

*Foundations of Clinical Medicine (FCM) Coach*

Summary:Oversee assigned students’ clinical development and professional identity formation throughout the 4-year curriculum.

The Coach will: have the responsibility for 24 students in total (6-7 in each year) across all three phases of the curriculum.

Your responsibilities include:

1. FCM-1 Clinical Skills Instructor (Phase 1, pre-clerkship curriculum)

* Teach 2, 4 hour sessions each week within the FCM-1 Clinical Skills course
  + Each coach will be assigned one cohort of first year students and one cohort of second year students.
    - Teaching topics include but are not limited to, history taking, physical examination, clinical reasoning, assessment and plans, oral presentations and written notes, professional identity formation, narrative and motivational interviewing, social determinants of health, psychosocial issues, access issues, health literacy and patient advocacy and navigation of the healthcare system.
* Observe and provide feedback on students’ clinical skills performance.
* Prepare for and provide feedback on students’ performance on clinical skills assessments (OSCE and in-classroom).
* Perform assessments of students in other small groups related to the core Entrustable Professional Activities (EPAs).
* Promote students’ longitudinal professional identity formation.
* Identify and support students in need of additional clinical skills coaching for purposes of remediation.
* Attend all FCM-related faculty development sessions.

2. Monitor the PSP longitudinal patient relationship (full three phase curriculum)

* Coach medical students through the development of their first longitudinal patient relationship, and in doing so foster the core values, moral principles, and self-awareness of their role as a physician. Over the four years we are promoting the students’ professional identity formation through discussing their experience in this program.
* Attend home visit of one patient per first-year student per year (six per year) and give formative feedback to students.
* Monitor students’ progress related to communication with patient and with patient’s PCP.
* Review and give formative feedback on signout/handoff communication as develops in three phase curriculum in PSP handoff notes.
* Debrief the tasks students perform with their patients to practice their clinical skills in FCM-1 and post-clerkship through PSP clinical seminars. Provide formative feedback on the student’s written reports for these tasks.
* Communicate successes and concerns with the PSP course director as students interact with their PSP patients.

3. Monitor and Coach Student’s Clinical Performance (full three phase curriculum)

* Promote clinical performance development based on student self-reflection and review of students’ performance portfolio (EPAs, OASIS evaluations, etc) at regular intervals
* Meet at regularly assigned intervals with each student to identify areas in need of continued development and to co-create SMART learning goals
* Coordinate with relevant stakeholders (clerkship directors, ACE directors, Specialty Coaches, etc) and participate in the Clinical Skills Remediation Program specific to your student’s individual needs
* Communicate with student affairs Deans on a regular basis with respect to student progression as part of a defined learning community
* Lead group sessions at assigned intervals to promote students’ continued professional identity formation
* Lead group sessions at assigned intervals to promote students’ ongoing clinical skill development (ex. efficiency, organization, diagnostic reasoning, and management reasoning)

Structure:

You will be one of 6-7 Coaches affiliated with a specific College to form a comprehensive learning community.

Qualifications:

This is a 0.3 FTE position with commitment of a minimum of 4 years.

Prefer 3+ years clinical teaching experience.