The Win-Win, Session 2

Build and Implement Faculty Development Using Teaching Physician

Amanda Kost, MD and Brian Hischier

Disclosures

We run Teaching Physician

teach & transform

Agenda

Welcome and Webinar Housekeeping (5 minutes)

Review of Session 1 (5 minutes)

Collection of Pre-Development Self-Assessment Data (10 minutes)

Steps to Create a Faculty Development Experience (10 minutes)

What Does the ABFM Require? (5 minutes)

Implementation Considerations and 3 Examples (20 minutes)

Homework and Q+A (5 minutes)

Welcome and Webinar Housekeeping

www.TeachingPhysician.org

www.stfm.org/ABFMpiToolkit

Introductions

Please put your **Name & Institution** in the chat

Goals

- Use Teaching Physician to collect pre-development self-assessment data from community faculty

- Use community faculty competencies to build faculty development experiences that support continuing certification

- Discuss implementation considerations for a high-quality faculty development experience

From Start to Finish

teach&transform

1. Register with ABFM

- Auditable record-keeping
- Portfolio manger
- Track participation and completion

2. Make sure each community faculty members is eligible

- Attest to the teaching setting
- Teach 180 hours
- Participate in intervention
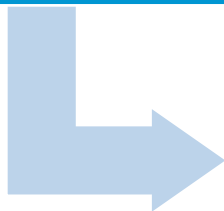- Review pre/post data
- Collaborate as needed

3. Perform a pre-assessment

- Self-assessment via Teaching Physician
- Assessment of teaching physician by sponsor

4. Use Teaching Physician resources to design a faculty development experience

- Clear intervention
- Specific Aim

5. Deliver the faculty development experience

- Live
- Self-directed

From Start to Finish

6. Perform a post-assessment

- Self-assessment via Teaching Physician
- Assessment of community faculty by sponsor
- Learner assessments

7. Notify ABFM of completion of the Performance Improvement Activity

In Session 1, we covered:

- ABFM PI Credit
- Community Faculty competencies
- Teaching Physician self-assessment tools

Previous Session's Homework

- Register as an Institution
- Collect preceptor information
- Have each preceptor complete the self-assessment
- Think about potential faculty development areas from within the competencies
  - Institutional needs
  - Based on clerkship / block / course evaluations
  - Preceptor self-assessments

Use Teaching Physician to collect pre-development self-assessment data from community faculty

Using Teaching Physician self-assessment data does two things

- Helps you target your faculty development

- Completes the first step (data collection) to report to ABFM

How to collect the data

- Request identified PDF from community faculty

- Use a snapshot of self-assessment data from Teaching Physician

Note: please email teachingphysician@stfm.org to request the data

Sample Preceptor Competencies Self-Assessment Results

This assessment link is:

- Permanent
- Anonymous
- Open (no login required)

https://www.teachingphysician.org/Self-Assessment-Tool-Wizard/Summary?context=181c4f97-52ba-4596-95d3-44b72d11785f

Teacher and Environment

The teacher creates a safe, welcoming, and enriching clinical environment for learners in collaboration with the clinical team.

Your Selections

Use the grid below to compare with later self-assessments. Download a copy of the self-assessment for reference.

Incorporating Learners		✓			
Orienting Learners			✓		
Inequities		✓			
Clinical Team Role	✓				

Clinical Team Role

Current Competency: Start me at the beginning
Next Competency: Recognizes the role of the clinical team in teaching
Read This Resource: Resource coming soon

Inequities

Current Competency: Understands inequities exist in the clinical and educational environment.
Next Competency: Identifies inequities in the clinical and educational environment.
Read This Resource: Counteracting Inequties
https://www.teachingphysician.org/content/preparation/counteracting-inequities

Incorporating Learners

Current Competency: Welcomes learners to the clinical setting
Next Competency: Values the learners' place in the clinical setting
Read This Resource: Value the Learner's Place in the Clinical Setting
https://www.teachingphysician.org/content/orienting-a-learner/value-learners-place-in-clinical-setting

