

# Putting the Educator into Clinician Educator: Creation of a Fellowship Clinician Educator Pathway

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## Introduction/Background

Most physicians have taught without any formal training in education. Moreover, increasing clinical demands require that trainee and patient education be more creative and efficient than ever before. Programs hoping to produce leaders in clinician education must now provide trainees with a new skillset.

## Methods

- We created a 4-month pilot of the Clinician-Educator Pathway consisting of monthly or bimonthly ninety minute interactive sessions facilitated by non-cardiology expert educators drawn from across the university.
- Fellows collectively designed a teaching script-based curriculum for house officers rotating through the CCU.
- Fellows were then assigned to facilitate daily small group didactic sessions.

## Program Description

### Seminar Series

- Interactive workshops led by team of formally-trained clinician educators
- Topics include bedside teaching, innovative teaching methods, curriculum design, feedback, etc.

### Structured Teaching Opportunities

- Trainees develop, practice, and refine skillset in multiple settings
- Formal feedback is incorporated
- Example: CCU Small Group Didactics and co-attending on inpatient wards

### Medical Education Scholarship

- Participants create an education-based scholarly project
- Implementation provides introduction to grant writing, publishing, and presentations

## Evaluation/Results

- **Serial Surveys (Kirkpatrick)**
- **Teaching Portfolio**
  - Future goals and teaching philosophy
  - Details regarding prior teaching experience
  - Curriculum/Educational initiatives
  - Scholarship activities
  - Teaching evaluations

## Conclusions

- Cardiology trainees desire formal curricula dedicated to the principles of medical education as well as formal avenues to apply and sharpen these skills in a safe environment.
- Learners—including medical students, house officers, co-fellows, and faculty—all similarly benefit from dedicated teacher development.

## Disclosures

The authors do not have any potential conflicts of interest related to this work to disclose.