

BMC Academic Primary Care Fellowship: Medical Education Track

Competencies and Experiences

	Objectives	Methods/potential exposures
Administration (Domain and subdomains adapted from draft ACGME clinician educator milestones)		
Program administration	<ol style="list-style-type: none"> 1. Describes administrative aspects of program management. 2. Identifies best practices for effective program management. 	<p>Participation in recruitment process, e.g. IM Residency Selection Committee (interviews, rank day), BUSM Selection Committee (interviews, selection meetings)</p> <p>Mentored experience(s):</p> <ul style="list-style-type: none"> -Shadowing/partnership with course administrators or chief residents -Program Evaluation Committee attendance
Leadership skills	<ol style="list-style-type: none"> 1. Identifies essential styles, skills, and attributes for leadership. (ACGME draft milestone) 2. Identifies own leadership style and develops leadership skills with guidance (ACGME draft milestone) 	<p>Coursework</p> <ul style="list-style-type: none"> -Introduction to Leadership (GMS MS 600) <p>Mentored experiences: DISC Leadership assessment, journal/book club using HBR cases,</p>
Change management	<ol style="list-style-type: none"> 1. Describes best practices for identifying the need for change and identifying necessary resources to enact change. 	As above
Education theory and practice (Domain and subdomains adapted from draft ACGME clinician educator milestones)		
Teaching	<ol style="list-style-type: none"> 1. Identifies and describes various techniques and technologies for clinical teaching and applies to appropriate learners and scenarios. 2. Identifies and describes various techniques and technologies for non-clinical teaching and applies to appropriate learners and scenarios, including remote/virtual learning. 3. Describes scholarly approach to teaching, including designing learning experiences that reflect up to date learning theory and literature and stand up to rigorous evaluation. 	<p>Coursework: Principles of Health Professions Education (GMS HS 701, 702), Fundamentals of Learning and Teaching Modalities (GMS HS 704)</p> <p>Mentored experiences:</p> <ul style="list-style-type: none"> -Precepting (medical students, resident [co] precepting) -Inpatient attending -Residency didactics with the expectation of 1 observed/recorded clinical and non-clinical teaching activity per semester

Curriculum Development	<ol style="list-style-type: none"> 1. Describes steps for curriculum development, including needs assessment, development of learning objectives, identification of learning strategies/instructional design to suit learning objectives, implementation, and evaluation. 2. Engages in at least 1 element of curriculum development during fellowship. 	<p>Coursework: Principles of Health Professions Education (GMS HS 701, 702), Fundamentals of Learning and Teaching Modalities (GMS HS 704)</p> <p>Mentored experience: Design and delivery of at least one didactic session at UME/GME/CME level, attend Medical Education Committee meeting</p>
Education theory and science of learning	<ol style="list-style-type: none"> 1. Describes principles of learning theories that promote engagement, comprehension, retention, recall and reflection in learners. 2. Identifies learning strategies/instructional designs that derive from these theories. 	<p>Coursework: Principles of Health Professions Education (GMS HS 701, 702), Fundamentals of Learning and Teaching Modalities (GMS HS 704)</p> <p>Mentored experience(s): Design and delivery of at least one didactic session at UME/GME/CME level that is evaluated by learners, meet with DLI team</p>
Learner feedback	<ol style="list-style-type: none"> 1. Describes best practices with regard to timing, content and approaches for delivering and receiving feedback. 2. Delivers, elicits, and accepts feedback using best practices. 	<p>Principles of Health Professions Education (GMS HS 701, 702), Fundamentals of Learning and Teaching Modalities (GMS HS 704)</p> <p>Mentored experience(s): [Co]precepting medical students and residents, [co] precepting morning report with resident in medical education pathway</p>
Learner assessment and remediation	<ol style="list-style-type: none"> 1. Describes goals and utility of formative and summative assessments. 2. Identifies appropriate methods and tools for assessment in a specific setting. (ACGME milestone) 3. Identifies a learner who is struggling. (ACGME milestone) 4. Describes a framework for describing deficiencies. 	<p>Coursework: Evaluation and assessment for Health Professions Educators (GMS HS 707)</p> <p>Mentored experience(s): Participation in CCC sessions, review of case studies (e.g. Kalet et al)</p>

<p>[Learner] Professional Development</p>	<ol style="list-style-type: none"> 1. Identifies resources in professional development, including coaches/mentors/sponsors, faculty development programs, and professional networks. 2. Differentiates between coach/mentor/sponsor and engages in best practices as a coach/ee and mentor/ee. 3. Describes academic promotion processes. 	<p>Coursework: Attend FDD session on promotion</p> <p>Mentored experiences: Resident coaching, peer coaching, seeking out and building mentorship team for scholarly work and job process, CV development, networking at national meeting</p>
<p>Education scholarship</p>		
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Describes quantitative and qualitative approaches to answering questions about curriculum or program efficacy, clinical and non-clinical teaching approaches. 2. Implements these approaches, including use analytic technology such as SPSS, STATA or NVivo. 	<p>Coursework: Evaluation and assessment for Health Professions Educators (GMS HS 706), Introduction to Research Methods for Health Professions Education (GMS HS 707)</p> <p>Mentored experience(s): Works with EEC on development of research question, evaluation tool, and/or data analysis</p>
<p>Dissemination</p>	<ol style="list-style-type: none"> 1. Identifies key outlets for consuming and sharing education scholarship, including print, online, and in person modalities such as conferences. 2. Identifies different kinds of education scholarship, including innovation and evaluation. 3. Contributes to development, dissemination and translation of health professions education knowledge and practice through one peer-reviewed piece of scholarship. 	<p>Coursework: Practicum/Practicum Seminar</p> <p>Mentored experience(s): Develops and disseminates element of education scholarship in partnership with faculty mentors, EEC and presents at national meeting</p>

Well-being (domain adapted from draft ACGME clinician educator milestones)		
	<ol style="list-style-type: none"> 1. Describes the relationship between well-being, burnout, patient safety and learning. (ACGME draft milestone) 2. Recognizes a learner in distress. 3. Identifies resources and approaches to support personal and learner wellbeing. 	<p>Coursework:</p> <p>Mentored experience(s): Participation in coaching program, ?attendance at ATM committee meetings</p>
Diversity, Equity, and Inclusion (domain adapted from ACGME clinician educator milestones)		
	<ol style="list-style-type: none"> 1. Defines diversity, equity, inclusion, systemic racism and microaggressions and their impact on the learning environment. 2. Describes and implements best practices for inclusive teaching, including development of teaching materials and management of teaching discourse in the classroom or at the bedside. 3. Describes approaches to addressing microaggressions in teaching settings. 	<p>Coursework: LIFT training</p> <p>Mentored experience(s): Review Grand Rounds slides for incorporation of best practices for inclusive learning</p>

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Clinician Educator Milestones. Accessed June 23, 2022. <https://www.acgme.org/what-we-do/accreditation/milestones/resources/clinician-educator-milestones/>