



New Faculty Foundation: Building for Success

Developing skills as an educator in the classroom, lab and clinical settings

January 13, 2025

Community Building Activity

Discuss at your tables the following questions:

- If you were at Powell's Bookstore, what selection would we find you in?
- What career field would you be in if you weren't in healthcare?
- Share a highlight of something you did while taking time off.



EDUCATIONAL IMPROVEMENT AND INNOVATION

Timeless Aspiration: Be the destination for transformational learning.

Our Vision is to develop educators and future educators as teachers, scholars, mentors, role models, and leaders in the health professions and research; to sustain and nourish their careers at OHSU; and enable them to be successful in developing the next generation of outstanding health care providers, health advocates, and scientists.

Mission

The mission of the Office of Educational Improvement and Innovation is to:

- Establish an educational culture that recognizes and promotes educational excellence;
- Develop all educators to provide learning environments that reinforce diversity, inclusivity, equity, and justice;
- Cultivate creative discovery by engaging educators in education scholarship in the health professions;
- Create a learning environment that advances inter-disciplinary collaboration and cooperation;
- Ensure that educators use assessment and evaluation data reflectively to evaluate the quality of learning at OHSU
- Drive OHSU educators' sense of belonging as they onboard through successful wayfinding, mentoring, and advising on their academic journeys.
- Support educators with creative and technical expertise to support quality academic activity wherever it occurs.

Values: Collaboration, Belonging and Inclusion, Creative Discovery, Equity, Joyful Excellence, Growth Mindset, Wellbeing

Educational Improvement & Innovation

Our vision is to develop educators and future educators as teachers, scholars, mentors, role models, and leaders in the health professions and research; to sustain and nourish their careers at OHSU; and enable them to be successful in developing the next generation of outstanding health care providers, health advocates, and scientists.

DEIA STATEMENT: *The EII team is committed to creating an inclusive and equitable learning environment that allows all trainees, staff, faculty, and the communities we serve to thrive and reach their potential with dignity.*

MENTORING & CAREER DESIGN

- Career Readiness & Management Skills
- Networking & Relationship Building
- Mentoring Competencies
- Work-Life Wellness
- Communities of Practice

SPACES & TECHNOLOGY FOR FOCUS & TEAMWORK

- Digital Accessibility
- Room Reservation
- AV Design & Troubleshooting, & Event Expertise
- Learner Study Spaces
- Computer workstations & Training rooms
- Software/equipment

EDUCATOR EXCELLENCE

- New Educator Orientation & Wayfinding
- Scholarship Development & Dissemination
- Intentional Use of Educational Technology
- Equitable Education
- Certifications
- Learning Management System
- Classroom & Clinical Teaching Principles & Practice

INFORMATION LITERACY & KNOWLEDGE MANAGEMENT

- Access to information for Learning, Care & Research
- Classroom and Course Instruction
- Publishing & Data Management Support
- Preservation of & Access to Institutional Health Sciences History
- Expert Literature Searching

ASSESSMENT & EVALUATION

- Assessment of Student Learning & Support Services
- Data Equity
- Course and Instructor Evaluation
- Project Management & Process Improvement

CREATIVE & SCHOLARLY STORYTELLING

- Videography
- Photography
- Digital Communications
- Exhibits & Lectures

CONSULTATION, TRAININGS, EVENTS & WORKSHOPS

The diagram features a central text 'Educational Improvement and Innovation (EII)' surrounded by four dark brown circles, each containing a component name. The circles are connected by a white line forming a diamond shape. The background is a photograph of autumn foliage in shades of orange, red, and brown.

Education
Communications
(EdCOMM)

Emagine

Educational
Improvement
and Innovation
(EII)

OHSU Library

Teaching and
Learning Center
(TLC)



OHSU LIBRARY



As Oregon's largest health sciences library, our 28-member team supports OHSU members, Oregon health professionals, and the public with key information services and resources:

- Seamless access to scholarly literature and evidence-based resources.
- Expert literature searching to support evidence synthesis.
- Customized information literacy instruction and assessment tailored to health sciences.
- Publishing and data management consultations and platforms.
- Spaces for concentration and collaboration.
- Preservation and amplification of OHSU's history and contributions to health sciences.



TEACHING AND LEARNING CENTER RESOURCES

F=Face to Face (1)
S=Synchronous online (1)
A=Asynchronous (7)
M=Mix of F, S, and/or A (3)

- **Graduate Students and Post-Docs**
 - Training Future Faculty program (M)
- **Newer Faculty**
 - Fundamentals of Teaching and Learning (A)
 - [New Faculty Newsletters](#) (A)
- **All Educators**
 - [Digital Accessibility Resource Center](#) (A)
 - Train Your Brain, Assessment Academy series (S)
 - [Teaching toolbox](#), including [AI in learning environments](#)
 - [Educational scholarship Sharepoint site](#) (A)
 - Consultations (M)
 - DEIB throughout teaching and learning, collaboration on FREE (Fostering Equitable and Equitable Education) (M)
- **All Teaching Faculty**
 - [Teaching observations](#) (F)
 - [Clinical teaching Sharepoint site](#) (A)
 - Sakai Learning Management System (A)
 - Blue course evaluations (A)



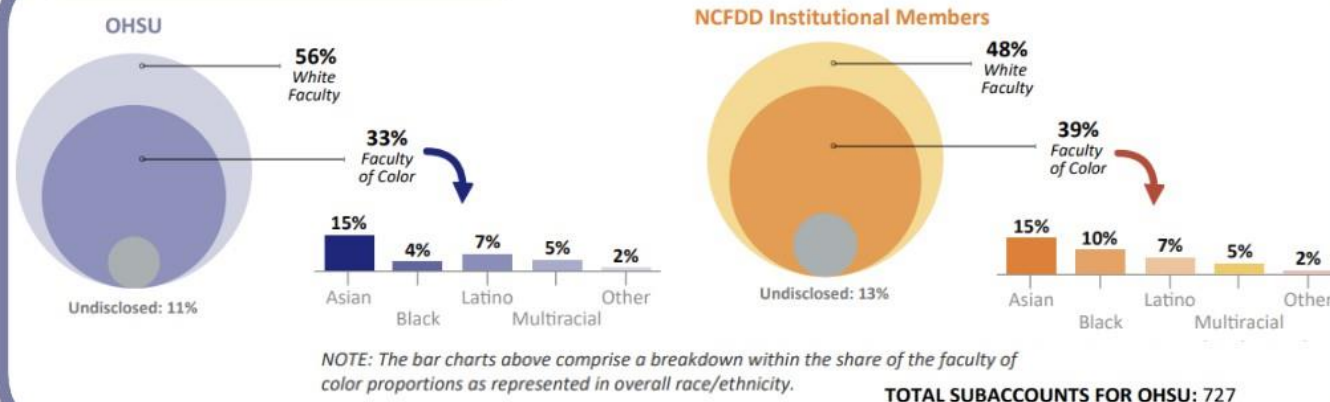
NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY

National Center for Faculty Development and Diversity (NCFDD) Institutional Membership that provides **727** faculty, graduate students, and post-docs with online resources on research and writing productivity. This past year, **56 OHSU faculty/staff and graduate students** joined the 14-day writing accountability challenge and wrote for a cumulative total of **10,568 minutes**.

