

# Clinician Educators:

## How do we ensure their success?



UCSF Mentoring Month  
January 2019

# Topics covered

- *A roadmap to success for clinician educators (CE)?*
- *How might a CE individual development plan (IDP) enhance mentoring relationships?*
- *Strategies to build a network of mentors & sponsors?*

**What is a clinician  
educator?**

# Clinician Educator

*A clinician in practice who **applies pedagogy** to their teaching and often participates in educational scholarship*

**How do you measure clinician  
educator success?**

# Roadmap for success for CEs?

# Roadmap for success for CEs?

- Identify area of focus
- Obtain mentorship/sponsorship
- Gain skills as an educator
- Display your impact
- Obtain leadership positions
- Create and disseminate scholarship

# Area of focus

- Ce vs. cE
- Learner group?
- Topic of interest
- Niche





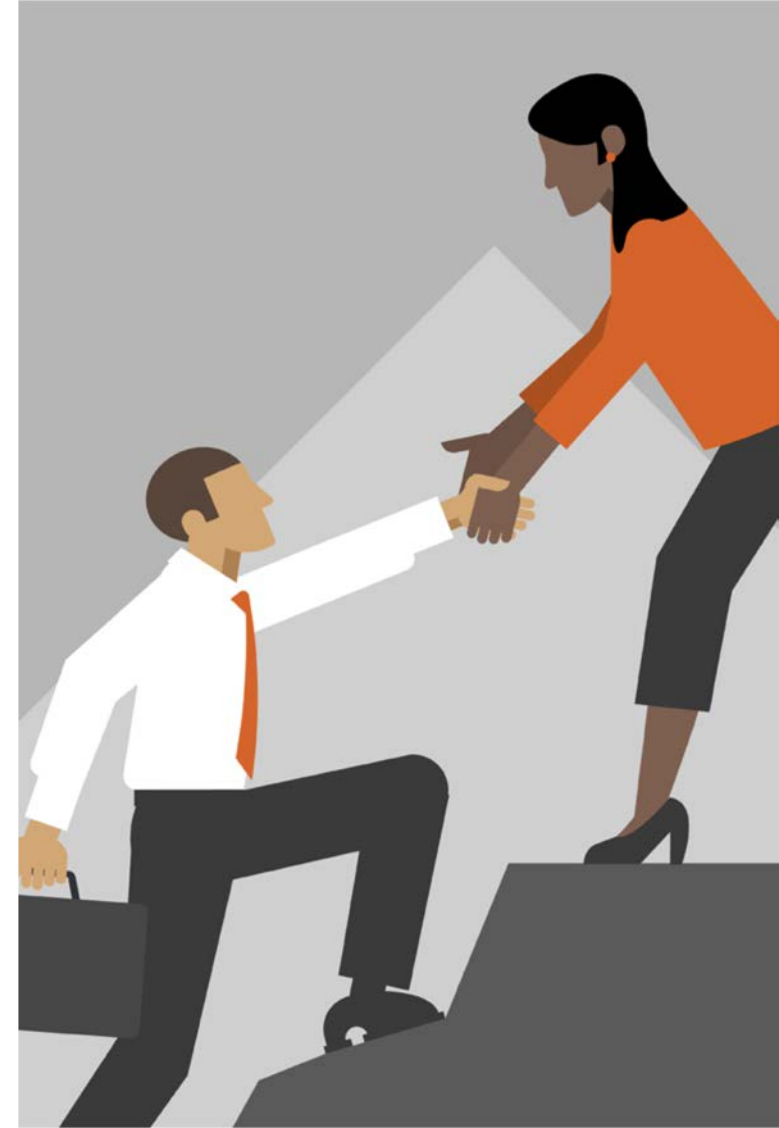
# Mentorship

- Perfect match may not be close
  - Other divisions, departments
  - Other institutions
  - Societies
- Peer mentors



