

**Weill Cornell
Medicine**

Career Development for Clinician Educators

A Step by Step Guide

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DISCLOSURE

Relevant Financial Relationship(s)

Editorial Stipend, AAN

Off Label Usage

None

Basic Learning Objectives

To **define** the term clinician educator (CE)

To **list** the various roles of a CE

To **describe** the process of starting a career as a CE

To **demonstrate** the steps required to achieve success as a CE

Outline

Know what you want to do

Know what tools you will need

Know what assistance you will need

Know how to navigate the promotions ladder

Know what you want to do...



This is your career

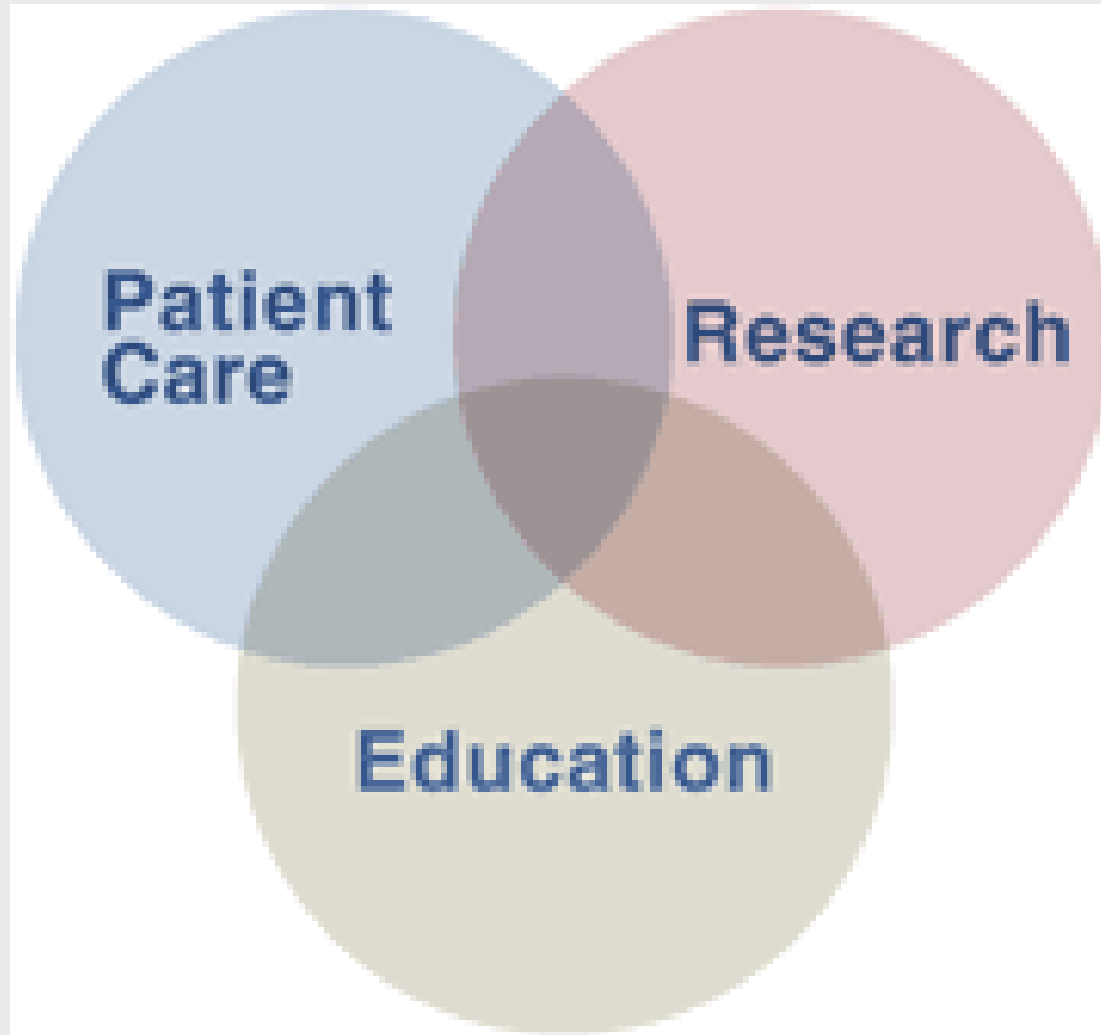
Vision statement

Set your own goals

Choose an area of
excellence

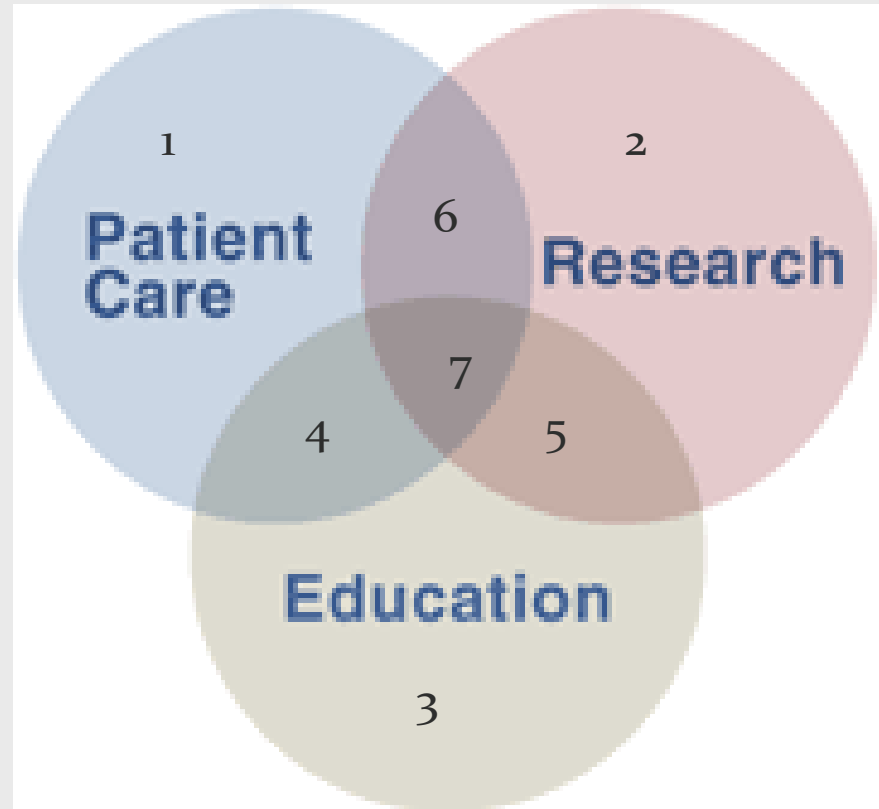


Know what you want to do...



Overview of Academic Roles

1. Clinician (practice)
2. Basic researcher (lab)
3. Professional educator (dean)
4. **Clinician-teacher** (ward attending, clinic preceptor, course director, program director)
5. **Academic-educator** (course director, research mentor, program director, dean)
6. Clinical researcher
7. Triple threat (rare in this day)



