

Developing a Career as an Educator

Creating the History of Your Future



UMass Chan
MEDICAL SCHOOL

Advancing
together

HEALL CORE WORKSHOP SERIES

HEALL Core Workshops Team:



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The HEALL workshop series consists of 4 core educational topics:

1

Curriculum
development

2

Developing a
career as an
educator

3

Educational
scholarship

4

Teaching
innovation

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Objectives

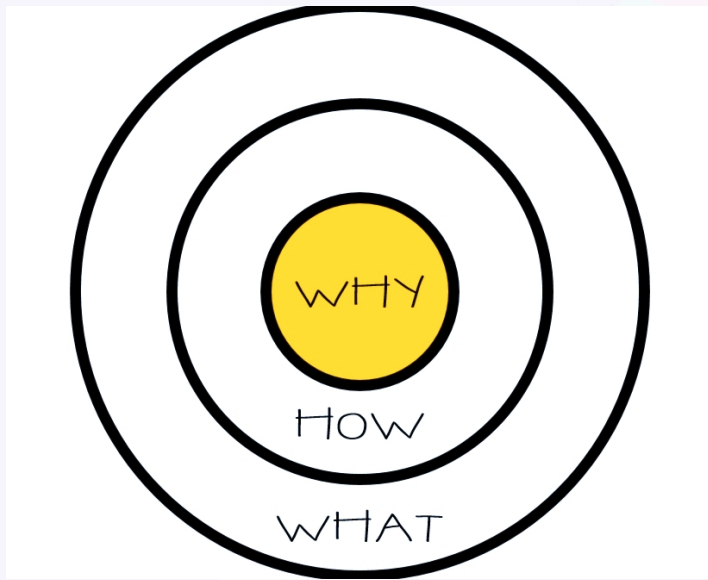
Following this workshop, participants will be able to:

Articulate a Personal Teaching Philosophy

Why

What

How



Your Why

Why

Defining your Teaching Philosophy

Personal Values

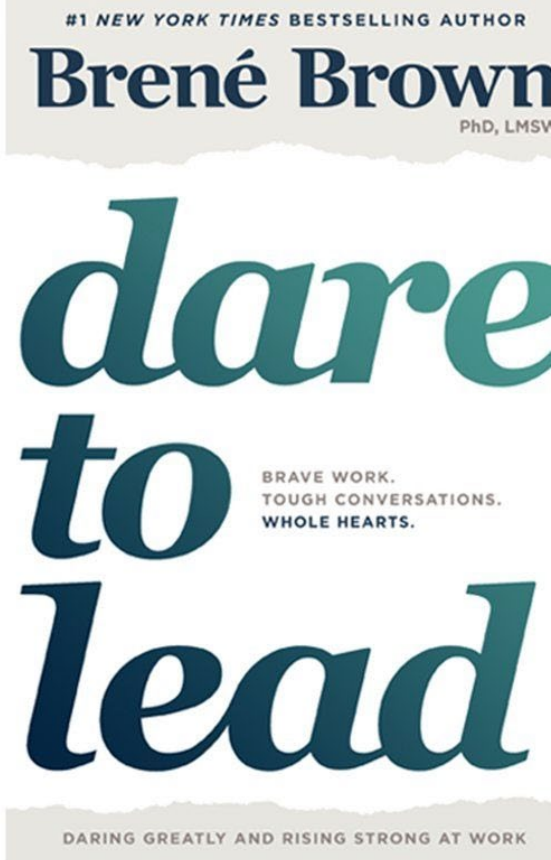
Individual beliefs and principles that guide a person's behavior and decision-making.

Reflect what individuals deem important in life and shape their attitudes, priorities, and interactions with others.

Often serve as a foundation for determining right from wrong.