Orienting Learners

Current Competency: Identifies the effects of different clinical settings on learning
Next Competency: Orients learners to clinical settings and community resources

Sample Institutional Self-Assessment Report

Short Name	StartMeAtTheBeginning	LevelA	LevelB	LevelC	LevelD	Marked Impor	Total Users	
Professional Identity	6	5	17	19	7	20	54	
Professional Relationships	1	18	15	10	10	17	54	
Professional Boundaries	1	10	20	18	5	16	54	
Unconscious Bias	3	11	19	17	4	19	54	
Conflicts of Interest	2	13	17	13	9	12	54	Least importance (tie)
Well - Being	2	9	17	13	13	24	54	Highest importance (tie)
Learner Goals	3	13	18	13	7	18	54	
Self - Reflection	1	13	16	16	8	16	54	
Learner Backgrounds	0	11	20	18	5	12	54	Least importance (tie)
Learners in Difficulty	3	14	17	12	8	23	54	2nd Most Important
Feedback	3	12	24	7	8	19	54	
Formative - Summative Feedb	9	11	21	8	5	20	54	
Bi - Directional Feedback	6	11	19	12	6	20	54	
Evaluation	8	10	15	14	7	24	54	Highest Importance (tie)
Institutional Goals	6	9	17	12	10	14	54	
Expectations and Responsibili	3	10	17	17	7	17	54	
Teaching Methods	4	10	18	14	8	24	54	
Teaching Skills	5	7	16	18	8	21	54	
EBM Guidelines	5	8	21	11	9	16	54	
Incorporating Learners	1	12	13	18	10	18	54	
Orienting Learners	5	7	16	13	13	17	54	
Inequities	2	14	16	17	5	14	54	
Clinical Team Role	2	7	18	21	6	17	54	
	81	245	407	331	178		1242	
	6.52%	19.73%	32.77%	26.65%	14.33%			

Note: Please email teachingphysician@stfm.org to request this report

Faculty Development Steps

Identify a problem or need to be solved

Examine the particular needs of your learners

Develop goals and measurable learning objectives

Choose educational strategies that best fit your material

Devise steps for implementation

Consider evaluation and feedback

What does the ABFM Require?

- Institutional Aim and Intervention

- Pre- and Post-Data

- Personal SMART Goals/Aim for Individual Faculty

Aims and Smart Goals

Institutional Aim

Answers the question about what the faculty development session will accomplish.

Three components:

How good? For whom? By when?

SMART Goals

A framework for faculty to set personal goals that align with the institutional aim

S - specific

M - measurable

A - achievable

R - relevant

T - timebound

Personal Aim

Answers the question about what the *faculty member themselves* will accomplish in their teaching after the session.

Three components:

How good? For whom? By when?

Faculty Development Steps

1. **Identify a problem or need to be solved**

   + Teaching Physician Self Assessment

2. **Examine the particular needs of your learners**

   + Select a Competency Level or Domain

3. **Develop goals and measurable learning objectives**

   + Determine an institutional aim, write learning objectives

4. **Choose educational strategies that best fit your material**

   + Get material ideas from Teaching Physician pages, consider the 3 approaches in this session

5. **Devise steps for implementation**

   + Ask Yourself: Who, What, When, Where?

   + Each preceptor needs to set SMART goals or write a personal aim statement

6. **Consider evaluation and feedback**

   + Teaching Physician self-assessment

   + Other kinds of feedback and self-reflection

   + Evaluation on the session itself

Look at implementation considerations for a high-quality faculty development experience

- Institutional aim

- Learning objectives

- Active learning

- Practice skills using materials/training you provide

- Mode of delivery

  - Live session, in person or online

  - Self-directed reading and activities

- Remember: Preceptors should set SMART goals/aim statements

An Example: Let's Walk Through the Process

Institution Self-Assessment Report: All Preceptors

Short Name	StartMeAtTheBeginning	LevelA	LevelB	LevelC	LevelD	Marked Import	Total Users	
Professional Identity	6	5	17	19	7	20	54	
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Use the Learning Path

Home / Content / Learning Paths / Teacher and Assessment

Teacher and Assessment

The pages below correlate to the competencies detailed in the Community Faculty Self-Assessment Tool, available on this website.

