

IRISH CLINICIAN EDUCATOR TRACK (ICET)

Programme Outline

This document outlines a draft of the education proposal for the ICET programme.

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Table of Contents

Introduction	1
The Components of ICET	2
Goals Plan	2
Programme Overview	3
Mentorship Committee Reviews and Milestones	4
Learning Outcomes – Personal Development Milestones	5
Resuming Clinical Training	5
Record of Experience	6
Teaching Experience and the Reflective Teaching Practice Portfolio	6
RCPI Teaching – Content Overview	6

Introduction

The Irish Clinician Educator Track (ICET) programme is an innovative, advanced, educational pathway in the field of Postgraduate Clinical Education.

It is a National Programme developed to provide training in Postgraduate Clinical Education and it is open to Specialist Registrars who can undertake it as Out of Clinical Programme Experience (OCPE) in alignment with RCPI regulation for OCPE.

The pilot of the programme, starting in July 2023, is open only to trainees of the Institute of Medicine; starting from 2024 the programme will be open to trainees from all specialties in RCPI.

The aim of the programme is to support the training and professional development of future leaders in Postgraduate Clinical Education in Ireland.

The administration of the Programme is by the Royal College of Physicians of Ireland (RCPI) and is under the direction of the Directors of ICET, Professor Edward McKone and Professor Margaret O'Connor, and the Dean of the Institute of Medicine, Professor Anthony O'Regan.

A designated committee, the ICET Mentorship Committee, oversees the application process, the selection process, and the progress of the elected candidates; furthermore, it will provide career guidance and mentorship to the candidates during and after the programme.

The Components of ICET

There are six qualitative components to the programme:

- EDUCATION THEORY
- EDUCATION PRACTICE
- RESEARCH
- INNOVATION
- LEADERSHIP
- QUALITY IMPROVEMENT (QI)

These six components are integrated and all-encompassing during the two years of the programme. However, the organisation of the training/academic activities of the programme may prioritise different components at different stages of the programme.

ICET's Components



Goals Plan

At the beginning of each year of the programme, the RCPI ICET Mentorship Committee will support the appointed candidates in preparing a **Goals Plan** which will include learning, research, teaching activities, and some QI and Leadership activities tailored to the academic and professional interests of the candidates.

The goals plan should follow the structure of the programme as outlined below, including updating the ePortfolio in a timely manner to ensure accurate tracking of progression.

Programme Overview

The programme is structured into quarters, each quarter covers a six-month period and prioritises different activities.

The first two quarters, running from July 2023 to June 2024, are designed to be primarily dedicated to education theory and educational practice.

The last two quarters, running from July 2024 to June 2025, are designed to be primarily dedicated to QI and research dissemination.



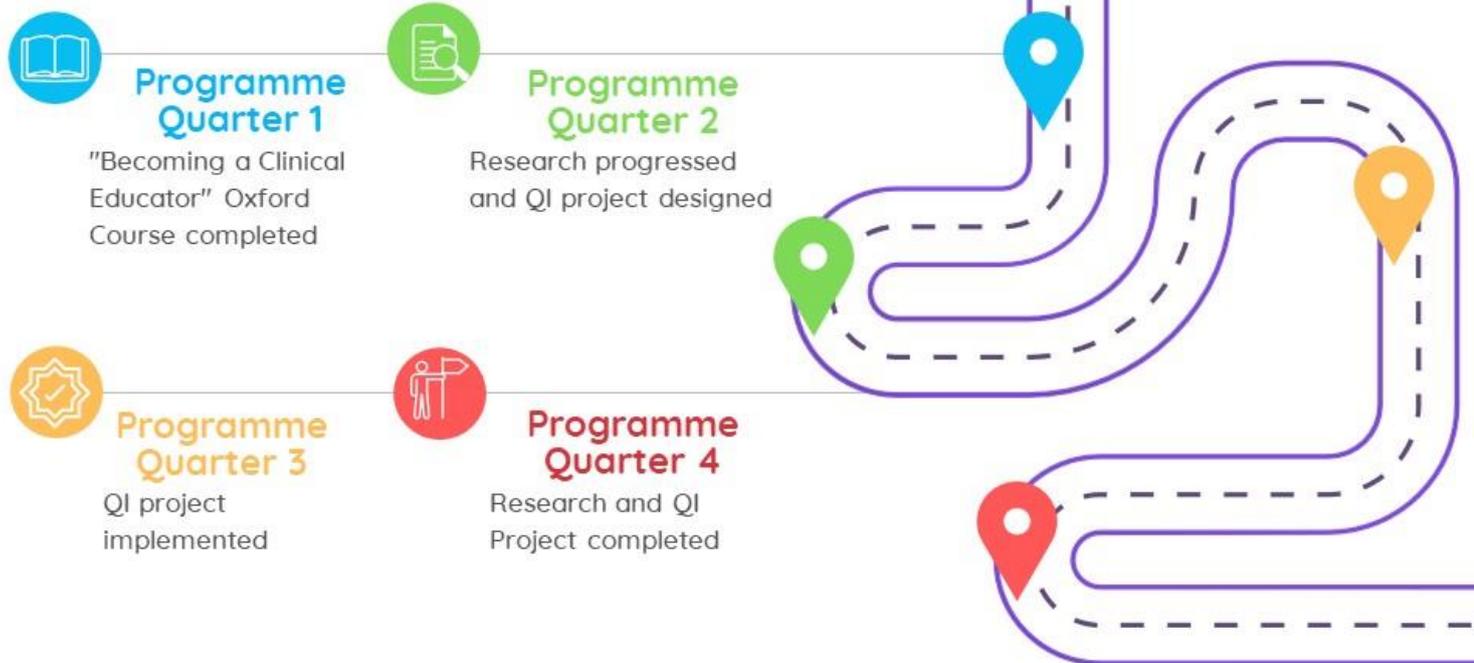
Mentorship Committee Reviews and Milestones

