A Blueprint For Developing and Assessing Faculty Team: The Clinician Educator Milestone Project

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Questions

- How many "planned" to become a Clinician Educator?
- When was the last time you or your faculty did a self-assessment of educator skills?
- How much time have you or your faculty spent learning or improving educator skills?

Disclosures

No disclosures
What defines a COMPETENT Clinician Educator?

Clinician Educator Milestones (CEM) – Background

- CEM are designed to aid Clinician Educators in their educator professional development
- Designed for educators across the continuum of medical education
- Can be used as a self-assessment tool to improve in specific subcompetencies
- Can be used to develop skills in areas you are hoping to work (e.g., planning to become a program director)

Milestones – A Brief Review

<table>
<thead>
<tr>
<th>Level</th>
<th>Dreyfus Stage</th>
<th>Description</th>
<th>Clinical Reasoning Example</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Novice</td>
<td>Rule driven; analytic thinking; little ability to prioritize information</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Advanced beginner</td>
<td>Able to sort through rules based on experience; analytic and non-analytic for some common problems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>Embraces appropriate level of responsibility; dual processing of reasoning for most common problems; can see big picture; complex problems default to analytic reasoning; performance can be exhausting</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Proficient</td>
<td>More fully developed non-analytic and dual process thinking; comfortable with evolving situations; able to extrapolate; situational discrimination can live with ambiguity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Expert</td>
<td>Experience in subtle variations; distinguishes situations</td>
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**Clinician Educator Universal Pillars and Competencies**

- Educational Theory and Practice
- Diversity, Equity, and Inclusion
- Well-Being
- Administration

**Universal Pillars for Clinician Educators**

- Reflective Practice and Commitment to Personal Growth
- Well-Being
- Barrier and Bias Mitigation
- Professionalism
**Educational Theory and Practice**

- Teaching
- Scholarship
- Science of Learning
- Program Evaluation
- Curriculum Development
- Learner Professional Development
- Feedback
- Learner Assessment
- Professionalism
- Remediation
- Learning Environment

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**Diversity, Equity & Inclusion**

**Overall Intent:**

Acknowledge and address the complex **intrapersonal, interpersonal, and systemic influences** of diversity, power, and inequity (power, privilege) to promote equity and inclusion in all settings so all educators and learners can thrive and succeed.

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**Well-Being**

**Overall Intent:**

Apply principles of well-being to develop and model a learning environment that supports behaviors which promote personal and learner **psychological, emotional, and physical health**.
Administration Milestones

Purpose: Demonstrate administrative skills relevant to their professional role, program management, and the learning environment that leads to best health outcomes for the society.

Administration Skills

Change Management

Leadership Skills

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Educational Theory and Practice 11: Curriculum

Sample Learning Plan

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Educational Theory and Practice 11: Curriculum

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Sample Learning Plan

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The Ultimate Goal: Application to Career Development

Opportunities for Professional Development

1) Use milestones to coach educators
2) Simulation with case scenarios of learners that require performance feedback (faculty-learner role play).
3) Self-assessment on milestones, identify one milestone you would like to improve on, PD or Supervisor will recommend an individual/faculty to observe for best practice

An Action Plan Related to ETP11: Curriculum
An Action Plan Related to ETP 9: Medical Education Scholarship

<table>
<thead>
<tr>
<th>Action Item (be specific)</th>
<th>Resources required</th>
<th>Desired Outcome</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete at least one paper this year (2023)</td>
<td>Time, data analysis</td>
<td>Highlight our RCT simulation</td>
<td>August 2023</td>
</tr>
</tbody>
</table>

What's next for your faculty?

Questions?

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