Feedback

- Feedback is Essential for Learning
- Timely and Actionable Feedback
- Assure Learner Comprehension of Feedback
- Using Feedback to set SMART Goals

Formative Feedback/Summative Evaluation

- Formative and Summative Feedback
- Providing Formative and Summative Feedback
- Integrate Formative Feedback Into Summative Evaluation
- Collaborate With Learners in the Feedback Process

Bi-Directional Feedback

- Bi-Directional Feedback
- Seek Bi-Directional Feedback
- Enhance Your Teaching with Learner Feedback
- Develop Learners' Feedback Skills

Evaluation

- Basic Performance Documentation
- Timely Summative Evaluations
- Review Evaluations With Learners
- Build the Best Evaluation Tools

Two Pages Evaluation

Page 1

TEACHING PHYSICIAN

CONTENT ⌄ | BECOME A PRECEPTOR ⌄ | CME ⌄ | MY SCHOOL | TOPIC INDEX | SELF-ASSESSMENT TOOL

Home / Content / Evaluation / Basic Performance Documentation

Basic Performance Documentation

Faculty need to document learner performance for use in formative and summative evaluations. Learner performance should be assessed frequently and be based on overall assessment criteria outlined by the sponsoring institution or program. Evaluations based on numerous documented points of evaluation are of consistently higher quality than those based on a single faculty member recalling performance over a rotation.[1,2,3] Qualitative comments are most helpful to accurately describe learner performance. Additionally, both learners and faculty report comments to be more useful than Likert scale ratings.[4] All assessment observations should be based on direct observation of the learner.

Quick Tips

- Develop a system of recording daily or weekly performance reflections on learners
- Ask sponsoring programs to supply evaluation forms for daily observations and for final evaluations to facilitate thoughtful observations and useful evaluations
- Provide detailed comments by including specific examples of strengths and weaknesses
- Maintain a learning climate based on mutual respect

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References

1. Chan T, Sherbino J. The McMaster Modular Assessment Program (McMAP): A Theoretically Grounded Work-Based Assessment System for an Emergency Medicine Residency Program. Acad Med. 2015;90:900–905.
2. Dudek N, Dojeiji S. Twelve tips for completing quality in-training evaluation reports. Medical Teacher. 2014;36(12):1038-1042.

Sidebar navigation: Preparation | Residents as Teachers | Orienting a Learner | Precepting Principles | What to Teach | Teaching Strategies | Professionalism | EHR and Health Informatics | Feedback | Evaluation (Evaluating Learners, Direct Observation, Midpoint Review, Sample Written Comments, Summative Evaluation, RIME Evaluation Model, Evaluating Students, Evaluating Residents, Basic Performance Documentation, Timely Summative Evaluations, Review Evaluations With Learners, Build the Best Evaluation Tools) | Learners in Difficulty | After the Rotation

Resources

- Twelve tips for completing quality in-training evaluation reports
  Dudek N, Dojeiji S., Medical Teacher, PDF
- Core Entrustable Professional Activities for Entering Residency
  AAMC website, last accessed 12/5/19

Page 2

TEACHING PHYSICIAN

CONTENT ⌄ | BECOME A PRECEPTOR ⌄ | CME ⌄ | MY SCHOOL | TOPIC INDEX | SELF-ASSESSMENT TOOL

Home / Content / Evaluation / Timely Summative Evaluations

Timely Summative Evaluations

Summative evaluations rate a learner against performance criteria, typically covering a month-long rotation. Timely evaluations assist institution or program supervisors with promotion and remediation decisions, and also help learners make targeted improvement plans.

