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## Clinical Educator Milestones: What are they & how can we use them?

Milestones and Entrustable Professional Activities (EPAs), while relatively new, are rapidly becoming part of our daily lives as health professions educators. This competency-based approach to medical education focuses on the assessment of our learners. This year, the Clinical Educator Milestones for faculty were developed as a joint initiative between the Association of American Medical Colleges (AAMC), the American Association of Colleges of Osteopathic Medicine (AACOM), the Accreditation Council for Graduate Medical Education (ACGME), and the Accreditation Council for Continuing Medical Education (ACCME). These milestones were developed for those operating within the space of teaching and developing healthcare professionals. The Clinical Educator Milestones are intended to help create a shared frame of reference and framework for assessment of faculty across the medical education continuum and to support their professional development in their role as educators. The Clinical Educator Milestones are a set of 18 milestones focused on development in the areas of educator, educational scholar, and educational leader. They are organized into four competencies: Administration, Educational Theory/Practice, Well-Being, and Diversity, Equity, and Inclusion. There are also three subcompetencies that are labeled as Foundational. While not finalized, a draft of the milestones can be found [here](#).

There are many potential uses and areas of impact for these milestones that include:

- As a self-assessment tool to improve specific areas reflected in the subcompetencies
- As a tool to provide feedback and assessment to peer(s)
- As a tool to develop individual skills in areas for future career goals
- To provide a framework to support the development of faculty in the areas of teaching, scholarship, and leadership

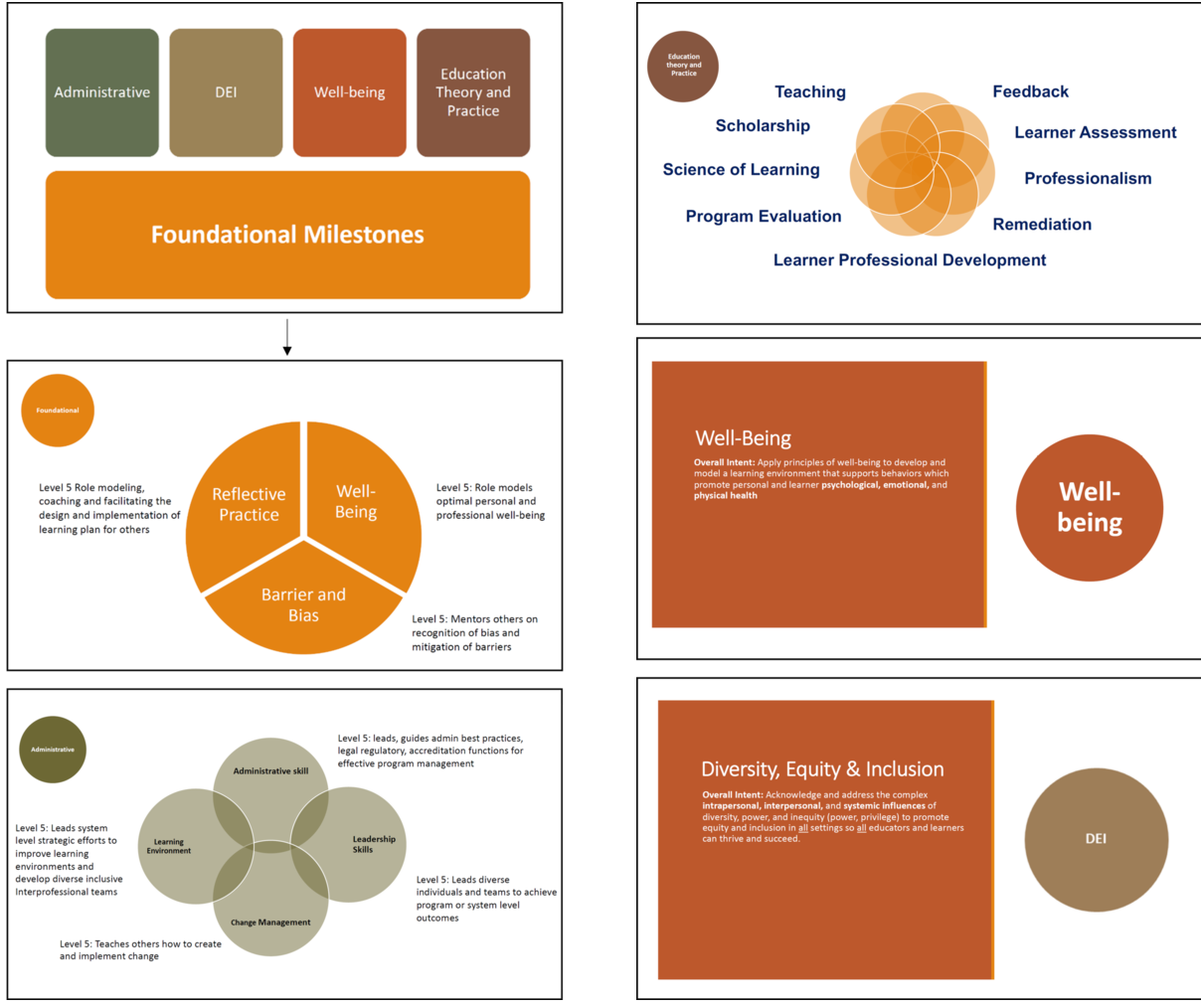
Several pathways are under development to help support faculty in identifying which milestones best align with their professional development goals. As the milestones become formalized and piloted across the country, we will continue to share more about their impact and utility.