The [NCFDD Faculty Success Program] program helped me reflect on my network, current productivity, and future goals. It really helped orient myself within my work, especially my long term goals.

Reflection of an FSP participant

Race/Ethnicity of NCFDD Members



<https://www.ncfdd.org/>



EDUCATIONAL IMPROVEMENT AND INNOVATION

Greenhouse

A place to grow, together.



854
registered
users 

*posts in the feed
on Greenhouse*

I am excited about the possibilities...Our need and desire for a robust mentoring program has been evident and unanswered for a long time.

From the start of my clinical career in the NICU through my work in academia, great mentors have made all the difference in learning the role and integration into the professional community. To have and to be a mentor is hugely rewarding!!

<https://ohsumentors.com/>



Poster
Symposium

FERA
FOSTER RESPECTFUL &
EQUITABLE EDUCATION
CERTIFICATION PROGRAM

EDUCATIONAL IMPROVEMENT AND INNOVATION WHAT IS TO COME IN 2025?

The next Symposium on Educational Excellence will take place on **Friday, May 16, 2025.**





CONSTANCE TUCKER, MA, PHD
TUCKECO@OHSU.EDU



New Faculty Foundations – Education in the SOM

Kelly J. Caverzagie, MD
Senior Associate Dean, Education

January 13, 2025

Welcome!





Objectives

This session is intended to:

- Orient new faculty to SOM structure and leadership
- Highlight scope of educational programming
- Present opportunities for engagement in the educational mission



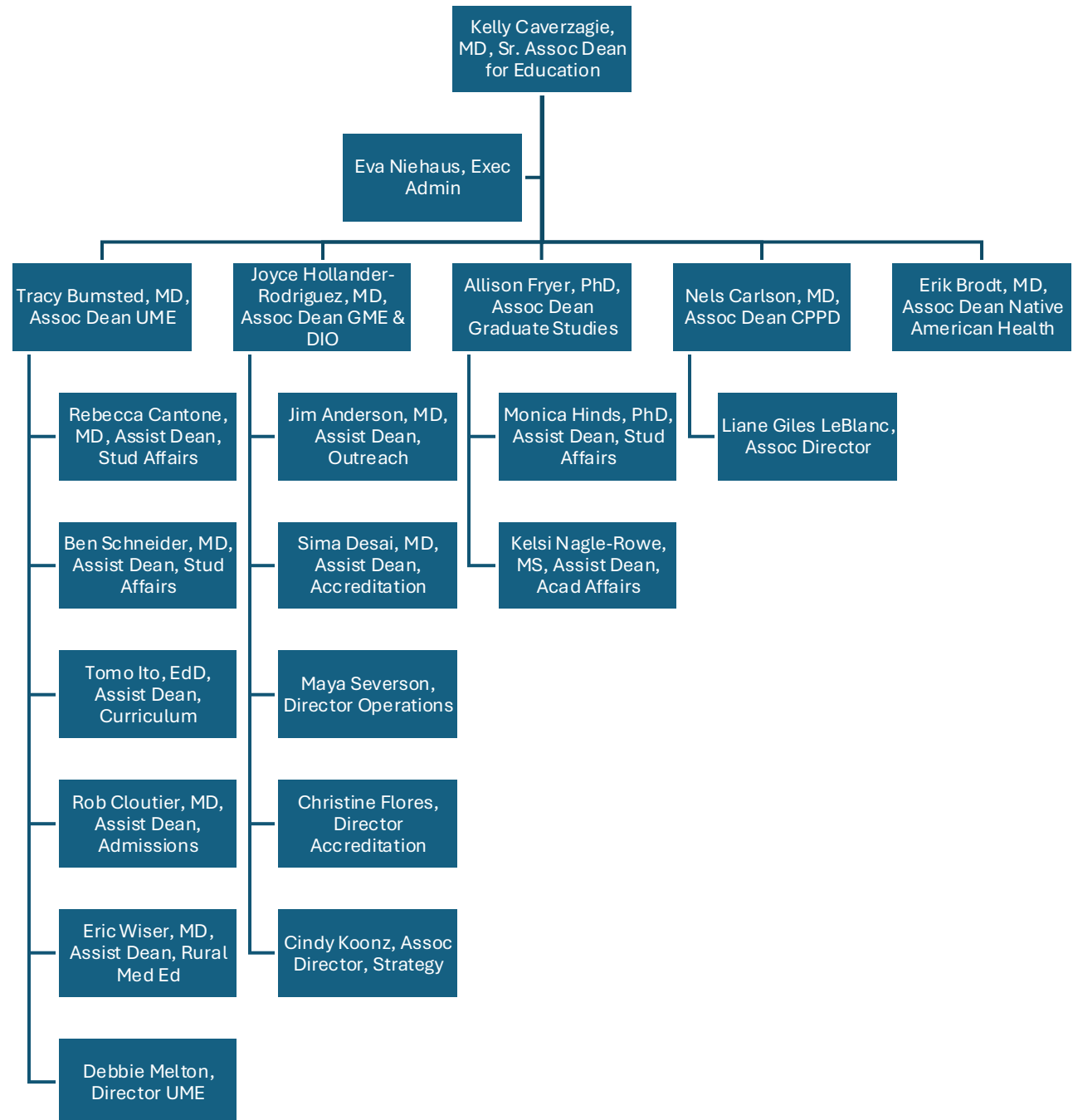
School of Medicine Facts

- 1300 students and nearly 1000 residents
- 2600 faculty members
- 21,000 alumni
- >30 degree granting programs (not including residency)

