

Supplementary Data

CED Additional Curriculum Information

Eligibility for the CED certificate begins with a basic application (Supplemental Box 1) in which residents describe their motivations for joining the Distinction and identify medical education scholarly areas of interest. Residents are eligible to apply for the CED during their second postgraduate (PGY2) year if they are in a categorical internal medicine program and either their PGY2 or PGY3 year if they are in a combined internal medicine-pediatrics program. All residents who apply were accepted for participation in the CED.

The CED's core didactic curriculum is composed of 1.5-hour evening interactive small group or workshop sessions, each led by CED faculty. Didactic topics included effective teaching strategies, career development, and research in progress during academic year 2016-2017, with the addition of curriculum development and research methods topics starting in AY 2018-2019 (Supplemental Table 1). These evening sessions count towards education theory credits for residents participating in the CED, but are open to all internal medicine residents, including interns who may be interested in applying for the CED during their PGY2 year.

Experiential activities for CED participants include directly observed teaching across a spectrum of clinical settings and learner levels with feedback, structured observation and reflection on peer and faculty teaching, participation in education committees, as well as administration of core curriculum sessions (Supplemental Table 2).

During the 2017-18 and 2018-19 academic years, a subset of residents participated in the "Resident as Teacher" (RAT) elective (Table 2). Enrollment in this elective was limited to 5-6 participants per year based on their elective availability as it was only available during one block

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each year. This elective was led by CED faculty and contained the same or similar didactic and experiential content as the CED curriculum with the exception that residents experienced it over a concentrated two-week period. To receive CED credit, residents in the elective were required to complete a reflective writing activity on the impact of the elective on their teaching and understanding of a career in education. In 2019, the RAT elective was subsumed into the CED given the extensive degree of overlap in content and need for faculty investment.

Residents are also required to submit a proposal for a mentored scholarly project by January of their first year in the CED, and complete and disseminate their work by graduation. Project dissemination options include poster or oral presentations at conferences or publication of an article in a peer-reviewed medium. Of note, the Yale Teaching and Learning Center (<https://medicine.yale.edu/tlc/>) hosts a yearly “Medical Education Day” conference, which provides a forum for many trainees to present their education work.

Credits for required activities were assigned based upon estimated time and effort to complete each activity (Supplemental Table 2). At the time of this study, residents logged credits, including a brief reflection on each activity, via the MedHub (Minneapolis, MN) web platform.

To help navigate the CED, residents are assigned to a CED faculty co-director for Distinction advising upon acceptance into the Distinction based upon their training program, areas of interest as noted in their application, and/or prior mentorship experiences. Residents are asked to meet at least twice annually with their faculty advisor to review CED completion progress. Residents are encouraged to identify an additional faculty member outside of their CED advisor to serve as their scholarly project mentor, though CED advisors can serve as research mentors to meet the scholarly requirement.

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A CED website (<https://medicine.yale.edu/intmed/residency/pathways/educator/>) serves as a central reference for core curriculum evening session schedules, graduation requirements, teaching opportunities, roster of faculty for teaching observation and scholarly project mentorship, as well as conferences for project dissemination to facilitate completion of the CED.

The CED was led by one faculty director in 2016, four co-directors in 2017, and six co-directors starting in 2018. All Distinction directors serve on a volunteer basis with no additional FTE support. A program administrator was assigned to assist with cross-Distinction needs in 2017. A cross-Distinction fund of \$23,000 was established in 2019 to support costs of Distinction events, \$500 per resident to defray out-of-state conference presentations, and \$1000 for Distinction faculty director discretionary use.

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Supplemental Table 1

Clinician-Educator Distinction Core Curriculum Evening Session Topics, Academic Year (AY) 2016-2019

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ▪ Structured Observation of Grand Rounds ▪ Mentorship/Advising/ Coaching ▪ The “Difficult” Learner <p>Research Methods</p> <ul style="list-style-type: none"> ▪ Scholarship in Progress ▪ Journal Club: Bedside Teaching <p>Career Development</p> <ul style="list-style-type: none"> ▪ Clinician-Educator Career Panel ▪ The Educator Portfolio 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ▪ Observation of Grand Rounds ▪ Small Group Teaching ▪ Bedside Teaching Workshop ▪ Chalk Talks ▪ Technology and Teaching ▪ Effective Feedback ▪ Mentorship/Advising/ Coaching <p>Research Methods</p> <ul style="list-style-type: none"> ▪ Scholarship in Progress ▪ Journal Club: Effective Inpatient Teaching <p>Career Development</p> <ul style="list-style-type: none"> ▪ Clinician-Educator Career Panel ▪ The Educator Portfolio 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ▪ Observation of Grand Rounds ▪ Small Group Teaching ▪ Bedside Teaching Workshop ▪ Chalk Talks ▪ Technology and Teaching ▪ The “Difficult” Learner ▪ Learner Assessment ▪ Learning Climate ▪ Effective Slide Presentations <p>Research Methods and Curriculum Development</p> <ul style="list-style-type: none"> ▪ Kerns Curriculum Development/ Scholarship in Progress (2 sessions) ▪ Qualitative Methods/ Scholarship in Progress <p>Career Development</p> <ul style="list-style-type: none"> ▪ Clinician-Educator Career Panel ▪ The Educator Portfolio

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Clinician-Educator Distinction Application

What are your career goals? How would participation in the Distinction selected above help you achieve these goals? (500 words or fewer)

If you have particular scholarship interests or project ideas related to the Distinction selected above, please briefly describe them. (500 words or fewer)

Did the opportunity to participate in the CED affect your decision to interview for residency at Yale?

1. Yes
2. No
3. Was not aware of the CED at the time

Did the opportunity to participate in the CED affect your decision to rank Yale for residency?

1. Yes
2. No
3. Was not aware of the CED at the time

Semi-Structured Interview Guide

1. Why did you apply to the Yale Internal Medicine Clinician Educator Distinction (CED)?
 - Looking back, would you choose to do the CED again? Why or why not?
 - Did the CED align with your expectations of the experience? Why or why not?
2. Tell me about your experience participating in the Clinician Educator Distinction.
 - How would you describe your experience with the CED evening curriculum sessions?
 - How would you describe your experience with the mentored research project?
 - How would you describe your experience navigating the Distinction requirements?
3. How did participating in the Clinician Educator Distinction impact you?
 - Your teaching?
 - How did being observed affect your teaching? Did the person observing you make a significant difference in the quality or quantity of feedback you received?*
 - Your scholarship?
 - Your career development?
4. Did the CED affect your understanding of a career in Medical Education? How?*
5. What is your opinion about the amount of time you spent completing requirements for the CED?
 - Approximately how much time per week did you spend on CED activities (including emails, research, teaching, etc)?
5. How would you describe your experience interacting with the medical education community at Yale?*- Did participating in the CED confer a unique identity for you at Yale? Why or why not?
- 6. Did you do the Resident as Teacher Elective during your residency? Please compare and contrast your experience with CED/resident as teacher elective.*
- 7. Imagine you are now in charge of the CED and have full control over the curriculum and administrative structure. What would you change about the Distinction to improve it?
 - Is there anything that would you add to the Distinction?
 - Is there anything you would remove from the Distinction?
- 8. (For those who did not complete the Distinction): Why did you decide to not complete the Clinician Educator Distinction?
 - What types of barriers to completing the CED did you encounter?
 - Are you still pursuing a med ed skillset or a career in med ed? How are you going about this?
 - In retrospect, what educator skills would you have liked to develop or work on while in residency?
- 9. Do you have any other comments about the CED that you would like to share?

* Indicates questions that were added after iterative interviews