*Most neurologist-educators will fall into slots 4 or 5

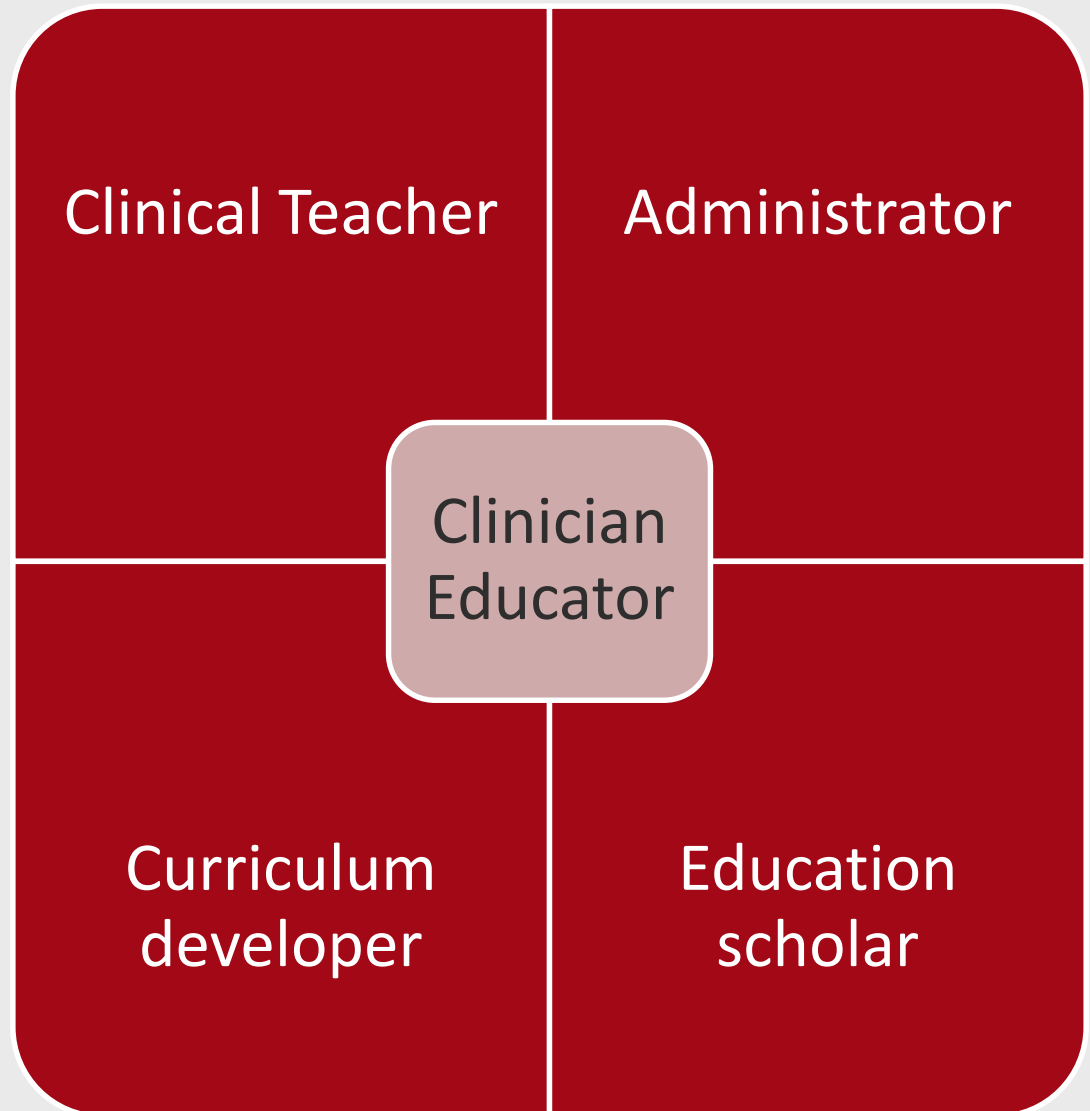


Know the roles of a clinician-educator

Most clinician educators will perform a number of these tasks

Useful to think of these as mutually exclusive

Heflin MT, Pinheiro S, Kaminetzky CP et al. 'So you want to be a clinician-educator ...': designing a clinician-educator curriculum for internal medicine residents. *Med Teach* 2009;31:e233-e240



Every department NEEDS teachers

Clerkship director

Program director

Basic science curriculum course/module director

Grand rounds organizer

CME director

Representative(s) to college-wide curriculum committees

Representatives to hospital-wide GME committees



Know what you want to do...BUT



To an extent

Never say never, never say always

Junior's don't *always* have to say yes!



Know what tools you will need...



