



teach &
transform

The Win-Win, Session 3

Build and Implement Faculty Development Using Teaching Physician

Amanda Kost, MD and Brian Hischier



Disclosures

We run Teaching Physician

Agenda

Welcome and Webinar Housekeeping (5 minutes)

Review of 7 Steps and Sessions 1 and 2 (10 minutes)

Collection of Post-Development Data and Examples (15 minutes)

Steps to Submit data to the ABFM(10 minutes)

Evaluation of Your Faculty Development Experience(15 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 post-development self-assessment data from community faculty.
- Describe steps to submit data to the ABFM for continuing certification credit.
- Evaluate your experience providing competency-based community faculty development.

Review: 7 steps and last 2 sessions

From start to finish

1. Register with ABFM

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

2. Make sure each community faculty members is eligible

- Attest to the teaching setting
- Teach 180 hours over 3 years
- 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

From start to finish

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 teaching physician by sponsor
- Learner assessments

7. Notify ABFM of completion of the Performance Improvement Activity

Review of Session 1 and Homework (Steps 1-3)

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

Review of Session 2 and Homework (Steps 4-5)

In Session 2, we covered:

- Teaching Physician self-assessment tools to collect pre-development data
- Steps to create a faculty development experience
- ABFM requirements (aims and SMART goals)
- 3 different scenarios for a faculty development experience
 - Next level of competency.
 - *Very different competency levels.*
 - New to teaching.

Previous Session's 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 your institutional aim.
 - 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?

Our focus today:

6. Perform a post-assessment

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



7. Notify ABFM of completion of the Performance Improvement Activity

Collection of post-development data and examples

What does the ABFM require?

- Institutional Aim and Intervention
- Pre- and Post-Data
- Personal SMART Goals/Aim for Individual Faculty

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

Using Teaching Physician self-assessment data does two things

- Completes step 6 (data collection) to report to ABFM
- Compares pre and post self-assessment

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 Inequities

<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

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?

Other kinds of post-development data

- Learner evaluations or reflections
- Community faculty self-reflections
- Course/clerkship director evaluations

What are you trying to answer in the post-development data?

Did your faculty development experience meet your institutional aim?

Did individual community faculty achieve their SMART goals or individual aims?