Your Personal Values

- Underline those that speak to you
- Circle 5-10 that you would prioritize
- Star 2-3 that are essential to your world view
- Ask WHY is this important to you



Adaptability	Fairness	Leadership	Service
Adventure	Faith	Learning	Simplicity
Altruism	Family	Legacy	Spirituality
Ambition	Financial stability	Leisure	Sportsmanship
Authenticity	Forgiveness	Love	Stewardship
Balance	Freedom	Loyalty	Success
Beauty	Friendship	Making a difference	Teamwork
Being the best	Fun	Nature	Thrift
Belonging	Future generations	Openness	Time
Career	Generosity	Optimism	Tradition
Caring	Giving back	Order	Travel
Collaboration	Grace	Parenting	Trust
Commitment	Gratitude	Patience	Truth
Community	Growth	Patriotism	Understanding
Compassion	Harmony	Peace	Uniqueness

Accountability	Contentment	Friendship	Initiative	Patience	Spirituality
Achievement	Contribution	Fun	Integrity	Patriotism	Sportsmanship
Adaptability	Cooperation	Future	Intuition	Peace	Stewardship
Adventure	Courage	generations	Job security	Perseverance	Success
Altruism	Creativity	Generosity	Joy	Personal fulfillment	Teamwork
Ambition	Curiosity	Giving back	Justice	Power	Thrift
Authenticity	Dignity	Grace	Kindness	Pride	Time
Balance	Diversity	Gratitude	Knowledge	Recognition	Tradition
Beauty	Efficiency	Growth	Leadership	Reliability	Travel
Being the best	Equality	Harmony	Learning	Resourcefulness	Trust
Belonging	Ethics	Health	Legacy	Respect	Truth
Career	Excellence	Home	Leisure	Responsibility	Understanding
Caring	Fairness	Honesty	Love	Risk – taking	Uniqueness
Collaboration	Faith	Hope	Loyalty	Safety	Usefulness
Commitment	Family	Humility	Making a difference	Security	Vision
Community	Financial stability	Humor	Nature	Self-discipline	Vulnerability
Compassion	Forgiveness	Inclusion	Openness	Self-expression	Wealth
Competence	Freedom	Independence	Optimism	Self-respect	Well-being
Confidence			Order	Serenity	Wholeheartedness
Connection			Parenting	Service	Wisdom
				Simplicity	

Link Personal Values to Teaching

Personal Value	
Growth/Curiosity	
Connection/Empathy	
Excellence/Rigor	
Fairness/Equity	
Creativity/Joy	

Teaching Philosophy Development

Opening hook:
Statement of
overarching belief

Thematic
paragraphs: Dedicate
a paragraph to each
of your top 3-5 values

Conclusion:
Summarize the
impact that you hope
to make

Homework



When you know your WHY,
you'll know your WAY.

Michael Hyatt

Envisioning Your Future



What

Clinician Educator Career Opportunities

Program Leadership

- Residency Program Director, Associate Program Director, Fellowship Director, and Clerkship Director.

Curriculum & Instruction

- Director of Curriculum Development, Clerkship Coordinator, Small Group Facilitator, and Simulation Director.

Faculty Development & Mentorship

- Mentoring junior faculty, serving on education committees, and leading workshops on teaching techniques.

Administrative & Strategic Roles

- Education Manager, Director of Undergraduate/Graduate Medical Education, and departmental educational leadership roles.

Scholarship & Innovation

- Conducting, publishing, and presenting educational research and innovations, such as developing new teaching methods (e.g., "chalk talks" or simulation models).

Envisioning Your Future

Envision
accomplishment

- Pathways
- Stumbling blocks
- Transitions

Vocalize and
document long
and short-term
commitments

Create the
history of your
future

The History of Your Future

Step 1: Imagine a press release about a specific accomplishment 5 to 7 years from now.



Possible Headlines

Dr... named Department Chair at ...

Dr... awarded Educator the year...

Dr... becomes Dean of...

Dr. ... develops training track in state of the art ...