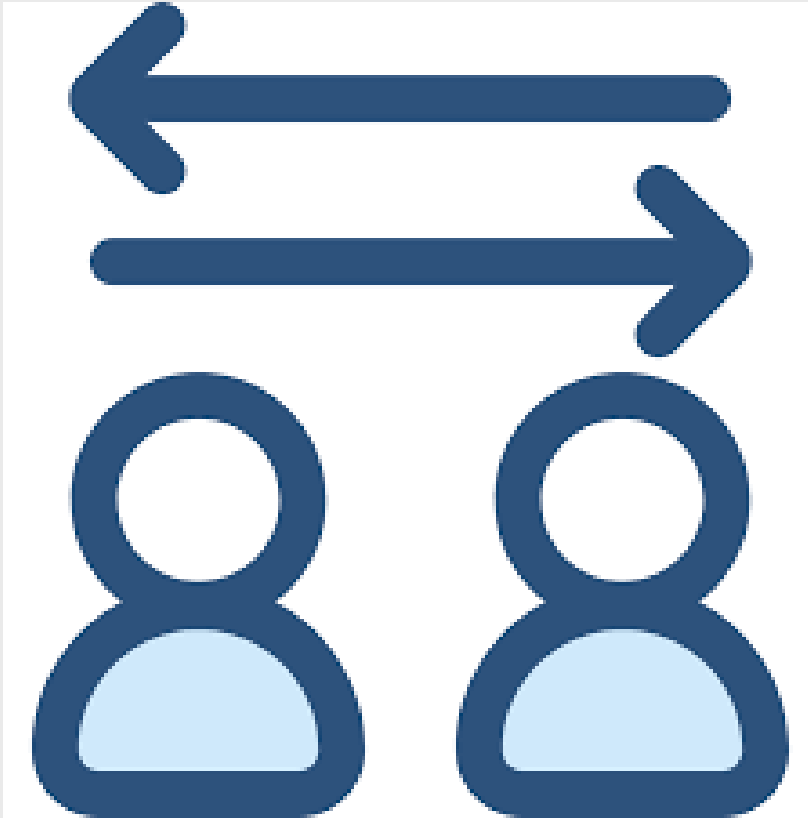
Communication

Organization

Long term
vision



Communication with chair/chief is key



From before day 1

Alignment of goals

Annual review

Refinement



Get organized...Have a plan



Organizing

IS WHAT YOU DO BEFORE
YOU DO SOMETHING, SO
THAT WHEN YOU DO IT,
IT IS NOT ALL MIXED UP.



A.A. MILNE



Starting your first job

- Make your chair know from day one that you want to be a clinician-educator
- Make sure your chair is supportive of this goal and is willing to provide some protected time to teach
- Ask to teach in the basic neuroscience course or the clerkship
- Ask about any potential leadership roles as an associate course director
- Make sure your chair knows to call YOU when a teaching opportunity arises!

Getting started: What should you be doing?

- Setting up a clinic
 - **See lots of patients in the beginning**
 - **Effective clinician-educators should be very comfortable with clinical care**
- Attending on the wards
 - **Be an enthusiastic teacher**
 - **Make sure the house-staff know you are really interested in teaching on rounds**
- Getting yourself known in the local community and region
 - **Give grand rounds, teach nurses, the public, take every teaching chance offered**



Getting Settled

- Get more involved in formal curriculum or residency training
- 50% of clerkship directors serve less than 6 years so make it known that you might be interested in case a vacancy arises
- Ask about education committees at the medical college and hospital
- Volunteer to assist the chair develop grand rounds schedule

Get involved in multiple aspects of education

Teaching

Curriculum development

Advising and mentoring trainees and students

Developing assessment methods

Educational leadership and administration roles

Simpson, D., Fincher, R.-M. E., Hafler, J. P., et al. Advancing educators and education by defining the components and evidence associated with educational scholarship. *Medical Education* 2007;;41:1002-1009.



Know where your vision fits in the promotions process...

- Meet with your chair annually to discuss your progress towards promotion
- Find out what tracks are available at your institution
- Very variable
 - **Most medical schools now have clinician-educator tracks**
 - **Read the faculty handbook to see which track sounds most appropriate to you**
 - **Some schools grant tenure on all tracks, many offer tenure only to top-notch researchers**

Know what assistance you will need...



Mentorship

Faculty
development

Education
peers



An ideal mentor is someone who is...

