide representation and help the students begin to acquire a professional identity. The goals of the LE are:

- To create an inclusive and professional small group dynamic
- To use evidence informed methods to moderate small group education, in a variety of formats to improve students' education.
- To model and reinforce professional behaviors appropriate for physicians
- To develop a longitudinal relationship with a group of medical students
- To support development and use of assessments appropriate for the topics and settings.
- To integrate clinical experience anchored perspective to the knowledge learning environment.

B. Requirements to be a LE

1. UPSOM faculty including "Clinical-prefix" faculty, Non-tenure stream, and Tenure stream for at least 3 years, at appropriate ranks or levels. They should have a doctoral degree. Current active clinical experience is preferred, but not required.
2. Evidence of previous teaching experience with evidence of excellence as demonstrated in evaluations or recognition, and/or evidence of formal training in medical education.
3. Divisional and departmental support to allow for the time commitments
4. This will be a **12 hour (0.25 FTE) commitment per week** (Distributed largely in 3 half days blocks).
5. Salary support for the 0.25 FTE will be determined by the faculty's salary, capped at \$250,000
6. Activities to include:
 - i. Teach in all of the courses in the foundations including but not limited to: the Introduction to Patient Centered Care (PCC); Evidence & Discovery; Keystone Fundamentals and Organ System blocks, Patient Physician and Society (PPS) courses; Community Alliance Program; Longitudinal Alliance Program as needed (**8-10 hr/ week of face to face time with students**)
 - ii. Be available to directly observe and provide feedback to students in clinical skills
 - iii. Attend faculty development which will include a one-day faculty retreat, regular debriefing meetings, and faculty development sessions. For example, during the organ system and keystone blocks, the LE will meet with course directors before the sessions to review the educational material to be discussed
 - iv. LEs should assist in covering other groups as needed, when other LEs are on vacation or clinical service. A LE should not miss more than six weeks of the curriculum per year without explicit prior approval.
7. The LE will not concurrently grade students in their small group but may evaluate and grade students in other capacities within the curriculum, allowing them to serve in other

important roles in the curriculum, including course directors, rotation supervisors, and elective supervisors.

8. The current expectation is that a LE term will be four years, renewable once (for a total of 8 years) assuming that the job expectations are met.
9. The LE will report to Assistant Dean for Foundations or designee. Faculty will be evaluated regularly by Assistant Dean for Foundations or designee to provide feedback and improve their teaching skills.
10. There will a sufficient number of LEs to follow a class through the foundation phase of the curriculum.
11. To allow the students' exposure to a variety of LE, the LEs will rotate among small groups during natural breaks in the curriculum.