

TRANSITIONAL YEAR/PRELIMINARY MEDICINE RESIDENCY
CLINICIAN EDUCATOR TRACK

Updated July 2020

INTRODUCTION

The traditional team structure in most medical education centers has inherent benefit in promoting important skills in leadership, interpersonal communication, and exchange of knowledge between a wide range of experience levels. Transitional Year/Preliminary Medicine residents have the unique opportunity to integrate into this team-based approach to learning into establishing a foundation of knowledge and a broader understanding of the practice of medicine before beginning their specialty training. A graduating Transitional Year/Preliminary Medicine physician will achieve competency in many areas deemed critical for the safe and effective practice of medicine including patient care, practice-based learning, professionalism, and engaging in a systems-based practice. They will take these skills to their advanced training programs and many will go on to pursue careers in an academic setting. Most certainly this progress through their own training will provide an excellent foundation for a career in academic medicine, but a clinician educator track will provide a greater depth of experience and understanding of some of the nuances of medical education and will further strengthen skills that will help them to become excellent educators and mentors.

OBJECTIVES

The Clinician Educator Track certificate will be awarded to those residents who elect to pursue an additional curriculum designed to address essential aspects of being an effective clinician educator. The first objective is to develop team leadership skills by providing opportunities for the resident to organize and establish expectations for their learners. The importance of an effective and valuable didactic/presentation is paramount to the success of an educator and there are several opportunities to practice these skills in a variety of settings. Another critical component of a career in medical education is the ability to provide appropriate evaluation and meaningful feedback to learners. This program has been designed to allow the resident additional experience in evaluating presentations, documentation, and direct patient care. This is an often underdeveloped skill at the PGY-1 level but will be quite useful moving forward into advanced programs after graduation. Lastly, the resident will be welcomed by faculty to participate in program administration tasks - including meetings, curriculum development, and exposure to how the ACGME guidelines are deeply rooted in the design of this clinical base year.

DIRECTOR

Michelle Solik MD, Program Director - Transitional Year/Preliminary Medicine Residency

REQUIREMENTS BY OBJECTIVE

Team Management (choose 1)

1. Create an outline of expectations for a rounding teaching team, including an introduction to team structure.
2. Create a student progress note evaluation form that includes parameters measuring the essential components of a complete and accurate document.
3. Create a student direct observation evaluation form that includes parameters measuring the essential components of the patient encounter.
4. Help organize activities, documents in anticipation for intern orientation (see Dr. Solik).

Didactic Experience (choose 1)

1. Case-based presentation delivered to medical student audience in traditional format to encourage active learner participation.
2. Present a journal article with review of at least one Evidence Based Medicine concept. Formats could include noon conference, rounds, or during TY AHD.
3. Conduct/assist with a procedure workshop with in-depth review of indications, consent, and complications.
4. Create a curriculum for instruction/demonstration of a procedure of your choice that can be used at the William K. Nasser Simulation Center.
5. Create/Co-Create a faculty development session for St. Vincent Teaching Faculty
6. Create a 20 min (or less) virtual recorded conference to add to our recorded didactic repository on a topic of interest to your future specialty.

Patient Care Skill Development (choose 1)

1. Develop a framework or tool guide on how to navigate a difficult patient encounter that could be utilized during intern orientation.
2. Lead a small student group discussion on a diagnostic test - EKG, chest x-ray for example

Evaluation and Providing Feedback (choose 1)

1. Evaluate and provide feedback for 4 student notes (either progress notes or H&P).
2. Perform a direct observation of a student (supervision of obtaining patient history, physical exam, counseling, or discussion of treatment plan) and create a form for documentation of that direct observation feedback
3. Provide faculty feedback of an afternoon report or noon conference presentation.

Administrative Participation (must do all 3)

1. Attend 1 Transitional/Preliminary Medicine Program Evaluation Committee (PEC) meeting
 - o Dates TBD, see Dr. Solik
2. Attend 1 Graduate Medical Education Committee (GMEC) meeting
 - o Usually the 1st Friday of the month, 7a
3. Attend 1 Faculty Development meeting
 - o Dates TBD, see Dr. Solik

Curriculum Participation (choose 2)

1. Review ACGME competencies in the context of curriculum development while providing feedback on 2 current Transitional Year curricula in New Innovations.
2. Aid in the development/update of curriculum as deemed necessary by Dr. Fick.
3. Assist in the creation of simulations and skills sessions to be utilized at intern orientation or future Academic Half Days

COMPLETION

Please log your items of completion into your CET checklist on New Innovations (this will only be released to you once you have enrolled in the track). Please ensure that you save copies of all completed items for your own records.

Residents who successfully complete these requirements will receive a formal **Certificate** upon graduation, may include on their CV, and will be recognized for their participation in this track at the program graduation.