Developing Clinical Educators in Academic Medicine Certificate Course
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Problem identification:
Although physicians gain clinical knowledge to become board certified in their specialty, this does not necessarily mean they receive adequate instruction on working with learners in an academic environment or personal professional development. With this in mind we developed a certificate course addressing the development of clinical educators in an academic environment.

Target Audience:
Maximum of 30 physicians at the Assistant Professor level
Call for participants opens Oct 22, email Cynthia Chaidez if interested in participating at cchaidez@luc.edu.

Educational Strategies/Curriculum/Timeline:
- **Teaching**
  1) Teaching, instructional strategies, Dec 4, 530p-7p
  2) Small group/chalk talk/bedside/procedural instructional strategies, Dec 18, 530p-7p
- **Professionalism and Professional Development**
  3) Professionalism, Jan 8, 530p-7p
  4) Professional development/promotion/cv/mentoring, Jan 22, 530p-7p
- **Feedback and Communication**
  5) Basics of feedback plus interactive practice, Feb 5, 530p-7p
  6) Difficult learner and conflict management, Feb 19, 530p-7p
  7) Giving feedback – a standardized patient experience, Mar 5 or Mar 7, 530p-730p

Evaluation and Assessment:
Formative feedback for participants will occur continually in small groups with 4 separate opportunities for feedback and assessment:
- **Teaching:**
  o Course faculty will watch participants in their authentic environment and provide supportive, private, formative feedback.
- **Teaching:**
  o Participants will deliver a 5 minute chalk talk to their small group for peer feedback.
- **Learner feedback:**
o Participants will provide feedback to a standardized patient based on the video encounter. Participants will be able to watch the encounter back and self-assess plus receive supportive, private, formative feedback on the encounter.

- Teaching evaluations reflection:
  o Participants will have the opportunity to reflect on their teaching evaluations and lessons learned in the certificate course with a plan going forward.

Although the Certificate Course will formally conclude, course faculty will be available over the following year for professional development guidance and to observe participants in a lecture environment if they wish (e.g. grand rounds) in order to provide further formative feedback and support.