JOB DESCRIPTION AND EXPECTATIONS

Job Title: Full-time Medical Director, Master of Science: Physician Assistant (MSPA) Program; Clinical University Faculty (academic rank to be determined, commensurate with experience)

Department: College of Science and Integrative Health (CSIH) & SCU Health System, Southern California University of Health Sciences (SCU)

Reports To: Program Director of MSPA and indirectly Director of SCU Health System Centers of Excellence

Status: Exempt (Full-time administrative faculty)

Time Requirement: At least 40 hours per week

Job Summary:

The Medical Director supports the MSPA program director in ensuring that both didactic instruction and supervised clinical practice experiences meet current practice standards as they relate to the PA role in providing patient care. The Medical Director may be actively involved in developing the mission statement for the program; providing instruction; evaluating student performance; designing, implementing, coordinating, and evaluating curriculum and evaluating the program. As a clinical University faculty member, he/she will provide leadership and assume responsibility for medical services offered by SCU Health System.

JOB RESPONSIBILITIES

(1) Education

- Establish and secure the supervised clinical practice experiences for the MSPA
- Oversee the supervised clinical practice experiences in the MSPA to insure compliance with the current practice standards.
- Curriculum development and coordination as it relates to the PA role in providing patient care.
- Presentation of didactics / conferences / teaching rounds with contribution from other family medicine academic and community faculty members or specialist faculty members as appropriate
• Evaluation of PA student outcomes as they relate to the supervised clinical rotations and the role in providing patient care.
• The medical director may be considered one of the three FTE principal faculty members required by ARC-PA.
• The faculty will participate as a student advisor, mentor, and remediation specialist as required by the program director.

(2) Clinical University Faculty
• Responsible for the direct care of patients in their practice and management of a personal panel of patients.
• Supervision of care of practice patients by learners or other care team members, in clinic, hospital, and other settings. This may include providing call coverage.
• Working as a member of health teams caring for a diverse patient population.
• Contribution to the operations of the practice that ensure safety and quality of care. This includes participation in systems of clinical operations and quality improvement.

(3) Scholarship
• Clinical University Faculty members are expected to engage in any or all areas of scholarship – discovery, teaching, integration, and application.

• Faculty members will contribute to the advancement of the discipline of integrative medicine, developing a reputation in an area of interest at the regional and national level. Various ways of meeting these expectations include:
  o Research
  o Grant-writing
  o Publications
  o Presentations
  o Professional organization leadership

(4) Service
• While the medical director will have primary responsibility for administration of educational programs, the faculty will participate in tasks as follows:
  o Student, resident, and faculty or staff recruitment activities
  o Program evaluation
  o Accreditation work, as delegated
Expectations of SCU Employees
The SCU President’s Cabinet has identified a set of values and attributes that are bare minimums for employment, those that are core to who we are as a university, and values to which we aspire. Further identified are qualities and attributes desirable for employees in general and senior leadership specifically. This is in harmony with principles found in The Advantage, by Patrick Lencioni.

SCU Core Values:
1. Transparency: Transparency implies openness, clear communication, respect, and accountability. Transparency is operating in such a way that it is easy for others to see what actions are performed. At SCU we believe that transparency leads to trust, improved problem solving, stronger unified teams, and enhanced productivity.

2. Grit: Grit is passion and perseverance toward long-term goals. A positive, non-cognitive trait based on an individual’s passion for a particular long-term goal coupled with a powerful motivation to achieve their respective objective. This perseverance of effort promotes the overcoming of obstacles or challenges that lie within a gritty individual’s path to accomplishment. At SCU, grit is “Sprinting the Marathon” we have engaged in to be successful and reach long-term sustainability in the ever-changing healthcare and higher education environment. (http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html)

3. Sense of Humor: Having a sense of humor is about having a sense of perspective and using the ability to find the humor in situations to manage stress and creatively problem solve. At SCU, adding relevant and safe humor is about celebrating work, not trivializing it. By occasionally taking ourselves lightly, while still taking our jobs seriously, mixing humor in an appropriate manner will lead to improved workplace productivity and morale.

SCU Permission-to-Play Values: SCU Aspirational Values:
1) Respect 1) Evidence based
2) Integrity 2) Passion
3) Emotional intelligence 3) Extra mile
4) Team player 4) Integrative
5) Accountability 5) Adaptability
6) Collegiality 6) Authenticity
Common Profile Qualities for All SCU Employees:
1) Customer service focused
2) Willing to invest in student/client success by fostering positive relations, guidance, and assistance
3) A belief that no task that improves the University is beneath us/servant leadership
4) Be an ambassador of the brand
5) Be a part of recruitment
6) Resource innovator

Profile Qualities for SCU Faculty Administrators:

1.) They are a model of professional leadership
   a. They practice excellent communication skills
   b. They practice self-reflection and personal growth
   c. They are able to maintain confidentiality
   d. They be able to engage in constructive conflict
   e. They seize initiative where required
   f. They individually and collectively prepare for substantive conversations
   g. They offer constructive support for each other & SCU
   h. They possess good organizational skills

2.) They operate with a strategic community and external perspective
   a. They support and engage in philanthropic endeavors
   b. They connect, engage, and give
   c. They forge partnerships in conjunction with their supervisor
   d. They participate in civic engagement

3.) They actively facilitate the university’s vision and strategies
   a. They bring their best ideas and perspectives to issues of importance for the good of SCU
   b. They demonstrate commitment to promoting & enhancing diversity in all forms
   c. They are able to utilize transformational leadership
   d. They operate with strategic oversight of their area and assigned initiative
   e. They offer innovative and continuous ideas for university improvements/assessments

4.) They are a champion of the university
   a. They have an understanding of SCU history
   b. They are committed to the Mission, Vision, and Values of SCU
   c. They participate in and help coordinate our campus events
Additional Qualities for Academic Leaders:

1) Exemplary scholars, teachers, and practitioners
2) Student advocate
3) Proficient in student assessment, academic program review, and regional and professional accreditation

EVALUATION OF FULL TIME FACULTY

Full time administrative faculty members are evaluated by their direct supervisor using the SCU staff appraisal process for administrators. Faculty rank and promotions are recommended by the Professional Personnel Committee and approved by the Chief Academic Officer.

JOB SPECIFICATIONS

Qualifications

- Must be a currently licensed allopathic or osteopathic physician
- Must be certified by an ABMS-or AOA-approved specialty board.
- Must be licensed in the state of CA by time of employment
- Must have DEA, NPI, and prescriptive authority
- Must be current BLS for Healthcare Providers certification by the American Heart Association

EXPERIENCE:

- Minimum of three years’ clinical practice experience in complementary/integrative health required
- At least five (5) years of successful teaching experience, or equivalent, in an accredited institute of higher education preferred.

TECHNICAL:

- PC skills working in a Microsoft Windows OS environment with proficiency in Microsoft Office applications, including Microsoft Word, Excel, Outlook, and PowerPoint.
ABILITIES: Excellent writing and communication skills; excellent problem solving and analytical abilities; strong organizational skills and attention to detail; ability to work independently and follow through on multiple assignments in a timely manner; work effectively as a team member; ability to work with diverse constituencies; coordinate and prioritize a variety of diverse tasks; excellent interpersonal skills.

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of directions and information furnished in written, oral, diagram, or schedule form.

LANGUAGE SKILLS: Ability to read, analyze, and interpret complex information and documents. Ability to respond effectively to sensitive inquiries, concerns or needs. Ability to write and communicate effectively.

Fluency in Spanish language including medical terminology preferred.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Revised: 05/15