At the end of each six-month period and twice in the first six months, candidates will be asked to deliver a presentation to provide an overview of their research and training progress to the RCPI ICET Mentorship Committee.

These meetings will provide the opportunity to review the Goals Plan and discuss relevant findings collected in a **Reflective Teaching Practice Portfolio**.

By the end of each six-month period, it is expected that the candidates achieve specific milestones as outlined here:

Programme Milestones



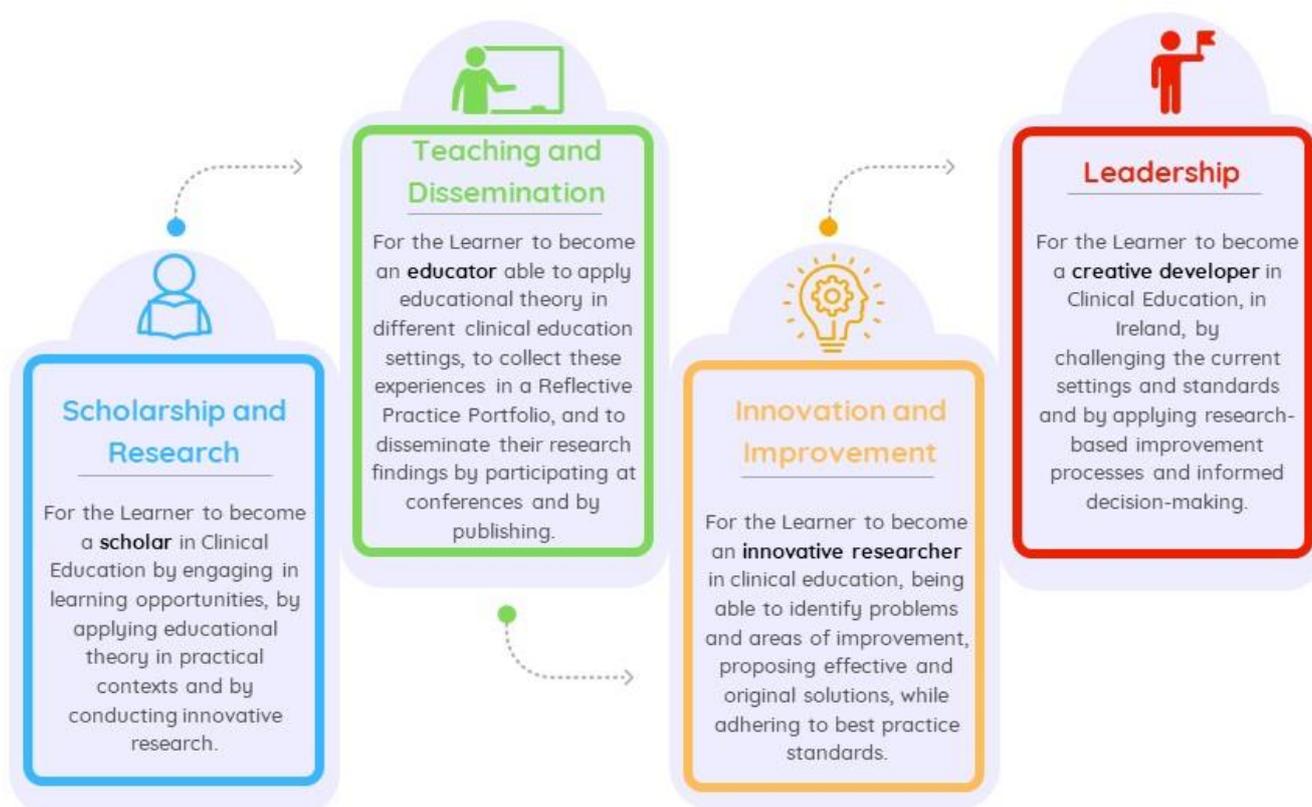
Learning Outcomes – Personal Development Milestones

