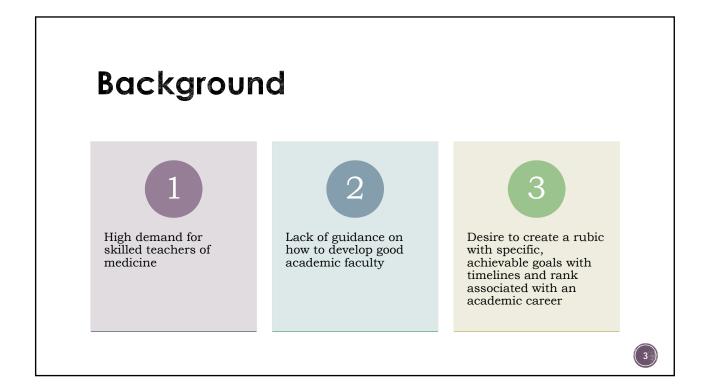
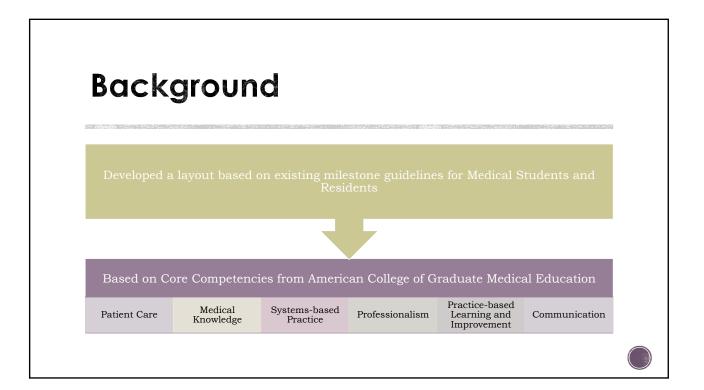
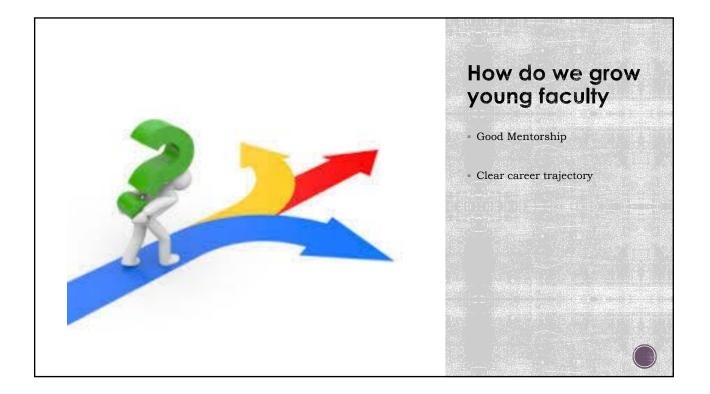


