Clinician Educator Milestones: Developing and Improving Your Skills

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No disclosures
Questions

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?
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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CEM Timeline:

- Literature Review Spring 2020
- Development Meetings August 2020 – June 2021
- Pilot Testing August 10 – September 19, 2021
- Data Review, Edits, Preparation for Additional Pilot Testing November – December 2021
- Pilot Testing and Public Comment March/April 2022
- Available for Use May 2022
<table>
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<th>Level</th>
<th>Dreyfus Stage</th>
<th>Description (clinical reasoning example)</th>
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<td>Novice</td>
<td>Rule driven; analytic thinking; little ability to prioritize information</td>
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<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>
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<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>
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<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>
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<td>Experience in subtle variations; distinguishes situations</td>
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## Milestone Levels – A Brief Review

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LEVEL ≠ NOT PGY
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
Educational Theory and Practice

Facilitating Learning and Teaching
Scholarship
Science of Learning
Program Evaluation
Curriculum Development
Learner Professional Development

Feedback
Learner Assessment
Professionalism
Remediation
Learning Environment
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
# Educational Theory and Practice 3: Learner Assessment

**Overall Intent:** To apply and develop principles of formative and summative assessment to improve performance

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<th>Examples</th>
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| **Level 1** Discusses the goals and principles of both formative and summative assessment | • (U/G/C): Explains the difference between summative and formative assessment to a learner  
• (U/G/C): Describes when a formative versus summative evaluation should be used |
| **Level 2** Uses appropriate methods and tools for assessment in a specific setting | • (U/G/C): Differentiates when to use a global assessment versus more focused assessment of performance  
• (U/G/C): Employs pre/post-test to assess knowledge/skill/competence after an educational activity  
• (U/G/C): Uses daily feedback forms to provide formative assessment  
• (U/G/C): Provides daily verbal feedback to learners to help learners prepare for similar cases during a subspecialty rotation  
• (U/G/C) Ensures assessment is based on learning objectives |
| **Level 3** Uses assessment data to identify strengths and opportunities for improvement for the learner | • (U/G): Utilizes training exam data and faculty evaluations from a clinical rotation and identifies areas for improvement  
• (G/C): Uses patient outcomes and patient experience surveys to identify areas of strength for a learner |
| **Level 4** Educates others on selection and use of appropriate assessment methods and tools | • (U/G/C): Assists faculty members in selecting optimal assessment, (e.g., intent to change, knowledge tests, practice improvement measurement)  
• (U/G/C): Advises colleagues against using the Milestone Reporting Worksheet as an assessment tool |
| **Level 5** Designs and implements evidence-based assessment methods and tools | • (U/G/C): Creates post-activity assessment tools such as intent to change and/or practice improvement measurement  
• (U/G/C): Develops daily feedback forms to use in a clinical setting  
• (U/G): Develops and guides the use of a summative rotation assessment form that collates all feedback from the rotation in a manner that lets the learner know how they performed during the entire educational experience  
• (G): Designs and creates evaluations or assessments with the intent of informing Milestone evaluations |

**Assessment Models or Tools**
- Direct observation
- Education portfolio
- Continuing professional development/maintenance of certification activities in practice
- Multisource feedback
- OSTE

**Notes or Resources**
- Learn at ACGME https://site.acgme.org/  
- Twelve Tips for Programmatic Assessment DOI: 10.3109/0142159X.2014.973388
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
Save the Date!
2023 AHME Institute
Austin, Texas
Austin Marriott Downtown
April 26-28, 2023
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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