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DEFINITION

Clinician Educators are physicians with formal training in medical education who provide consultative advice for educational projects in the health professions. Clinician Educators apply theories and principles of medical education to education practice, including but not limited to curriculum design and implementation, scholarly teaching and learning, learner assessment, program evaluation, education scholarship, and educational leadership. Clinician Educators may practice across the continuum of medical education, from undergraduate to postgraduate to continuing professional development. Clinician Educators disseminate their innovations and original ideas in a scholarly manner.

GOALS

Upon completion of training, a diplomate is expected to function as a competent Clinician Educator, capable of an enhanced practice in this area of focused competence. The candidate must acquire a working knowledge of the theoretical basis of the discipline, including its foundations in the learning sciences, social sciences, and management sciences.

The Clinician Educator is responsible for:

1. The application of theories and principles of medical education to education practice
2. Scholarly teaching and learning
3. Curriculum design and implementation
4. Learner assessment and program evaluation
5. Education scholarship
6. Education leadership
7. The design of simulation-based learning activities for incorporation into a larger curriculum

NOTES:

All markers must be signed off by supervisor prior to being added to the portfolio.

All submitted cases or clinical material must be de-identified to preserve patient privacy. This requires the removal of key identifiers, including name, birth date, date of consultation, and location (e.g., hospital/clinic, city). In some cases, even without these identifiers, a patient could

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be identified by other information included in the case or clinical material (e.g., if the patient has a very rare condition, or lives in a remote area with a limited population size). In these instances, de-identification may not be sufficient to ensure patient privacy. In such exceptional cases it would be advisable to obtain patient consent for the submission.

All submitted records about learners must be de-identified.

Diplomates must demonstrate the requisite knowledge, skills, and attitudes for effective patient-centred care and service to a diverse population. In all aspects of this specialist practice, the diplomate must be able to address ethical issues and issues of gender, sexual orientation, age, culture, and ethnicity in a professional manner.

At the completion of training, the AFC trainee must demonstrate evidence of acquisition of the competencies described in the following pages.

The following units have been completed (must provide completed unit reports):

1. Core units (mandatory)
 - Foundations
 - Teaching and Learning
 - Curriculum
 - Assessment

2. Selective units (must have completed at least two)
 - Leadership
 - Scholarship
 - Simulation

In the view of the AFC Program Committee, this candidate has acquired the competencies of the diploma program as prescribed in the *Competency Portfolio* and is competent to practice as a diplomate.

YES

NO

COMMENTS

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1. The application of the theories and principles of medical education to education practice

Milestones	Standards of Assessment	Documents to be submitted
<p>1.1 Apply key theories and principles of medical education to education practice</p>	<ul style="list-style-type: none"> • Satisfactory completion of responses to the education scenarios described in the unit syllabus • The candidate's philosophy of teaching and learning in which major theories or frameworks are identified 	<ul style="list-style-type: none"> • Submit responses (in academic essay format) to the education scenarios described in the unit syllabus • Submit an essay describing the candidate's philosophy of teaching. The format should follow standard approaches for a teaching dossier.
<p>1.2 Develop a plan for life-long learning in medical education</p>	<ul style="list-style-type: none"> • Personal learning plan that will fill a personal gap or need not covered by the other units • Attendance at a medical education conference <ul style="list-style-type: none"> ○ Personal reflection arising from the conference 	<ul style="list-style-type: none"> • Submit Royal College personal learning plan template • Submit documentation of attendance • Submit academic essay or multimedia report (e.g., videocast, screencast)

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Milestones	Standards of Assessment	Documents to be submitted
<p>1.3 Perform an effective education consultation</p>	<ul style="list-style-type: none"> • Completion of a Clinician Educator (CE) consultation, including feedback on the effectiveness of the consult from those consulting the CE 	<ul style="list-style-type: none"> • Submit an essay or multimedia report (e.g., videocast, screencast) that documents the key steps in consultation: identify the education problem, gather appropriate data, make an education “diagnosis,” and make recommendations <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Submit a solicited testimonial from the recipient of the consultation commenting on the education problem, the approach taken to look into the problem, the diagnosis of the problem, and the resulting recommendations.
<p>1.4 Participate in a community of practice</p>	<ul style="list-style-type: none"> • Participation in a community of practice 	<ul style="list-style-type: none"> • Submit an academic essay or multimedia report (e.g., videocast, screencast)