School of Medicine



SOM Education Leadership



Education Deans



Nate Selden, MD



Tracy Bumsted, MD, MPH



Nels Carlson, MD



Kelly Caverzagie, MD



Allison Fryer, PhD



Joyce Hollander-
Rodriguez, MD



Undergraduate Medical Education

Tracy Bumsted, MD, MPH – Associate Dean for UME

Admissions

- Rob Cloutier, MD

Curriculum

- Tomo Ito, EdD

Student Affairs

- Rebecca Cantone, MD
- Benjamin Schneider, MD

Rural Medical Education

- Eric Wiser, MD

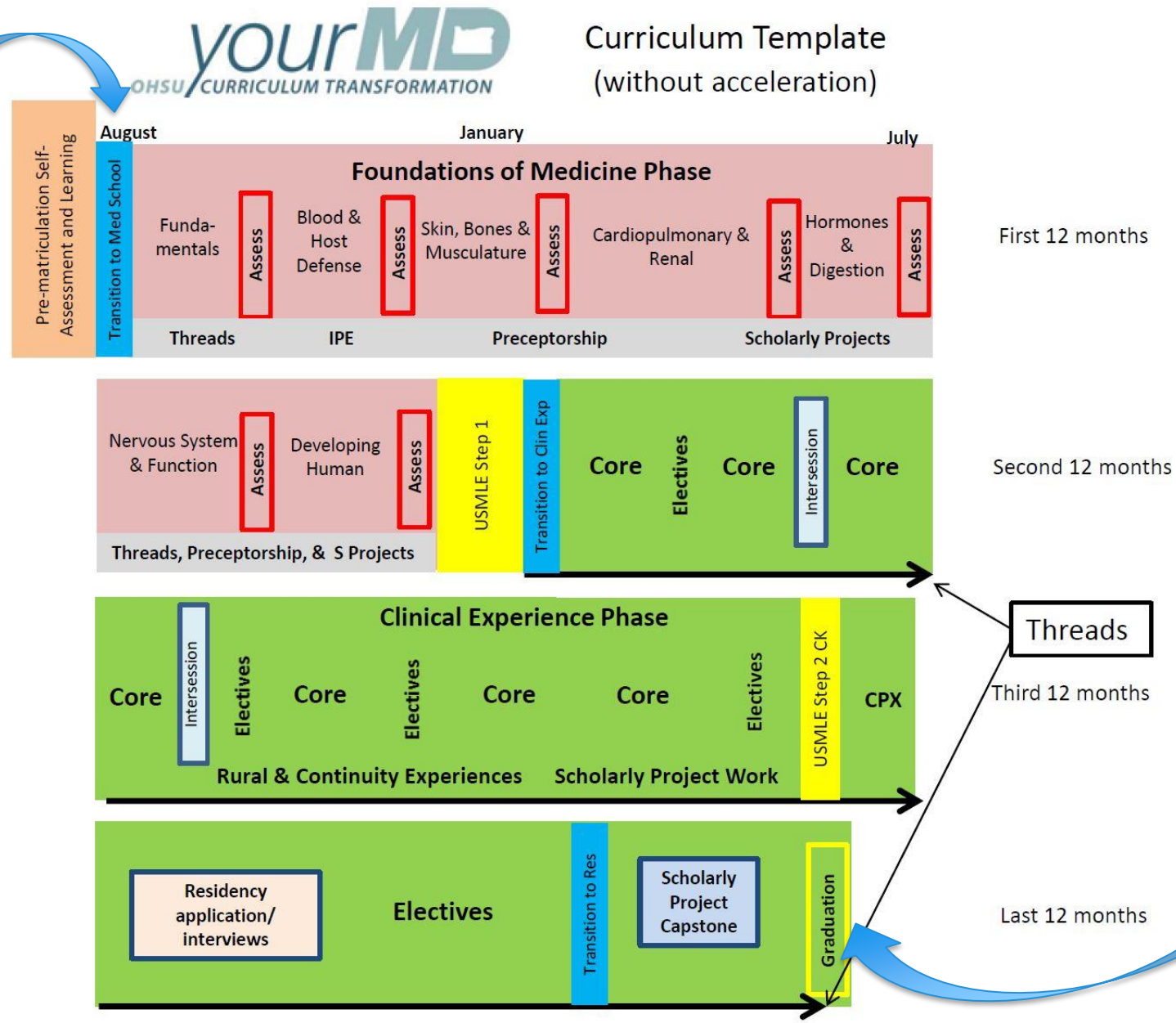
Administration

- Debbie Melton

UME Leadership Team

Four Years at a Glance – One Page!

START
HERE

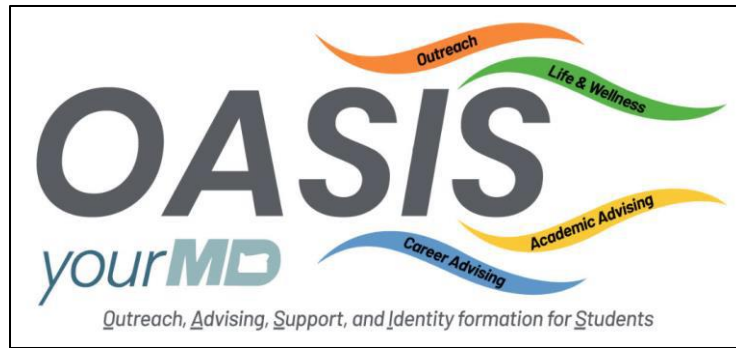


Med27 Weekly Schedule – FoM Blocks FUND – BLHD

Weekly Template FUND - BLHD (MS1 Summer B-Fall Term)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	<u>Independent Learning</u> (all students)
9:00					Assessments-Examsoft and science skills (Avg 2 hours/week)
10:00					Large Group Sessions as Needed
11:00					
12:00	Break	Break	Break	Break	Break
1:00	Clinical Skill Labs (FUND-BLHD) 1-4pm	Summer B Term: FUND; Starting Fall Term: Intro to Preceptorship (all students)	OASIS Activities - Programming & Individual Support Life & Wellness Advising; Academic Advising; Career Advising	<u>Independent Learning</u> (all students)	Assessment (CSAs - avg 1 every other week, typically 30-45 min)
2:00		<u>Independent Learning</u> (all students)			Patient panels or active learning large/small group sessions. Rare pure lectures.
3:00					
4:00	<u>Independent Learning</u> (all students)				

Four Streams of Advising & Support





Three Goals of OASIS

To provide **premedical outreach** and advising, and **advance diversity initiatives** to promote a diverse student body

To provide essential **support and multi-dimensional, comprehensive advising** for medical students

To **cultivate an environment** that promotes healthy **personal** and **professional** development for students to become successful and fulfilled physician graduates

Enrichment Weeks

– after every final block assessment week

- Required IN-PERSON participation in 3 sessions/activities of your choosing (sign ups few weeks before enrichment week)
- **Not vacation weeks** – do not book airline tickets!
- Choose from a variety of enrichment activities or self-directed learning. Spiraling Block Board reviews especially popular.

Enrichment Sessions - Examples

- Medical myths and dogma
- Global health topics & discussion
- Medical student wellness
- The Microbiome: Theories, therapies, and fecal transplant
- Abdominal imaging
- Ward walks
- Research journal club

Student
submissions, too!

Clinical Experiences

Beginning February of 2nd year



UME Opportunities for Engagement

- FOM curriculum teaching and facilitation
- Clinical teaching – core courses and electives
- Volunteer for committees
- Preceptor
- Advisor
- Communication sent from Tracy Bumsted to Dept. Chairs when there are leadership openings or email Tomo Ito (itot@ohsu.edu) and asked to be assigned to the "Interested People" group in Sakai



New Faculty Foundations and Graduate Medical Education

1/13/2025

JOYCE HOLLANDER- RODRIGUEZ, MD
ASSOCIATE DEAN, GME & DIO

OHSU GME Mission Statement

Serving the patients and communities of Oregon and beyond
through active stewardship of Graduate Medical Education.
Providing the structure for excellence.

