

## UIC Pulmonary and Critical Care Fellowship Clinician Educator Track

- Educational Purpose

This is a track specifically designed as an adjunct to the traditional clinical fellowship. This is intended for individuals with special interest in the science of education and learning theory and those with career goals as a clinician educator. This track has specific objectives that should be accomplished prior to graduation which will target important characteristics of a successful clinician educator; including teaching skills, curriculum development, effective feedback strategies, and professional development. This is not available to fellows on the T32 research track as it does not fulfill the NIH requirements. Fellows are encouraged but not required to enroll and complete the Master of Health Professions Education (MHPE) program through the Department of Medical Education. All requirements specified on this track are in addition to the regular duties of a clinical pulmonary and critical care fellow. Interested fellows may choose to complete the track in its entirety or use this as a template for opportunities to gain additional experience / expertise. The culmination of this track will include recognition of completion in the Program Director's letter which will specify achievements during the training.

- Teaching Methods

### *Education and Learning Theory*

There will be a yearly conference presentation on education and learning theory given by an expert in the field from our Department of Medical Education or an outside speaker. Additionally, fellows will be expected to attend the yearly MPHE Summer Conference. There will also be opportunities to join and participate in the ATS Section of Medical Education Trainees Interested in Medical Education (TIME) committee.

### *Teaching Skills*

Annual lectures on teaching skills will include giving an effective presentation, interactive teaching, innovative learning environments, and effective bedside teaching.

### *Curriculum Development*

Each fellow on the clinical educator track will be expected to work with the program director on yearly updates to the current training program curriculum. Additionally, fellows will design a simple curriculum outlining goals for M1 medical students during the mentoring program.

### *Feedback and Mentoring*

There will be conference presentations regarding giving effective feedback yearly. Fellows on this track will also have the opportunity to participate in the monthly "Cake and Chat" forum led by Medical Education Faculty to reflect on teaching opportunities as well as other [Professional Development programs](#). Fellows will also participate in the medical student mentoring program for M1 medical students, this will include development of a simple curriculum to expose medical students to a variety of clinical sites and patients, develop early history and physical exam skills, and complete a case write-up and poster presentation. Mentoring will also be encouraged through working with residents and other fellow trainees as well as through the mentoring programs offered by the American Thoracic Society. [ATS Mentoring Programs](#)

### *Career Development*

Fellows on this track will be given instruction on developing a teaching portfolio and will be required to maintain this through graduation. This portfolio will be routinely reviewed and feedback provided. Opportunities for scholarly activity through QI and safety projects, hospital

committee appointment, and appointments to committees to national societies will be encouraged for fellows on this track.

#### *Practice-based Learning*

Opportunities to enhance teaching skills and other aspects of a successful clinician educator will be offered routinely throughout fellowship training for these individuals. This will include opportunities with medical students, residents, fellows, and faculty.

1. Medical Students
  - a. M1 - Mentoring Program
  - b. M2 - Essentials of Clinical Medicine
  - c. M3 and M4 - MICU and Pulmonary Student rotations
  - d. Small group sessions in new medical student curriculum
2. Resident Trainees
  - a. MICU lectures
  - b. Consults lectures
  - c. Consultant at Morning report, Multi-disciplinary, and M&M conference
3. Fellow Trainees
  - a. Didactic and case based lectures
  - b. Orientation lectures for new fellows
4. Faculty
  - a. Didactic and case based lectures

In each of these practice-based learning opportunities, the fellow will provide the learners with an online evaluation to be completed anonymously. Results of these evaluations will be included in the teaching portfolio and provide the framework for improvement goals. Senior fellows on this track will give one lecture per year on clinician educator topic such as learning theory, teaching skills, or giving effective feedback. Additionally they will take part in the educational journal clubs with faculty.

- Fellow Evaluation Method

Fellows are assigned a primary mentor who supervises them over the duration of the fellowship training. Verbal feedback is given on an ongoing basis. An ABIM-format evaluation is completed and reviewed with each fellow twice per year. Additionally, each fellow will designate a “promotions” committee for themselves which will include the primary mentor and 2-3 additional mentors from the division. This committee will meet with the fellow bi-annually and will evaluate progress on activities under this clinical educator track, evaluations, and the teaching portfolio. Each meeting will include goals to be reported at the next meeting.

The fellow will also be evaluated specifically on teaching methods and presentation style during each of the division didactic conference presentations which occur twice per year. One faculty member will be designated to give a thorough evaluation of the effectiveness of teaching rather than content of the presentation and will discuss this face to face with the fellow after the presentation.

Fellows in return will evaluate their mentors on a yearly basis.

## Outline

<b>Year 1</b>	
July	Establish Mentor and “Promotions” Committee
July – Dec	M1 Mentoring Program Start to design MICU and consult lectures Create teaching portfolio
Nov	1 <sup>st</sup> “Promotions” committee meeting
Jan – June	Give 2 conference presentations M1 mentoring program symposium
May	2 <sup>nd</sup> “Promotions” committee meeting
<b>Year 2</b>	
July	MPHE Summer Conference
July – Dec	M1 Mentoring Program M2 Essentials of Clinical Medicine Conference Presentation
Nov	3 <sup>rd</sup> “Promotions” committee meeting
Jan – June	M2 Essentials of Clinical Medicine Morning report and/or Multidisciplinary conference with IM residents 1 lecture on clinician educator topic
May	4 <sup>th</sup> “Promotions” committee meeting
<b>Year 3</b>	
July	MPHE Summer Conference
July – Dec	M1 Mentoring Program M2 Essentials of Clinical Medicine Morning report and/or Multidisciplinary conference with IM residents 1 lecture on clinician educator topic
Nov	5 <sup>th</sup> “Promotions” committee meeting
Jan – June	M2 Essentials of Clinical Medicine Morning report and/or Multidisciplinary conference with IM residents Pulmonary consultant for M&M lecture Educational Journal Club
May	6 <sup>th</sup> “Promotions” committee meeting
June	Graduation

## Expectations

- ☐ Create a teaching portfolio
- ☐ Develop 6 hour long didactic lectures
- ☐ Develop at least 12 short form lectures for MICU, pulmonary, and/or sleep
- ☐ Take place in M1 mentoring program and M2 essentials of clinical medicine yearly
- ☐ Participate in MPHE summer conference the 2<sup>nd</sup> and 3<sup>rd</sup> year of fellowship
- ☐ Give educational journal club presentation for fellows and faculty
- ☐ Participate in resident educational sessions including morning report, MDC, and M&M
- ☐ “Promotions” committee meetings twice per year
- ☐ Develop curricula for your M1 mentoring program
- ☐ Assist in yearly curriculum review for fellowship program