Final summative evaluations describe the cumulative performance of the learner, in a standardized format outlined by the sponsor institution. They are most helpful if they include written comments regarding learner strengths and weaknesses that are based on multiple direct observations. Multiple points of assessment documentation preserves the evaluation, reinforces the criteria for easier use in the future, and prevents guesswork and superficial evaluations created by last-minute recall. Comments should be based on observed learner behaviors, not on learner attitudes, and should include specific examples.[1-4]

Faculty should compile notes from prior observations into a final evaluation describing how well the learner performed. Collect notes and input from all faculty and staff that observed the learner to further improve evaluations. Faculty must accurately summarize the collective assessments and comments, and grade the learner's performance against required benchmarks.

Quick Tips

- Schedule time to complete the task; look ahead at the learner calendar and block time for completion *before* the learner departs your location
- Ask all observers to take notes in advance and with multiple learner encounters
- Ask for input from all preceptors, clinic personnel, or employees that worked directly with the learner
- Notify the program about performance problems prior to submitting final evaluation (ideally mid-clerkship)
- Submit evaluations before the due date
- Ensure that narrative comments are included and are congruent with rating scales

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Three Scenarios for Faculty Development Sessions

1: Most faculty want to get to the next level of competency.

2: Faculty are at very different competency levels.

3: Faculty are new to teaching and need the basics.

Teacher and Assessment

The teacher assesses learners and uses formative feedback and summative evaluation to promote learners' growth and development. The teacher invites and incorporates learners' feedback into the educational process.

Identifies feedback as important for learner progression	Provides learners with timely and actionable feedback based on learning goals	Verifies that learners comprehend feedback and helps learners initiate actionable plans	Helps learners make meaning of feedback and select relevant learning strategies for improvement
Identifies the difference between formative feedback and summative evaluation	Provides learner both formative feedback and summative evaluation	Grounds summative evaluation in formative feedback	Engages learners in shaping summative evaluation based on formative feedback
Describes the importance of bi-directional feedback	Seeks feedback from learners	Integrates learners' feedback into teaching	Facilitates learners' skills in providing feedback
Maintains notes on observations of learners' performance	Compiles notes to submit summative evaluations promptly on request	Offers learners the opportunity to discuss summative evaluations	Assists learners' institutions in improving assessment and evaluation tools

1: Most faculty want to get to the next level of competency.

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Approach for this faculty development

1. Review the corresponding Teaching Physician page for content and references.
2. Write an institutional aim statement
   - *In 3 months, 90% of faculty attending the development will provide mid-clerkship formative feedback and submit timely summative feedback for students at their site.*
3. Create a session that uses Teaching Physician content and references to support achievement of this aim
   - 3-5 behavioral objectives using Bloom's Taxonomy
   - Mini-didactic with TP content and institutional content
   - Practice using formative and summative feedback forms from your institution
   - Each attendee writes their own SMART goal or personal aim statement (collect these)
4. Create a plan to collect data that evaluate if the faculty development met the aims

2: Faculty are at very different competency levels.

