SUMMARY

The Clinical Skills Center is a state-of-the-art facility designed and purposed to serve the medical education program's goals and objectives, over the four year curriculum, in achievement of student competencies in medical history taking, performance of complete and focused physical examinations, and communication with patients in all types of situations. The Medical Director will be the primary person to plan and evaluate the current required fourth year Clinical Skills Exam for medical students and play a leadership role in the development and implementation of additional and/or alternate teaching and assessment activities to accompany ongoing curricular renovation. Additionally, the Medical Director will provide the medical expertise and direction for the Center's interface with other curricular components, in close collaboration with medical education program leadership.

DUTIES

- Develop innovative approaches to teaching and assessing clinical skills using simulation
- Coordinate, in collaboration with the Clinical Skills Center Director, interdisciplinary and interprofessional clinical performance activities
- Assure that curricular goals are met and module simulation activities are appropriate for the curricular goals set
- Plan and evaluate the required senior clinical skills exam
- Establish Center systems to collect data and monitor progress in achieving annual goals
- Perform consultations (reasonability shared with Clinical Skills Center Director) with Healthcare Educators seeking to use the Clinical Skills Center to enhance their curricular goals
- Conduct workshops or other appropriate sessions with faculty who participate in clinical skills courses; topics to include communication skills, physical examination preferences, and draping skills
- In collaboration with the Director of Clinical Skills Center and course directors, plan remediation for students who fail or have marginal performance on assessments
• Review all new cases and periodically review old cases to assure they match curricular goals

• Assist in teaching physical exam skills to Standardized Patient Educators and Standardized Patients

• Assist with the development and teaching of procedural and emergency skills using the appropriate modality(s)

• Initiate research proposals for grants and curriculum evaluation

• Provide direction and collaboration for scholarly activities

• Establish effective, collaborative working relationships with School of Medicine faculty, Program Directors, non-School of Medicine programs including nursing and physicians assistant faculty

• Write and critique papers about Clinical Skills Center programs and present at national meetings as appropriate

• Coordination of simulation training using standardized patients, high fidelity simulators, mannequins, and ultrasound

• Development and implementation of innovative assessments to demonstrate clinical competence in: taking histories, performing physical examinations, crafting differential diagnoses, documentation, interviewing techniques, performance of procedures

SUPERVISION

Received:
Work is performed under the direct supervision of the Vice Dean for Education of the School of Medicine

Given:
Supervise appropriate staff

EDUCATIONAL EXPERIENCE

Qualified candidates will have attained the rank of Assistant Professor, Associate Professor, or Professor and must have an M.D. degree with at least two years of clinical experience beyond residency and fellowship. Experience in the professional direction or coordination of simulation and standardized patient programming, with strong focus on proactive education and training is preferred.
KNOWLEDGE, SKILLS, AND ABILITIES

The candidate should have distinction as a respected faculty member among his/her peers and be an outstanding administrative leader; one who possesses a style that is congenial and collaborative, yet decisive, with the ability to plan and organize successful initiatives. The candidate should also possess a record of working collaboratively across clinical disciplines and with administration. The candidate will have the ability and experience to successfully develop and coordinate a major curricular change process. Ability to maintain confidentiality. Must be knowledgeable in areas that involve office management and administrative procedures and have a thorough understanding of the Health Science Center’s structure, policies, rules and procedures. Time management skills are needed to meet deadlines. Must possess excellent communication skills and apply organizational, interpersonal, and leadership skills. The candidate must have both knowledge and experience in interaction within multicultural and multiracial settings.