OHSU Graduate Medical Education



GME has teams working across these three pillars

OHSU GME

Academic Year in Numbers 2023-2024

102

Number of
ACGME
programs

Newly accredited programs:

- Blood banking/transfusion medicine
- Medical Biochemical genetics
- Pediatric gastroenterology
- Pediatric otolaryngology
- Psychiatry (Bend)
- Public health and general preventive medicine

GME surpassed 100 accredited programs in AY 23-24, a momentous accomplishment and testament to the robust Graduate Medical Education environment at OHSU. This puts OHSU in the top 3.3% nationally for number of accredited programs.

977.34
(+3.5%)

FTE of trainees
supported (and %
change from
AY 22-23)

315
(+5.4%)

Number* of trainees
that graduated from
their program
(and % change from
AY 22-23)

FTE Support

	<u>Actual</u>
OHSU and Dept.	587.94
VA	178.08
Affiliate Hospitals	175.36
Other	35.96

Based on 57 programs that used ERAS[®] and NRMP

<u>Status</u>	<u>Number</u>
Applied	23,671
Interviewed	3,354 (14.2%)
Matched	263 (1.1%)

Entering House Officers Diversity 2023

Experienced adversity growing up	52.8%
Raised in a rural environment	22.9%
Under-represented in medicine	15.0%
Female	55.4%

OHSU M.D. class of
2024- students who
matched to OHSU
residencies
(n and %):

37
(28%)

Data sources: 1) ACGME, 2) OHSU GME administration, 3) MedHub, 4) ERAS[®], 5) NRMP, 6) SoM CHSE

* As of a 09/26/2024 report from the ACGME



OHSU GME Summary

Currently: 102 ACGME-accredited programs with 995 resident/fellow FTE

OHSU Health has 619.61 FTE

Affiliated Hospitals/Systems 375.5 FTE

- VAMC 180.03 FTE
- Other 195.47 – see table

We are in the top 3rd percentile nationally for number of programs

We oversee ACGME-accredited programs

VAMC	180.03
HMC	53.30**
Legacy	33.31
Sky Lakes	25.25
Kaiser	22.15
Outside (Foundation)	17
Prov	16.42
Kaiser via FM dept	12
Coos Bay	4
Unity	3.7
Asante	2
OCHIN	2.04
Oregon State Hospital	1.5
Astoria	1
Shriners	1
Peace Health	0.8

Team Overview

- **Accreditation**

- Sima Desai, MD - Assistant Dean for Accreditation
- Christine Flores, MPH – Director of Accreditation
- *GMEC, Program Accreditation needs, Remediation*

- **Operations**

- Maya Severson, MPH – Director of Operations
- *Onboarding, trainee support, interface with labor relations, HR, finance*

- **Strategic Alignment and Integration**

- Jim Anderson, MD – Assistant Dean for Accreditation
- Cindy Koons, MS – Associate Director for Accreditation
- *Statewide GME growth and integration, alignment with health system growth*

Team Overview

- **Haley Manella, MD – Medical Director of Performance Improvement**
 - *Quality and Safety, House officer quality and safety committee*
 - *Clinical learning environment*
- **Amy Miller Juve, Ed.D. – Program Improvement Specialist**
 - *Educator development*
 - *GME Community of Practice*
 - *Program director trainings and coaching*



What we are working on in '24-'25

- Trainings on reporting pathways for learner mistreatment through partnership with OCIC.
- Addressing bias and microaggressions with regular and recurrent trainings for residents, fellows, and faculty.
- Enhancing interprofessional interactions between house officers and other healthcare professionals.
- Enhanced ability of GME and programs to integrate into clinical learning environments and leverage health system change to optimize education.

Vision for GME

We aim to:

- Be person-centered, community-responsive, & trustworthy
- Meet the physician workforce needs of Oregon
 - Population health and community needs
 - Align with OHSU institutional goals, strategy, and faculty needs
 - Diversity of work force
- Optimize growth to meet workforce needs with sustainable funding sources

SOM Continuing Professional Development

Continuing Professional Development

- Education (CME)
- Quality Improvement
- Expertise and Resources
- Future Direction - Educational Pathways

Nels Carlson, MD (Associate Dean, Continuing Professional Development)

