Career Development & Mentoring of the Clinician Educator

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Professor
Division of Pulmonary, Critical Care and Sleep Medicine
University of Washington
I have no financial conflicts to disclose

I am a power point minimalist

I would like to encourage discussion
Goals for Today

What are the roles of a clinician educator?

How should we prepare physicians to be clinician educators?

How should we support and mentor clinician educators?
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The Emergence of the Clinician Educator Career Pathway

1996 – 45% of US/Canadian medical schools have CE track for promotion

1997 – Department of Medicine Chairs → CE promotion determined by teaching and clinical skills

2000’s → Evolving healthcare world requires different clinicians and educators

2010’s → Clinician Educator Peer Groups & Resident/Fellow tracks

Beasley et al. *JAMA* 1997; 278(9): 723-728.
Roles of a Clinician Educator

- Clinician
- Teacher
- Scholar
- Leader
Roles of a Clinician Educator

- Clinician
- Teacher
- Scholar
- Leader
Diversity of Learners

Patients & Families

Medical Students

Housestaff & Fellows

Peers
Multiple Teaching Venues

- In Clinic
- On Rounds
- Small Group
- Large Group
Coaching and Evaluation

Coaching
- Formative
- Real time
- Discussion

Evaluation
- Summative
- Comparative

Coaching ➔ continuous skill building
Evaluation ➔ demonstrate excellence for promotion

Roles of a Clinician Educator

- Clinician
- Teacher
- Scholar
- Leader
Scholarship – Clinician Educator

<table>
<thead>
<tr>
<th>Physician Scientist</th>
<th>Clinician Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research publications</td>
<td>• Curriculum development</td>
</tr>
<tr>
<td>• Grant funding</td>
<td>• Education research</td>
</tr>
<tr>
<td>• Invited lectures</td>
<td>• Writing on teaching</td>
</tr>
<tr>
<td>• Study section participation</td>
<td>• CME on teaching/education</td>
</tr>
</tbody>
</table>

One Approach to Translation

Understand the literature
Perform a needs assessment
Plan the educational initiative
Study the impact

Submit for peer-reviewed publication
Venues to Translate Work to Scholarship

MedEdPORTAL

AAMC

ACADEMIC MEDICINE

CHEST JOURNAL

Annals ATS

Develop clinical niche to also build scholarship

Roles of a Clinician Educator

- Clinician
- Teacher
- Scholar
- Leader
Teaching Leadership Roles

<table>
<thead>
<tr>
<th>UME</th>
<th>GME</th>
<th>CME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preclinical course director</td>
<td>Residency director</td>
<td>Local faculty development workshops</td>
</tr>
<tr>
<td>College mentor</td>
<td>Fellowship director</td>
<td>Regional/national board review or CME courses</td>
</tr>
<tr>
<td>Clerkship director</td>
<td>GME leadership</td>
<td>Dean for CME</td>
</tr>
<tr>
<td>Director of assessment</td>
<td>Designated institutional official (DIO)</td>
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<tr>
<td>Dean of Curriculum</td>
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</tbody>
</table>

Leadership Roles in Pulmonary and Critical Care Medicine

<table>
<thead>
<tr>
<th>UME</th>
<th>GME</th>
<th>CME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respiratory physiology course</td>
<td>• Pulmonary fellowship director and associate directors</td>
<td>• Critical Care Board Review course</td>
</tr>
<tr>
<td>• Pulmonary clerkship</td>
<td>• GME Director of Quality and Safety</td>
<td>• Chair of education or training committees in ATS/ CHEST/SCCM</td>
</tr>
<tr>
<td>• Critical care sub-internship</td>
<td>• Residency APD for Procedural Education</td>
<td>• Bronchoscopy CME course</td>
</tr>
<tr>
<td>• Communication skills elective</td>
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</tbody>
</table>
Goals for Today

What are the roles of a clinician educator?

How should we prepare physicians to be clinician educators?

How should we support and mentor clinician educators?
Current State for Clinician Educators

- Limited education on teaching
- Worried about time management
- Less likely to have identified a mentor
- Challenged to engage in scholarship
- Evolving academic landscape

Knowledge & Skills for Clinician Educators

- Teaching skills – multiple modalities
- Curriculum design & implementation
- Translation to scholarship
- Adult learning theory
- Learner assessment
- Leadership & mentoring

Educational Opportunities

- Training Track
- Local Teaching CME
- Education Fellowships
- Degree Programs
- Masters in Science – Med Ed
- Academy of Medical Educators

http://pre.ame.pitt.edu/about
https://www.icre.pitt.edu/degrees/ms_meded.html
National/International Resources

- Harvard Macy Institute – multiple programs
- Stanford School of Medicine Clinical Teaching Program
- Carl J. Shapiro/BIDMC Principles of Medical Education Course
- Association of Medical Educators of Europe on line courses

Three Year CE Fellowship Track

Year 1
- Clinical rotations (same as other fellows)
- Find mentor early

Year 2
- Medical Education training
- Limited clinical work – 3 months
- Early scholarly work

Year 3
- Increased clinical work (8-9 months)
- Focus on area of clinical expertise
- Completion of scholarly work