Dr...opens community center

Think
BIG

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The History of Your Future... 3 MINUTES

Step 2: Mark down major events along the timeline

- On the left side of the timeline – your personal events/achievements
- On the right side of the timeline – your professional events/achievements
- Back up to the moment just before that
- And just before that
- And just before that
- Until you arrive at TODAY

What committee...
What training
What network
What community

Will prepare you for this
achievement?



Press Release Headline:

TIMELINE:

Future date of celebration:

Home/
Family/Self

Career/
Work

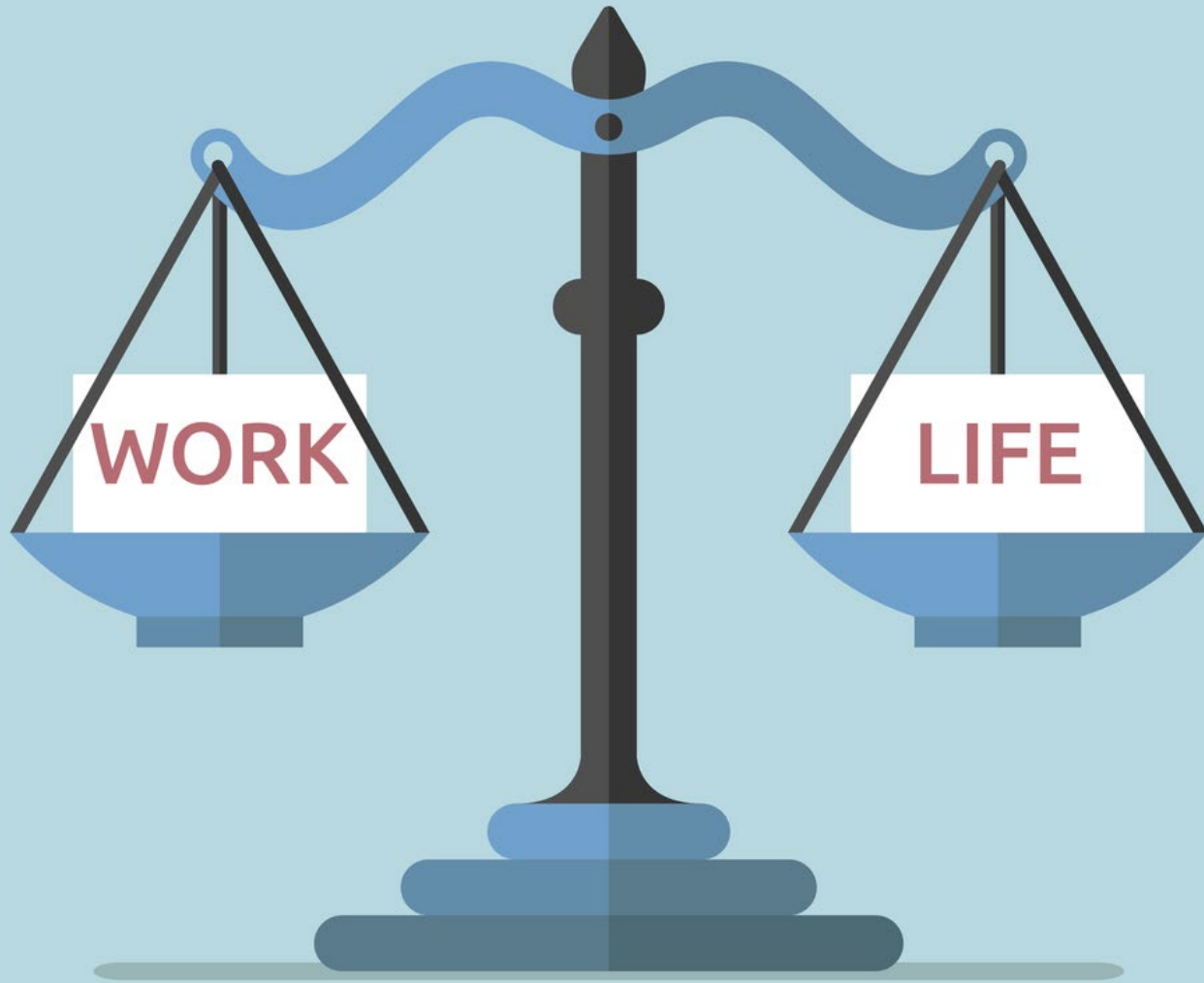
April 1, 2026

Homework

Pathways
Stumbling blocks
Transitions

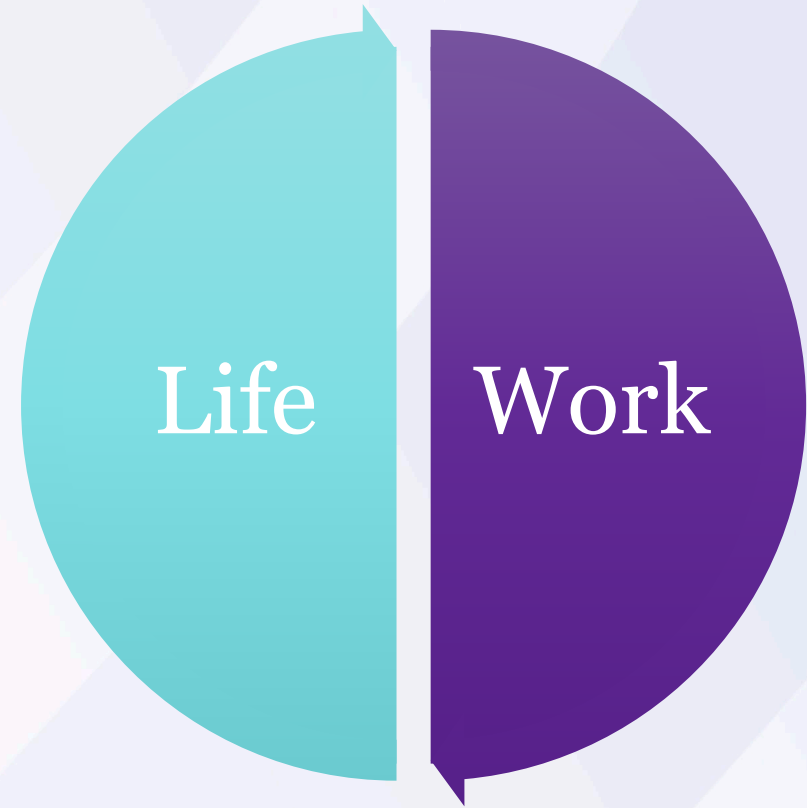
How

The Balance





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Work Life Integration

Press Release Headline:

TIMELINE:

Future date of celebration:

Career/
Work

Home/
Family/Self

April 1, 2026





Wisdom is...

granting yourself
a thousand
opportunities to
begin again.

wiselifetherapy.com

Clinician Educator Milestones



How

[clinicianeducatormilestones.pdf](#)

Clinician Educator Competencies

The Clinician Educator Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

The Accreditation Council for Continuing Medical Education

The Association of American Medical Colleges

The American Association of Colleges of Osteopathic Medicine



August 2022

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1

Universal Pillars for All Clinician
Educators

Administration

Educational Theory and Practice

Well-Being

Universal Pillar Clinician Educator Sub-competencies

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors as a clinician educator.

Universal Pillar 1: Reflective Practice and Commitment to Personal Growth

Universal Pillar 2: Well-Being

Universal Pillar 3: Recognition and Mitigation of Personal Perspectives and Assumptions

Universal Pillar 4: Commitment to Professional Responsibilities

Educational Theory and Practice Clinician Educator Sub-Competencies

Ensure the optimal development of competent learners through the application of the science of teaching and learning to practice.