Teacher and Assessment

The teacher assesses learners and uses formative feedback and summative evaluation to promote learners' growth and development. The teacher invites and incorporates learners' feedback into the educational process.
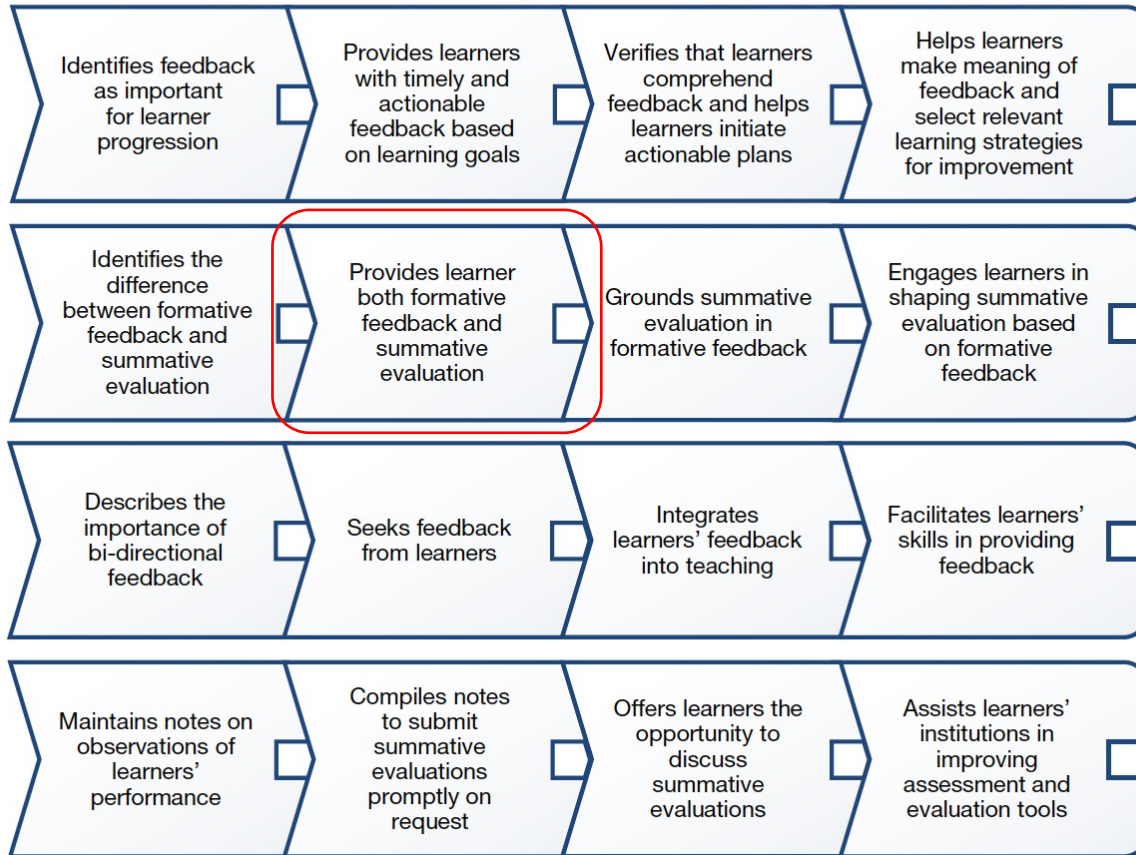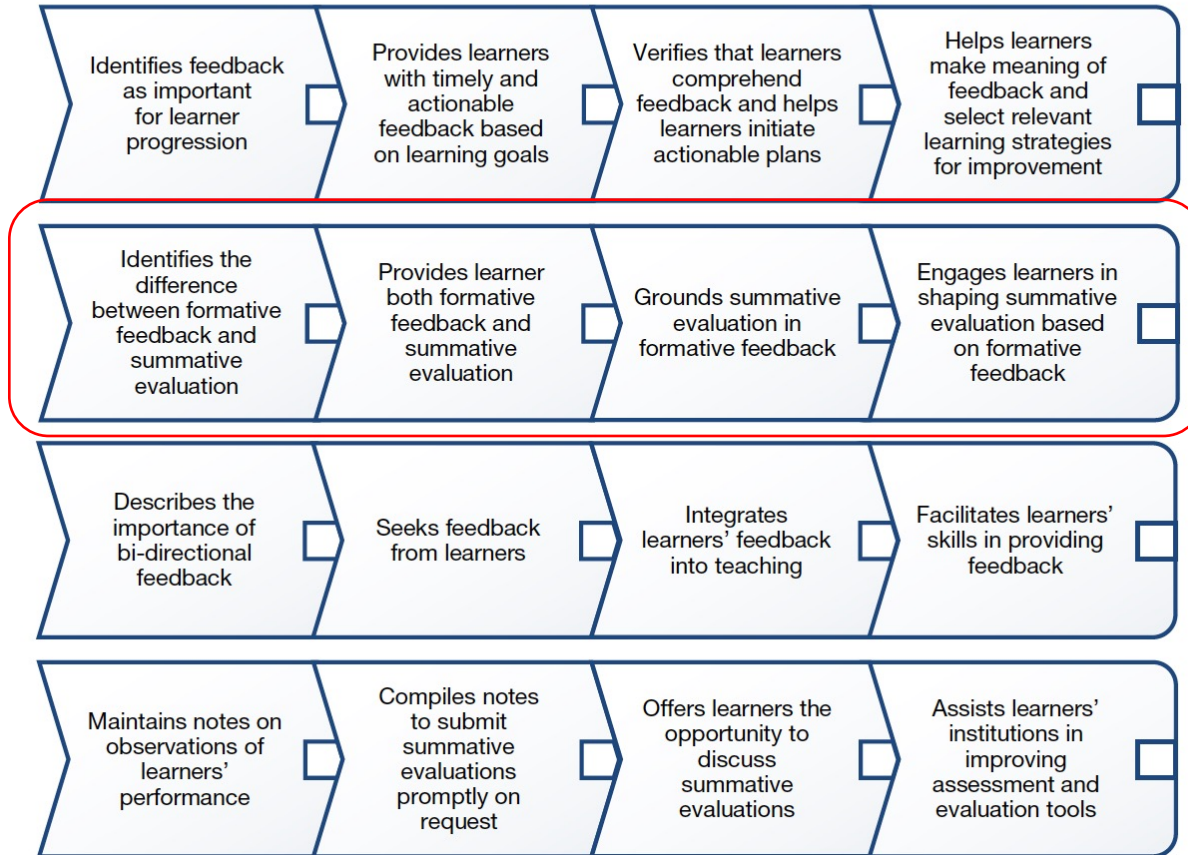
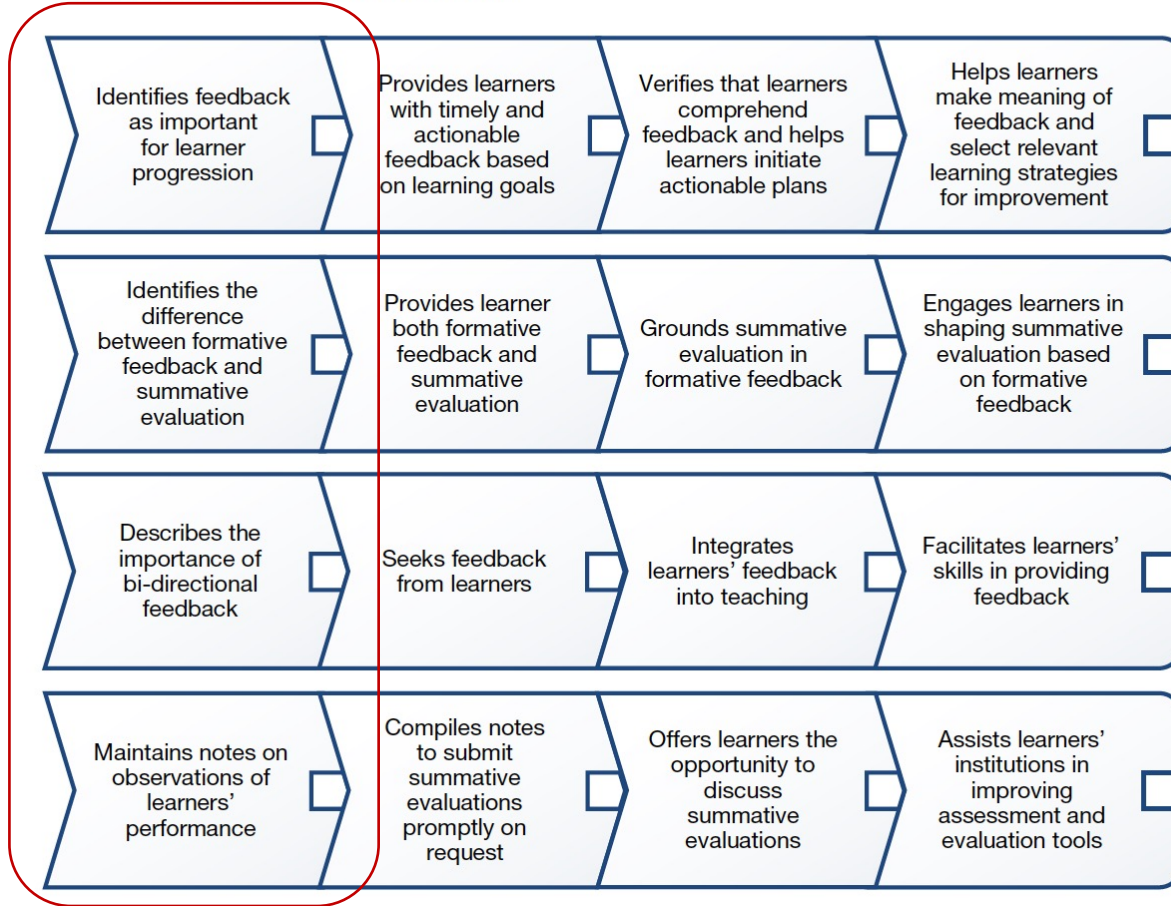|			
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Approach for this faculty development

