Clinician Educator Training Program
Professional Development Course
Summer Term

Objectives for Course:
- Describe Clinician Educator (CE) roles and professional advancement in academic medicine
- Set goals for your career as a medical educator
- Develop negotiation and leadership skills to achieve your goals

Materials:
- Syllabus
- Homework document for all classes. Homework is due by noon on the day of following class.
  - Email: ggosman@mail.magee.edu

Textbooks
- Fisher and Ury, "Getting to Yes"
Session 1  Introduction/Career Paths and Barriers

Objectives:
- Analyze the role of the CE and consider what aspects will be fulfilling, necessary, difficult
- Describe how CE fit into institutional context at Pitt and how that applies to other institutions
- Analyze challenges for CE

Topics
- Course overview
  - Course objectives
  - Session by session
  - Time Management—Introduce concept of Time Management Parking lot
    - Email ggosman@mail.magee.edu
  - Homework expectations
  - Evaluation
- Clinician Educators context in academic medicine
  - Group brainstorm of environmental factors that facilitate and impede clinician educators
  - Career paths and advancement

Learning Activities
- Brief didactic with multiple group discussion prompts and opportunities for questions
- Review nuts and bolts of course

Materials in class
- Slides
- Review of Syllabus and Homework document

Materials (for next class):
- Links to promotions criteria (in homework document)
- Blank faculty performance evaluation form

Homework (prep for promotion session 2)
1. Read University of Pittsburgh, Harvard, and Johns Hopkins Schools of Medicine Promotion Criteria for non-tenure streams.
2. Write a critique of these promotion criteria focusing on what is clear and what is ambiguous in the document.

Longer Term Homework for goal setting session 4
- Creating my Vision document - Complete at least two exercises of your choice (required)
- Work Values, Skills, Interest – Review (required), Complete tools (recommended)
- Written report due Monday May 8th – half page minimum. Answer the following
  o How do you currently manage strategic career planning/goal setting?
  o Feedback on your experience with the tools above – which did you complete and what was your experience?
- Look up meaning of your MBTI (Myers-Briggs Type Indicator) if known from sessions you have done in the past
Objectives:
- Describe the promotions process with focus on Clinician-Educators, including criteria, process, timeline, and documentation
- Compare and contrast promotions criteria from Schools of Medicine

Topics
* Homework review: discussion of student analysis of promotion criteria
* The promotions process, with a focus on Clinician-Educators
* Tenure-definition and current status in US Medical School
* Review of promotion criteria

Learning activities
- Analysis of pre-work
  - Compare and contrast promotions criteria from those reviewed for homework
- Brief didactic with multiple group discussion prompts and opportunities for questions

Materials in class
- Slides
- Link to faculty affairs website

Materials (for next class):
- Sample CV’s
- Pitt CV template and Guidance document

Homework for session 3
1. Review three hypothetical curriculum vitae. For each, write a justification why the proposed faculty member should or should not be recommended for promotion.
2. Bring a copy of your CV (electronic or paper)
3. Resources: Pitt CV format (in pdf packet); Guide to Pitt CV format for Clinician Educators (in homework packet)

Reminder: Homework for Session 4 (see session 1 for full assignment for this session)
Written report due Session 3 – half page minimum. Answer the following
- How do you currently manage strategic career planning/goal setting?
- Feedback on your experience with the goal setting tools above – which did you complete and what was your experience?
Objectives:
- Document your current achievements as a clinician educator
- Describe and plan how you will document your future accomplishments for promotion and advancement

Topics
- Homework review: analyze decisions to promote or not promote candidates
- University of Pittsburgh Curriculum Vitae
- Role of Educator Portfolio (or other method to track accomplishments to integrate into CV)
- Educational Scholarship

Learning activities
- Analysis of pre-work
  - Group discussion of the promotions issues related to the CV’s reviewed for homework
- Brief didactic with multiple group discussion prompts and opportunities for questions
- Q2 Engage: interactive activity

Materials in class
- Slides
- Poster Board
- Post-it notes

Materials (for next class):
- Vision exercise
- Work Values, Skills, Interest

Homework to be completed between session 3 and 4

Pre-assigned homework: Bring all forms to class Session 4
- Creating my Vision document - Complete at least two exercises of your choice (required)
- Work Values, Skills, Interest – Review (required), Complete tools (recommended)
- Written report due Monday May 8th – half page minimum. Answer the following
  - How do you currently manage strategic career planning/goal setting?
  - Feedback on your experience with the tools above – which did you complete and what was your experience?
- Look up meaning of your MBTI (Myers-Briggs Type Indicator) if known from sessions you have done in the past
Session 4  Goal Setting

Objectives:
- Develop greater clarity on where you want to go with your career
- Expand perspectives on how your career contributes to your fulfillment
- Identify individual strategies to optimize career management approaches

Topics
Where do you want to be?
What helps your reach towards, and stay in the ideal career position?
How does your career fit into holistic fulfillment?
How do you ensure you stay on track and make progress?

