

Faculty Coach, Learning Communities Program, Jacobs
School of Medicine and Biomedical Sciences
University at Buffalo, The State University of New York

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Posted Oct. 16, 2023, set to expire Aug. 4, 2024

Job Title	Faculty Coach, Learning Communities Program, Jacobs School of Medicine and Biomedical Sciences
Department	Jacobs School of Medicine and Biomedical Sciences
Institution	University at Buffalo, The State University of New York Buffalo, New York
Date Posted	Oct. 16, 2023
Application Deadline	Open until filled
Position Start Date	Available immediately
Job Categories	Faculty Associate
Academic Field(s)	Medicine - General
Job Website	https://www.ubjobs.buffalo.edu/postings/45832

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Job Description

Help us create “home base” - a community of learning for our medical students throughout their time in medical school! As part of the Curriculum Revision and Redesign project, the [Jacobs School of Medicine and Biomedical Sciences \(JSMBS\)](#) is forming **Learning Communities** within the undergraduate medical education program. Learning Communities will begin with the incoming class of 2024. Learning Communities will establish longitudinal faculty coaching and mentoring and peer relationships for a small group of students throughout their medical school training. Learning Communities’ **Faculty Coaches** will teach core clinical skills, provide guidance and feedback, and promote the development of teamwork and leadership skills. Learning Communities will support exploration of humanism in medicine, professional identity formation, and engagement with our local community. Students will remain in their Learning Community small groups throughout their 4 years at Jacobs, engaging in various educational, clinical, and social activities. Faculty Coaches will play an

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integral role within Learning Communities by being the main instructor in these areas for their group of students, as well as a coach and mentor throughout all four years.

Position Summary:

The **Faculty Coach (FC)** is responsible for teaching clinical skills, carrying out the Learning Communities' curriculum, and serving as an academic coach for up to 24 students. Each FC will be responsible for an average of six medical students in each year of medical school. While the majority of educational activities will occur during Phase I during the pre-clerkship phase, the program continues throughout all phases of medical school. Therefore, a FC will spend dedicated time each week in the activities of the Learning Communities, totaling approximately 0.20 FTE (two half-days) transitioning up to 0.30 FTE (three half-days), with the remaining work effort within a clinical department or elsewhere.

The ideal candidate possesses a strong desire to work with medical students in an exciting, interactive, and stimulating learning environment. Creativity, enthusiasm, availability, open-mindedness, accountability, good judgment, and a positive mindset are essential personal characteristics for anyone in this leadership role. A strong interest in further personal and professional growth - through faculty development sessions on topics such as academic coaching, exploring humanism in medicine, promoting antiracist medicine, clinical reasoning, narrative medicine, and many others - is also foundational. Guiding students in developing an equity mindset in service learning activities and connection with the community will be a key role. A background in teaching and advising at the undergraduate medical education level is strongly desired.

Appointment Length:

Our hope is that FCs will commit to working with their six coaches for all 4 years of their medical education at the Jacobs School.

Selected candidates who are external or do not currently have a paid appointment with the university will be appointed in an Adjunct Instructor or similar title. Appointment type and method for internal candidates will be determined on an individual basis. Compensation for facilitators will be determined on an individual basis based on level of participation and after discussion with the Department Chair when appropriate.

Requirements:

- MD or DO degree or equivalent.
- Full-time or part-time faculty appointment with Jacobs School; volunteer faculty are also eligible.
- Currently active in clinical patient care. (If interested and not currently active or not seeing patients in a setting ideal for preclinical medical students, applications will still be considered,

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please feel free to contact to discuss).

- Demonstrated excellence in and enthusiasm for medical student education.
- Ability to devote 0.20-0.30 FTE* to Learning Communities program and activities.
- Departmental or institutional support to engage in LC activities, protected time.

Responsibilities and Expectations:

- Teaching clinical skills content of the Foundations of Patient-Centered Care (FPCC) course, including:
 - history taking and patient communication skills, both with Standardized Patients (SPs) at the school and in clinical settings;
 - physical examination skills for normal and abnormal findings at the bedside and with SPs;
 - clinical reasoning and decision making;
 - integration of clinical and foundational science knowledge;
 - direct observation of clinical interactions between medical students and patients/SPs;
 - verbal and written formative and summative feedback of medical student presentations and write-ups.
- Teaching skills related to humanism, professionalism, teamwork, leadership, and service learning.
- Leading sessions with personal and professional development goals.
- Providing general career and academic advising to students in partnership with other programs.
- Participating in regular faculty development sessions and bi-annual retreats.
- Participating in the development and continuous quality improvement of the Learning Communities' program.
- Facilitate and support student involvement in CommunityConnect (service-based learning program).

Time Commitments:

The commitments delineated below will take place on Mondays and Tuesdays (please see [full job description](#) for further details).

2024-2025 school year (M1 students) - 0.20 FTE

- One 4-hour session/week with M1 students - teaching clinical skills and Learning Communities curriculum.
- One 4-hour session/week - faculty development, ad-hoc meetings, portfolio review, administrative tasks.

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- Two Clinical Precepting Sessions/coachee during Phase I

2025-2026 school year (M1 & M2 students) - 0.25 FTE

- One 4-hour sessions/week with M1 students - teaching clinical skills and Learning Communities curriculum.
- One 4-hour session/week with M2 students - teaching clinical skills and Learning Communities curriculum x 5 months (July - December).
- Twelve 2-hour sessions/year with Phase 2 students - debriefing clinical rotations, reviewing clinical skills, reflection activities, teaching peer mentoring skills, other learning communities curriculum x 3 months (April - June).
- One 2-hour session/week - faculty development, ad-hoc meetings, portfolio review, administrative tasks.
- Two Clinical Precepting Sessions/coaches during Phase I.

2026-2027 school year (M1, M2, & M3 students) - 0.30 FTE

- Two 4-hour sessions/week with M1 & M2 students - teaching clinical skills and Learning Communities curriculum (M2s x 5 months).
- Twelve 2-hour sessions/year with Phase 2 students - debriefing clinical rotations, reviewing clinical skills, reflection activities, teaching peer mentoring skills, other learning communities curriculum.
- Four 2-hour sessions/year with Phase 3 students - peer teaching skills, career advisement, reflection activities, other learning communities curriculum (only 1 in last quarter of this year, April - June).
- One 2-hour session/week - faculty development, ad-hoc meetings, portfolio review, administrative tasks.

2027-2028 school year & beyond (M1-M4 students, fully integrated learning communities) - 0.30 FTE

- Two 4-hour sessions/week with M1 & M2 students - teaching clinical skills and learning communities curriculum (M2s x 5 months).
- Twelve 2-hour sessions/year with Phase 2 students - debriefing clinical rotations, reviewing clinical skills, reflection activities, teaching peer mentoring skills, other learning communities

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- Four 2-hour sessions/year with Phase 3 students - peer teaching skills, career advisement, reflection activities, other learning communities curriculum.
- One 2-hour session/week - faculty development, ad-hoc meetings, portfolio review, administrative tasks

*FTE is not specialty-specific. All financial support will be calculated off of the same annual base salary. 0.20 FTE is approximately 1 day/week.

University at Buffalo is an affirmative action/equal opportunity employer and, in keeping with our commitment, welcomes all to apply including veterans and individuals with disabilities.

Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

Contact