1. Review the corresponding Teaching Physician page for content and references.
2. Write an institutional aim statement
   - *In 3 months, 90% of faculty attending the development will meet their personal aim/SMART goal that demonstrates next-level competency for student evaluation.*
3. Create a session that uses Teaching Physician content and references to support achievement of this aim
   - 3-5 behavioral objectives using Bloom's Taxonomy
   - Jigsaw session (group faculty at the same level and have them discuss the behaviors they use to demonstrate competency, then sort people into mixed groups to get near-peer teaching)
   - Mini-didactic to ensure everyone gets key take home points
   - Each attendee writes their own SMART goal or personal aim statement (collect these)
4. Create a plan to collect data that evaluate if the faculty development met the aims

3: Faculty are new to teaching and need the basics.

Teacher and Assessment

The teacher assesses learners and uses formative feedback and summative evaluation to promote learners' growth and development. The teacher invites and incorporates learners' feedback into the educational process.

Identifies feedback as important for learner progression	Provides learners with timely and actionable feedback based on learning goals	Verifies that learners comprehend feedback and helps learners initiate actionable plans	Helps learners make meaning of feedback and select relevant learning strategies for improvement
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Approach for this faculty development

1. Review the corresponding Teaching Physician page for content and references.
2. Write an institutional aim statement

    - *In 3 months, 90% of faculty attending the development will be able to describe how they used definitions of feedback and note taking in their teaching*

3. Create a session that uses Teaching Physician content and references to support achievement of this aim

    - 3-5 behavioral objectives using Bloom's Taxonomy

    - 4 mini-didactic sessions with TP content and institutional content
        - Intersperse these with breakout small group discussions or skill practice

    - Each attendee writes their own SMART goal or personal aim statement (collect these)

4. Create a plan to collect data that evaluate if the faculty development met the aims

Homework

- Identify the specific topic for your faculty development

- Write an institutional aim

- Design and deploy your faculty development using TP and institutional content

- Have faculty articulate SMART goals/aim statements

- Plan how you will evaluate if you have reached institutional/personal aims

  - How will you gather assessments from learners?

    - Is this included in your evaluation form or do you need a different survey/method?

  - How will you gather feedback from your faculty on their progress with their SMART goals/aim statements?

Q/A

- www.TeachingPhysician.org/subscribe

- www.stfm.org/ABFMpiToolkit