Along with the programme milestones, candidates are expected to progressively achieve some personal development milestones which align with the learning outcomes of the programme.

The overall goal of the programme is to support the training and professional development of future leaders in Postgraduate Clinical Education in Ireland. The learning outcomes which will progressively guide the candidates towards the achievement of the programme goal are: Scholarship and Research; Teaching and Dissemination; Innovation and Improvement; Leadership.

The progression towards the achievement of these outcomes will be discussed during the Goals Plan meetings and the Semestral Review meetings. Goals Plans may be adapted to facilitate the candidates in the achievement of the learning outcomes.

Personal Development Milestones



Resuming Clinical Training

Upon resuming their clinical training, the candidates will be expected to continue developing their skillset as clinician educators. Under the supervision of a clinician-educator trainer, they will be expected to expand their teaching portfolio and meet regularly for formative feedback.

Record of Experience

Candidates will record their teaching experiences in the **Reflective Teaching Practice Portfolio** to be uploaded to Kaizen ePortfolio, along with a record of the other training/academic activities selected in the Goals Plan.

Teaching Experience and the Reflective Teaching Practice Portfolio

It is expected that candidates complete around 30hrs of teaching per Programme Quarter, this experience can occur in different settings (clinical site, classroom, virtual) and can be designed for small groups (tutorials) or large audiences (lectures).

This teaching experience will be supervised with progressively less input from supervisors/trainers. While in the first quarter 50% of the teaching experience should be directly supervised, by the end of the programme, candidates should receive minimal indirect supervision, and become independent in their teaching practice.

The Reflective Teaching Practice Portfolio comprises reflective self-evaluations about trainees’ own’s teaching experiences in terms of the methodology adopted, delivery style, content organisation etc.; but it also comprises the feedback generated by trainers’ and supervisors’ direct observations.

It is recommended that trainees collect as much informal feedback as possible and that they record at least one formal feedback of supervised practice per month in the Reflective Teaching Portfolio.

RCPI will dedicate one of the scheduled Education Theory workshops to support candidates in familiarising themselves with the practice of Reflective Teaching and to guide them to use ePortfolio.

RCPI Teaching – Content Overview

RCPI Clinical Tutors and Specialist clinical faculty will deliver taught content in the following areas. Tutors will also deliver virtual case-based tutorials on the application of theory in the workplace.

Effective communication	<ul style="list-style-type: none"> • Effective Communication • Specialist and Interprofessional Communication • Remote Communication
Organisation and management skills	<ul style="list-style-type: none"> • Leadership and Management • Problem-Solving and Change Management • Safety Management
Patient-Centred Care	<ul style="list-style-type: none"> • Healthcare Ethics • Clinical Judgement and Shared Decision Making • Protection and Welfare of Vulnerable People
Community of Practice	<ul style="list-style-type: none"> • Teaching & Training • Working with Groups • Maintaining Competence
Evidence-Based Practice	<ul style="list-style-type: none"> • Using Data and Research • Conducting and Sharing Research • Audit, QI and Medical Writing
Clinical Skills	<ul style="list-style-type: none"> • Simulation Training • Clinical Topics • Specialty-Specific Content