DUKEMED FACULTY RESOURCES

The purpose of this handbook is to provide course directors and faculty useful resources for their education roles.

TABLE OF CONTENTS

MD Curriculum Overview

- What are Duke's medical education program objectives?
- What is the Patient FIRST Curriculum?
- How are courses assessed?
- How is student performance assessed?
- How do I provide real-time feedback to students?
- What is the Primary Care Leadership Track and LIC?

MD Policies and procedures

- What are the requirements that all faculty must know as per our accrediting body (the Liaison Committee on Medical Education of the AAMC)?
- How can I set a positive learning environment, provide equitable feedback to learners, and mitigate bias in education?

AY2022-2023

- Where can I find the SOM and MD program policies on duty hours, supervision, procedures/clinical encounters, grading appeals processes, promotions, mistreatment, professionalism, and the code of conduct?

How does Duke Med support our students?

- How does Duke Med provide academic/tutoring support to students?
- What is mistreatment and how do I report it?
- How can I connect my students to Duke SOM Mental Health Resources?
- How can I help my students if they share financial concerns?
- What do I do if a student reports concerns for sexual assault or harassment?
- What are ways I can support my students who have disabilities?

Faculty Support and Involvement

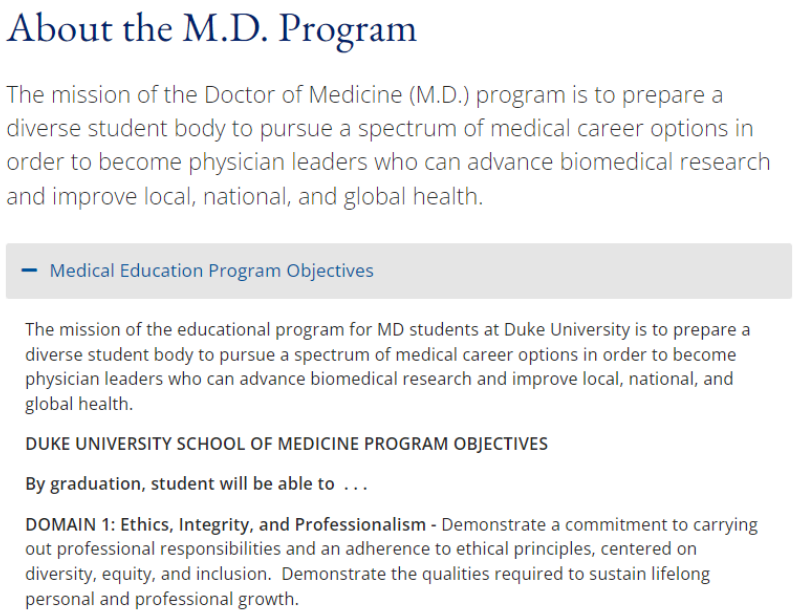
- Who is my first contact with a question about my course?
- Where can I find resources to support me as an educator?
- How do I get feedback as an educator?
- How can I learn how to write excellent quiz/test questions?
- What do I do if I have IT technical issues while teaching in TSCHE?
- How can I get more involved in medical education?
- How can learn more about equity, diversity, justice and inclusion initiatives and training?
- How can I get involved with admissions?
- What if I have questions about my compensation for my education roles?
- How do I work with my educational staff support?
- How can I get promoted based on my education roles?

I NEED HELP. HOW DO I KNOW WHO TO CONTACT?

We are here to support you. Please see here for full list of our program contacts. Contacts are listed by area of responsibility/expertise.

MD CURRICULUM OVERVIEW

What are Duke's medical education program objectives? Website that features our newly updated learning objectives that guide our 4-year curriculum (2022).



About the M.D. Program

The mission of the Doctor of Medicine (M.D.) program is to prepare a diverse student body to pursue a spectrum of medical career options in order to become physician leaders who can advance biomedical research and improve local, national, and global health.

– Medical Education Program Objectives

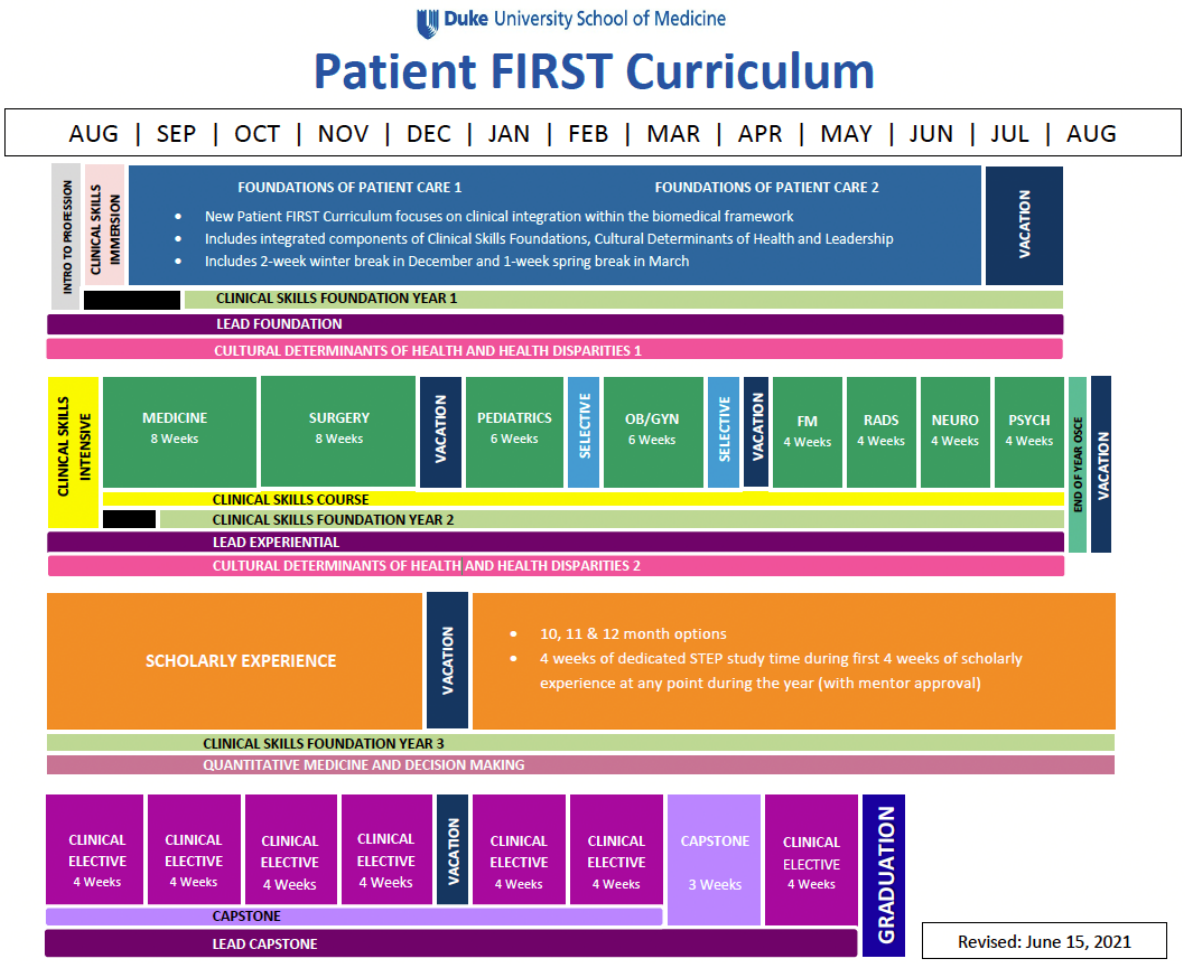
The mission of the educational program for MD students at Duke University is to prepare a diverse student body to pursue a spectrum of medical career options in order to become physician leaders who can advance biomedical research and improve local, national, and global health.