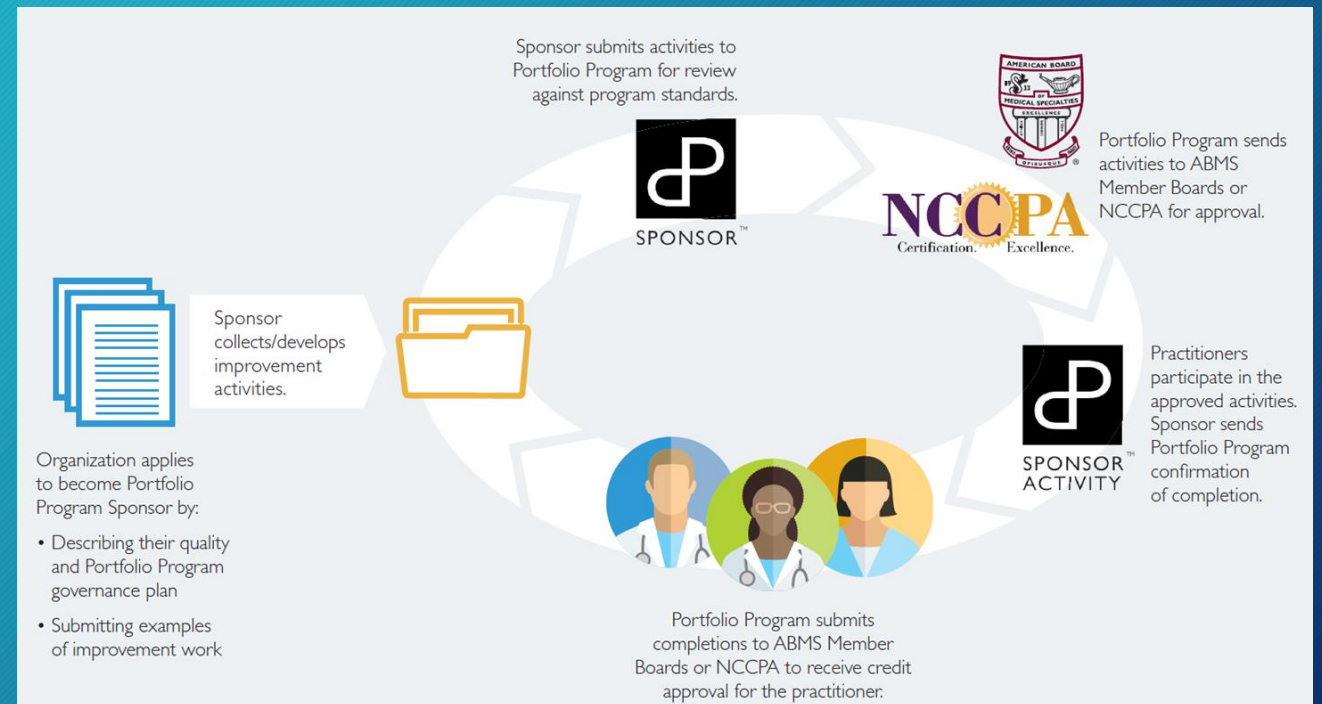
CPD Mission at OHSU

- Mission Statement:
 - The OHSU continuing medical education program assesses the impact of its activities on learners' change in competence. Higher-level evaluation of activity effectiveness, measured change in learner performance or patient outcomes is encouraged.
- Expanding on our mission statement - expertise and resources to:
 - Align
 - Collaborate
 - Engage
 - Recognize

CPD Quality Improvement Activities

ABMS Multi-Specialty Portfolio Program

- Fulfills MOC IV requirements while doing OHSU QI projects
- 2023
 - 5 projects
 - 5 certifying boards
 - 55 providers receiving credit



CPD Provides Many Opportunities to Faculty

- Teaching courses (e.g., curriculum design, presentations)
- Service (e.g., Portfolio Program, committee work, national)
- Scholarship (e.g., innovation, educational impact)
- Excellent opportunity for your portfolio that contribute to promotion!

Recognition - The CPD Educator, Clinician and Scientist Awards



- SOM Promotion and Awards Reception
 - Recognized over 500 faculty and staff including:
 - 321 Clinicians & 188 Educators





Thank You

Education Scholars Program

Co-directors: Brian Ricci and Jonathan Karademos

Administrative Coordinator: Kacy Kesecker

Faculty Development

[Explore by Role](#)

[Explore by Topic](#)

[Promotion and Tenure](#)

[Faculty Life Cycle](#)

Supported Programs

[Education Scholars Program](#)

[Early Career Advancement Program](#)

[Faculty Development Fridays](#)

[Mid-Career Clinical Leadership
Development Program](#)

[New Faculty Foundations](#)

[Paths to Leadership](#)

[P&T Peer Mentorship Program](#)

[Point of Care Ultrasound Champion
Program](#)

Education Scholars Program



The Education Scholars Program (ESP) is a one-year certificate program designed to prepare education leaders to be successful scholars (including both the scholarship of teaching and education research).

Distinctive features include:

- A process that identifies promising medical educators and leaders who wish build career paths dedicated to scholarship in health professions education.
- Participation in a community of practice that supports longitudinal learning, and opportunities for networking and mentorship.

Interested in joining a future cohort?

Applications for the 2024-25 cohort are now closed. Sign-up to join the program's interest form to get notified when applications for the next cohort open.

Key Highlights

- + Longitudinal: September - June (weekly sessions)
- + Community of practice of educators across specialties
- + Guest speakers from around the nation
- + Embedded mentorship connections
- + Focus on:
 - Educational scholarship skills
 - Educational teacher development
 - Leadership development

Education Scholars Program Curriculum Overview

Module 1: Setting the Education Scholar Stage

- Communities of Practice
- Conceptual Frameworks, Learning Theories and their Impact - Information Processing Model and Optimizing Cognitive Load
- Building Your Educator's Portfolio and CV
- Intro to Curriculum Development - October 8th
- Developing a Study Aim/Research Proposal
- Mentor Session

Module 2: Education Research

- Quantitative and Qualitative Research Designs
- Navigating the IRB
- Education Grants
- Quantitative: survey design
- Peer Review
- Qualitative Methods and Analysis
- Delphi Studies and Review Papers

Module 4: Educational Teacher Development (Stanford)

- Learning Climate
- Expertise and the 10,000 hour rule
- Feedback
- Assessment
- Diagnosing Learners in Difficulty
- Self-directed Learning and Self-Assessment

Module 3: Turning Education Scholarship

- Scholarship from Educational Interventions
- Publishing Educational Materials
- Digital scholarship
- Simulation as scholarship
- Thought pieces and perspectives

Module 5: Educational Career Optimization

- Time Management for Educators
- Negotiation
- Educational Leadership
- Clinician Educator Professional Identity Formation

Questions or Interest?

Brian Ricci (riccib@ohsu.edu)

Jonathan Karademos (karademo@ohsu.edu)

Kacy Kesecker (kesecker@ohsu.edu)

≈800 Graduate Students in the SOM

PROGRAMS

8

PhD

9

Masters

(including MBA &
Physician Assistant)