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2. Scholarly teaching and learning

Milestones	Standards of Assessment	Documents to be submitted
<p>2.1 Teach effectively using different techniques for different contexts</p>	<ul style="list-style-type: none"> • Description of instructional methods for different learning environments, including challenges and strategies adopted • Satisfactory evaluation of candidate’s teaching by both learners and peers 	<ul style="list-style-type: none"> • Submit a reflective essay or multimedia report describing instructional methods for three different learning environments. It should document challenges and the strategies adopted and reflect on the impact of the candidate’s development as a teacher. • Submit teaching evaluations from five learners relating to candidate’s use of at least two different teaching methods • Submit teaching evaluations from two peers relating to candidate’s use of at least two different teaching methods
<p>2.2 Provide effective feedback</p>	<ul style="list-style-type: none"> • Demonstrate ability to provide effective feedback 	<ul style="list-style-type: none"> • Submit a written report using a local template agreed upon by the candidate and unit advisor that is based on at least three separate encounters with learners for the purpose of providing feedback • Submit a de-identified record of feedback to a learner (e.g., notes about feedback encounter, letter from student)

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3. Curriculum design and implementation

Milestones	Standards of Assessment	Documents to be submitted
3.1 Plan and conduct a needs assessment	<ul style="list-style-type: none">• Completion of the needs assessment	<ul style="list-style-type: none">• Submit a report outlining the completed needs assessment using a design agreed upon by the candidate and unit advisor
3.2 Systematically design and plan the implementation of a curriculum	<ul style="list-style-type: none">• Development of a curriculum design	<ul style="list-style-type: none">• Submit a written report using a design agreed upon by the candidate and unit advisor. The report should include:<ul style="list-style-type: none">○ the justification for the overall approach and the curriculum elements incorporated in the design○ the challenges encountered (or anticipated) and how these were (or would be) addressed○ a documented response from the unit advisor as well as the candidate's subsequent reply

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4. Learner assessment and program evaluation

Milestones	Standards of Assessment	Documents to be submitted
4.1 Apply principles of assessment in developing a system of assessment for a program	<ul style="list-style-type: none"> • Development or improvement of a system of assessment for a program. Support for the strategy based on modern validity theory is required. 	<ul style="list-style-type: none"> • Submit an academic essay or multimedia report (e.g., videocast, screencast)
4.2 Select the appropriate assessment instrument relevant to the context	<ul style="list-style-type: none"> • Development or improvement of a system of assessment for a program that includes specific instruments to evaluate: <ul style="list-style-type: none"> ○ knowledge ○ technical skills ○ attitudes 	<ul style="list-style-type: none"> • Submit an academic essay or multimedia report (e.g., videocast, screencast)
4.3 Describe the challenges of self-assessment	<ul style="list-style-type: none"> • Self-assessment based on a life-long learning activity 	<ul style="list-style-type: none"> • Submit an academic essay or multimedia report (e.g., videocast, screencast)

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Milestones	Standards of Assessment	Documents to be submitted
4.4 Evaluate an education program	<ul style="list-style-type: none"> • Plan a program evaluation, including: <ul style="list-style-type: none"> ○ the data used to inform the program evaluation ○ the process for data aggregation ○ the process for the global evaluation of the program ○ the plan for improvements in subsequent iterations of the curriculum ○ a documented response from the unit advisor as well as the candidate's subsequent reply 	<ul style="list-style-type: none"> • Submit a written report using a design agreed upon by the candidate and unit advisor

AT LEAST TWO OF SECTIONS 5, 6 AND 7 MUST BE COMPLETED:

5. Education leadership

Milestones	Standards of Assessment	Documents to be submitted
<p>5.1 Develop and describe a personal leadership philosophy</p>	<ul style="list-style-type: none"> • Completion of formal learning activities • Completion of a personal leadership inventory. Common inventories include Insight, Kraybill, and Myers-Briggs. • Develop a personal philosophy of leadership. Major theories or frameworks adopted by the candidate should be identified. 	<ul style="list-style-type: none"> • Submit documentation of participation in formal learning activities • Submit documentation of completion of a personal leadership inventory • Submit a reflective academic essay or multimedia report (e.g., videocast, screencast). Major theories or frameworks adopted by the candidate should be identified. It must demonstrate interaction between the candidate and unit advisor (e.g., a documented response from the unit advisor and the candidate's subsequent reply)