DUKE UNIVERSITY SCHOOL OF MEDICINE PROGRAM OBJECTIVES

By graduation, student will be able to . . .

DOMAIN 1: Ethics, Integrity, and Professionalism - Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles, centered on diversity, equity, and inclusion. Demonstrate the qualities required to sustain lifelong personal and professional growth.

What is the Patient FIRST Curriculum? Website explaining our 4-year curriculum, educational philosophy, new courses/initiatives, and our timeline. See below for descriptions of each year.



MS1. Preclerkship Year.

The stage for the first year is set with the 2-week Clinical Skills Training Immersion course which introduces clinical skills and professional identity formation. CSTI is followed by Foundations of Patient Care, a single integrated course that blends biomedical and clinical sciences to prepare students for clinical practice. Woven throughout the first year, students experience small group sessions with faculty focusing on clinical skills (Clinical Skills Foundation 1), cultural determinants of health (Cultural Determinants of Health Disparities 1), and leadership (LEAD Foundation). The most recent cycle of curriculum innovation was implemented in Fall 2021 and focused on immersing students in the clinical experience from their first day as a medical student, highlighting the clinical correlations of basic science content, and aligning content across basic science disciplines.

MS2. Clerkship Year.

The goals of the eight core clerkships are to train our students to provide patient-centered care across a variety of specialties in inpatient and ambulatory settings. Students serve as the primary provider for their patients, working in interprofessional teams to obtain histories, perform physical exams, and develop and implement diagnostic plans. They apply the foundational training received from the first year to incorporate biomedical principles (Clinical Skills Course and CSF2), social context of medicine (CDHD2), and leadership skills (LEAD Experiential) to serve patients and families. As part of the most recent cycle of curriculum innovation, the Curriculum Committee approved the new PIONEER curriculum in March 2022. PIONEER is a 16-week block with more longitudinal ambulatory placements in Family Medicine, Internal Medicine, Pediatrics, Ob-Gyn, and Neurology. The new curriculum is planned to begin in August 2023.

MS3. The Scholarly Experience.

The primary goal of the third year is to develop tomorrow's physician leaders through a rigorous scholarly experience in biomedical-related research. The Scholarly Experience of the Third Year represents a unique opportunity for the student to broaden their background in basic science as well as patient-oriented research (clinical research, epidemiology, population health), humanities, and AI/BME the basis of clinical medicine. Other required courses include Clinical Skills Foundation 3 and two classes addressing Quantitative Medicine and Decision-Making: Medical Statistics and Evidence-Based Medicine. The next cycle of curriculum innovation is expected to begin in Fall 2022 and include newly redesigned Medical Statistics course.

MS4. Sub-internships and electives.

The final year of the curriculum allows our students to transition from medical school to the next steps in their career, including residency programs, industry, research, and advocacy during their sub-internships and electives. Other required courses include the longitudinal Capstone course that teaches important

information and tools to prepare them for their first year of residency and the Acute Care Curriculum, in which all students receive focused training in caring for the acutely ill patient through high fidelity simulation and direct patient care. The next cycle of curriculum innovation is expected to begin in Spring/Fall 2023.

How are courses assessed?

We have a centralized assessment program run through the Office of Curricular Affairs. The assessment team administers end-of-course evaluations for all credit-bearing courses, with expectations for 100% completion by students. All required courses participate in the Annual Course Review (ACR) process. The ACR requests course directors to review their course's evaluations and related outcomes data to identify the course's strengths, gaps, goals, and progress from prior year. The outcomes data and plan are formally reviewed by the Curriculum Committee, which includes representatives from the faculty at-large, students, staff, course director representatives, and educators from other health professions programs in the School.

How is student performance assessed?

Course directors determined evaluation criteria for their students as part of the initial course approval process by the Curriculum Committee. These are communicated to students and faculty prior to the start of the course. Please contact course directors for details.