Ongoing Teaching Experiences

Goals for Today

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How should we support and mentor clinician educators?
Funding of Clinician Educators

**Clinical revenue**
- More clinical work
- More teaching service time
- Indirect medical education (IME) allocation

**Administrative roles**
- Education leadership positions (e.g. GME program director)
- Clinical/hospital administrative roles

**Philanthropy & Grants**
- General medical education
- Specific initiatives for education (e.g., ethics)
- Clinical focuses (e.g., patient safety)

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Geraci et al. *AJM.* 2010; 123:963-967.
Specific Examples

- Mayo Clinic: Clinician educator award provides 10% time and $10,000
- Kansas: Created a system of education value units (EVU)
- University of Washington: Previously allocated 20% FTE as scholarly time
- Beth Israel Deaconess: Created a Center for Education – combines hospital, medical school and philanthropic funds

Mentorship Is A Challenge

CEs are less likely to feel mentored than physician scientists

There are fewer professor level CEs in most divisions

Pathways to academic success are less well established

Mentoring

**Individual Mentor**
- Clinician Educator with relevant expertise
- Meet at least monthly

**Mentoring Committee**
- 3-5 faculty members
- Meets Q 6 months

Creating a Clinician Educator Group is another pathway to mentorship

Independent Development Plan (IDP)

University of Washington Department of Medicine
Individual Development Plan

Name: Başak Çoruh

Division: Pulmonary & Critical Care Medicine

1. Present faculty pathway: Clinician-teacher

2. Primary mentor: Trish Kritek

3. Other mentor(s): Andy Luks, Mark Tonelli

4. Present academic activities

Please indicate your estimated percent for each of the areas below (not to exceed 100%). Describe briefly your key activities in each area.
## IDP – One Year Planning

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Achievement Strategy</th>
<th>Benchmark/Milestones</th>
<th>Mentor for this Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td></td>
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<tr>
<td>Teaching</td>
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<tr>
<td>Scholarship</td>
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<tr>
<td>Administration</td>
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</table>

### Three to five year vision & goals

### Significant accomplishments in last year
Mentoring Outside of the Division Walls

**Section on Medical Education**

What's new
- Featured Article: An evaluation of flipped e-learning experiences
- Webinar: Code Blue: Implementing in situ mock codes to improve teamwork and patient care in the medical

Featured
- Webinars
- SoME News

Tweets by @ATSMedEd
Promotion of Clinician Educators

- Clinician Educator tracks and criteria vary widely between institutions
- Often non-tenure or clinical pathways for clinician educators
- Increasing efforts nationally to create parity of tracks

# Potential Criteria for Promotion

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
<th>Quality</th>
<th>Engagement with Education Community</th>
</tr>
</thead>
</table>
| Teaching       | • Teaching role  
• How long  
• Where  
• Number and level of learners | • Awards with criteria  
• Evaluation by students, peers  
• Evidence of learning | • Invitations to present teaching approach |
| Curriculum     | • Role and contribution  
• Description of curriculum | • Learner reactions or ratings  
• Impact on learning  
• Evaluation by peers | • Institutions adopting the curriculum  
• Acceptance in peer-reviewed repository |
# Potential Criteria for Promotion

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</table>
| Mentoring/Advising        | Description of relationship with mentee                                  | • Effectiveness ratings  
• Outcomes of relationship                                                                  | Publications or invited presentations on mentoring                                                |
| Leadership                | • Project description  
• Leadership role and duration                                              | 360-degree leadership evaluation with peer comparisons                                           | Work-related publications           |
| Learner Assessment        | • Assessment goals  
• Number of items, learners assessed  
• Frequency of use                                                             | • Measures of reliability  
• Measures of validity                                                              | Presentations or publications about innovative testing or assessment strategy                  |

## Teaching Portfolios

<table>
<thead>
<tr>
<th>AAMC</th>
<th>SGIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching</td>
<td>• Educational methods and teaching</td>
</tr>
<tr>
<td>• Curriculum development</td>
<td>• Clinical practice application</td>
</tr>
<tr>
<td>• Advising &amp; mentoring</td>
<td>• Integration</td>
</tr>
<tr>
<td>• Educational administration</td>
<td></td>
</tr>
<tr>
<td>• Learners’ assessments</td>
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</table>

UW Teaching Portfolio Template

1. Executive Summary
2. Personal Information
3. Teaching Philosophy
4. Teaching Activities and Role as an Educator
5. Professional Development in Education
6. Regional/National/International Recognition
7. Mentoring
8. Educational Administration and Leadership
9. Honors and Awards in Education

https://medicine.uw.edu/sites/default/files/HOW%20TO%20CREATE%20A%20TEACHING%20PORTFOLIO.pdf
Clinician Educators need clinical expertise, teaching skills, scholarly output and leadership roles.

Success as a Clinician Educator requires investment in training a diverse set of skills.

Support (funding and mentorship) is critical for the development of Clinician Educators.
Thank you for the invitation to visit!

pkritek@uw.edu
Additional Resources


Miloslavsky et al. JGME. 2015; 7(2), 281-2.