- Dr. Kemmet: None
- Dr. Blake: None
- Dr. Wilson: None

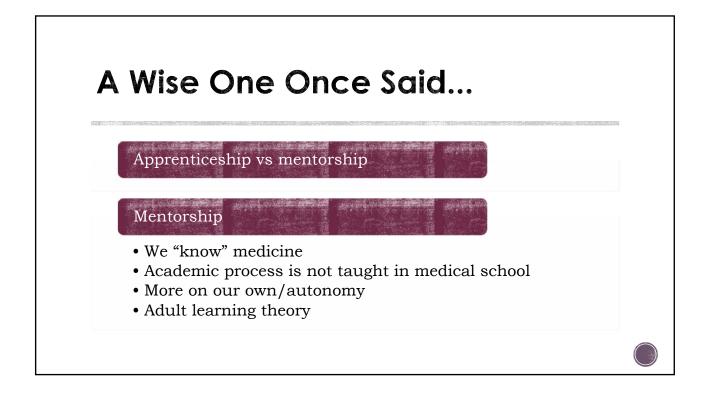




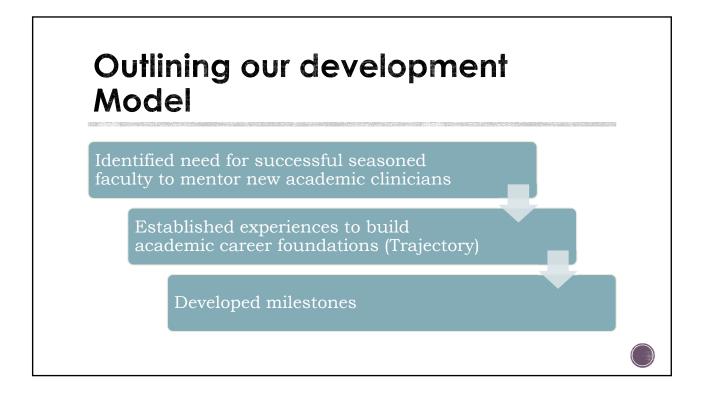




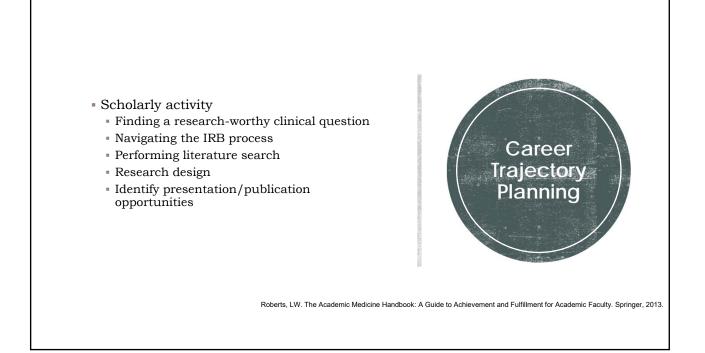
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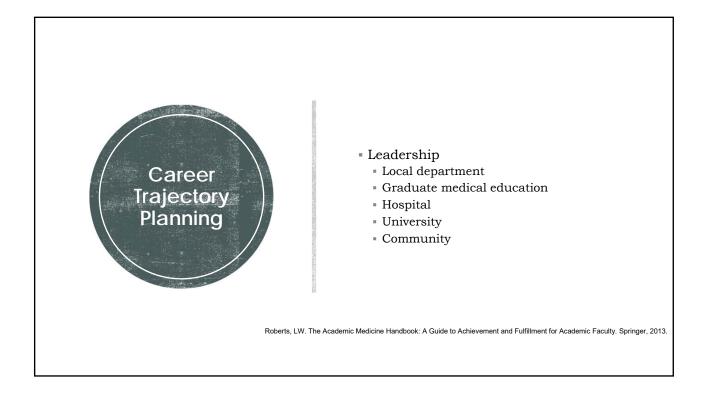




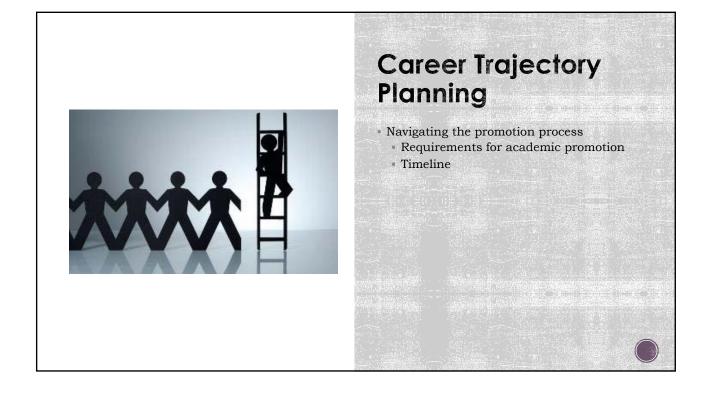






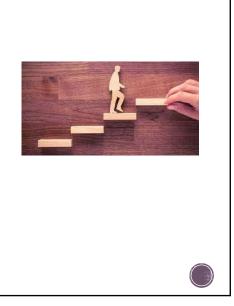






Building academic clinicians

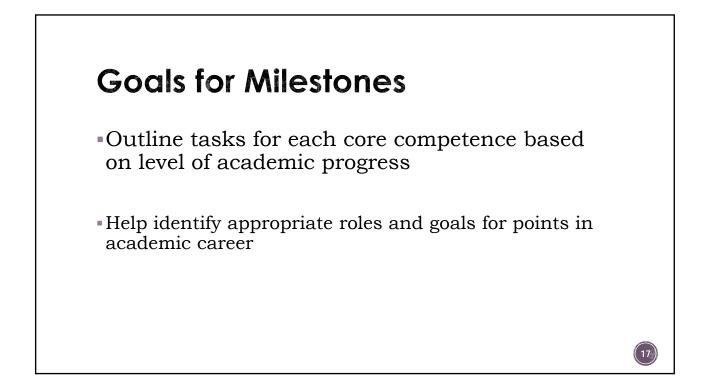
- Established importance of mentorship
- Laid out career trajectory
- Developed rubic and guide for progression



