

SSCI Career Development for Clinician Educators

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Feb 19, 2016

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- I am a current member of the Internal Medicine Board Exam Committee
- To protect the integrity of certification, ABIM enforces strict confidentiality and ownership of exam content
- As a current member of the Internal Medicine Board Exam Committee, I agree to keep exam information confidential
- As is true for any ABIM candidate who has taken an exam for certification, I have signed the Pledge of Honesty in which I have agreed to keep ABIM exam content confidential
- **No exam questions will be disclosed in my presentation**

Goals

- 1. Develop Educational Targets for Scholarship
- 2. Understand Promotion and Tenure for Clinician Educators
- 3. Learn How to Integrate “ Service” into your role as a Clinician Educator

What is Scholarship?

- “ Learning”
- “ Knowledge acquired by study”
- “ Serious detailed study”

**To raise new questions,
new possibilities, to
regard old problems
from a new angle,
requires creative
imagination and marks
real advance in science.**



Albert Einstein

German Theoretical-Physicist
(1879-1955)

QuoteHD.com

Six Qualities of Scholarship

Simpson and Fincher Acad Med 1999;74:1296

- 1. Clear goals and objectives
- 2. Adequate preparation
- 3. Application of scientific methods
- 4. Results that are significant
- 5. Effective presentation to a scholarly community
- 6. Reflection including applicability and place

Ernest Boyer Project

4 domains of scholarship

1. Discovery
2. Integration
3. Application
4. Teaching

Scholarship for the Clinician Educator

Geraci Et al. Amer J Med 2010;123:1065

- Discovery – new teaching technology
 - Educational grants
 - chart review
 - MPH
 - MS reviewer
 - Reviewer for national meeting

Scholarship for the Clinician Educator

Geraci Et al. *Amer J Med* 2010;123:1065

- Integration – Review articles

Meta- analyses

Evidence- based guidelines

Care pathways in your institution

Scholarship for the Clinician Educator

Geraci Et al. *Amer J Med* 2010;123:1065

- Application – Case reports
 - Satisfaction surveys
 - Clinical care awards
 - Teaching awards
 - Referring physician evaluations
 - Leadership in professional organizations
 - Advanced Degree

Scholarship for the Clinician Educator

Geraci Et al. *Amer J Med* 2010;123:1065

- Teaching – Learner and peer evaluations
 - Curriculum development
 - Question writing for extramural assessment
 - Faculty development
 - CME course presentations
 - Invited lectures
 - Advanced degree- Master of medical education

Medical Education

Part of the Problem and Part of the Solution

Lucey JAMA Internal Medicine 2013;173:1639

- We are still using a Flexnerian model of the “personally expert sovereign physician”

Autonomous

Independent

Authoritative

Our response to the deluge of information is to “ narrow the landscape over which each physician has sovereignty”

Medical Education

Part of the Problem and Part of the Solution

Lucey JAMA Internal Medicine 2013;173:1639

1. Focusing on patient needs
2. Thinking in systems
3. Measuring performance
4. Using technology
5. Eliminating waste/increasing efficiency
6. Demonstrating accountability
7. Optimizing cooperative work

Scholarship During Residency Training

West et al *Amer J Med.* 2011; 124:983

- Mayo Clinic Resident Research Curriculum

2 peer reviewed articles per resident

1 case report per resident

Promotion and Tenure

1. Understand your institution's policies !!!

UNC Tenure Track – unequivocal evidence of scholarship

Teaching is required

Educational scholarship –

1-2 publications/yr

Teaching portfolio

Emerging national reputation

Fixed Term – clinical, teaching, research, admin, professional service

Promotion and Tenure

- Documentation is critical
- CV's underestimate the productivity of clinician educators
- Document in real time

Service for Clinician Educators

- Education – Program director, course director, clerkship director, committees
- Clinical – Service leader, hospital committees, disease management programs

The Death of a Clinician Educator

Manning *Annals Int Med* 2008;149:281

- “Sometimes I felt that no one noticed how hard I was working.”
- “...A universal sentiment that threatens the careers of young, promising clinician educators everywhere; It was the need to matter.”