All courses in Years 1 - 3 are graded as "Satisfactory-Unsatisfactory". All sub-internships and electives with 3-5 credits are graded "Honors-High Pass-Pass-Fail".

Performance on high stakes summative exams are centrally monitored and students at risk for learning gaps are identified early and offered additional supports. Please contact the student's Course Directors and Advisory Deans if you have any concerns.

Please review the Duke LMS Module "Best Practices for Precepting and Assessing Learners" for tips on how to precept, create a safe learning environment, consider the role of bias and microaggressions in assessment, and recognize the components of a well-written narrative.

How do I provide real-time feedback to students?

Providing formative feedback contributes to development of a growth mindset in our learners and is critical to their development as physicians. As such, course directors require students to receive formative feedback on their clinical performance.

Beginning in Year 1, students are assigned a QR code that links to a personalized, Qualtrics-based, formative assessment form. This form was created using the AAMC's framework of Entrustable Professional Activities (EPAs). More information about EPAs can be found here: https://www.aamc.org/what-we-do/mission-areas/medical-education/cbme/core-epas

To provide real-time feedback, you simply scan a student's QR code using the camera on your smart phone. This will give you access the EPA-based form, that allows you to type and/or dictate your feedback.

All feedback is centrally collected across courses and over time. The aggregated data is displayed in Tableau dashboards, for student, faculty and course director review.

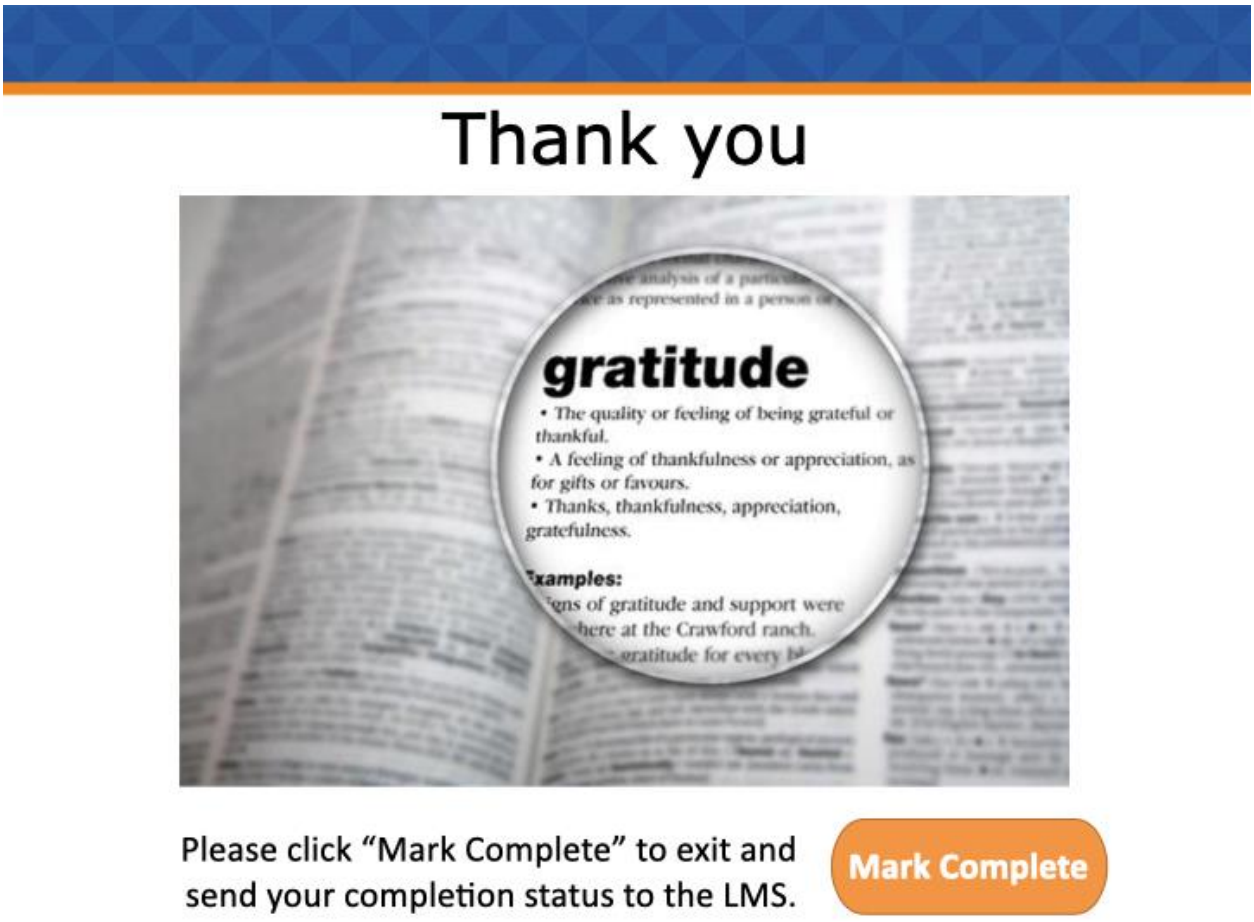
What is the Primary Care Leadership Track and LIC?

The PCLT program is a 4 year track focused on preparing physician leaders in primary care. The Longitudinal Integrated Clerkship is a one-year track whereby students have longitudinal ambulatory placements in place of traditional block clerkship rotations. The LIC program will be phased into the new PIONEER curriculum, starting in August 2023.

MD POLICIES AND PROCEDURES

What are the requirements that all faculty must know as per our accrediting body (the Liaison Committee on Medical Education of the AAMC)? Ten-minute video on our new program objectives, policies, schedule, and evaluation plan. Required for all faculty.

How can I set a positive learning environment, provide equitable feedback to learners, and mitigate bias in education? 10-minute LMS modules on practical and evidence-informed skills in creating a positive learning environment. Required by the LCME of all faculty. Please see below under "Student Support" for additional information.