Example: Let's Walk Through the Process

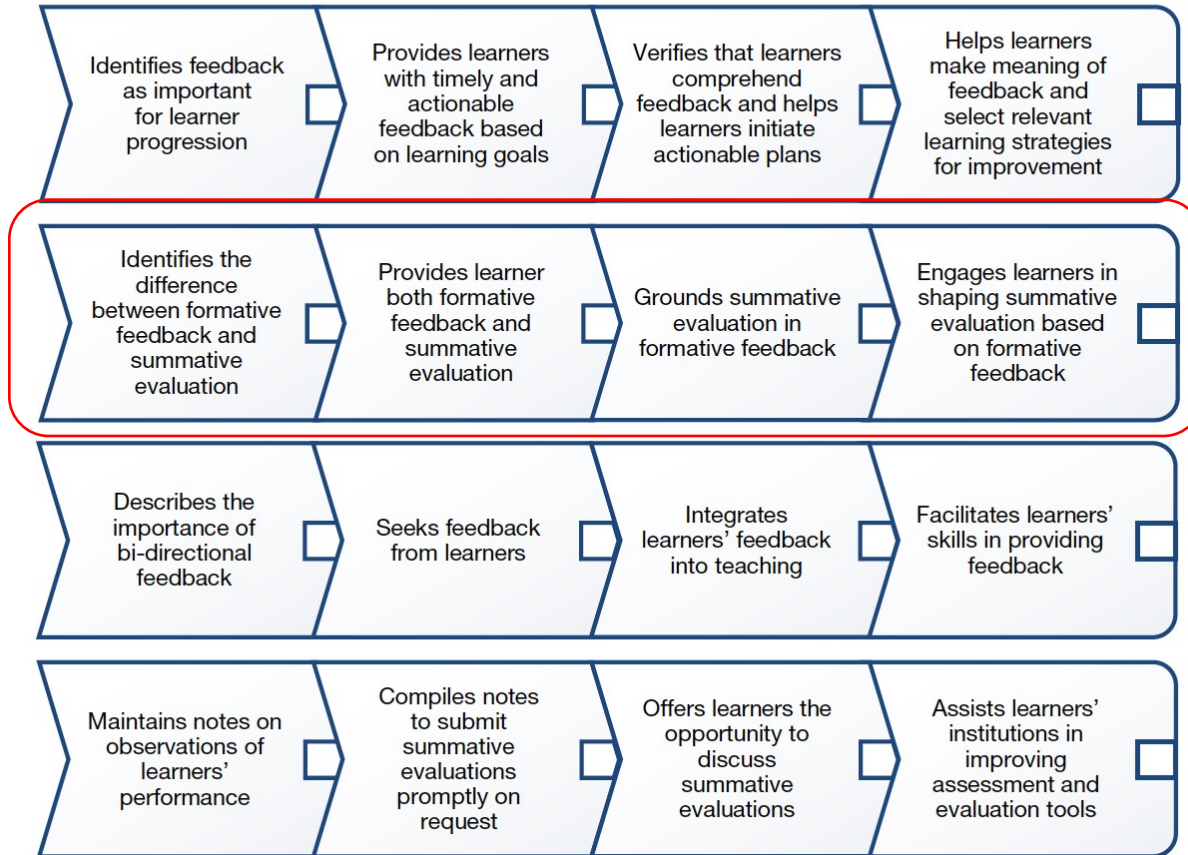




Faculty are at very different competency levels.

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.



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

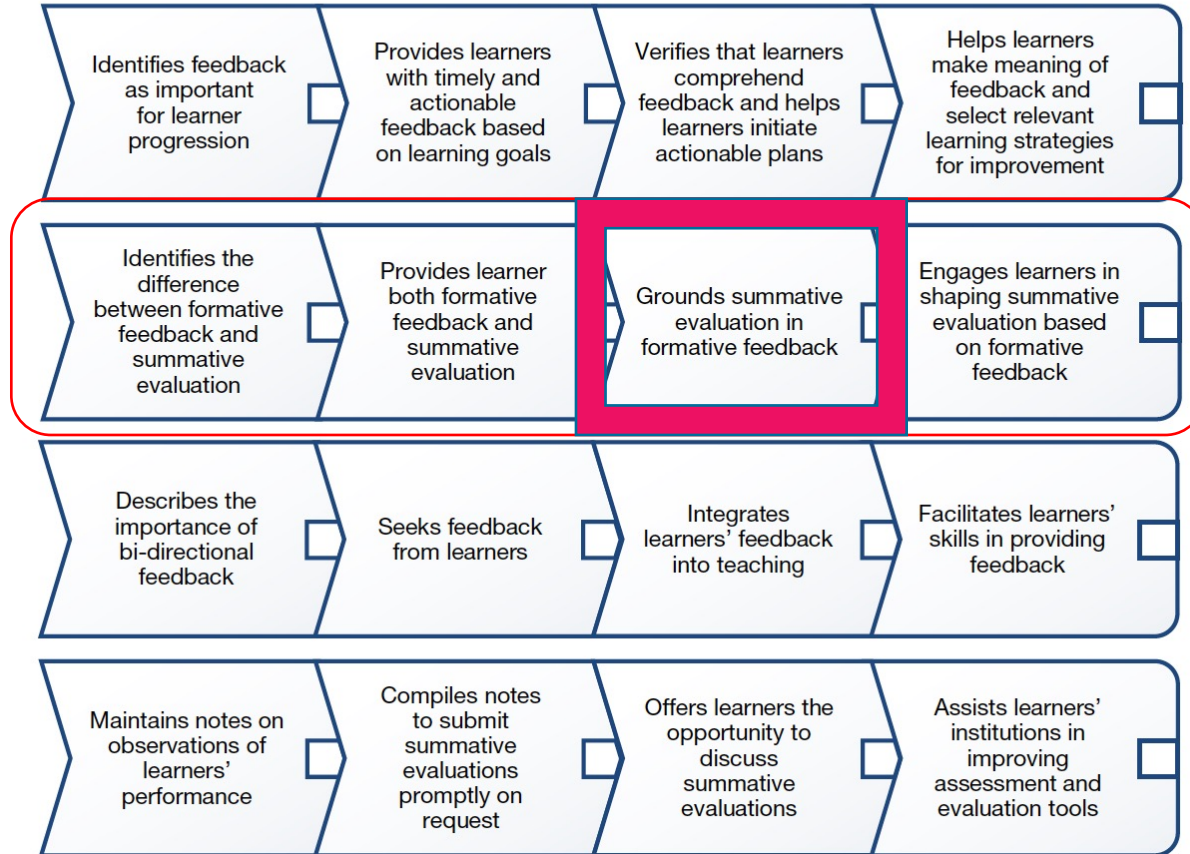
In 3 months, 90% of faculty attending the development will meet their personal aim/SMART goal that demonstrates next-level competency for student evaluation.