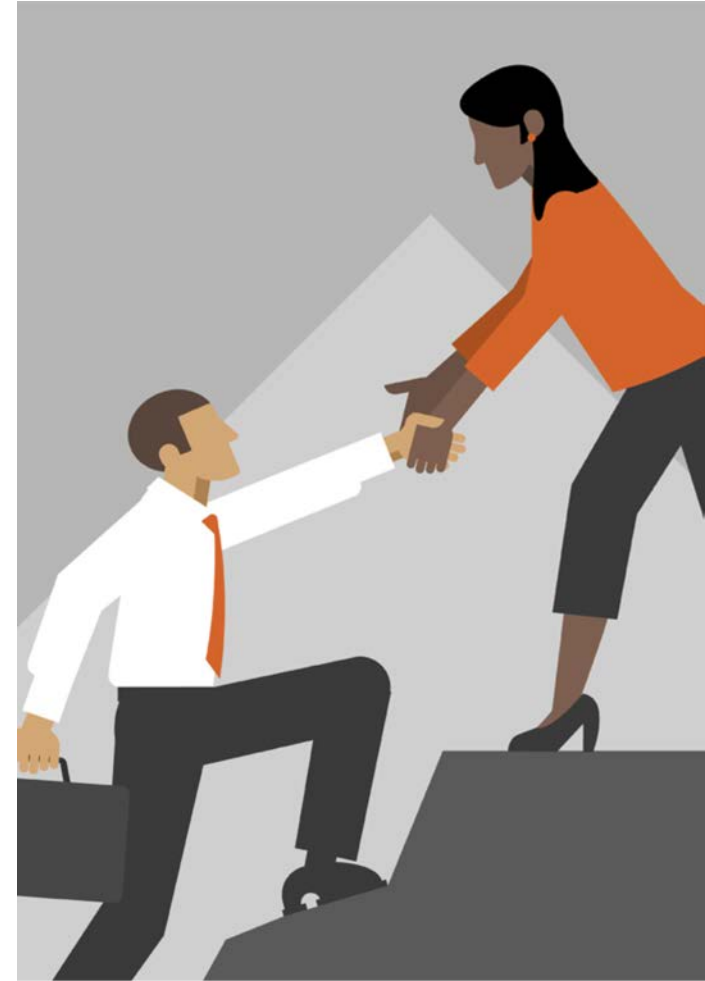
# Sponsorship

- Focuses on enhancing:
  - **Visibility**
  - **Credibility**
  - **Networks**
- Episodic, focus on **opportunities**
- Critical to advancement



# How to obtain sponsorship?

- Let your interests be known
- Proteges **rise to task**, remain **loyal**
- Think broadly about sponsors
  - Need to find people with **real power**
  - Mentors  $\neq$  Sponsors (*can be*)



# Gain skills – which ones?

- Depends on goals & roles (now & future)
  - Teaching
  - Curriculum design
  - Assessment
  - Leadership
  - Mentorship



# Gain skills – how?



- Local: UCSF Center for Faculty Educators
- Regional: AAMC WGEA, Stanford FDC
- National: Harvard Macy, specialty society
- International/online: AMEE



# UCSF Center for Faculty Educators

- A la carte (> 50)
- Certificates Programs
- Teaching Scholars
- Masters Ed (w/ UCB)



# Gain skills: Practice teaching

- Practice → better
- Practice + feedback → **mastery**
- Get feedback!
  - Learners (evaluation data)
  - Colleagues



# Teaching Observation Program

- Submit online request
  - Large group, small group, clinical setting, OR
    1. Pre-meeting
    2. Observation
    3. Written feedback

## Teaching Observation Program (TOP)

Are you a health professions educator who is curious about how others perceive your teaching? Would you like specific, constructive feedback from a peer, in areas you specify? Peer feedback is a valued way to improve teaching and learning at UCSF.



### Background

The Teaching Observation Program (TOP) was established by the Academy of Medical Educators in 2005. While focused primarily on the School of Medicine, TOP strives to serve all UCSF faculty with teaching observations and peer feedback.

The philosophy of TOP is to focus on what an individual identifies as a need in their teaching. TOP observers have been trained to do observations of large group, small group, clinical and surgical teaching, and to give structured peer feedback, in writing.

### How TOP Works

**There are 5 steps in this participant-driven approach:**

- **Initiate a request**, via an [online form](#), to participate in teaching observation and feedback. Receive the link to the TOP Portal.
- **Select from a list of observers** on the TOP Portal. Make contact to arrange a pre-meeting to clarify needs and expectations, and schedule the observation.
- **Participate** in the observation.
- **Receive written comments** about your specified needs in a separately scheduled feedback session. Comments are completely confidential.
- **Request an optional confirmation letter** - you can request a confirmation letter for your ADVANCE Educator's Portfolio or CV, with the option to send copies to your education leadership (e.g. department chair).
- Need assistance, please contact us at [cfe@ucsf.edu](mailto:cfe@ucsf.edu).