Where can I find the SOM and MD program policies on duty hours, supervision, procedures/clinical encounters, grading appeals processes, promotions, mistreatment, professionalism, and the code of conduct? The SOM Bulletin is published every year as the primary official catalogue of Duke Med policies, procedures, and courses. The SOM Bulletin is updated annually. Additional updates throughout the year are included on the Registrar's webpages.

Questions from course directors that can be answered by the Bulletin include:

- How many days may a student be excused for residency interviews during their elective?
- What are the duty hours rules for medical students?
- What are the required clinical encounters and supervision policy for medical students?
- What is the policy on formative and summative assessments of students?
- What is the grading policy? How can students appeal their grades?
- What are the professionalism expectations for students and how do I report concerns for professionalism (ie Code of Conduct)?

Student Support Resources

How does Duke Med support our students?

Each student is assigned an Advisory Dean and receives both academic and career advising through the Office of Student Affairs. Please see the list for Advisory Dean Student Assignments. The Associate Dean for Learning Environment and Well-Being works to improve our learning environment from the classroom to the bedside. All our faculty and staff share the responsibility for supporting our students in learning medicine and caring for themselves as part of our team approach.

If a student has concerns about a course, encourage and assist the student in discussing their concerns with the course director. If that is not an option to them, encourage the students to contact the Assistant Dean for Biomedical Sciences for courses in the first year (Dr. Matt Velkey), Assistant Dean for Clinical Education for clinical courses (Dr. Saumil Chudgar), or the Associate Dean for Curricular Affairs for any course (Dr. Aditee Narayan). If those are not an option, students may share their concerns with the Vice Dean for Education (Dr. Buckley) or Dean Klotman. Advisory Deans are available at any stage in the process.

Please see here for full list of our program contacts.

How does Duke Med provide academic/tutoring support to students?

Students should receive support from their clinical preceptors and course directors/course faculty in meeting the goals of the course. Students may also be referred to their Advisory Deans if additional academic support is needed.

Faculty may also refer students to Dr. Melanie Bonner, Academic Support. She provides academic skills support, access to tutors, and collaborates with medical education leadership to meet the needs of students. Students may access study resources through Dr. Bonner's Canvas course "Study Resources".

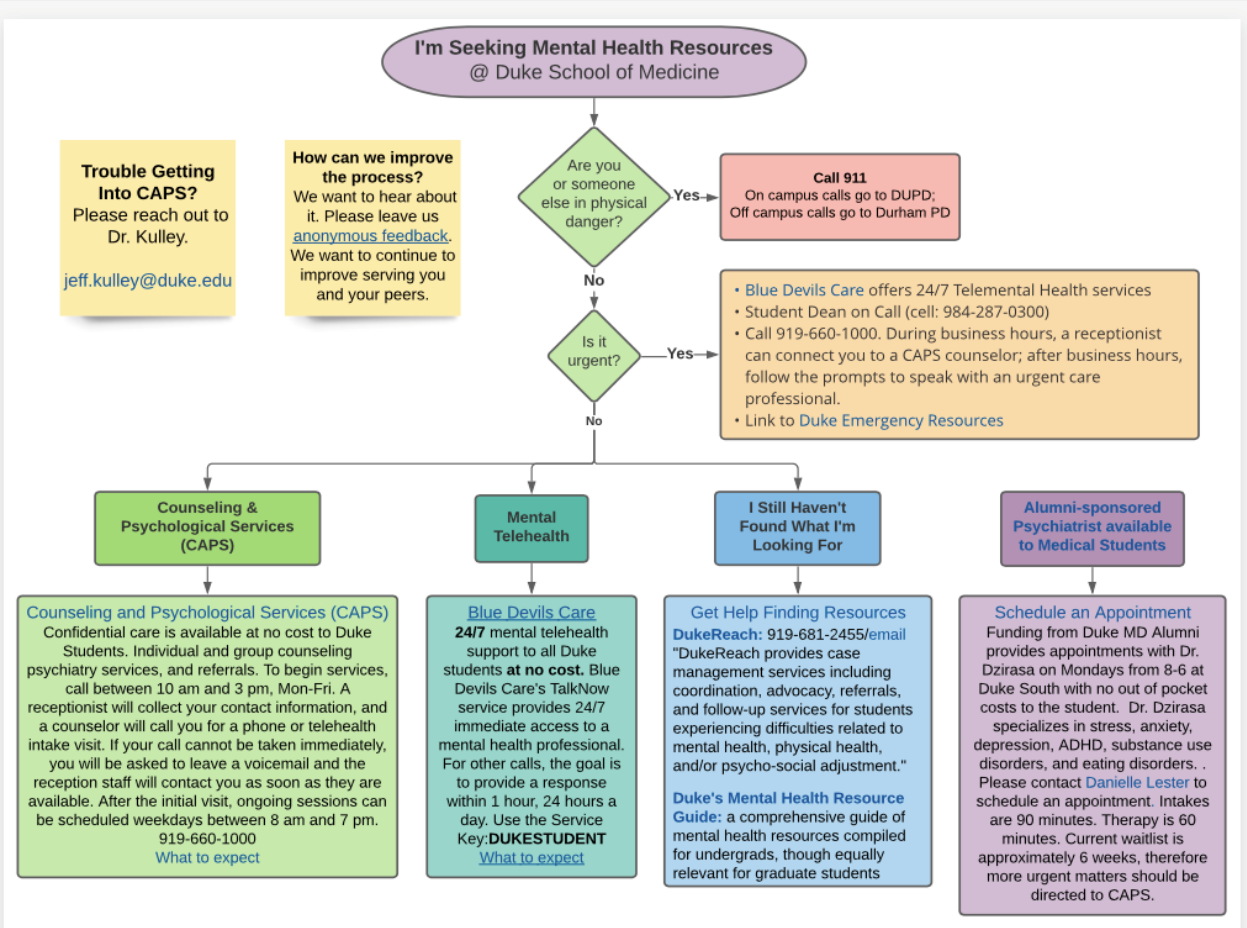
How do I provide a trauma-informed learning experience for my students?