3

Certificate
programs



STUDENTS

63%

women

10 %

international

20% URM

18% Asian

PhD Programs in School of Medicine

Biomedical Sciences

Neuroscience

Behavioral Neuroscience

Clinical Psychology

Biomedical Engineering

Medical Physics

Biomedical Informatics

MD/PhD and DMD/PhD



PhD students in the SOM are supported by OHSU & Faculty

Deans Scholarships

Department Funds

Training Grants

Fellowships

Faculty Research Grants



How to be involved in graduate education

Research Mentor

Dissertation Advisory Committee

Program Steering Committee

Program Admission Committee

Teaching



45-50 new PhD students/year
seeking research mentorship

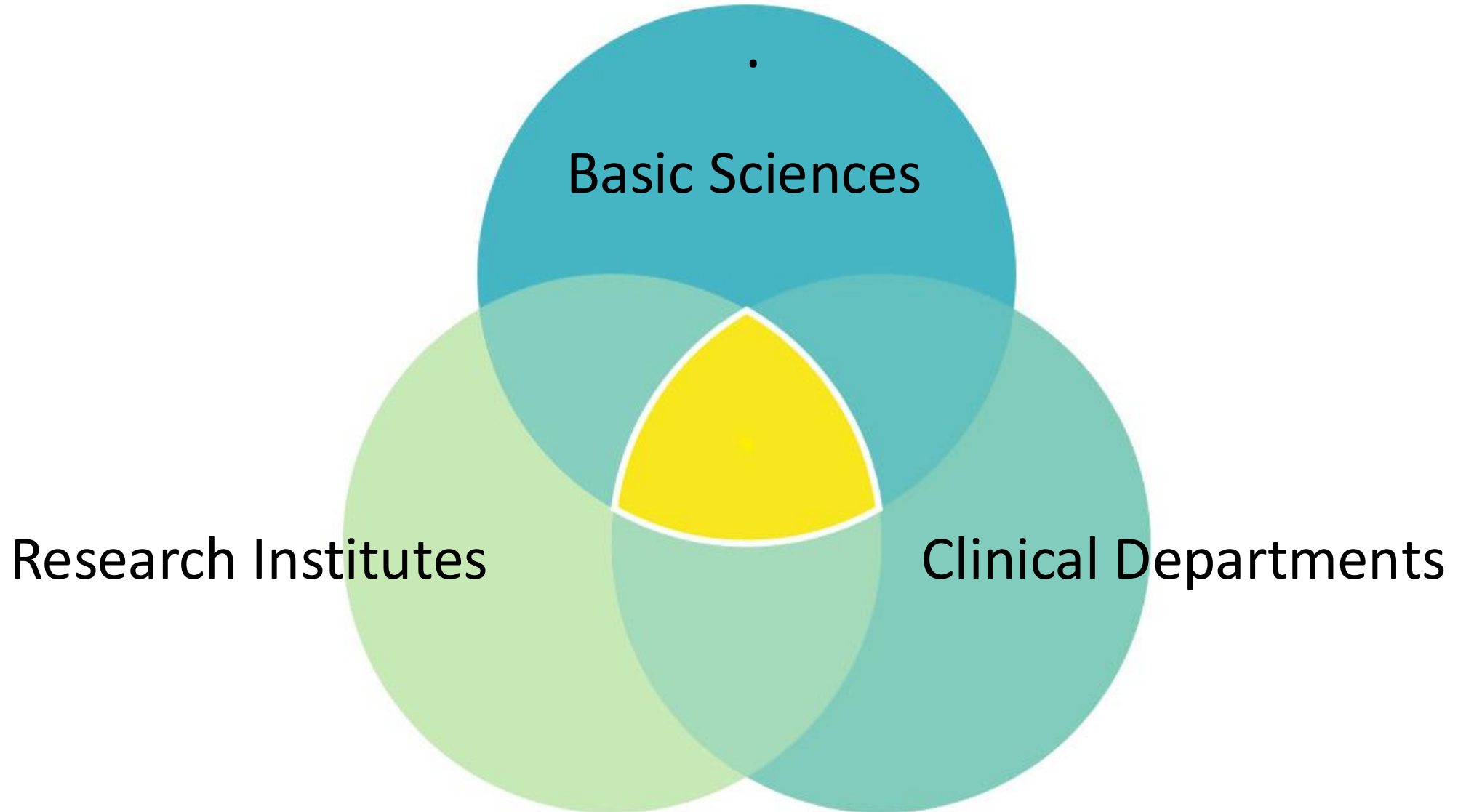


Graduate Faculty

Requested by Program Director, approved by Graduate Council, appointed by the Dean.



Who are Graduate Faculty?



Come join us!
somgrad@OHSU.edu
fryera@OHSU.edu





Clinician Educator Milestones:

Assessing and Improving Educators' Skills

Amy Miller Juve, EdD, Med

Professor and Vice Chair, Education – Anesthesiology & Perioperative Medicine

Professional Development and Program Improvement Specialist, OHSU Graduate Medical Education

Disclosures

None

Recognition

This presentation was compiled by and refined from a variety of presentations given by members of the CEM workgroup.

Objectives

- 1 Review the Clinician Educators Milestones.
- 2 Discuss ways you can use the CEMs to develop your own skillset or the skillset of your peers.

A blurred background image showing two healthcare professionals, likely a doctor and a nurse, in a clinical setting. The doctor is on the left, wearing a white coat and a stethoscope, looking towards the right. The nurse is on the right, also in a white coat, looking towards the left. The image is out of focus, emphasizing the text overlay.

What defines a **COMPETENT** Clinician Educator?

Joint Venture



Work group members

BROAD REPRESENTATION

Thomas Boyle, DO, MBA

Calvin Chou, MD, PhD

Nicole Croom, MD, MPH (resident)

Tyler Cymet, DO

Rebecca Daniel, MD, FACP

Nancy Davis, PhD

Laura Edgar, EdD, CAE (ACGME VP)

Janae Heath, MD, MSCE

Lisa Howley, PhD

Joseph Kaczmarczyk, DO, MPH, MBA

John Mahan, MD

Katie Marney, medical student

Amy Miller Juve, EdD, MEd

Brijen Shah, MD

Janine Shapiro, MD

Christine Stabler, MD, MBA

Daniel Dent, MD

Clinician Educator Milestones Background



PROFESSIONAL DEVELOPMENT

Designed to provide scaffolding and a shared mental model for knowledge, skills, and abilities needed for clinician educators.



ACROSS THE CONTINUUM

Can be used for medical students to experienced and independently practicing physicians.

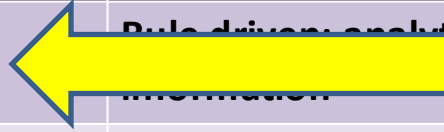


SELF ASSESSMENT

Chart your own path or understand where your gaps in skills are in order to develop or deepen your skill set.

Milestones – A brief review

Level	Dreyfus Stage	Description (clinical reasoning example)
1	Novice	Rule driven; analytic thinking; little ability to prioritize information
2	Advanced beginner	Able to sort through rules based on experience; analytic and non-analytic for some common problems
3	Competent	Embrace response for most common problems; can see big picture; Complex problems default to analytic reasoning. Performance can be exhausting.
4	Proficient	More fully developed non-analytic and dual process thinking; comfortable with evolving situations; able to extrapolate; situational discrimination; can live with ambiguity
5	Expert	Experience in subtle variations; distinguishes situations



Level ≠ Year



Universal Pillars

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors as a clinician educator.



Competencies

Stand-alone assessment of a specific teaching skill or method. Individuals can focus on one or more , but do not need to assess against all the milestones.



Universal Pillars

Reflective Practice and Commitment to Personal Growth

Well-being

Recognition and Mitigation of Bias

Commitment to Professional Responsibilities

Competencies

Educational Theory and Practice

Diversity Equity and Inclusion

Wellbeing

Administration

Universal Pillars

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors
as a clinician educator

Educational Theory and Practice

Ensure the optimal development of competent learners through the application
of the science of teaching and learning to practice.

