

Appendix B: Job Description for the Director of Medical Student Education in Radiology

This description is a comprehensive template covering the range of responsibilities and expectations of the DMSEER, to be adapted for the needs of the specific radiology department or college of medicine. The various elements of each category are intended to be viewed and carried out in an interconnected manner. Per the needs or structure of individual departments and the number and distribution of learners involved, the components within each category may be performed by a team of individuals, for which the DMSEER would act in a supervisory capacity. The final element of the description addresses the terminology, qualifications, and resources required by the DMSEER. Please note, within this description, the educational activities cited (e.g. course, learning interaction) can be applied to elective or required content and to an experience occurring in a standalone setting or within a larger curricular thread. For questions or comments, please feel free to email Alex Grieco, M.D., at aur@rsna.org.

C. Alexander Grieco, M.D.
Vikas Agarwal, M.D.
Alison L. Chetlen, D.O.
Jeffery P. Hogg, M.D.
Sravanthi Reddy, M.D.
Emily M. Webb, M.D.
David M. Naeger, M.D.

CATEGORY I: INSTRUCTIONAL DESIGN

IA- Content Delivery and Management

- Ensure delivery of radiology content according to pedagogical best practices for undergraduate medical education
- Optimize content delivery in the way of the teaching and learning method utilized (live content versus independent learning modules)
- Coordinate timing for delivery of radiology content throughout the pre-clinical and clinical phases of the UME curriculum at the affiliated SOM, including scheduling of faculty and graduate trainee as contributors through lectures and other learning interactions
- Oversee additional instructors contributing to content delivery and assure representation of the various subspecialty areas as indicated by the specific course or learning activity
- Design learning interactions for all available settings in the department (auditorium, small group room, reading room) and outside the department (SOM lecture hall, gross anatomy laboratory, clinical skills center)
- Orient new learners to the experience and deliver expectations for their participation
- Develop and administer assessments of learners for demonstration of competence as appropriate for the learning interaction
- Provide for, or provide directly, timely formative feedback on learners' performance and progress, as appropriate for length and setting of the learning interaction

- Provide for, or directly provide, timely summative feedback on performance and complete evaluations developed within the department and/or at the affiliated SOM
- Support and aid in evaluation of additional faculty members involved with teaching radiology content inside and outside the radiology department
- Oversee graduate trainees in delivering educational content to medical students within the radiology course as applicable based on setting (reading room, lecture room)
- Contribute to the development of graduate trainees as clinician educators through training, support, and evaluation, with graded responsibility based on training level and performance
- Maintain fluency with the college of medicine curricular structure, timing, grading scheme, and expectations of the affiliated SOM
- Collect, analyze, and present timely feedback on the course and on the individual faculty contributors given by learners
- Participate and align with quality assurance for learning interactions as designated by the department and affiliated SOM (compliance, learner safety on service)
- Maintain regular communication with the clinical faculty and student learners to identify and address any concerns regarding medical student education
- Pursue continuing professional development in pedagogical and assessment methods
- Address complaints or concerns regarding inappropriate interactions or other problems within the learning environment

IB- Curriculum Design

- Develop and oversee an educational curriculum appropriate for the level of training and phase of the curriculum of the medical students enrolled (pre-clinical/foundational phase versus clinical phase)
- Optimize the educational curriculum for the timing and format of the learning interaction (independent/ standalone course versus content incorporated in a larger course)
- Construct, review, and regularly update competency-based goals and objectives for each learning interaction with respect to knowledge, skills, and other attributes of the learners to align with the core competencies of the affiliated SOM
- Develop, sequence, and regularly update curricular elements to support achievement of the learning objectives
- Curate and incorporate educational content available through national professional organizations (e.g. ACR, AMSER, ARRS) as applicable
- Assure accuracy and completeness of content related to interpretive skills – conferring with departmental colleagues with different specialty training and background as needed
- Assure accuracy and completeness of content related to non-interpretive skills – conferring with departmental colleagues with different specialty training and background as needed
- Develop and maintain fluency with the curriculum of the affiliated SOM – specifically regarding placement and volume of radiology content, radiological anatomy, ultrasound, proportion of radiology content delivered by non-radiology educators – to be able to optimize contribution and to identify potential gaps

- When appropriate, advocate for the inclusion of curricular content that is appropriate in quality and quantity, as well as in format and timing for medical learners throughout the curriculum.
- Develop and maintain fluency with content of nationally administered standardized examinations that assess knowledge of radiology (USMLE, NBME) through connection to the COM curriculum committee and core clerkship directors

CATEGORY II: ADVISING AND MENTORING*

IIA- Specialty Advising and Student Mentoring

- Advise any and all students considering radiology as a specialty, with recognition that this task may occasionally involve learners who ultimately elect a different specialty after exploring the field of radiology
- Mentor students who have decided on or are favoring radiology as a specialty choice, with the timing and structure determined through the mentor-mentee agreement
- Mentor students who have not yet decided on a specialty, individually, or through a longitudinal coaching/mentoring program centered at the affiliated SOM
- Participate in specialty information and recruiting events centered in the department and the affiliated SOM
- Facilitate medical student participation in educational activities
- Facilitate medical student participation in research activities (directly, through advising on a project during the academic year or during intercession; indirectly, through arranging connection with one or more additional faculty members)
- Maintain strict alignment with the policies and procedures of the affiliated SOM dean's office and other applicable advisory bodies for delivery of specialty advising (advise for relative competitiveness based on performance and any academic and/or professional shortcomings)
- Contribute to the advising that occurs in the setting of a DR and/or IR interest group if one exists at the affiliated SOM
- Deliver and/or contribute to team-based advising in the content of supporting under-represented groups in the field of radiology