We encourage you to talk to your students about how in usual circumstances in healthcare, we are confronted with painful topics and experiences. In this season, many of us are feeling this more acutely than ever. The needs of patients around us have escalated, our own experiences have escalated, and we must take care of ourselves so we can do this difficult work of caring for our patients and communities. With that in mind, we want to empower our students that if they are caring for patients or in class, and they are or anticipate having difficulty, to please say "I need a moment" and excuse themselves. Remind them that they are to care for themselves and then to please reach out to you as their clinical preceptors and/or course directors for any alternative learning methods without adverse consequences. Please direct them to their Advisory Deans for support. You may also contact Dr. Narayan directly to explore alternative learning options.

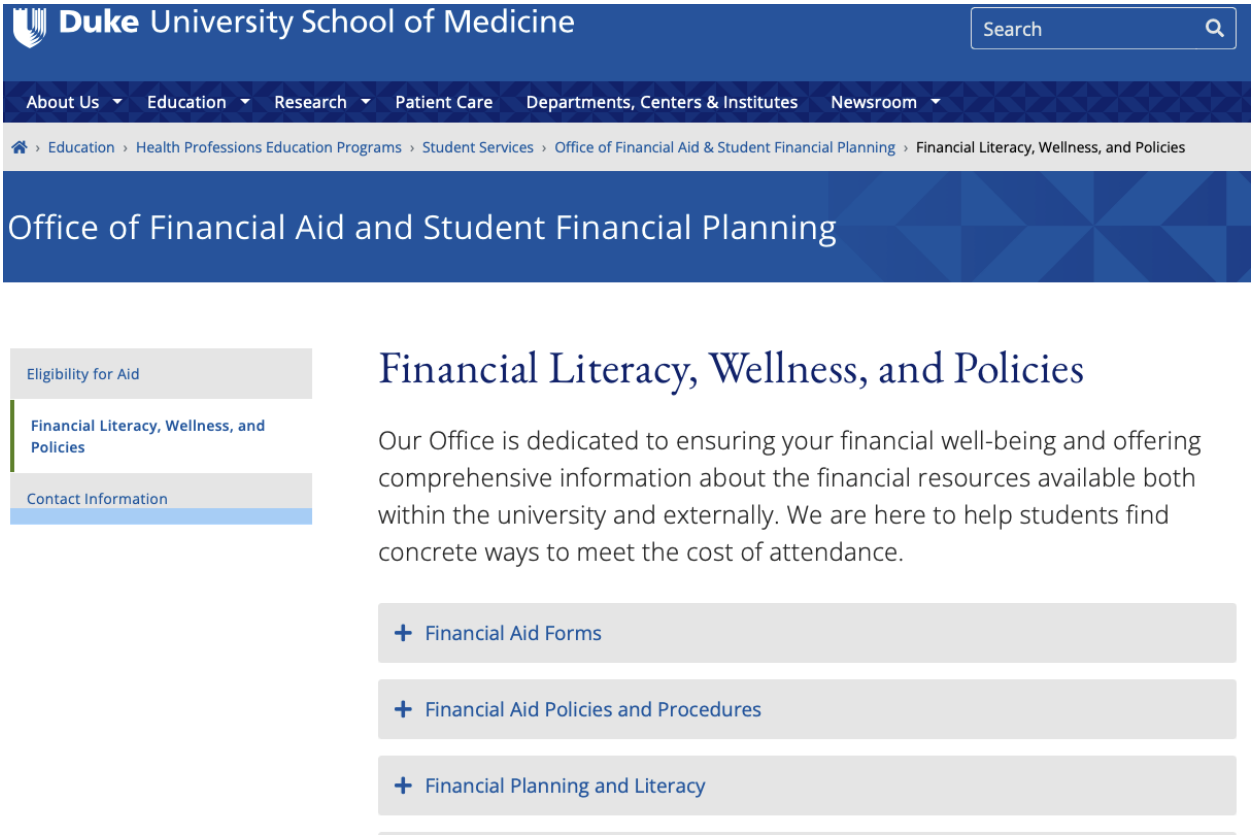
What is mistreatment and how do I report it? LMS module on our role as educators and how we can improve our learning environment. Webpages on "Reporting Mistreatment and Misconduct" provide links and options on how to whom to report, as well as what happens after the report is made.

How can I connect my students to [Duke SOM Mental Health Resources]?

