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Citation for final published version:

Browne, Julie , Bullock, Alison , Gallen, Derek and Jenkins, John 2024. It is time to recognize health professions educator competencies. *Academic Medicine* 99 (9) , p. 939. 10.1097/ACM.0000000000005789

Publishers page: <https://doi.org/10.1097/ACM.0000000000005789>

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# ACADEMIC MEDICINE

Journal of the Association of American Medical Colleges

Uncomposed, edited manuscript published online ahead of print.

This published ahead-of-print manuscript is not the final version of this article, but it may be cited and shared publicly.

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**Title:** It Is Time to Recognize Health Professions Educator Competencies

**DOI:** 10.1097/ACM.00000000000005789

## It Is Time to Recognize Health Professions Educator Competencies

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First published online

*Funding/Support:* None reported.

*Other disclosures:* None reported.

*Ethical approval:* Reported as not applicable.

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**To the Editor:** Caloudas and colleagues have documented the competencies required of graduate health professions educators within their own training program.<sup>1</sup> We agree with them that other programs should be encouraged to report their competencies and competency development processes to promote continued discussion and advancement.

Once the specific professional skills of health professions educators are identified, they can be seen and recognized for what they are: vital components of any health professional's role. With such recognition, it becomes easier to develop curricula and training, and importantly, to recruit and reward skilled and committed educators.

Our own work to identify common skills, attitudes, and behaviors of health professions educators at all levels including, undergraduate, postgraduate and continuing professional development, was reported in an article in 2021<sup>2</sup> and in an open access monograph published in the same year.<sup>3</sup> We studied the professional standards literature, and like Caloudas and colleagues, we used Delphi, stakeholder consultation, survey, and nominal group methods to validate and refine our findings.

We have since begun work to understand the more specific role of the interprofessional educator. Our working hypothesis, confirmed by preliminary results, is that these educators need to be viewed as a distinct cadre of highly trained professionals, with advanced capabilities in several key areas above and beyond those required of an intraprofessional educator. Such capabilities are likely to include conflict management and resolution, and importantly, an ability to set aside or foreground their own professional identity depending on context.

While Caloudas and colleagues have convincingly identified 4 key competencies that all health professions educators need,<sup>1</sup> we suggest that more work is needed to identify those advanced skills which are highly developed in or unique to interprofessional educators.

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