Objective

Familiar with your career goals

Preferably not a superior

Available for you

Enthusiastic

A better listener than talker



Multiple mentors

Local

Outside institution

Near peer

Senior



Faculty development

Teaching skills development!

Local: take advantage!

Meetings: CNPD, CDPD, AB Baker, AAN meeting, ANA, others

External courses: Harvard Macy, Stanford



Education Peers

- Neurology clinician-educators may have more in common with clinician-educators in other departments than their colleagues in neurology
- Find out if your medical college has an Academy of Medical Educators and join it!
- Join faculty development workshops, offer to assist in planning
- Don't expect any of this to “fall into your lap”!
 - **Neurology is often overlooked by deans offices**
 - **Put yourself out there! It may reap major benefits**

Cooke M, Irby DM, Debas HT. The UCSF Academy of Medical Educators. Acad Med 2003;78:666-672



Know how to navigate the promotions ladder...



Make an
impact

Document

Disseminate



Get involved nationally

- National organizations
 - **Network with like-minded individuals**
 - **Share educational resources**
 - **Develop ideas for education research projects**
 - **Join the consortium of clerkship or program directors**
 - **Join the AB Baker section**
- May be important for promotion to have a national reputation

Document, Document, Document

- Create and maintain an education portfolio
- **Just as important as your CV**
- Should be updated regularly (at least annually)
 - **Don't wait until you are ready for promotion!**
- More and more schools are using an education portfolio as part of the promotion process
 - **1990: 5 schools**
 - **1992: 17 schools**
 - **2003: 76 schools**

Simpson D, Hafler J, Brown D et al. Documentation systems for educators seeking academic promotion in U.S. medical schools. Acad Med 2004;79: 783-790



What goes into an educator portfolio?

Philosophy of education

Teaching activities

Development of curricula

Advising and mentoring

Educational leadership roles

Educational research

Professional educational development

Educational awards and honors

Shah BJ, Rose S. Scholarship in Education: The Currency for Career Development for Clinician-Educators in Gastroenterology and Hepatology. *Gastroenterology* 2012;142:684-689



What are the criteria for promotion?

Most
important
aspects of
performance
(1-10)

- Teaching skills (6.3)
- Clinical skills (5.8)
- Mentoring (5.7)
- Academic administration (5.3)
- Program development (5.3)
- Nonresearch scholarship (5.1)
- Clinical research (4.8)
- Education research (4.5)

Beasley BW, Wright SM, Cofrancesco J et al. Promotion criteria for clinician-educators in the United States and Canada: A survey of promotion committee chairpersons. *JAMA* 1997;278:723-728



What are the methods of evaluating success in education?



Take Home Points

Key responsibilities: teaching, curriculum development, administration and education scholarship.

Teaching skills are the most influential criterion for CE promotion

Versatility should be rationally employed without compromising on one's core values

Communication with the chairperson or designee should be regular and bidirectional

Read promotion criteria on day one of a new job and plan proactively

Seek out mentors who exhibit enthusiasm, and can make themselves available when needed

Develop a reputation of excellence for clinical care and teaching at the local institution

Develop an educators portfolio



Weill Cornell Medicine

Panel Discussion on Career Development

- If you would like to submit your question for the panel via text, please send it to: 917-609-6776

Schedule

- 8:45 a.m. – 9:30 a.m. Panel Discussion on Career Development
 - **Steven Galetta, MD, FAAN; Zachary London MD, FAAN; Joseph Safdieh MD, FAAN**
- 9:30 a.m. – 10:30 a.m. Breakout 1: Explore
 - **Faculty facilitators at your table will guide participants as they reflect on their educational philosophy and current roles**
- 10:30 a.m. – 10:45 a.m. Break
- 10:45 a.m. – 11:45 a.m. Breakout 2: Expand
 - **Faculty facilitators at your table will discuss what new roles participants are contemplating and what the next steps might be**
- 11:45 a.m. – 12:15 p.m. Questions and Answers
- 12:15 p.m. – 12:30 p.m. Closing Remarks

