Roles and Responsibilities of Faculty Teaching in the MD Curriculum Policy

Policy Statement and Purpose

The Virginia Commonwealth University School of Medicine (VCU SOM) MD curriculum is delivered by multiple faculty across the University. To ensure consistent delivery and quality of content, all Faculty are expected to comply with the established responsibilities of individuals instructing in the MD curriculum.

Stakeholders

The faculty and staff of the VCU School of Medicine are responsible for knowing this standard operating procedure, its contents, and provisions.

Definitions

VCU SOM: Virginia Commonwealth University School of Medicine

CC: Curriculum Council

OME: Office of Medical Education

MD Curriculum: Any course, clerkship, or educational session in the M1-M4 years of the VCU SOM doctor of medicine program

CD: Course/Clerkship Director, Assistant Director, and/or Co-Director of a course or clerkship in the required, core MD curriculum at the VCU SOM

Faculty: Individual leading or participating in an educational session for learners in the MD curriculum

Department Chair/Supervisor: Leadership of the academic department/division in which the course/clerkship is housed

Pre-Clinical Phase: The first two (2) years of the MD curriculum, including the M1 and M2 year

Clinical Phase: The second two (2) years of the MD curriculum, including the M3 and M4 year

Responsibilities

OME: The Office of Medical Education will aid in the ongoing, continuous quality improvement of the curriculum, as well as act as a resource for all CD's as it relates to course/clerkship content, creation, delivery, and outcomes.

CC: The Curriculum Council, acting in its capacity as the faculty-led body charged with the overall design and delivery of the MD curriculum, will review any faculty member who fails to satisfay the roles and responsibilities as outlined in this policy.

CD: Individuals leading courses or clerkships within the MD curriculum are responsible for ensuring leadership and delivery of their respective course or clerkship is consistent with the standards and expectations of the VCU SOM curriculum as outlined by the CC. CD's are responsible for informing their Department Chair/Supervisor, and the OME, of any issues that may impede full compliance with this policy.

Department Chair/Supervisor: The Department Chair/Supervisor is responsible for supervising CD's within their department/division who are teaching in the MD curriculum. They will work collaboratively with the CD and the OME to support curricular delivery and ensure CD's have the resources necessary to provide an optimal learning environment. This may include reviewing individual faculty performance data, including, but not limited to: end of course/clerkship evaluations and qualitative comments.

Procedures

Faculty Qualifications

The VCU SOM is committed to excellence in both the design and delivery of the MD curriculum. To ensure the quality of the curriculum and creation of an optimal learning environment, faculty charged with delivering content in the MD curriculum are expected to demonstrate the following skills:
- Manage the delivery of curricular content in a complex medical education program
- Demonstrate effectiveness as a teacher, including an understanding of the following concepts:
  - Curricular design
  - Instructional delivery
  - Pedagogical/andragogical principles
  - Giving and receiving feedback
  - Assessment methods
  - Continuous quality improvement (CQI)

Faculty Roles and Responsibilities

Faculty delivering educational sessions in courses within the pre-clinical phase and/or clinical phase of the curriculum are expected to:

Educational Session Materials
- Collaborate with course directors to design and update session-specific content, learning objectives, and learning outcomes
- Utilize course level objectives to drive the development of session level objectives, ensuring the inclusion of the session level objectives into the beginning of slide sets and session materials

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- Provide all session materials (i.e. assigned readings, lecture slides, etc.) to the Course/Clerkship Director no less than three business days in advance of the scheduled session, and prior to posting within the LMS
- Upload all educational session materials to the learning management system at least 2 business days in advance of the scheduled session
- Develop engaging and interactive session materials, including presentations, handouts, and supplementary resources that adhere to accessibility best practices
- Ensure content is accurate, up-to-date, and relevant to both the overall course and the practice of medicine
- Prepare case studies, clinical scenarios, or problem-based learning activities to engage learners and enhance understanding
- Collaborate with the Course Director to develop assessment questions appropriate for the content delivered

Educational Session Delivery
- Collaborate with the course director to select appropriate andragogical approaches to deliver course content, focusing on active learning strategies whenever possible
- Collaborate with the Course Director to ensure learning sessions are delivered in an intentional, planned sequence that allows learners to build upon knowledge, skills, and concepts throughout the course, as well as in context of the curriculum as a whole
- Deliver course content at the level appropriate for the developmental stage of the learner within the MD program
- Adhere to the established course calendar by beginning and ending the learning session at the scheduled times, effectively managing delivery of content and questions during the allotted time
- Emphasize the clinical relevance of the content delivered, incorporating evidence-based practices and emerging trends
- Deliver lectures effectively, using a variety of instructional methods (e.g., interactive questioning, small group discussions, active learning techniques)
- Adapt teaching strategies to meet the diverse learning needs of medical students

Learner Support
- Utilize a learner-centered approach to promote student success
- Be accessible to students for questions, clarifications, or additional academic support as needed
- In collaboration with the Course Director, assist in identifying students who may be at academic risk and provide resources or referrals as needed to promote their success

Professionalism
- Demonstrate the professional behaviors expected of University and School of Medicine faculty, ensuring that the professional behaviors, attitudes, and actions expected of learners are mirrored in all faculty interactions with students
- Be aware of and adhere to all institutional policies and regulations

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- Utilize feedback from the Course/Clerkship Director(s), end of course evaluations, and other relevant data to critically reflect on one's own teaching performance, identifying areas of opportunity and acting to improve student learning outcomes

Monitoring of Faculty Effectiveness

- Faculty teaching in the MD curriculum will be monitored to ensure instructional effectiveness
  - A variety of data, including items such as end of course/clerkship evaluations, including qualitative comments from learners, as well as learner outcomes data, will be collected
  - All collected data will be reviewed by the Course/Clerkship Director, and may also be reviewed by additional individuals/offices for quality improvement of the curriculum and/or performance review, including, but not limited to:
    - Relevant committees
    - Department Chairs
    - Office of Medical Education

Related Policies

Course and Clerkship Director Responsibilities Policy
Curricular Changes Requiring Curriculum Council Approval
Curriculum Review and Evaluation Process
Learning Environment and Mistreatment Reporting
Professionalism Policy

Review Cycle and Revision History

The policy is reviewed and may be revised by the Curriculum Council as necessary, but at least every three years.

Current Approved Version: 10.10.2024

Previously Approved Version: 10.10.2024

Applicable Laws, Regulations & Standards

LCME Standards for Accreditation of Medical Education Programs Leading to the MD Degree:
- LCME Standard 8, Element 3

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