Milestone Development

- Based on six areas of core competence
- Established by ACGME for medical students, then residents
- Translated model for faculty

Development Criteria	Level 1	Level 2	Level 3	Level 4
Goals for Growth	Solidify clinical skill	Establish niche in	Hone leadership skills	Network/Influence
	sets	program		.Clinical
	Develop teaching skill	Develop skill sets in		medicine
	sets	research/other		.Academic
		scholarly activities		medicine
Academic Rank	Assistant Professor	Assistant/early Associate Professor	Associate Professor/early Professor	Professor
Time Devoted to Academics	1-3	4-7	8-15+	16+
(years)				



e Comp				
-				
Level 1	Level 2	Level 3	Level 4	
Recognize situations requiring urgent/emergent	Teach learners to coordinate the care of acutely ill patients	Teach learners through role modeling the	Lead patient care teams into rural, mission field,	
medical care	with consulting services	integration of the clinical practice with community	inner city arenas to improve care for patients lacking	
Apply clinical guidelines in the treatment of patients with chronic	Lead clinical care teams in ambulatory and inpatient	data to improve population health	access	
conditions	settings		Present a keynote podium presentation or workshop in	
□ Use shared decision-making in explaining health promotion and	□ Teach learners to manage patients with chronic disease and comorbidities	into new arenas filling voids in learners knowledge	national or international venue	
recommendations to patients/families	□ Teach learners disease	□ Expand skills and teach others		
□ Link patients with community	promotion	Present podium		
promotion goals	□ Write a case report for publication	national/ international venue		
□ Address psychosocial implications on acute and chronic	1			
medical problems	procedural/clinical skill			
	□ Present/lead a workshop at a		1	
	Recognize situations requiring urgent/emergent medical care Apply clinical guidelines in the treatment of patients with chronic conditions Use shared decision-making in explaining health promotion and disease prevention recommendations to patients/families Link patients with community resources to achieve health promotion goals Address psychosocial implications on acute and chronic	Control Recognize situations requiring urgent/emergent medical care	□ Recognize situations □ Teach learners to coordinate □ Teach learners through requiring urgent/emergent the care of acutely ill patients □ Teach learners through medical care with consulting services □ reducting services □ Apply clinical guidelines in the □ Lead clinical care teams in □ treach learners through □ Use shared decision-making in □ Teach learners to manage □ treach learners to manage patients/families □ Teach learners to manage □ treach learners to manage patients/families □ Teach learners to manage □ Expand medical acumen □ Link patients with community □ Teach learners to manage □ Expand medical acumen promotion goals □ Teach learners to manage □ Expand skills and teach others □ Present podium □ Present podium presentation/workshop in □ Write a case report for □ Address psychosocial implications on acute and chronic □ Learn new □ Learn new	□ Recognize situations □ Teach learners to coordinate □ Teach learners through □ Lead patient care teams medical care with consulting services □ Teach learners through □

