



Educational Leadership- TEACH

AUBREY KNIGHT, MD
ALLEN BLACKWOOD, MD
AMANDA MURCHISON, MD

JULY 2022

VTC

Virginia Tech Carilion
School of Medicine

Learning Objectives

- List qualities of an educational leader
- Review different pathways for educational leadership
- Click to add text Recognize ways you can get involved as an educational leader
- Describe an interaction with a colleague using a “coaching” approach

Qualities / Characteristics of Educational Leaders

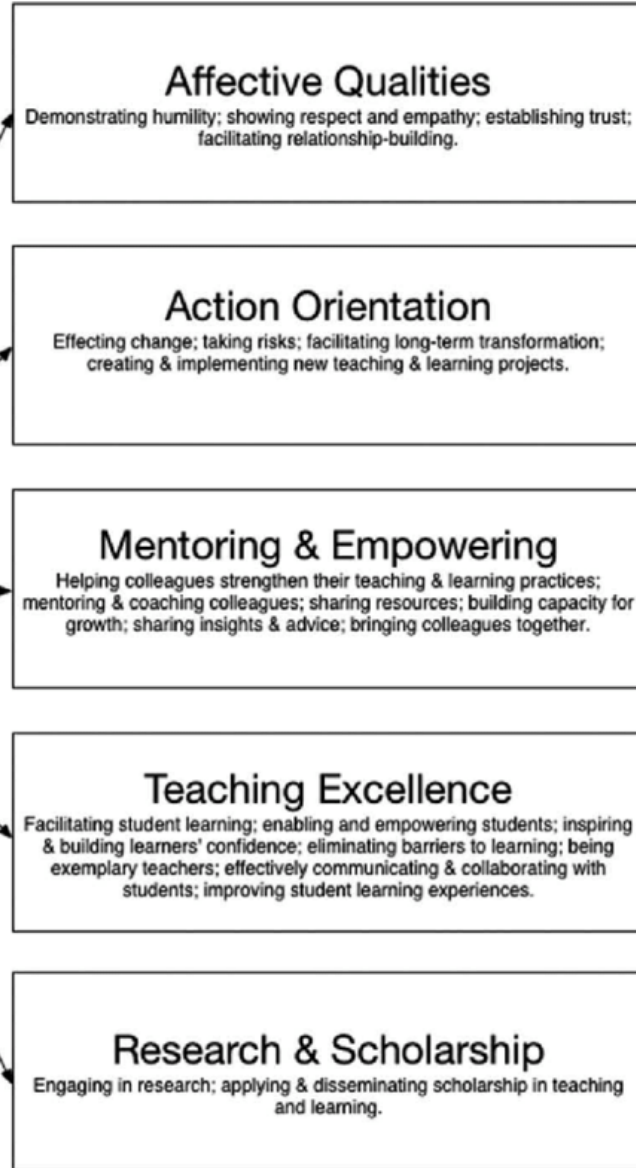


Educational Leadership Journey

Knight, Blackwood, Murchison

Local Provincial/National International

Educational Leadership



Academic credibility

Fields, Jacqueline & Kenny, Natasha & Mueller, Robin. (2019). Conceptualizing educational leadership in an academic development program. International Journal for Academic Development.

Leaders in Healthcare Education

Management

- Order/ scheduling
- Consistency
- Plan and budget

Leadership

- Create a shared vision/
establish direction
- Movement
- Influencing others/
connect people

Team Leadership

Collaborative/
shared
leadership

Coordination to
accomplish
shared goals

Personal
autonomy

Accountability

Clarify roles

Organizational
support

- Division Directors

Knowledge related to position

Clerkship Director

- Clerkship Directors in Internal Medicine CDIM
- LCME requirements

Program Director

- ACGME requirements
 - Common program requirements
 - https://www.acgme.org/globalassets/PFAssets/ProgramRequirements/CPRResidency_2022_TCC.pdf
 - Specialty specific requirements

ACGME Clinician Educator Milestone Project (Draft milestones from 2022)

Foundational

- Reflective Practice and Commitment to Personal Growth
- Well-being
- Barrier and Bias Mitigation

Educational Theory and Practice

- Teaching
- Professionalism
- Learner Assessment

Educational Theory and Practice (continued)

- Feedback
- Remediation
- Program Evaluation

Educational Theory and Practice (continued)

- Learner Professional Development
- Science of Learning
- Scholarship

Well-Being of Self, Learner, and Colleagues

Diversity, Equity, and Inclusion

Administration

- Administrative Skills
- Leadership Skills
- Learning Environment
- Change Management

Getting involved (Medical School)

LACE preceptor

Lectures,
workshops, etc.

PBL facilitator

Committees
(Admissions, MCC,
MSPPC, LEAC)

Student
advising/mentoring

VTCSOM
Mentoring
Communities

Getting involved (Clerkship)

Didactics

Preceptor

Getting involved (Residency Program)

Meet with PD and see what they need help with

Clinical Competency Committee (CCC)

Program Evaluation Committee (PEC)

Mentorship for residents

- Fellowship
- Research
- Work/ life balance

Individualized practice improvement plans

Ownership of one part of the didactic curriculum

- Journal club
- Mock oral exams
- Simulation

Faculty Development

ACGME national meeting

Specialty specific national meetings

Specialty specific national meeting for clerkship
directors / residency program directors

Specialty specific leadership programs

TEACH

Coaching

How do you think “X” would describe your interactions in the operating room?

When doing “X” what is most challenging?

Do you have ideas about ways you could foster a more positive learning environment?

What resources do you need to be successful at “X”?

What is the first step you could take?

If you could change one thing about your job what would it be?

Questions for panel

?

Selected Resources

- AAMC Clinician Educator Milestones (<https://www.acgme.org/globalassets/pdfs/milestones/standalone/2022/clinicianeducatormilestonesdraft.pdf>)
- Fields, Jacqueline & Kenny, Natasha & Mueller, Robin. (2019). Conceptualizing educational leadership in an academic development program. *International Journal for Academic Development*.
- Sandhu, Davinder. (2019). Healthcare educational leadership in the twenty-first century. *Medical Teacher*.
- Van Diggele, Christie, Burgess, Annette, Roberts, Chris & Mellis, Craig. (2020). Leadership in healthcare education. *BMC Medical Education*.
- Fornari Alice & Shah Darshana (eds.) *Mentoring in Health Professions Education: Evidence-Informed Strategies Across the Continuum*. Springer (2021)