Guide for individuals applying
through the PER-AFC route

NOVEMBER 2016
VERSION 1.0

DEFINITION

Clinician Educators are physicians with formal training in medical education who provide consultative advice for educational projects in the health professions. Clinician Educators apply theories and principles of medical education to education practice, including but not limited to curriculum design and implementation, scholarly teaching and learning, learner assessment, program evaluation, education scholarship, and educational leadership. Clinician Educators may practice across the continuum of medical education, from undergraduate to postgraduate to continuing professional development. Clinician Educators disseminate their innovations and original ideas in a scholarly manner.

GOALS

An AFC diplomate is expected to function as a competent Clinician Educator, capable of an enhanced practice in this area of focused competence (AFC). The AFC PER applicant must demonstrate a working knowledge of the theoretical basis of the discipline, including its foundations in the learning sciences, social sciences, and management sciences.

The Clinician Educator is competent in

- the application of theories and principles of medical education to education practice,
- scholarly teaching and learning,
- curriculum design and implementation,
- learner assessment,
- program evaluation, and
- education leadership and/or education scholarship.

Note: All submitted records that make reference to learners must be de-identified.

Note: All submitted records that make reference to patients must be de-identified.

Note: All submissions must be de-identified to preserve patient or learner privacy. This requires the removal of key identifiers, including but not limited to name, birth date, date of consultation, and location (e.g., hospital/clinic, city). In some cases, even without these identifiers, a patient could be identified by other information included in the case or clinical material (e.g., if the patient has a very rare condition, or lives in a remote area with a limited population size). In these instances de-identification may not be sufficient to ensure patient privacy. In such exceptional cases it would be advisable to obtain patient consent for the submission.

AFC PER applicants must demonstrate the requisite knowledge, skills, and behaviours for effective learner-centred care and service to a diverse population. In all aspects of this specialist practice, the applicant must be able to address ethical issues and issues of gender, sexual orientation, age, culture, beliefs, and ethnicity in a professional manner.

The AFC PER applicant must demonstrate evidence of the competencies described in the following pages.

Competencies within the following components have been attained:

1. Core components (mandatory)
    - ☐ Foundations: The application of theories and principles of medical education to education practice (see section 1 below)
    - ☐ Scholarly Teaching and Learning (section 2)
    - ☐ Curriculum Design and Implementation (section 3)
    - ☐ Learner Assessment (section 4)
    - ☐ Program Evaluation (section 5)

2. Selective components (must complete at least two)
    - ☐ Education Leadership (section 6)
    - ☐ Education Scholarship (section 7)
    - ☐ Simulation (section 8)

    As documented in the PER-AFC general description, the AFC PER applicant must show documentation of having been in practice as a clinician educator for a minimum of two years.

    Throughout this portfolio, a "report" is an academic essay or report composed using a multimedia format. An essay or report must be 500 to no more than 1000 words in length; a brief report or brief essay must be 250 to 500 words. A multimedia report should take 5-10 minutes to view. Submissions are meant to include the AFC PER applicant's reflection on an activity or topic, not simply a report of activities. Where relevant, submissions should include references.

COMMENTS

1. Foundations: The application of theories and principles of medical education to education practice

Milestones	Standards of Assessment	Documents to be Submitted
1.1. Apply key theories and principles of medical education to education practice	(a) Satisfactory completion of responses to the education scenarios **AND** (b) The AFC PER applicant's philosophy of teaching and learning identifies major theories or frameworks and describes the link to his/her educational practice	(i) Responses (in short answer format) to the education scenarios. **AND** (ii) A report describing the applicant's philosophy of teaching; the format should follow standard approaches for a log of teaching activities (sometimes known as a teaching dossier)
1.2. Develop a plan for lifelong learning in medical education	Personal learning plan that will fill a personal gap or need not covered by the other units Attendance at a medical education conference	Documentation of attendance at professional development sessions aimed at filling identified gaps over the last three (3) years, with brief comments of how attendance has addressed the learning gaps
1.3. Perform an effective education consultation	Completion of a Clinician Educator (CE) consultation, including feedback on the effectiveness of the consult from those consulting the CE The submission must document the key steps in consultation: identify the education problem, gather appropriate data, make an education "diagnosis," and make recommendations	A report or sample education consultation Feedback from groups or individuals having received the consultation

Milestones	Standards of Assessment	Documents to be Submitted
1.4. Participate in a community of practice	Participation in a community of practice	A description (in the form of a report) of the AFC PER applicant's community of practice and his/her role within it

2. Scholarly teaching and learning

Milestones	Standards of Assessment	Documents to be Submitted
2.1. Teach effectively using different techniques for different contexts	(a) Description of instructional methods for different learning environments, including challenges and strategies adopted **AND** (b) Satisfactory evaluation of the AFC PER applicant's teaching by both learners and peers	(i) A report describing instructional methods used by the applicant for three different learning environments; it should document challenges and the strategies adopted and reflect on the impact of the applicant's development as a teacher **AND** (ii) Teaching evaluations from at least five (5) individual learners (for one-on-one teaching) or five (5) groups of learners (for group teaching) for each of two (2) different teaching methods used by the applicant Teaching evaluations from at least two (2) peers for each of two (2) different teaching methods used by the applicant

2.2. Provide effective feedback	Demonstrate ability to provide effective feedback	Three (3) de-identified records of feedback to a learner (e.g., notes about feedback encounter, letter from student) with reflections on the encounter