# Display your work: researcher



# How does a clinician educator display their impact?

- Teaching
- Curriculum design
- Educational Leadership
- Assessment
- Mentoring/Advising



# UCSF Educators Portfolio (2.0)

## Executive Summary

- 1 page
- Up to 5 roles
- High impact



**1-2  
roles**

## Detailed Role Descriptions

- Activity
- Your role
- Learners/contact
- Builds on best practice/evidence
- Goals/Learning Objectives
- Methods
- Results/impact
- Dissemination
- Reflective critique

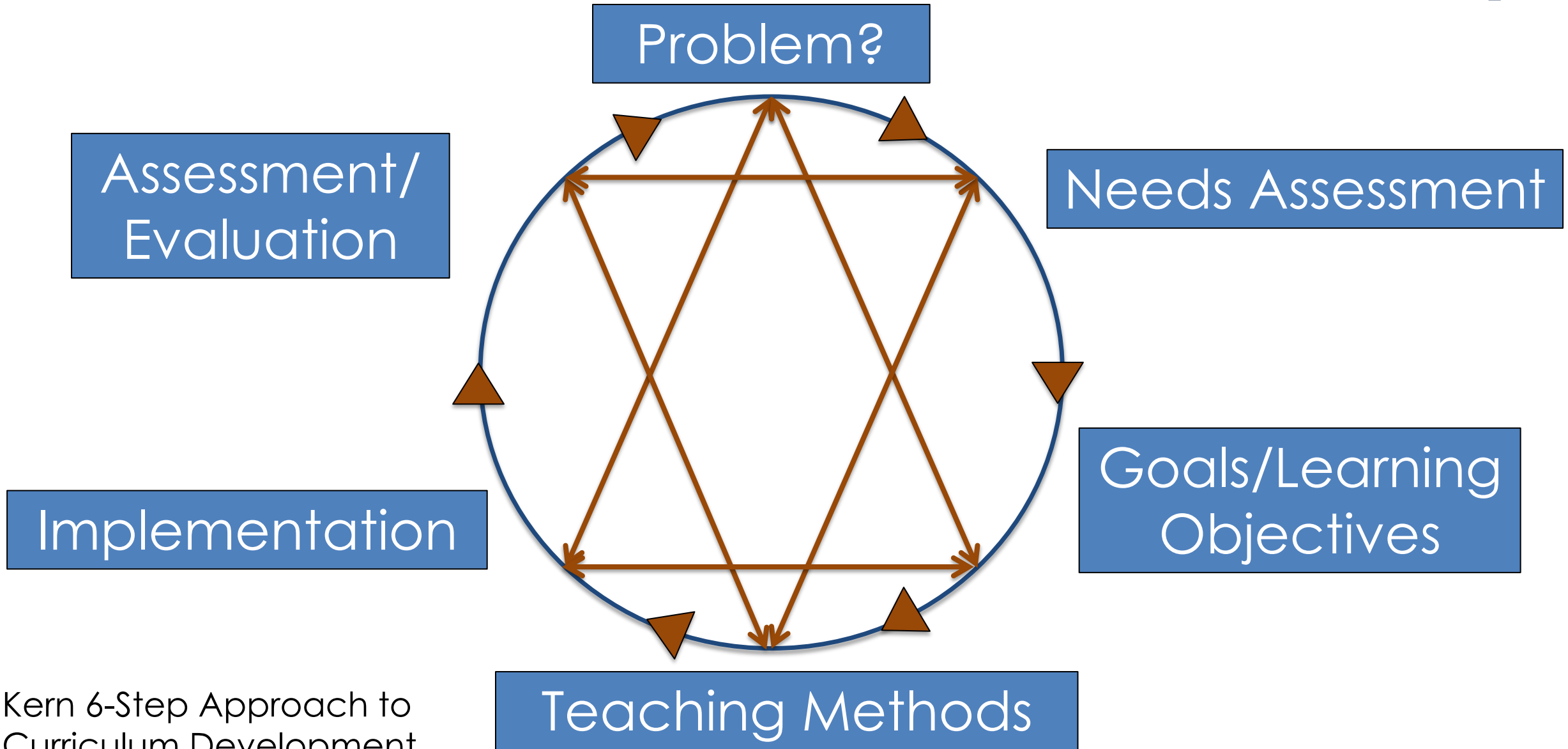


# Educational leadership

- Division
- Department
- School
- Campus
- Society



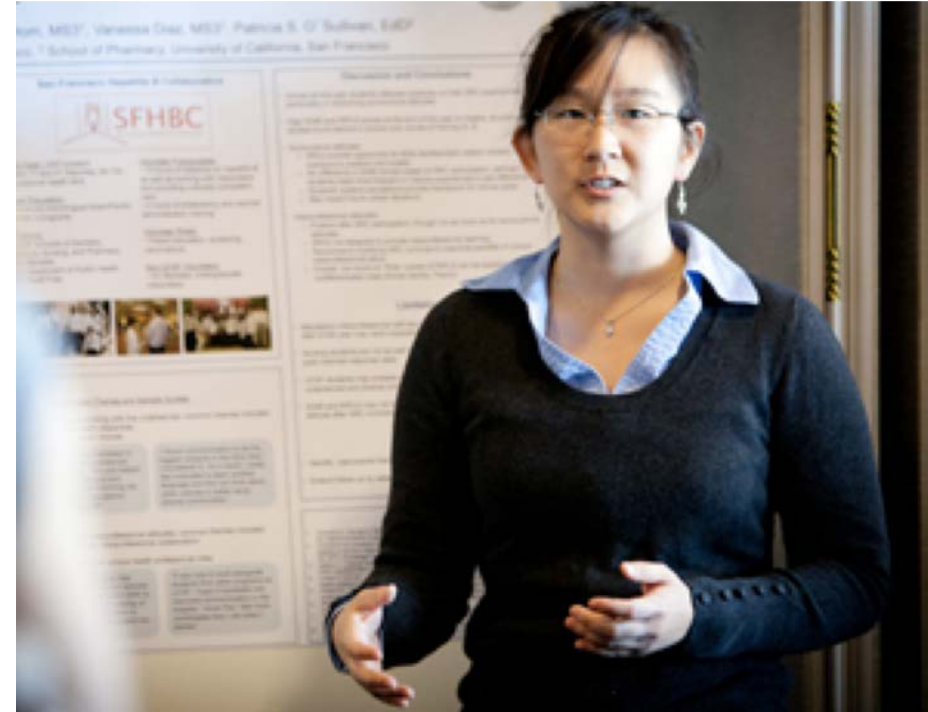
# Turn Med Ed work into scholarship

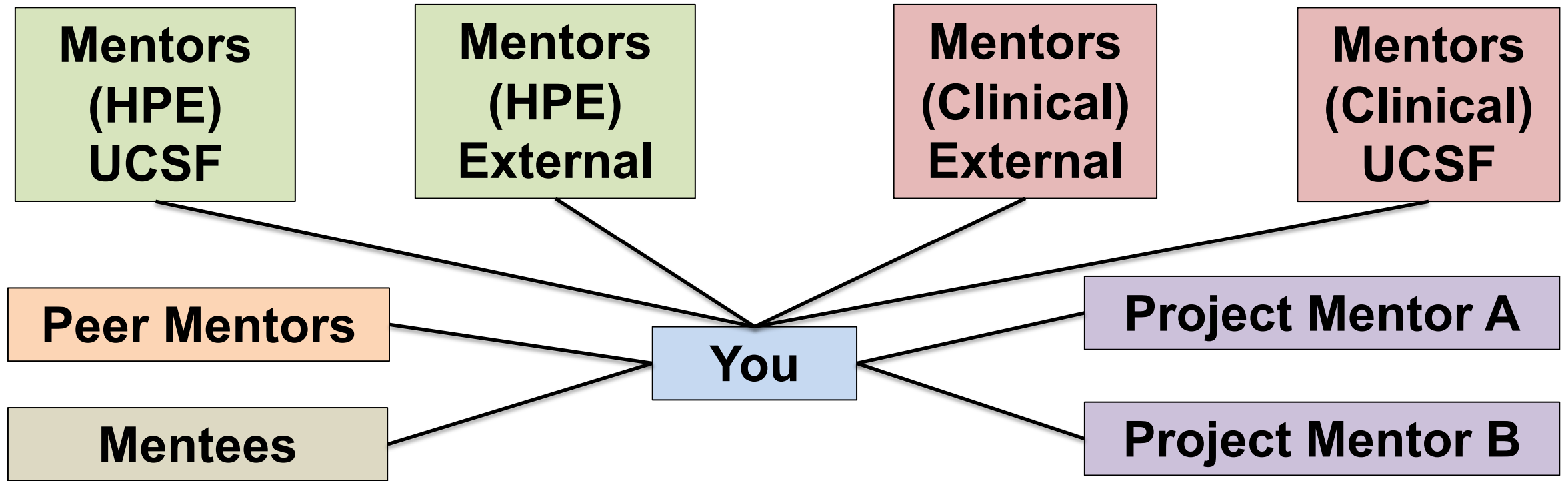


Kern 6-Step Approach to  
Curriculum Development

# Where to display your scholarship?

- Local: Education day?
- Regional: AAMC WGEA
- National: Societies
- Journals
  - HPE journals
  - Specialty specific journals





## **Sample Mentoring Network and Reflection:**

1. Who is in your mentor and sponsor network?
2. What gaps exist in your network or community?

**Draw your own mentor and sponsor network!**

# Summary: Best Practices



1. Consider using a roadmap to CE success
2. Use an individual development plan as a guide
3. Sponsor and be worthy of sponsorship
4. Develop and be part of a mentor network



Before you leave the session...

**NOW CHOOSE ONE ACTION STEP...**



In order to be a mentor, and an effective one, one must care. You must care. You don't have to know how many square miles are in Idaho, you don't need to know what is the chemical makeup of chemistry, or of blood or water. Know what you know and care about the person, care about what you know and care about the person you're sharing with.

— *Maya Angelou* —

**AZ QUOTES**

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