IIB- Match Advising

- Directly support medical students during the various components of the application process to radiology residency (CV review, personal statement review, mock interview)
- Regularly access nationally available data (NRMP, AAMC) and incorporate this data to provide evidence-based advising
- Develop and maintain fluency in the elements of the application for both diagnostic radiology and interventional radiology (advanced versus categorical positions; preliminary/post-

graduate year-1 positions; types and relative competitiveness of the pathways for pursuing interventional radiology)

- Construct letters of recommendation for ERAS
- Advise students regarding the process of seeking additional letters of recommendation for radiology residency and for preliminary-year/ post-graduate year 1 (PGY-1) programs
- Counsel medical students regarding match process and consideration of rank list construction
- Maintain historical data (ERAS match data, student contact information) and collect data regarding each matched class of medical students in DR/IR to guide future advising
- Maintain strict alignment with the policies and procedures of the affiliated SOM dean’s office and other applicable advisory bodies for delivery of match advising (timeline during the academic year, procedures for addressing academic and/or professional shortcomings in the personal statement, couples matching)

IIC- Faculty Mentoring

- Mentor junior educators in the department of radiology, as appropriate, regarding their contribution to and involvement in medical student education (areas of development include but are not limited to content selection, method of presentation, integration with SOM curricular expectations)
- Mentor senior educators in the department of radiology, as appropriate, regarding their contribution to and involvement in medical student education (even if more junior, the DMSER may still have strategies or experiences dealing with medical students that may be of benefit to senior faculty)

** For the purposes of this job description, advising refers to interactions that are typically “one-way,” advisor to advisee, over what may be a single interaction or a series of interactions, while mentoring refers to a more “two-way” longitudinally oriented interaction between mentor and mentee*

CATEGORY III: ADMINISTRATION AND LEADERSHIP

- Schedule and attend regular meetings and progress updates with the medical student education coordinator and/or other applicable administrative support in the department of radiology
- Schedule and attend regular meetings and progress updates with the medical student education coordinator for the corresponding curricular component in the affiliated SOM, as applicable
- Schedule and attend regular meetings and progress updates with the residency program director, the fellowship program directors, the program coordinators/ managers in the department of radiology, and the vice chair of education, related to graduate trainee involvement with student education

- Participate in education/ curriculum committees in the department of radiology under the direction of the vice chair of education or other supervisor
- Establish, manage, and coordinate allocation of an educational budget to support the delivery of high quality education to medical students
- Participate in applicable college of medicine curriculum committees/ task forces dealing with radiology and non-radiology content to assure connection with the department of radiology
- Establish processes, outcome measures, and metrics to monitor and report program performance to the radiology department and to the college of medicine, per institutional specific reporting structure
- Pursue continuing professional development in leadership and administrative skills

CATEGORY IV: ADDITIONAL AREAS OF CONTRIBUTION (recommended/ suggested)

- Participate in and/or act as advisor to specialty-specific interest groups (DR interest group; IR interest group) and interdisciplinary interest groups (women’s health interest group) when applicable
- Participate in non-specialty specific extracurricular groups (learning communities, interdisciplinary service groups, or non specialty-specific elective courses) centered in the affiliated college of medicine
- Participate in non-radiology specialty “boot camp” programs – late M4/ early PGY-1 learner level, with recruitment of additional faculty members as applicable to the program
- Pursue and maintain active membership and participation in national education-centered organizations (AMSER, AUR, RSNA, ARRS, AAMC) with the goal of professional development and broadening the skillset and level of expertise with addressing education and advising responsibilities

TERMINOLOGY, QUALIFICATIONS, and SUPPORT FOR THE DMSER ROLE

Terminology

- “Director of Medical Student Education in Radiology (abbreviated DMSER)” is the recommended title to be used by the department of radiology and by the affiliated school of medicine for the role presented in this job description
- Use of standardized terminology will support recognition of the role and importance of the DMSER in both the department of radiology and the affiliated school of medicine, and per the writing of this job description, will be applicable across the range of departmental and institutionally-specific responsibilities therein

Qualifications

- The DMSEER must demonstrate interest and enthusiasm for frequent direct interactions with medical students, in the setting of instruction in the clinical setting and classroom, and in the setting of individual advising
- The DMSEER must demonstrate fluency with and desire to build on the aforementioned categories of contribution
- The DMSEER must be willing to function as part of an educational team within the department of radiology and within the affiliated college of medicine, and to contribute actively to both entities

Support

- The DMSEER should receive support, in the way of funded/protected time, commensurate with the breadth and extent of responsibilities to be fulfilled through the role
- Depending on the institutionally-specific elements and positioning of educational interactions and content within the medical curriculum, funding for the DMSEER position may come from the department of radiology, the school of medicine, or a combination of both entities
- Funding for the DMSEER needs to account for direct teaching and advising/mentoring time with learners as well as the time needed for the development of resources and fulfillment of the additional responsibilities detailed in the job description
- The DMSEER should additionally receive administrative support for the applicable educational activities and additional responsibilities commensurate with the needs of the role; this support may come from the department of radiology, the school of medicine, or a combination of both entities

American College of Radiology (ACR)
Association of American Medical Colleges (AAMC)
Alliance of Medical Student Educators in Radiology (AMSER)
American Roentgen Ray Society (ARRS)
Diagnostic Radiology (DR)
Diagnostic Radiology Interest Group (DRIG)
Director of Medical Student Education in Radiology (DMSEER)
Electronic Residency Application System (ERAS)
Interventional Radiology (IR)
Interventional Radiology Interest Group (IRIG)
National Board of Medical Examiners (NBME)
National Resident Matching Program (NRMP)
Radiological Society of North America (RSNA)
School of Medicine (SOM)
Undergraduate Medical Education (UME)
United States Medical Licensing Exam (USMLE)