Clinician Educator Milestones: Developing and Improving Your Skills
LAURA EDGAR, EDD, CAE

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

No disclosures
What is a Clinician Educator?
Put your definition of a Clinician Educator or a list of skills you think are essential in the chat.

Topics

• Background of Clinician Educator Milestones (CEM)
• Clinician Educator Competencies Across the Continuum
• Continuing Professional Development Opportunities

CEM – Background

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

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- Calvin Chou, MD, PhD
- Nicole Croom, MD, MPH (resident)
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- Amy Miller Juve, EdD, MEd
- Brijen Shah, MD
- Janine Shapiro, MD
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CEM Timeline:

- Literature Review: Spring 2020
- Development Meetings: August 2020 – June 2021
- Pilot Testing: August 19 – September 18, 2021
- Data Review, Edits, Preparations for Final Submission: September – December 2021
- Available for Use: May 2022

Milestone Levels – A Brief Review

<table>
<thead>
<tr>
<th>Level</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1: Novice</td>
<td>Rule-driven analytic thinking; little ability to prioritize information</td>
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<tr>
<td>2: Advanced Beginner</td>
<td>Able to cut through rules based on experience; analytic and non-analytic for non-common problems</td>
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<tr>
<td>3: 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>
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<td>4: 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>
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<tr>
<td>5: Expert</td>
<td>Experiences subtle variations; distinguishes situations</td>
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Milestone Levels – A Brief Review

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<tr>
<th>Level</th>
<th>Stage</th>
<th>Description (clinical reasoning example)</th>
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<tbody>
<tr>
<td>1</td>
<td>Novice</td>
<td>Rule driven; analytic thinking; little ability to prioritize information</td>
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<tr>
<td>2</td>
<td>Advanced</td>
<td>Able to sort through rules based on experience, analytic and non-analytic</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>LEVEL ≠ NOT PGY</td>
</tr>
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<td>4</td>
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Universal Pillars and Competencies

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

Universal Pillars

- Reflective Practice and Commitment to Personal Growth
- Well-Being
- Barrier and Bias Mitigation
- Professionalism
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.

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 Milestone

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

CEM Pathways

EDUCATOR  EDUCATIONAL SCHOLAR  EDUCATIONAL LEADER
The Ultimate Goal: Application to Career Development

Opportunities for Professional Development

1) Use milestones to coach CME educators
2) Simulation with case scenarios of learners you have to give feedback for their performance. Then evaluated by a colleague or supervisor regarding your milestone achievement.
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

Share in the Chat

How might you use these Milestones for Professional Development of yourself and others?
Opportunities for Professional Development

They will look different depending on your context:

Outside the Clinical Environment
Rising Mid-Career Opportunities
Opportunities for the Experienced Clinician Educator

Commit to Action

A Word version of the Supplemental Guide will soon be available
Use the examples to help you think about what YOU will do to demonstrate this behavior – write them down
List how YOU will assess your efforts
Create YOUR plan in the Notes and Resources section
Demonstrate YOUR commitment to action by sharing YOUR plan with other faculty
Questions?

Milestones are NOW Available!

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