

Faculty motivations for leading clinical clerkship electives: A qualitative study

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BACKGROUND

Faculty pursue clinician-educator careers out of sense of purpose, duty, connectedness, satisfaction, and mastery. However, many suffer from burnout

METHODS

- Interview-based study
- 17 UCSF Faculty
- UCSF MS4 interviewer
- Qualitative thematic analysis



RESULTS

Directors’ motivations to engage in this unfunded educational leadership position stemmed from their existing clinician-educator identity, and a sense of purpose and duty.

DISCUSSION

Motivations were driven by sense of purpose and duty as it related to their professional identity as clinician-educators. Unfunded educational leadership positions can advance clinician-educators’ commitment to learners and alter learning environment.

ACKNOWLEDGEMENTS

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Strategies for faculty recruitment and retention in unfunded leadership positions include ensuring meaningful contact with learners and promoting opportunities for personal career development.

Reasons to Engage

Theme 1:
Motivations to direct clerkship elective

1. Alignment with clinician-educator identity
2. Sense of purpose
3. Sense of duty

Reasons to sustain role

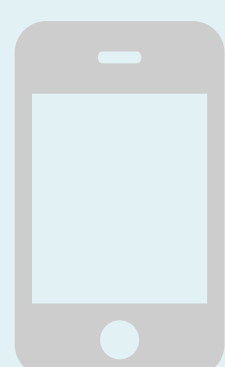
Theme 2:
Impact on learners & clinical environment

1. Impact on students
2. Impact on clinical learning environment

Theme 3:
Impact on self

1. Mastery of educator skills
2. Visibility and recognition

Re-affirms clinician-educator identity and motivation to engage in educational roles



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