

**Loyola University of Chicago
Stritch School of Medicine**

Vertical Integrated Curriculum Director Job Description

A Vertical Integrated Curriculum (VIC) Course Director designs, manages and evaluates their course in keeping with the overall school learning objectives, recommendations of the Central Curricular Authority (CCA) or any of its standing subcommittees and relevant national recommendations directed to their subject matter. The VIC Course Director communicates the expectations of their course to their students, course and clerkship directors, staff, faculty and administration. A director acts as a link between students and faculty, demonstrating interpersonal and leadership skills that earn the trust of both groups.

The VIC Course Director should remain informed of trends and practices in medical education, pedagogy, technology, and administration. The Course Director is responsible for developing and maintaining a vision for the short and long-term activity of their Course. This effort entails ongoing development and planning, in consultation with staff, faculty and the administration. The director will be responsible for reporting and monitoring revisions in content and assessments and any significant revisions will need to be approved by the CCA. The VIC director is encouraged to engage in scholarly activities and assume leadership roles in SSOM educational endeavors.

Vertical Integrated Curriculum Director Specific Responsibilities

Curricular Activities:

1. Work closely and collaboratively with the Course/Clerkship Directors, Curricular Year Directors, and Topics in Clinical Medicine (TCM) Director to assure that the necessary and desired educational content is addressed and optimal learning and assessment methods are utilized.
2. Formally engage with each Course/Clerkship Director on a regular, at least yearly, basis to discuss integration of VIC content into the respective courses and clerkships and to make them aware of any significant changes in national or institutional educational developments, directives or policies that may impact the VIC.
3. Develop and effectively communicate VIC objectives and outcome measures to students, course/clerkship directors and faculty.
4. Regularly review, and if necessary revise, VIC learning objectives to ensure that they are reflective of VIC content and adequately meet the overall goals and required competencies of the VIC.

5. Track national trends in medical education in their area, and implement changes as needed with collaboration from the CCA, Curricular Year Directors, Topics in Clinical Medicine Director and course/clerkship directors.
6. Investigate novel educational tools and alternative methods of content delivery that have been demonstrated to improve student learning outcomes and encourage their adoption by faculty and introduction into VIC and courses/clerkships.
7. Work directly with directors and leaders of other curricular initiatives, including the other vertical curricula, as appropriate.
8. Develop questions for the relevant Topics in Clinical Medicine Exams.
9. Maintain contact and familiarity with others who teach in related areas to ensure consistency, coordination, and integration, with minimal redundancy.
10. Develop and review outcome measures to assess the achievement of learning objectives within the competencies, and provide feedback, when requested, to the CCA, Competency Evaluation Assessment and Review Committee (CEARC) and the Evaluation Subcommittee.
11. Implement and document appropriate changes in the VIC based upon ongoing self-assessment as well as student evaluations, Course/Clerkship Director feedback, Evaluation Sub-Committee reports, input from the Deans, Curricular Year Directors, or Topics in Clinical Medicine Director, and changes in school or national directives. Report these changes to the CCA, CYDs, Evaluation Subcommittee, and CEARC their input.
12. Medical education needs to be “evidence based” and approached in a scholarly manner. In many cases the role of a director allows the opportunity to engage in scholarly activities in medical education that support professional development – this may include authoring publications, applying for educational grants, participating in national activities such as giving workshops, presenting abstracts, and serving as a member of education committees.
13. Role model team work and interprofessionalism for the students.

Administrative Activities:

1. Attend, when appropriate, lectures, small group activities, teaching rounds and other VIC educational activities to monitor quality and consistency.
2. Work with the Topics in Clinical Medicine Director to ensure the vertical integrated course content is appropriately delivered within courses and clerkships.
3. Maintain up-to-date VIC content on SSOM Website which provides students with clear objectives, content, course and clerkships in which VIC content is integrated, and assessment methods

4. Submit to the CCA and the Curricular Year Directors the annual VIC Inventory report within thirty days of report request, and respond officially to the Evaluation Subcommittee, CEARC and CYD reviews
5. Work closely with the educational deans and the Office of Medical Education to provide any necessary data or information that is required to ensure compliance with the directives and requirements of National Licensing and Accreditation bodies.
6. Participate in review and recommendations with respect to VIC budgetary resources which support the VIC
7. Meet yearly with the Topics in Clinical Medicine Director and Curricular Year Directors.

Service Activities:

1. Attend and participate in course/clerkship director meetings and activities.
2. Participate in evaluation and remediation of students with academic difficulties.
3. Participate in CCA and its subcommittee meetings and activities when necessary or requested.
4. Serve, when requested, in leadership roles in SSOM educational activities, projects, task forces, etc.
5. Participate in important school events such as graduation, St. Luke's Week and St. Albert's day.
6. Work directly with the Clinical Skills Center staff where appropriate to enhance both teaching and assessment within the VIC.
7. When asked provide information about further educational opportunities regarding the content of the VIC.

Acknowledgement:

It is acknowledged that while VICs may vary in time commitment based on the breadth of content and integration, the work of a VIC director is an on-going responsibility. As such, appropriate support will be provided by the administration in recognition of the time, energy, and expertise the management the VIC requires. Support for educational research into the effectiveness of instruction and practices will be provided. This will permit the evaluation of the effectiveness of our pedagogical programs and our success in integrating technology and pedagogy. Educational research with the direct input from the VIC director will determine whether current educational efforts are effective and where improvements may be warranted. Finally, an educational scholarship budget will be provided at the approval of Office of Education to permit the VIC director to remain current with developments in technology and

pedagogy, including attendance and presentation at high-level national educational conferences.

Each VIC director is supported by the institution with:

- A TCM/VIC coordinator to assist in running TCM and the VICs
- A budget, when appropriate, for developing and supporting the VIC and proper instruction in the management of the budget
- Faculty development concerning educational research and outcomes and their own professional development in regards to their role as Director and educator.

CCA Approved: July 31, 2015

Revised: October 10, 2018