ETP1: Teaching and Facilitating Learning

ETP 2: Professionalism in the Learning Environment

ETP 3: Learner Assessment

ETP 4: Feedback

ETP 5: Performance Improvement and Remediation

ETP 6: Programmatic Evaluation

ETP 7: Learner Professional Development

ETP 8: Science of Learning

ETP 9: Medical Education Scholarship

ETP 10: Learning Environment

ETP 11: Curriculum

Well-Being Clinician Educator Sub-Competencies

Apply principles of well-being to develop and model a learning environment that supports behaviors which promote personal and learner psychological, emotional, and physical health.

Well-Being of Learners and Colleagues

Administration

Clinical Educator Sub-Competencies

Demonstrate administrative skills relevant to their professional role, program management, and the learning environment that leads to best health outcomes.

Administration 1: Administration Skills

Administration 2: Leadership Skills

Administration 3: Change Management

Using the Clinician Educator Milestones

- Choose Area of Passion
- Assess current competency level
- Identify next level
- Develop methods
- Build network
- Experiment with new skills
- LEVEL UP



Competency based Medical Education (CBME)

Competency outcomes clearly articulated (milestones, EPAs)

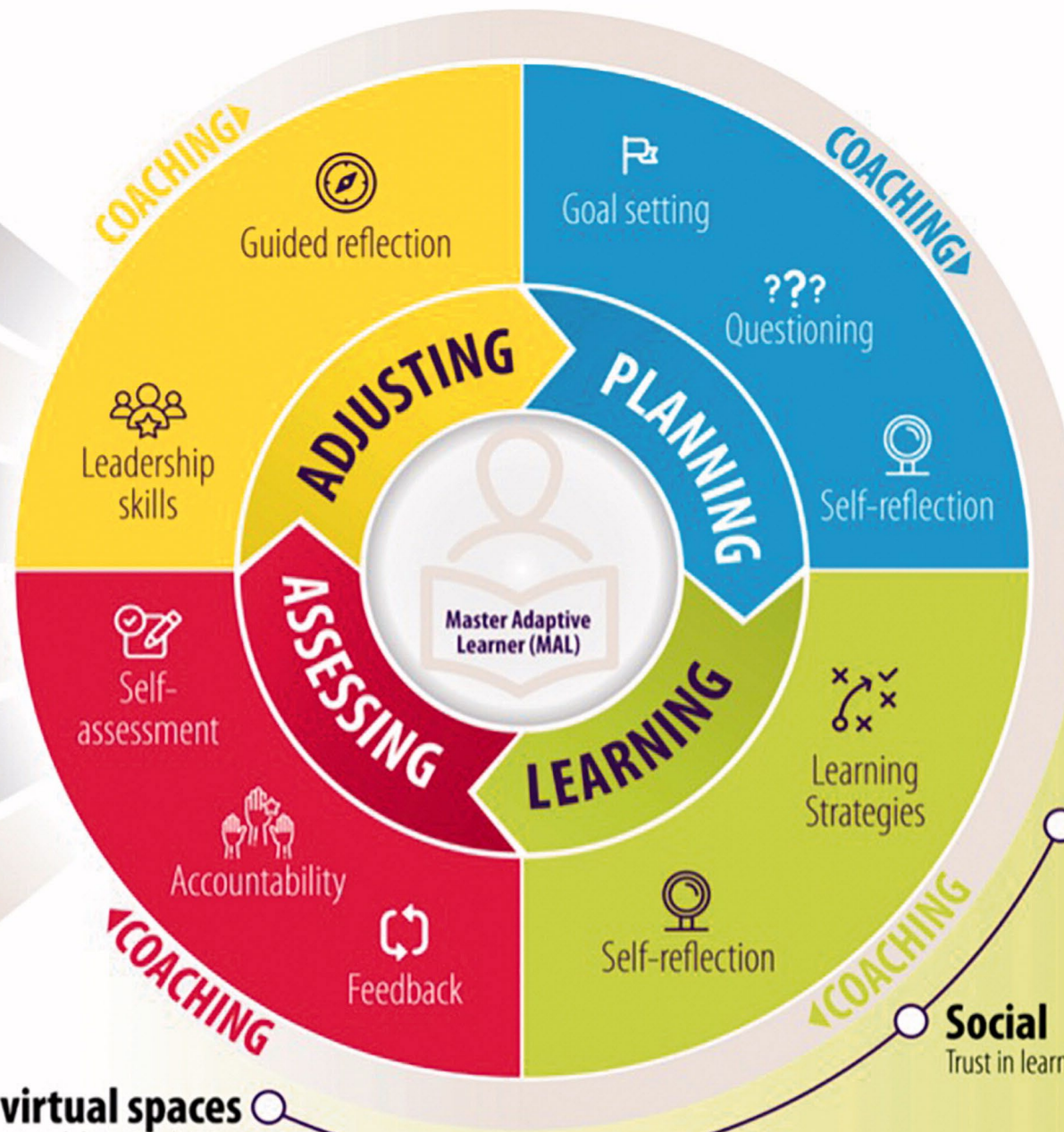
Developmental sequencing across med ed continuum