Educational Theory and Practice

Teaching and Facilitating Learning

Medical Education Scholarship

Science of Learning

Program Evaluation

Curriculum

Learner Professional Development

Feedback

Learner Assessment

Professionalism in the Learning Environment

Performance Improvement and Remediation

Learning Environment

Educational Theory and Practice 4: Feedback

Level 1	Level 2	Level 3	Level 4	Level 5
Describes timing, content, and approaches to conducting feedback conversations	Elicits learners' goals and gives predominantly reinforcing feedback based on goals	Identifies reinforcing and modifying data to give feedback that initiates behavior change	Consistently engages in challenging feedback conversations that results in desired behavior change	Guides others to conduct effective feedback conversations
Describes importance of soliciting feedback in developing a growth mindset	Reviews feedback about self, manages emotional reactions to feedback, and incorporates relevant items	Actively solicits general feedback from learners	Consistently solicits specific feedback from learners that leads to behavior change	Guides others to solicit, reflect on, and incorporate feedback
Describes importance of establishing a learning environment that values feedback	Role models exemplary feedback practices without explicitly setting up the learning environment	Role models exemplary feedback practices and explicitly states importance of feedback in the learning environment	Supports learning environment in which all learners and faculty engage in actionable feedback	Demonstrates expertise in explicitly constructing and maintaining learning environment in which all learners give and receive feedback to improve performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div>Not Yet Completed Level 1 <input type="checkbox"/></div>				

Universal Pillars

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors
as a clinician educator

Educational Theory and Practice

Ensure the optimal development of competent learners through the application of the science of teaching
and learning to practice.

Diversity, Equity, and Inclusion

Acknowledge and address the complex intrapersonal, interpersonal, and systemic influences
of diversity, power, privilege, and inequity in all settings so all educators and learners can
thrive and succeed

Diversity, Equity, and Inclusion in the Learning Environment

Level 1	Level 2	Level 3	Level 4	Level 5
Defines diversity, equity, inclusion, racism, and oppression (structural, institutional, interpersonal, and internalized) and their impact on the learning environment	Identifies inequities and applies strategies to mitigate racism and oppression and develop a diverse, inclusive, and equitable learning environment	Applies best practices in diversity, equity, inclusion, and anti-oppression in one's own learning environment	Designs learning experiences that engage and support persons from diverse backgrounds, orientations, abilities, experiences, and perspectives	Role models and advocates for best practices in diversity, equity, and inclusion in the learning environment, and works to systemically address inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> </div>				

Universal Pillars

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors
as a clinician educator

Educational Theory and Practice

Ensure the optimal development of competent learners through the application of the science of teaching
and learning to practice.

Diversity, Equity, and Inclusion

Acknowledge and address the complex intrapersonal, interpersonal, and systemic influences of diversity, power, privilege, and
inequity in all settings so all educators and learners can thrive and succeed

Well-Being

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.

Well-Being: Well-Being of Learners and Colleagues				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes relationship between well-being, burnout, learning, and patient safety	Shares approaches to support well-being	Employs various approaches that support and foster well-being and reduce burnout	Employs system-based approaches that foster well-being and reduce burnout and consistently provides support and resources to foster well-being and reduce burnout	Uses experiences with learners to assess, reimagine, and create new system-based interventions and structures to support well-being
Describes signs of physical, emotional, and/or professional distress	Recognizes learners or colleagues in apparent distress	Intervenes and identifies resources for a specific situation	Guides learners or colleagues in distress and provides on-going support	Guides others in recognizing learners in distress and educates them in available resources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div>Not Yet Completed Level 1 <input type="checkbox"/></div>				

Universal Pillars

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors
as a clinician educator

Educational Theory and Practice

Ensure the optimal development of competent learners through the application of the science of teaching
and learning to practice.

Diversity, Equity, and Inclusion

Acknowledge and address the complex intrapersonal, interpersonal, and systemic influences of diversity, power, privilege, and
inequity in all settings so all educators and learners can thrive and succeed

Well-Being

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

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

Administration

Administration Skills

Change Management

Leadership Skills

Administration 1: Administration Skills

Level 1	Level 2	Level 3	Level 4	Level 5
Describes administrative domains of program management	Identifies best administrative practices for effective program management	Employs best administrative practices for effective program management	Consistently demonstrates best practices across administrative domains	Leads and guides others for best administrative practices for effective program management
Describes components of legal, regulatory, and accreditation functions	Identifies relevant resources for legal, regulatory, and accreditation functions	Employs effective approaches to perform legal, regulatory, and accreditation functions	Consistently integrates legal, regulatory, and accreditation functions into practice	Leads and guides others in legal, regulatory, and accreditation functions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1

☐

Well-Being

Universal Pillar

Universal Pillar 2: Well-Being	
Level 1	
Recognizes the importance of addressing personal and professional well-being	

Competency

Well-Being: Well-Being of the Individual	
Level 1	
Describes relationship between well-being, burnout, learning, and patient safety	
Describes signs of physical, emotional, and/or professional distress	

Educational Theory and Practice 1: Teaching and Facilitating Learning

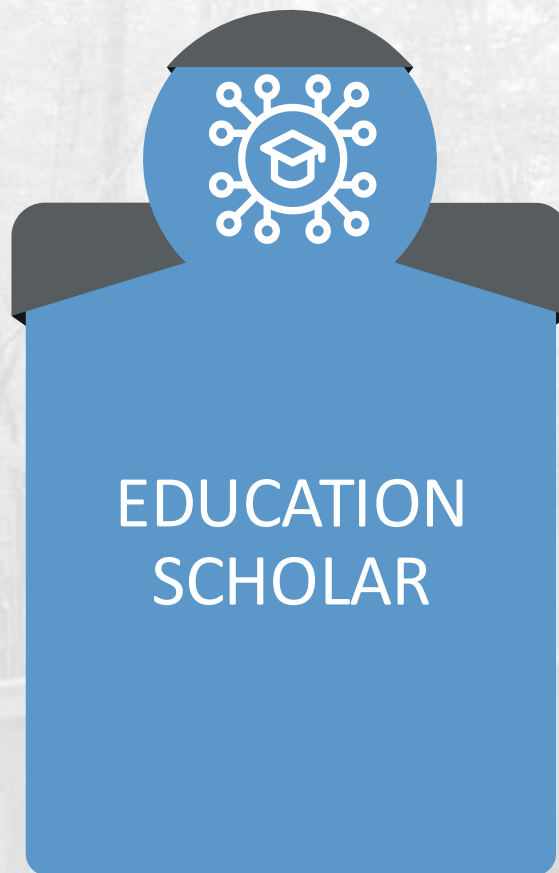
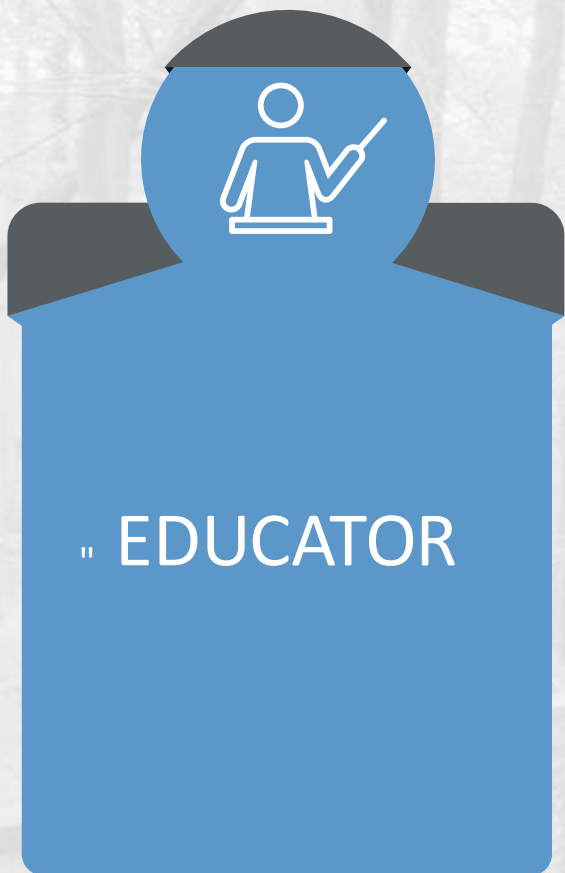
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies various techniques for teaching	Delivers instruction in unidirectional manner resulting in passive learning	Teaches in a way that invites active learning and encourages critical appraisal	Uses scholarly teaching methods for varied levels of learners across settings	Serves as a coach to other educators on effective teaching practices
Discusses lessons implicitly learned (e.g., hidden curriculum)	Identifies that own behavior (role modeling) is part of the hidden curriculum	Intentionally role models desired practice behaviors to aid learners	Intentionally role models desired behaviors to aid learners across multiple settings	Works collaboratively to develop educators' ability to demonstrate evidence-based teaching behaviors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1