3. Curriculum design and implementation

Milestones	Standards of Assessment	Documents to be Submitted
3.1. Plan and conduct a needs assessment	The report must include the following elements (as appropriate): • target audience • differentiation of perceived, observed, and organizational needs • data sources • tool or data collection method used • description of how data was analyzed • identification of gap • conclusions	A report describing or documenting a needs assessment

Milestones	Standards of Assessment	Documents to be Submitted
3.2. Systematically design and plan the implementation of a curriculum	Design or development of a curriculum The report should include - the justification for the overall approach and the curriculum elements incorporated in the design - the challenges encountered (or anticipated) and how these were (or would be) addressed	A report describing the development process or design features of an implemented or planned curriculum

4. Learner assessment

Milestones	Standards of Assessment	Documents to be Submitted
4.1. Apply principles of assessment in developing a system of assessment for a program	The report must demonstrate development or improvement of a system of assessment for a program, with selection of appropriate assessment instruments relevant to the context; The report must include support for the strategy based on modern validity theory	A report describing the AFC PER applicant's contribution to the development or improvement of a system of assessment, describing specific instruments and the key theories

Milestones	Standards of Assessment	Documents to be Submitted
4.2. Select the appropriate assessment instrument relevant to the context	Development or improvement of a system of assessment for a program that includes specific instruments to evaluate • knowledge • technical skills • attitudes	A report describing the AFC PER applicant's contribution to the development or improvement of an assessment tool, describing specific key theories used
4.3. Analyze the challenges of self-assessment	The report must demonstrate satisfactory analysis of the challenges and potential solutions associated with learner self-assessment	A report summarizing the challenges associated with learner self-assessment and potential solutions to these challenges

5. Program evaluation

Milestones	Standards of Assessment	Documents to be Submitted
5.1. Evaluate an education program	Plan a program evaluation, including • the data used to inform the program evaluation • the process for data aggregation • the process for the global evaluation of the program • the plan for improvements in subsequent iterations of the curriculum • a documented response from the unit advisor as well as the AFC PER applicant's subsequent reply	A report describing a program evaluation, including an analysis of the results

AT LEAST TWO OF SECTIONS 6, 7 AND 8 MUST BE COMPLETED:

6. Education leadership

Milestones	Standards of Assessment	Documents to be Submitted
6.1. Develop and describe a personal leadership philosophy	The report must identify major theories or frameworks adopted by the AFC PER applicant	A report describing the applicant's personal philosophy of leadership
6.2. Lead a team toward the completion of an education project	The report must briefly describe the project and the leadership role of the AFC PER applicant; it must include feedback from members of the team Concepts should include leadership theory, personal effectiveness, time management, strategic planning, change management, negotiation, and conflict management, as appropriate	A report describing the application of leadership concepts while leading a team towards a completed project
6.3. Establish a formal relationship with at least one mentor and reflect on this	The report must document a formal relationship with a mentor, and must include a reflection on the mentoring relationship	A brief report as one being mentored, reflecting on a mentoring relationship

7. Education scholarship

Milestones	Standards of Assessment	Documents to be Submitted
7.1. Design, undertake, and disseminate a scholarly project in medical education	The submission should include • a research question and/or project purpose • a description of opportunities for collaboration • a list of key articles • a description of the theoretical foundation(s) and conceptual framework(s) that inform the question • a description of the study and/or project design • a description of the methodology (quantitative or qualitative or mixed) and/or framework used to guide decision-making • a description of the requirements for ethics approval from a relevant institutional ethics review committee/board • a description of the methods for data collection • a description of potential funding sources • a description of opportunities for dissemination • a draft abstract	An example of a completed scholarly project The submission may be a publication, a paper ready for submission, an oral presentation, a poster, or an equivalent scholarly product

Milestones	Standards of Assessment	Documents to be Submitted
7.2. Align education scholarship with one's education activities and roles	The CV must demonstrate ongoing scholarly educational activity and alignment of scholarly activities with current education activities and roles	A standard academic curriculum vitae (CV) listing scholarly contributions and annotated with reflections on the relationship between educational scholarship and the AFC PER applicant's teaching and/or educational leadership role(s)

8. Design of simulation-based learning activities for incorporation into a larger curriculum

Milestones		Standards of Assessment	Documents to be Submitted
8.1.	Design a simulation-based learning activity	The submission must include a needs assessment, learning objectives, simulation scenarios, and a plan for assessment	A report describing a self-designed simulation-based learning activity
8.2.	Provide debriefing to learners following simulation scenarios	(a) The analysis of performance must use an organized framework and identify where the AFC PER applicant achieved all of the elements of the framework The debriefings must include the AFC PER applicant's self-assessment The submissions must include at least one (1) debriefing of a single learner and at least one (1) team debrief **AND** (b) The reflection must comment on the method of debriefing, the timing of debriefing, and the environment of debriefing; it must also integrate with related education theory	(i) A record of a minimum of three (3) debriefings to learners **AND** (ii) A brief report of the applicant's reflections on his/her approach to debriefing
8.3.	Evaluate a simulation-based learning activity	The evaluation must use a commonly accepted evaluation framework, such as Kirkpatrick's framework or the Context, Input, Process, and Product (CIPP) evaluation model	A report of an evaluation, or an actual evaluation, of a simulation-based learning activity

Drafted – AFC Committee – June 2016
Approved – Office of Specialty Education – November 2016