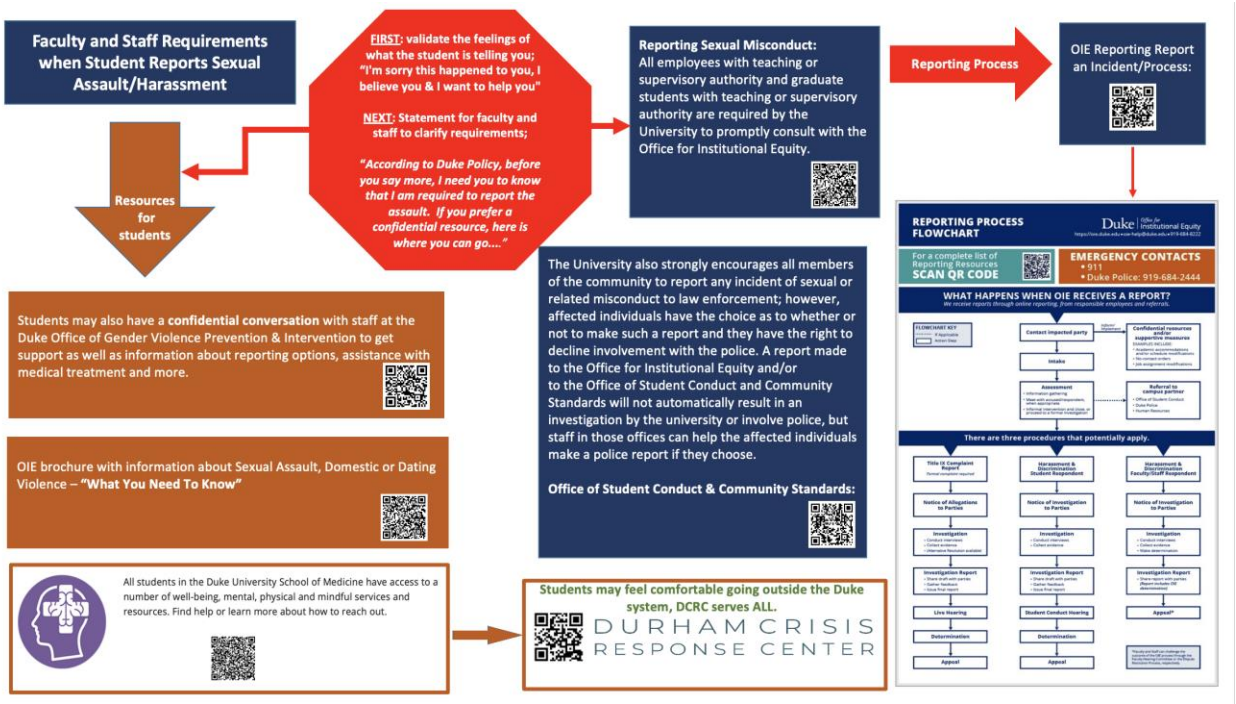
Algorithm on emergent and non-emergent ways to access mental health services for students.



How can I help my students if they share financial concerns? The Registrar offers many resources for financial literacy, food and housing insecurity resources, and wellness, and is available to meet with students to explore their options.



What do I do if a student reports concerns for sexual assault or harassment? Resources and recommendations on how to help meet the student's health needs, as well as reporting requirements.



What are ways I can support my students who have disabilities? Resources and recommendations for teachers. Refer students to Duke's Student Disability Accommodations Office for any formal requests for accommodations. Please review the Disability Resources and Common Language documents for step-by-step guidance and contact information. Please contact Dr. Melanie Bonner, Disability Services Liaison, with any questions.

How can I support my students who are new parents and/or breastfeeding?

Encourage your students to speak with their Advisory Dean about transitions, as well as to consult the SOM Bulletin for Parental Leave Policies. Duke HR has excellent resources and tips on lactation support services. The Lactation Guide compiled for Duke Medicine includes locations for pumping during clinical rotations.

FACULTY SUPPORT AND INVOLVEMENT

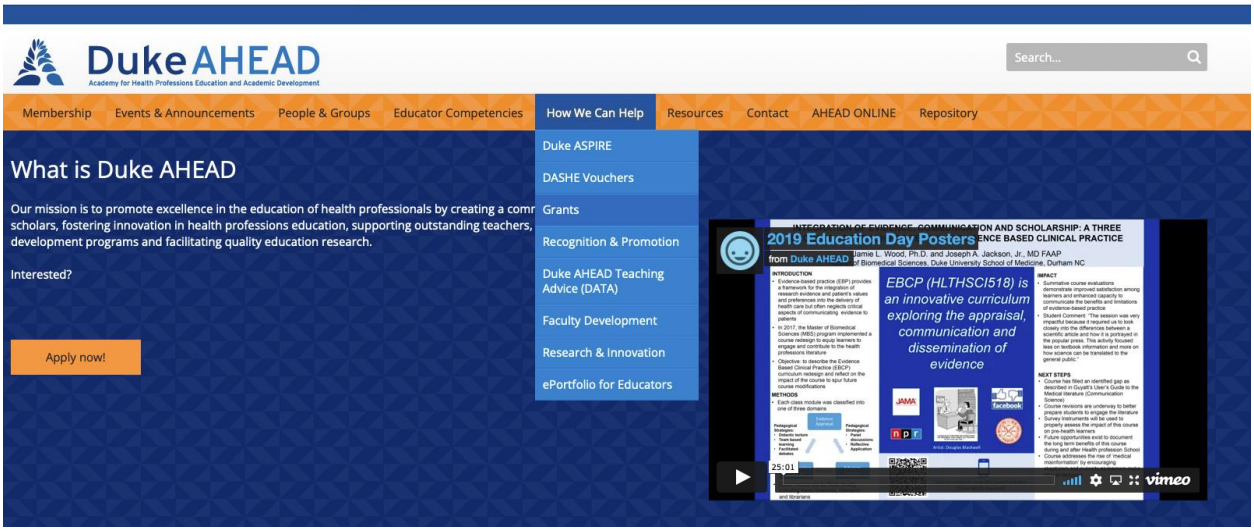
Who is my first contact with a question about my course?

Biomedical courses should contact Dr. Matt Velkey, Assistant Dean for Biomedical Sciences Education. Clinical courses should contact Dr. Saumil Chudgar, Assistant Dean for Clinical Education. Dr. Aditee Narayan, Associate Dean for Curricular Affairs, is also available for any faculty member who would like help. Please review Program Contacts list for detailed list of supports.

Where can I find resources to support me as an educator?

Duke AHEAD has an outstanding resource for educators. The mission of Duke AHEAD "is to promote excellence in the education of health professionals by creating a community of education scholars, fostering innovation in health professions education, supporting outstanding teachers, providing faculty development programs and facilitating quality education research." We encourage all our educators to become members by signing up here.

The Duke Medical Center Library has extensive resources for teaching.