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PATHWAYS



Educational Theory and Practice 1: Teaching and Facilitating Learning	
Overall Intent: To provide effective teaching and facilitation of learning across the continuum of medical education in various settings	
Milestones	Examples
Level 1 <i>Identifies various techniques for teaching</i> <i>Discusses lessons implicitly learned (e.g., hidden curriculum)</i>	<ul style="list-style-type: none"> • (U/G/C): Identifies small-group methods, large-group techniques, and didactic methods for teaching • (U/G/C): Identifies synchronous and asynchronous teaching methods • (U/G/C): Defines the hidden curriculum and gives examples from local context
Level 2 <i>Delivers instruction in unidirectional manner resulting in passive learning</i> <i>Identifies that own behavior (role modeling) is part of the hidden curriculum</i>	<ul style="list-style-type: none"> • (U/G/C): Provides prepared lectures without first understanding learner needs • (U/G/C): Uses consistent language with a patient and models the hidden curriculum of professional education within the team huddle(U/G/C): Avoids behaviors that are contradictory to own teaching
Level 3 <i>Teaches in a way that invites active learning and encourages critical appraisal</i> <i>Intentionally role models desired practice behaviors to aid learners</i>	<ul style="list-style-type: none"> • (U/G/C): Practices bidirectional teaching for learning to assess baseline knowledge and areas for growth • (U/G/C): Maintains professional communications in conversations with the patient and with the team • (U/G/C): Actively solicits opinions of all members of the team • (U/G/C): Role models appropriate professionalism and communication • (U/G/C): Role models what is taught, while respecting the patient • (U/G/C): Effectively teaches medication options for congestive heart failure in the classroom only
Level 4 <i>Uses scholarly teaching methods for varied levels of learners across settings</i> <i>Intentionally role models desired behaviors to aid learners across multiple settings</i>	<ul style="list-style-type: none"> • (U/G/C): Facilitates learning of those with varying levels of knowledge across diverse settings • (U/G/C): Employs specific small-group facilitation strategies • (U/G/C): Role models even with significant stressors, such as time constraints • (U/G/C): Role models desired behaviors when there are competing responsibilities and tasks • (U/G/C): Teaches medication options for congestive heart failure in the critical care unit, and in an online workshop
Level 5 <i>Serves as a coach to other educators on effective teaching practices</i>	<ul style="list-style-type: none"> • (U/G/C): Conducts a peer-teaching evaluation program

Works collaboratively to develop educators' ability to demonstrate evidence-based teaching behaviors	• (U/G/C): Runs OSTE as part of a faculty development program
Assessment Models or Tools	<ul style="list-style-type: none"> • Direct observation • Educator portfolio • Faculty-observed structured teaching • Learner feedback • Learner outcomes • Multisource feedback • Performance assessment and review • Self-assessment
Notes or Resources	<ul style="list-style-type: none"> • Definition of facilitated learning: A learning approach where students are encouraged to take ownership and control of their learning process and the role of the teacher changes from supplier of knowledge to facilitator of the process of learning. This is done by providing learning resources and actively challenging students through systematic, problem-based learning and other active learning methods. • AAMC Faculty development Te4Q program. https://www.aamc.org/what-we-do/mission-areas/medical-education/teaching-for-quality-certificate-program. • ACCME. CE Educator's Toolkit https://www.accme.org/ceeducatorstoolkit. Accessed 2022. • American College of Physicians (ACP). Teaching in Medicine series https://store.acponline.org/ebiz/products-services/product-details/productid/22402 • Bastable SB, Sopczyk D, Gramet P, Jacobs K. <i>Health Professional as Educator: Principles of Teaching and Learning</i>. 2nd ed. Jones & Bartlett Learning. 2021. • Chen HC et al. Sequencing learning experiences to engage different level learners in the workplace: an interview study with excellent clinical teachers. <i>Med Teach</i> 2015;37:1090-1097. • Clinical Teaching Program - Stanford Faculty Development Program for Medical Teachers. https://med.stanford.edu/sfdc/clinical_teaching.html. Accessed 2022. • Hafferty FW. Defining curriculum reform: confronting medicine's hidden curriculum. <i>Acad Med</i> 1998;73:403-407. • Program director organizations

Implications for Practice

ONE

Self-Directed Development

CEMs can provide a framework to prepare CEs to be effective educators.

TWO

Define

CEMs define what knowledge, skills, and attitudes are needed to be a competent CE.

THREE

Development of Others

Institutions, programs, and colleagues can use the CEMs to develop tools, resources (workshops, courses), and do direct observation for CE skills.

FOUR

Assessment

CEMs can provide a common language and resource for assessment and promotion of CEs.

FIVE

Support

Can be used to detect gaps in faculty performance and develop individual learning plans to help close the gaps in skill sets.

SHARE

How might you....



Gain professional development for personal growth?



Use these to develop clinician educators in your department/program?



Use these to assess your own growth or the growth of others?

Take Away Points

- 1 The CEMs are a useful tool to help define the knowledge, skills, and abilities of clinician educators.
- 2 Use the CEMs to document and communicate your professional development efforts for promotion.
- 3 Provide development and coaching opportunities for your peers utilizing the CEMs as a guide.

THANK YOU

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Clinician Educator Milestones Website



Mahan, J. D., Kaczmarczyk, J. M., Juve, A. K. M., Cymet, T., Shah, B. J., Daniel, R., & Edgar, L. (2023). Clinician educator milestones: assessing and improving educators' skills. *Academic Medicine*, 10-1097.