Tailored learning experiences in authentic roles

Competency-focused instruction based on performance evidence

Programmatic assessment, with direct observation and frequent feedback

Time as a resource



Learning Environment (LE)

Organizational
Transparency & clinical quality

Social
Trust in learning relationships

Physical and virtual spaces
Informatics and data visualization

Personal
Growth mindset

Example: Well-Being

Area of Passion: Well-Being (Universal Pillar 2)

- Choose Area of Passion
- Assess current competency level
- Identify next level
- Develop methods
- Build network
- Experiment with new skills
- LEVEL UP

Universal Pillar 2: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being	Lists resources to support personal and professional well-being	Assesses how personal and professional well-being impact one's own clinical practice and teaching	Proactively responds to the inherent emotional challenges of the clinician educator's work and develops a plan to optimize personal and professional well-being	Role models pursuit of optimal personal and professional well-being
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Clinician Educator Milestone Supplemental Guide

Universal Pillar 2: Well-Being	
Overall Intent: To develop a plan for personal and professional well-being	
Milestones	Examples
Level 1 <i>Recognizes the importance of addressing personal and professional well-being</i>	<ul style="list-style-type: none"> • (U/G/C): Has sufficient self-awareness to seek help for own personal and/or professional well-being • (U/G/C): Has read articles about the prevalence of burnout in health care providers and learners • (U/G/C): Seeks validation of need for assistance with personal and/or professional well-being
Level 2 <i>Lists resources to support personal and professional well-being</i>	<ul style="list-style-type: none"> • (U/G/C): Knows how to access provider well-being and employee assistance resources at the institution • (U/G/C): Names options and practices to enhance resilience that the educator and others have tried • (U/G/C): Recognizes that substance use may interfere with well-being • (U/G/C): Names family members, friends, and colleagues that the educator can reliably confide in
Level 3 <i>Assesses how personal and professional well-being impact one's own clinical practice and teaching</i>	<ul style="list-style-type: none"> • (U/G/C): Understands that personal development precedes professional development • (U/G/C): Defines compassion fatigue, stereotype threat, imposter syndrome • (U/G/C): Develops and/or further enhances own growth mindset • (U/G/C): Identifies a mentor and/or coach for personal and/or professional well-being • (G/C): Reviews last quarter's patient experience comments where patients noticed provider being terse and irritable; provider reflects and reaches out to school well-being coach to discuss burnout
Level 4 <i>Proactively responds to the inherent emotional challenges of the clinician educator's work and develops a plan to optimize personal and professional well-being</i>	<ul style="list-style-type: none"> • (U/G/C): Assesses own emotional intelligence • (U/G/C): Enhances own emotional intelligence to recognize situations and manage the situation, self, and others for optimal personal and professional well-being • (G/C): Completes a voluntary self-assessment on burnout after reading poor patient experience comments; survey shows possible burnout and provider makes an appointment to speak to a well-being coach
Level 5 <i>Role models pursuit of optimal personal and professional well-being</i>	<ul style="list-style-type: none"> • (U/G/C): Serves as a mentor and/or coach for personal and/or professional well-being
Assessment Models or Tools	<ul style="list-style-type: none"> • Direct observation • Educator portfolio • Faculty-observed structured teaching • Learner feedback • Learner outcomes