Learning activities
- Pre-assigned homework: Bring all forms to class May 10th
- Class – Overall facilitated discussion supported with slide topic and tools
- Specific discussion topic in class
  - Twenty-year career goals
  - Venn Diagram of ideal career
  - Wheel of life
  - Challenges and successes of career management and goal setting
  - Support structures

Materials in class
- Slides
- Handouts:
  - Slides
  - Venn diagram
  - “Wheel of Life”

Materials (for next class):
- For Session 5 instructor to determine

Homework between Session 4 and 5
Think about self-promotion and write responses to the following:

1. What behaviors in colleagues have you noticed that you think have helped their promotion or positive view from more senior faculty or supervisors?
2. What behaviors in colleagues have you noticed that you find too self-serving in regards self-promotion
3. What new behaviors or actions do you plan to take to better promote yourself?
Session 5  Self Promotion

Objectives:
- Develop a plan to track your accomplishments
- Analyze how to present your accomplishments to specific audiences (such as your supervisor, a potential employer, a competitive faculty development program)
- Describe the components of a letter of recommendation

Topics
- Helping each other, sharing materials and wisdom
- Keeping track of your accomplishments, presenting them appropriately to the audience
- Letters of recommendation: drafting your own and writing letters for others
- Maximizing impact of the Annual Faculty Performance Evaluation (or Annual Review at other institutions)

Learning activities
- Analysis of pre-work
- Brief didactic with multiple group discussion prompts and opportunities for questions
- Mock annual faculty performance evaluation of a junior faculty member with class feedback and advice

Materials in class
- Slides
- Pitt Faculty Performance Evaluation form

Materials (for next class):
- Read Chapters 1, 3 and 6 from Fisher and Ury, "Getting to Yes"
- Negotiation resources page
- Vitae Negotiating Booklet "The Ins and Outs of Negotiating in Academia"

Homework between Session 5 and 6
- Read Chapters 1, 3 and 6 from Fisher and Ury, "Getting to Yes"
- Vitae Negotiating Booklet - "The Ins and Outs of Negotiating in Academia"
Session 6 Negotiation

Objectives:
- Describe the key principles and elements of a negotiation
- Identify the “dos” and “don’ts” of negotiating
- Develop a tool kit of tips and strategies for negotiating effectively

Topics:
- A win-win approach to negotiation
- Planning and preparing for negotiation
- The “dos” and “don’ts” of negotiation
- Critique a negotiation role play
- Practice the tools and strategies learned while negotiating relevant clinician educator case scenarios

Learning Activities:
- Analysis of pre-work
- Brief didactic with multiple opportunities for group discussion and questions
- Critique a negotiation role play
- Practice negotiating as a senior and junior faculty member using clinician educator-relevant case scenarios

Materials in Class:
- Copies of Slides
- Printed case scenarios and cards for each role

Additional Handouts:
- Reading List (In homework packet)
- Tips and Strategies for Negotiation (in Professional Development Readings and Activities pdf)

Homework between Sessions 6 and 7

- List 10 characteristics of effective (not necessarily likeable) leaders you have known in medicine or education
- List 5 characteristics of ineffective (not necessarily unlikeable) leaders you have known in medicine or education
  - Which of the above characteristics do you admire? Which would you like to emulate?
- Think back to situations in which you functioned as a leader. List at least 4 effective leadership characteristics and at least 1 ineffective leadership characteristic you believe you personally demonstrated
Session 7  Leadership

Objectives:
- Analyze your style as a leader and use that analysis to interpret your prior leadership experiences
- Recognize leadership challenges relevant to yourself and your current and future bosses
- Develop a basic plan for how to devote attention to your leadership skill development through your career

Topics
- Think about self as leader
- Positions self as leader
- What to look out for to continue to develop this aspect of yourself
- Adaptability
- Assess culture
- Change management approach to anything you plan to introduce (curriculum, program changes, etc.)

Learning activities
- Analysis of pre-work
  - Perform Leadership styles inventory and small group work to interpret/put in context
  - Brief didactic with multiple group discussion prompts and opportunities for questions

Materials in class
- Slides
- Leadership styles inventory, and/or interpretation materials
- Other resources?

Materials (next class)
- First Job Assist resources

Homework to be completed between session 7 and 8
- Write your ideal faculty job description
- First Job Assist resources to peruse before class
Session 8  Job Search

Objectives:
- Describe the typical steps in the process of finding a position
- Apply skills learned earlier in this course to prepare documents for job finding (cover letter, cv, educator portfolio)
- Describe key points about interactions with potential employers (initial contact, interview, follow up interactions, etc.)
- Make a plan for advice seeking before, during, and after the job finding process

Topics
- Searching for a position
- Getting doors to open
- Letters of introduction
- First interview and feedback
- Second interview and feedback
- Reading the signals
- Negotiating job description/protected time
- Salary negotiations
- Contracts
- Credentialing and privileging

Learning activities:
- Review homework assignment (ideal job description)
- Brief didactic with multiple group discussion prompts and opportunities for questions
- Erika’s experience (and others’ if they’ve done it)
- Sue’s discussion of how First Job assist works and common questions/pitfalls

Materials in class
- Slides
- Salary resources