

# Academic Clinician-Educator Scholars (ACES) General Internal Medicine Fellowship Program COMPETENCIES

**By the end of the two-year fellowship, graduates will be competent in each of the activities in the following domains:**

## **Teaching**

- Use evidence-based medical education as the basis for teaching and learning strategies adopted
- Effectively use scholarly teaching techniques in the clinical and extra-clinical environments
- Assist learners in achieving the stated learning outcomes
- Assist learners to make appropriate use of information technology
- Teach to different levels of learners (e.g., students, interns, fellows, faculty)
- Prepare and deliver a lecture
- Use electronic presentations appropriately
- Choose and facilitate appropriate small-group teaching methods (e.g., case discussions, team-based learning, workshops, demonstration, role play)
- Teach clinical and procedural skills
- Teach clinical reasoning
- Teach an evidence-based approach to clinical medicine
- Use the Internet and social media for teaching
- Make appropriate use of clinical simulators (e.g., simulated patients)

## **Feedback and Assessment**

- Assist learners to reflect on their experiences through questioning and feedback
- Carry out appraisal of learners emphasizing both strengths and areas for improvement
- Choose appropriate assessment instruments including observed clinical examinations, portfolios, 360° evaluations, and learner self-assessment
- Prepare written and oral evaluations
- Develop and carry out remediation plans

## **Scholarship**

- Contribute to the development, dissemination, and translation of health professions education knowledge and practices
- Create teaching products, including web modules, handouts, chapters, and other scholarly products
- Present scholarly work at the local, regional, and national levels
- Disseminate scholarly work through peer-reviewed publication
- Be familiar with literature sources on medical education

### **Curriculum Development**

- Understand principles of curriculum planning
- Undertake an assessment of learners' needs
- Define learning outcomes expected
- Apply learning theories and best practices to curricular design
- Specify the content of the curriculum
- Create an appropriate learning environment
- Implement curriculum
- Conduct evaluations to measure curricular impact

### **Education Theory**

- Maintain knowledge of education theory, psychology and principles and applies this knowledge to education practice
- Understand and employ principles of adult learning
- Manage group dynamics and different learning styles
- Explore new learning technologies

### **Leadership**

- Lead or implement change in educational programs or organizations
- Administer education programs
- Understand training regulations applicable to learners (e.g., LCME, AGME, and RRC guidelines)
- Appreciate and facilitate diversity

### **Self-Reflection**

- Seek feedback from colleagues, supervisors, learners, patients, and others
- Reflect on and be aware of own strengths and weaknesses as a clinician, teacher, and researcher
- Develop strategic plans for self-improvement

### **References**

1. Sherbino J, Frank JR, Snell L. Defining the key roles and competencies of the clinician–educator of the 21st Century: a national mixed-methods study. *Acad Med*. 2014; 89:783–789.
2. Srinivasan M, Li ST, Meyers FJ, et al. Teaching as a competency: competencies for medical educators. *Acad Med*. 2011;86(10):1211-20.
3. Geraci SA, Babbott SF, Buranosky R, et al. Alliance for Academic Internal Medicine report on master teachers and clinician educators. 2010. Available at <http://www.bumc.bu.edu/facdev-medicine/files/2009/12/AAIM-Report-on-Master-Teachers-and-Clinician-Educators.pdf> . Accessed November 13, 2014.
4. Hesketh EA, Bagnall G, Buckley EG, et al. A framework for developing excellence as a clinical educator. *Med Ed*. 2001;35:555-564.