Example: Administration

Area of Passion: Program Leadership

- Choose Area of Passion
- Assess current competency level
- Identify next level
- Develop methods
- Build network
- Experiment with new skills
- LEVEL UP

Administration 2: Leadership Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies essential styles, skills, and attributes for leadership	Identifies own leadership style and develops leadership skills with guidance	Independently assesses situations and determines which leadership skills are needed to achieve intended outcomes in routine situations	Leads others to achieve intended outcomes in complex and dynamic situations	Leads diverse individuals and teams to achieve program- or system-level outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Clinician Educator Milestone Supplemental Guide

Administration 2: Leadership Skills	
Overall Intent: To develop individual and collegial leadership abilities to achieve program outcomes	
Milestones	Examples
Level 1 <i>Identifies essential styles, skills, and attributes for leadership</i>	<ul style="list-style-type: none"> • (U/G/C): Differentiates leadership styles and how they can effectively collaborate with other styles • (U/G/C): Identifies specific leadership resources to understand the various leadership styles
Level 2 <i>Identifies own leadership style and develops leadership skills with guidance</i>	<ul style="list-style-type: none"> • (U/G/C): Develops effective leadership attributes with a guide or mentor • (U/G/C): Takes a leadership assessment survey, reflects on results, and applies to own leadership skills
Level 3 <i>Independently assesses situations and determines which leadership skills are needed to achieve intended outcomes in routine situations</i>	<ul style="list-style-type: none"> • (U/G/C): Performs a needs assessment to identify the optimal leadership style to apply in a one-on-one teaching encounter for learner development • (U/G/C): Identifies gaps and brings an expert in to teach leadership styles
Level 4 <i>Leads others to achieve intended outcomes in complex and dynamic situations</i>	<ul style="list-style-type: none"> • (U/G/C): Applies different leadership styles on an interdisciplinary team (for residents/fellows, medical students, nurse practitioners, physician assistants) on an inpatient medical service • (U/G/C): Creates a multidisciplinary work group in response to a citation from a regulatory visit
Level 5 <i>Leads diverse individuals and teams to achieve program- or system-level outcomes</i>	<ul style="list-style-type: none"> • (U/G/C): Demonstrates mastery of team leadership • (U/G/C): Works effectively with faculty members in other disciplines and interprofessional team members to manage residents/fellows during a pandemic, applying leadership skills to assist in multiple areas, including revenue, schedules, and negotiations relevant to the health system
Assessment Models or Tools	<ul style="list-style-type: none"> • Direct observation • Educational portfolio • Leadership or personality assessment tools • Multisource feedback • Program evaluation results • Review of a written curriculum or decision-making tool
Notes or Resources	<ul style="list-style-type: none"> • Program evaluation can be completed using theories like Kellogg's Logic Model, Moore or Kirkpatrick's Model, and other data, including board pass rates, continued accreditation, and team member retention • Leadership assessment tools can include: DiSC Model (Dominance, Influence, Steadiness, and Conscientiousness), Myers-Briggs Type Indicator, and others



Building Your Network

Next Steps

Immediate Next Step

No - *MORE* immediate

Find the NOW step



Feedback Matters

Please share your thoughts on today's workshop.

[Evaluation: Developing a Career as an Educator – Fill out form](#)

Evaluation: Developing a Career as an Educator