DukeAHEAD
Academy for Health Professions Education and Academic Development
Search...
Membership
Events & Announcements
People & Groups
Educator Competencies
How We Can Help
Resources
Contact
AHEAD ONLINE
Repository
Duke ASPIRE
DASHE Vouchers
Grants
Recognition & Promotion
Duke AHEAD Teaching Advice (DATA)
Faculty Development
Research & Innovation
ePortfolio for Educators
What is Duke AHEAD
Our mission is to promote excellence in the education of health professionals by creating a comm
scholars, fostering innovation in health professions education, supporting outstanding teachers,
development programs and facilitating quality education research.
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Apply now!
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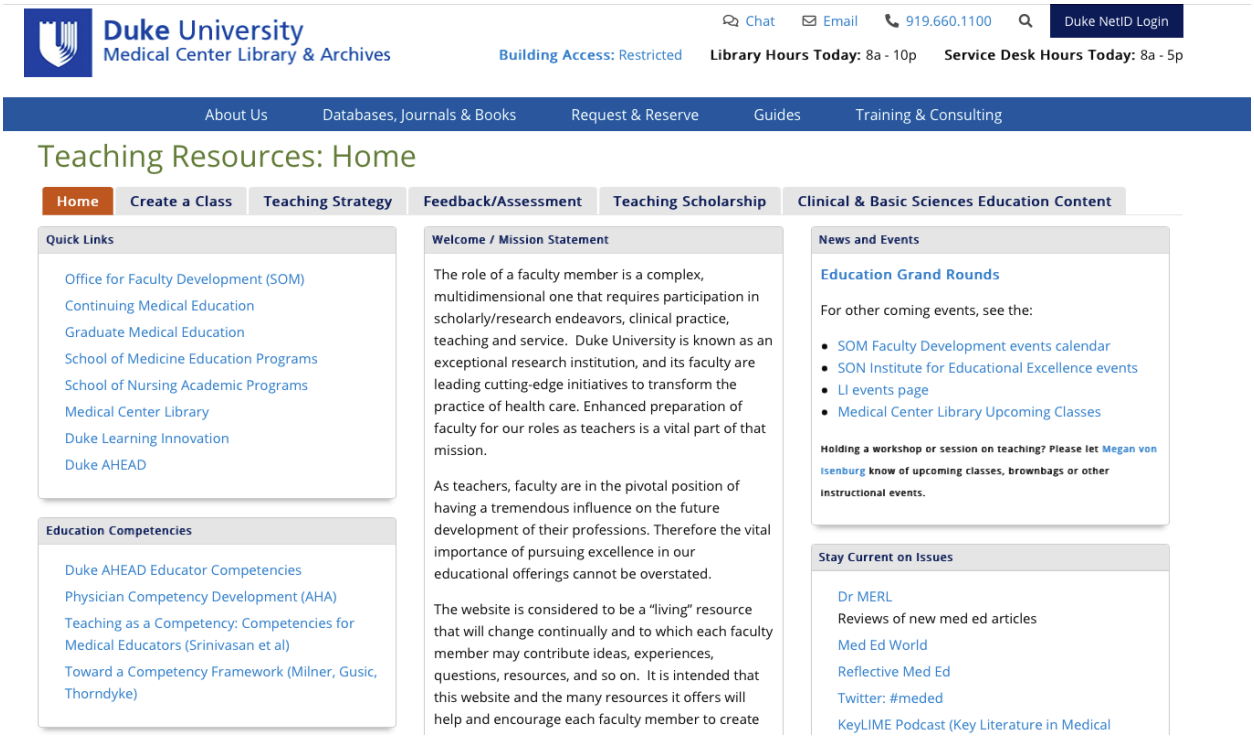
from Duke AHEAD
EBCP (HLTHSCI518) is an innovative curriculum exploring the appraisal, communication and dissemination of evidence
25:01
vimeo


Duke University
Medical Center Library & Archives
Chat
Email
919.660.1100
Duke NetID Login
Building Access: Restricted
Library Hours Today: 8a - 10p
Service Desk Hours Today: 8a - 5p
About Us
Databases, Journals & Books
Request & Reserve
Guides
Training & Consulting
Teaching Resources: Home
Home
Create a Class
Teaching Strategy
Feedback/Assessment
Teaching Scholarship
Clinical & Basic Sciences Education Content
Quick Links
Office for Faculty Development (SOM)
Continuing Medical Education
Graduate Medical Education
School of Medicine Education Programs
School of Nursing Academic Programs
Medical Center Library
Duke Learning Innovation
Duke AHEAD
Education Competencies
Duke AHEAD Educator Competencies
Physician Competency Development (AHA)
Teaching as a Competency: Competencies for Medical Educators (Srinivasan et al)
Toward a Competency Framework (Milner, Gusic, Thorndyke)
Welcome / Mission Statement
The role of a faculty member is a complex, multidimensional one that requires participation in scholarly/research endeavors, clinical practice, teaching and service. Duke University is known as an exceptional research institution, and its faculty are leading cutting-edge initiatives to transform the practice of health care. Enhanced preparation of faculty for our roles as teachers is a vital part of that mission.
As teachers, faculty are in the pivotal position of having a tremendous influence on the future development of their professions. Therefore the vital importance of pursuing excellence in our educational offerings cannot be overstated.
The website is considered to be a "living" resource that will change continually and to which each faculty member may contribute ideas, experiences, questions, resources, and so on. It is intended that this website and the many resources it offers will help and encourage each faculty member to create
News and Events
Education Grand Rounds
For other coming events, see the:
SOM Faculty Development events calendar
SON Institute for Educational Excellence events
LI events page
Medical Center Library Upcoming Classes
Holding a workshop or session on teaching? Please let Megan von Isenburg know of upcoming classes, brownbags or other instructional events.
Stay Current on Issues
Dr MERL
Reviews of new med ed articles
Med Ed World
Reflective Med Ed
Twitter: #meded
KeyLIME Podcast (Key Literature in Medical

How do I get feedback as an educator?