**Reflection: How might the Clinical Educator Milestones impact how you teach?**

*-Mariah Rudd, MEd (Director, Office of Continuing Professional Development)*

**References:**

1. Clinician Educator Milestones. <https://www.acgme.org/what-we-do/accreditation/milestones/resources/clinician-educator-milestones/>



(Click images above to enlarge)

**“Remember to celebrate milestones as you prepare for the road ahead.”**  
**- Nelson Mandela**

## Dean’s Corner

Continuing the conversation with the Health Systems Science and Interprofessionalism (HSSIP) Clinical Champion cohort participants, Sarah Harendt sat down with Dr. Lubna Wani, Department of Medicine and assistant professor at Virginia Tech Carilion School of Medicine (VTCOSOM), to talk about the importance of incorporating health systems science (HSS) into medical education.

One of the first things Dr. Wani will tell you about herself is that she loves teaching and interacting with learners. With more than 19 years of experience in primary health and a passion for passing knowledge to and learning from others, Dr. Wani is a vital part of how VTCOSOM is bringing health systems science to life within the medical school curriculum.

Patient-centered care has always been the approach Dr. Wani has taken to providing care to her patients. Upon learning that this patient-centered approach is at the very center of the HSS framework, she was drawn to finding out how this framework could be applied to medical education and how she could be a part of that process. She explains, “there is not a single domain within the framework that does not surface on a daily basis in the clinical aspects of my work”. Each of the domains work together in an intricate way, some surfacing more than others depending on the individual patient, but they are all potentially a part of the patient’s story.

Each of these domains are part of the patient experience on some level and part of the knowledge-base that clinicians acquire in real-world practice and interactions. For Dr. Wani, these lessons were not taught as part of a medical school curriculum but were learned as she honed her craft as a physician working within complex healthcare systems. Sharing this knowledge with learners early on is imperative. “There is a lot of excitement around the fact that we are teaching our medical students about the intricacies of HSS and things that many of us learned as practicing physicians”. The HSS content being provided within the VTCOSOM curriculum has brought an added layer of knowledge and rounded out some of the more nuanced aspects of healthcare. Having the opportunity to learn from subject matter experts who function both internally and externally to the system has been “eye-opening” to the myriad of factors that can impact patients, their families, and communities.

Dr. Wani stresses that medical students today will be those who shape the future of medicine for all of us. Many of them bring with them work and life experiences closely tied to health systems science, whether it be in policy or economics or data science, among others. They are bringing this knowledge and experience into the learning environment and applying it in ways that really expand our thinking. They will be the ones to tackle some of our most challenging problems as a society around healthcare delivery. Providing them with an earlier understanding of the systemic pieces that directly impact our society will get them much further down the road to solving some of these problems.

As the conversation wrapped up, Dr. Wani refocused on patients, families, and communities being at the center of the system. “It is important to remember to always keep the patient at the center of what we do... it is important we should be constantly keeping the patient at the system function better.”

*-Sarah Harendt, MS (Manager, Education and Faculty Development, Office of Continuing Professional Development)*

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