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Milestones	Standards of Assessment	Documents to be submitted
<p>5.2 Lead a team toward the completion of an education project</p>	<ul style="list-style-type: none"> • Demonstrate team leadership in the completion of an educational project • Demonstrate incorporation of feedback from members of the team • Concepts should include leadership theory, personal effectiveness, time management, strategic planning, change management, negotiation, conflict management, as appropriate 	<ul style="list-style-type: none"> • Submit a reflective essay or multimedia report describing how concepts learned about leadership have applied to this activity. (This can be separate from or combined with the essay on philosophy of leadership described above). It must demonstrate interaction between the candidate and unit advisor (e.g., a documented response from the unit advisor and the candidate's subsequent reply).
<p>5.3 Establish a formal relationship with at least one mentor and reflect on this</p>	<ul style="list-style-type: none"> • Establishment of a formal relationship with a mentor • Demonstration of reflection on the mentoring relationship 	<ul style="list-style-type: none"> • Submit a letter from a mentor indicating that a formal relationship has been established • Submit an academic essay or multimedia report (e.g., videocast, screencast) from the candidate reflecting on the mentoring relationship

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6. Education scholarship

Milestones	Standards of Assessment	Documents to be submitted
<p>6.1 Design, undertake, and disseminate a scholarly project in medical education</p>	<ul style="list-style-type: none"> • Education scholarship project design 	<ul style="list-style-type: none"> • Written report using a design agreed upon by the candidate and unit advisor. It should include: <ul style="list-style-type: none"> ○ a research question and/or project purpose ○ a description of opportunities for collaboration ○ a list of key articles ○ a description of the theoretical foundation(s) and conceptual framework(s) that inform the question ○ a description of the study and/or project design ○ a description of the methodology (quantitative or qualitative or mixed) and/or framework used to guide decision-making ○ a description of the requirements for ethics approval from a relevant, institutional ethics review committee/board ○ a description of the methods for data collection ○ a description of potential funding sources ○ a description of opportunities for

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Milestones	Standards of Assessment	Documents to be submitted
		<p>dissemination</p> <ul style="list-style-type: none">○ a draft abstract <p>OR</p> <p>A draft manuscript suitable for submission to a peer-reviewed journal</p> <p>OR</p> <p>A published article as a co-author, including a description of contributions</p>

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Milestones	Standards of Assessment	Documents to be submitted
<p>6.2 Align education scholarship with one's education activities and roles</p>	<ul style="list-style-type: none"> • Alignment of scholarly activities with current education activities and roles • Reflection on education scholarship in context of current activities and roles 	<ul style="list-style-type: none"> • Submit a standard curriculum vitae format with an emphasis on the AFC trainee's scholarly contributions • Submit an academic essay or a multimedia report (e.g., videocast, screencast) that describes how education scholarship aligns with the candidate's teaching and/or educational leadership role(s)

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7. The design of simulation-based learning activities for incorporation into a larger curriculum

Milestones	Standards of Assessment	Documents to be submitted
7.1 Design a simulation-based learning activity	<ul style="list-style-type: none"> • The submission must include a needs assessment, learning objectives, simulation scenarios, and a plan for assessment 	<ul style="list-style-type: none"> • A self-designed simulation-based learning activity
7.2 Provide debriefing to learners following simulation scenarios	<ul style="list-style-type: none"> • The debriefings must include both a single learner and a team debrief. The analysis of performance must use an organized framework and identify where the candidate achieved all of the elements of the framework. The debriefings must include the AFC trainee's self-assessment and feedback from the unit advisor. • The reflection must comment on the method of debriefing, the timing of debriefing, and the environment of debriefing; and it must integrate with related education theory. 	<ul style="list-style-type: none"> • A minimum of three debriefings to learners • A reflection on the candidate's approach to debriefing, submitted in the form of an essay or a multimedia report

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Milestones	Standards of Assessment	Documents to be submitted
7.3 Evaluate a simulation-based learning activity	<ul style="list-style-type: none"> • The evaluation must use a commonly accepted evaluation framework, including but not limited to Kirkpatrick’s framework or the Context, Input, Process, and Product (CIPP) evaluation model 	<ul style="list-style-type: none"> • An evaluation of a simulation-based learning activity, submitted in the form of an essay or multimedia report

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