

Faculty Clinical Teaching Milestones

Faculty Teaching Competency	Inadequate Skills	Variable Skills	Effective Skills	Exemplary Skills Role Model
<i>Learning Climate: Establishes Positive Learning Climate</i>	Often does not prioritize creating an effective learning climate (tone, firmness, respect) especially when working with unmotivated and/or difficult learners. Displays hostile, abusive and/or unprofessional behaviors times to learners, staff or consultants.	Usually encourages questions from learners. Occasionally allows lapses into uncomfortable learning climate. May challenge staff or learners in front of others.	Creates respectful climate when interacting with learners and staff. Learners generally feel safe asking questions. Seeks opinions from learners and staff in most situations.	Serves as a role model in interactions with staff, consultants and learners. Creates climate where learners feel safe offering different opinions. Learner input is often sought, and valued when given. Brings out the best in others.
<i>Control of Session: Maintains Control of Educational Session</i>	Often does not routinely respect resident workload and education balance. Control of session (pace, focus) is not well managed. Either timeliness or educational opportunities are routinely overlooked.	Recognizes importance of balancing timely patient care and education, but does not achieve this balance routinely.	Strives to promote balance between education and patient care workload. Recognizes importance of both tasks, but occasionally does not achieve this balance.	Provides frequent focused learning opportunities, while respecting and supporting patient care demands. Achieves ideal balance between education and patient care.
<i>Learning Goals: Establishes Learning Goals</i>	Rarely encourages learners to set goals, or sets consistently unrealistic goals for learners.	Communicates goals in typical settings but does not do so frequently and / or well in all clinical settings. Does not routinely engage learner in goal setting.	Communicates goals to promote best learning outcomes in most clinical settings. Encourages motivated learners to set own goals.	Communicates goals effectively to promote best learning outcomes for all types of learners. Routinely supports all learners to set realistic goals.
<i>Understanding and Retention: Promotes Understanding and Retention of Knowledge and Skills</i>	Typically does not use effective teaching methods such as clear explanations tailored to specific learners' needs, addressing learners' questions, checking for understanding and indicating additional learning resources.	Uses effective teaching methods for motivated and able learners but challenged by unmotivated learners and / or weak learners.	Applies effective teaching methods to promote understanding and retention of knowledge and skills for most learners, but has difficulty with some learners and situations.	Able to vary teaching methods to promote understanding and retention of knowledge and skills to best meet the needs of all types of learners.
<i>Formative Feedback: Provides Formative Feedback</i>	Rarely provides effective feedback. Feedback is either not given, or inappropriately focuses on personality traits rather than behaviors.	Provides timely and specific positive feedback at times. Often avoids giving constructive feedback to difficult learners. Does not give feedback frequently.	Provides timely and specific feedback to most learners. Appears comfortable giving constructive feedback to most learners but less effective with some difficult learners.	Provides constructive and positive feedback frequently, timely and to all learner types. Routinely encourages learner participation in the feedback process.
<i>Clinical Reasoning: Promotes Clinical Reasoning</i>	Typically does not work to enhance clinical reasoning skills in learners.	Inconsistently explores clinical reasoning by learners. Does not routinely provide clear explanations in patient care decisions.	Frequently encourages learners to explore clinical reasoning and routinely provides explanations in patient care decisions.	Makes own clinical reasoning clear. Routinely explores learner's clinical reasoning skills and encourages learners to use evidence to develop and support clinical reasoning.
<i>EBM: Promotes EBM</i>	Rarely uses EBM, or does not respect learners when use or request EBM information in teaching settings/on rounds.	Does not actively suggest EBM resources for learners. Does not often model use of EBM for learners.	Uses EBM to support clinical decisions and uses EBM often in teaching.	Incorporates EBM routinely in teaching. Routinely explores learner's clinical reasoning skills and encourages learners to use EBM resources to develop and support clinical decisions.

<i>Self-Directed Learning: Promotes Self-Directed Learning in Learners</i>	Typically does not take interest in stimulating self-directed learning in learners.	Occasionally stimulates self-directed learning in motivated learners, but not for all learners.	Stimulates self-directed learning in most learners through discussion and effective questions. Struggles with some difficult learners.	Routinely stimulates self-directed learning in wide variety of learners through discussion and effective questions.
<i>Supervision & Autonomy: Balances Supervision and Autonomy</i>	Does not appropriately supervise learners well. Occasionally concerns for patient safety arise due to lack of supervision.	Recognizes importance of balance between supervision and autonomy, but has difficulty achieving this balance, especially when overwhelmed/stressed.	Appropriate supervision given to learners, and progressive autonomy given to learners in most situations. May over-supervise for difficult tasks and patients.	Achieves ideal balance of supervision and autonomy for all learners. Able to adjust to needs of learner, and adapts balance when needed. Available to support learners.
<i>Professionalism: Displays Professionalism</i>	Frequently uses intimidation or demonstrates lack of respect for learners, or others. Struggles at time to act as a professional role model.	Occasional lapse in behavior (particularly when overwhelmed/stressed) suggests lack of interest or ability to respect learners, patients and/or staff.	Interactions are consistently positive with learners, staff and patients.	Serves as role model in interactions with all staff, patients and learners. Always brings out the best in others.