We have a centralized assessment program run through the Office of Curricular Affairs. The assessment team administers end-of-course evaluations for all credit-bearing courses, with expectations for 100% completion by students. End-of Course (EOC) evaluations are shared with course directors on an annual basis. Please contact Dr. Deborah Engle, Assistant Dean of Assessment and Evaluation with any questions about the EOCs.

All required courses participate in the Annual Course Review (ACR) process. The ACR requests course directors to review their course's evaluations and related outcomes data to identify the course's strengths, gaps, goals, and progress from prior year. The outcomes data and plan are formally reviewed by the Curriculum Committee, which includes representatives from the faculty at-large, students, staff, course director representatives, and educators from other health professions programs in the School. Please contact Dr. Gabriel Yapuncich, Director of Continuous Quality Improvement and Accreditation, with any questions about the ACR process.

How can I learn how to write excellent quiz/test questions?

The National Board of Medical Examiners Writing Guide is a great resource.

What do I do if I have IT technical issues while teaching in TSCHE?

If you have an urgent issues with equipment in TSCHE, please page the emergency AV number at 919-970-0025. For concerns specific to the Learning Hall, please work with Rick Melegas, who is usually present in the booth.

How can I get more involved in medical education?

- **MedEd faculty listserv -** Submit a request to join the Med-Ed faculty listserv through emailing Steven Wilson at steven.wilson@duke.edu. The listserve where we send more frequent updates and tips on education.
- **Open teaching positions -** With few exceptions, all open positions in the medical education program are distributed to the general SOM faculty listserv for an inclusive approach at recruitment. Small Group Leader positions are recruited for annually. All SOM faculty, including DPC faculty, are eligible to apply, as per your chair. All applications are reviewed by a search committee, which uses consistent guidelines based on the needs of the role to assess each candidate. Final candidates are selected based on their skillset, experience, diversity in background (including professional and personal characteristics) and needs of the team. Applicants for Small Group Leader roles are placed on a waitlist, and if positions become available prior to the next annual recruitment, waitlisted faculty will be offered the open spots.
- **Input on policies and processes –** Any faculty member many provide feedback on aspects of our program through this open survey. The Curriculum Committee includes at-large faculty selected after a general call for applications as per the approach described above. The selected faculty members serve a 3-year term, which will expire at the end of 2024. Please contact any of the Curriculum Committee members with any questions or concerns.

How can learn more about equity, diversity, justice and inclusion initiatives and training?

Please review resources on the Office of Equity, Diversity and Inclusion webpages. Consider participating in the Teaching for Equity Fellowship Program at Duke. Duke University has resources on how to create inclusive and equitable courses.

The AAMC has new "Diversity, Equity, and Inclusion Competencies Across the Learning Continuum" that we encourage you to review.

How can I get involved with admissions?

There are three ways faculty can get involved:

- The MD Executive Admissions Committee. This involves meeting for 2.5 hours each Tuesday night from 5:00 pm until 7:30 pm, starting September 6 through February 15. The committee member will be responsible for reviewing and presenting applicants who have passed the interview process and to vote on applicants who are presented to the committee. The commitment for the role of MD Executive Admissions Committee member will be for a five year term (renewable). Preference is given to faculty who have experience in the MD Admissions process or residency screening or rating/interviewing.

- Screening medical student applicants. Over 8600 applications were submitted last year with around 5300 completing the secondary essays. The screening process runs from mid-July until all completed application are screened (December-January). Screening these applications thoughtfully and thoroughly allow us to identify the best possible candidates for interview. The system is web-based so this can be done from anywhere and at any time. The reimbursement structure is: if faculty members review 50 or more applications, reimbursement will be $10/application. This year we will select a committee of faculty to help with this process. The commitment for this role will be for a two year term.

- The Multiple Mini Interviews (MMI). Last year we interviewed 655 applicants and our goal is to interview around the same number this year again on the Zoom virtual platform. Interviews will be held, Monday through Thursday from 12:45 – 3:15 PM each day. If faculty participate in five or more MMI's they will be reimbursed $250/session. We will select a committee of faculty to help with this process. The commitment for this role will be for a two year term.

Please note the reimbursement amounts are only for School of Medicine faculty who help with screening medical student applicants and/or with the MMI interviews. Each faculty's department will be contacted at the end of the admissions regarding the type of reimbursement they would like you to receive: exceptional

pay, transfer to a discretionary account, or a transfer to the departmental education fund.

What if I have questions about my compensation for my education roles?

Funds for educational roles are distributed from the Office of the Vice Dean of Education to the SOM Finance Office, and then to the Departments. Each department determines how they will manage the funds allocated in the name of the faculty member to help support their effort. Please contact your departmental business manager and/or Chair/Division Chief to learn more. You may also contact Jennifer Averitt, Associate Dean of Medical Education Administration, and/or Scott Heflin, Director of the Office of Curricular Affairs, for questions related to allocations sent from medical education.

How do I work with my educational staff support?

Educational support staff can be great resources for developing, implementing, and maintaining curriculum. Staff are often aware of programmatic or logistical issues that may be impediments, but they can also be the first step in creating solutions and troubleshooting. Including and engaging staff in the early parts of the process is essential to accomplishing your goals. Please contact Scott Heflin, Director of the Office of Curricular Affairs, with any questions or guidance in working with your course support.

How can I get promoted based on my education roles?

The Duke promotions and tenure guidelines specifically identify pathways for promotion based on educator roles. Clinical faculty can view specific education roles and outcomes through the Clinical Sciences APT Faculty Scholarship Grid. Examples of promotion-worthy outcomes include curricular improvements, development of new curricula, course leadership roles, attainment of educational grants, and provision of significant educational content. Basic science faculty also require teaching excellence as part of the promotions process. Please view the Practice of Medical Education guidelines for those educators without a primary appointment in the School of Medicine or for those whose effort represents > 50%

of their total professional effort for additional resources. Duke AHEAD has great examples of electronic teaching portfolios to support faculty in the promotion process.