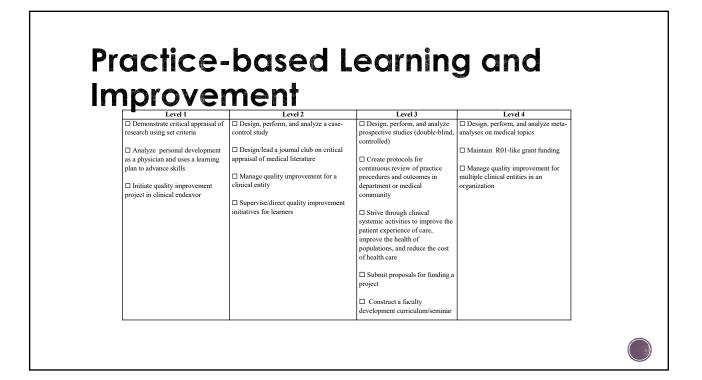
Medical Knowledge

Level 1	Level 2	Level 3	Level 4
□ Achieve ABFM board	Maintain ABFM	Develop local practice	□ Author a medical book
certification	certification	guidelines	
		-	□ Serve as editor of
	Write a review article for	□ Serve as a reviewer for	textbook
	publication or a book chapter	medical journals	
	Î.		Participate in national
	Demonstrate ability to	Serve on national	guideline setting panels
	effectively convey medical	educational committee	
	knowledge to learners		Be invited to comment in
			national press on areas of
	Present a poster at a		expertise
	conference		
			□ Lead a national medical
	Present a topic at a		organization
	conference		
			Direct national meetings
			or conferences

Systems-based Practice Level 1 Level 2 Level 3 Level 4 □ Serve as delegate, □ Analyze personal and Lead ambulatory and □ Serve as a director of a division (PreDoc, systemic causes of medical inpatient teams in using officer, or chairman of a errors common to family resources efficiently and cost Residency, Research, national or international medicine conscientiously in complex Clinical) within department organization cases □ Strive to increase efficiency \Box Serve as officer or \square Serve as consultant to and effectiveness in patient care □ Serve on a hospital delegate to local or state international committees being conscious of resource use professional organization committee and cost in your practice □ Serve as program/project □ Serve on an academic □ Serve as chairman of director, department head □ Use team-based care to committee at own facility committee within provide accountable and educational system or □ Lead a QI project in your coordinated care to meet patient medical center needs program \Box Serve as a member of Be familiar with billing and □ Know ACGME and/or LCMC standards for clinical/ multidisciplinary national committees health insurance system and effect on patients academic programs academically or clinically □ Participate in a roots cause □ Lead a roots cause analysis analysis

Professionalism

Level 1	Level 2	Level 3	Level 4
Fulfill the professional	Develop a shared appreciation of learner	Demonstrate a high-level of	Exemplify and role models
obligations/responsibilities of a	and works in partnership to meet their	ethics and understanding in work	leadership, scholarship, and
family physician	personal and professional goals	with the media, representatives of regulatory bodies, and the	professionalism in all aspects of interaction
Model professional personal	Demonstrate ability to work effectively	government	
behavior exhibiting self-awareness,	with faculty in meeting		Receive recognition for outstanding
self-management, social awareness	department/residency/institutional goals	Demonstrate a high-level of	service and dedication in field of
and relationship management		ethics and understanding in	practice in state, national or
	Serve as a mentor for learners	professional/personal	international arena
Demonstrate value for a patient's		relationships with colleagues	
beliefs, mores, and cultural practices			
in patient care plans		□ Serve as mentor for faculty	
□ Recognize problems and seek to			
find solutions			
		1	1



Communication

Level 1	Level 2	Level 3	Level 4
□ Demonstrate respect for a	□ Build effectively rapport with learners in	□ Work well with difficult	Demonstrate leadership in cultural
patient's autonomy in their health	a clinical environment	learners and develop remediation	proficiency, understanding of health
decisions	a chinear environment	plans which may accomplish	disparities, and social determinants of
decisions	Present didactic information in small	learner and institutional goals	health in national/international
Deliver difficult information	group and lecture formats demonstrating	learner and institutional goals	situations
regarding personal health issues	recognition of learning style of	□ Recognize and utilize the	situations
empathetically and effectively	students/residents/ clinicians	principles of conflict management	Demonstrate success in managing
empatiencearry and effectivery	students/residents/ enineralis	in difficult situations	change at the department/institutional
□ Use Electronic Health Record in	Demonstrate ability to lead a team in	in difficult situations	level
communicating with health care	ambulatory or inpatient settings that fosters		lever
team	trust, respect, and understanding		Excel in conflict management and
team	trust, respect, and understanding		in de-escalating difficult situations
Demonstrate effective and ethical			in de-escalating difficult situations
use of communication systems			
use of communication systems			
Deliver information to fellow			
members of the academic			
community empathetically and			
effectively			
enceuvery		1	