What data can you track that supports achievement of this aim?

- Teaching Physician Self-Assessment Data that shows more faculty select the next competency level.

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.



In 3 months, I will use formative feedback to create summative evaluations.

What data is available that indicates this SMART goal was achieved?

- Self-reflection or self-report
- Documentation of formative feedback in the summative evaluation

The data you submit to ABFM is all the same.

Although you will need to keep records of achievement of institutional and individual aims/goals.

Data submitted to ABFM

Board ID: The ABFM Board ID of the Diplomate. ABFM Board IDs are 6 digits in length and being with a one (1) or zero (0).

Last Name: The last name, as provided to the ABFM.

First Name: The first name, as provided to the ABFM. The name must match (e.g., Jeffrey vs. Jeff).

Email: The email address for the Diplomate.

Start Date: Indicate the date the Diplomate started participating in the project. The date may not be before the start date of your participation in the Precepting Program.

End Date: Indicate the date the Diplomate met the participation requirements for the project. The date may not be in the future.

Instance ID: This is a calculated value.

Submitting the Precepting Physician Completion Report

The screenshot displays the American Board of Family Medicine (ABFM) dashboard. At the top, there is a navigation menu with options: ADMIN, HOME, DASHBOARD (selected), REPORTS, APPLICATIONS, PROFILE, SUPPORT, and LOGOUT. The main content area is divided into two columns. The left column, titled 'BOOKMARKED APPLICATIONS', contains a message: 'You haven't bookmarked any applications!'. Below this is the 'MY APPLICATIONS' section, which lists various applications with their status: 'APPROVED' (Asthma Education and Quality Improvement Project), 'MOC CREDIT L.' (Bryan Lewsey), 'DRAFT' (Conflict of Interest), 'DRAFT' (Conflict of Interest), 'MOC CREDIT L.' (February 27, 2018 Submission), 'APPROVED' (EPH Quality Improvement Initiative), 'DRAFT' (Residency Program - Physician Completion Report), 'DRAFT' (Residency Program - PI Project Notification), and 'CLOSED' (Village Health Partners/Thrive Pharmacy Project). The right column, titled 'CREATE AN APPLICATION', lists several application types: 'Bridges to Excellence Recognition', 'NCQA Recognition', 'Self-Directed PI Project', 'Organizational Performance Improvement', 'Organizational PI Completion', 'Organizational PI Project', 'Precepting PI Program' (highlighted with a red box), 'Precepting Physician Completion Report' (highlighted with a red box), 'Residency Performance Improvement Program', 'Residency Program - Physician Completion Report', 'Residency Program - PI Project Notification', and 'Residency Program Application'. A vertical alphabetical index (A-W) is visible on the right side of the 'CREATE AN APPLICATION' section.

Evaluation of Your Faculty Development Experience

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

Evaluation and Feedback

- Evaluations of the faculty development experience itself
 - What did people like, what changes did they recommend?
- How many community faculty achieved their personal SMART goal/aim?
 - What were barriers and facilitators of their success?
- Did you achieve your institutional aim?
 - Why or why not?

Let's hear from you about data collection and your experience.

Homework

- Perform a post-assessment and gather data
- Submit data to ABFM
- Evaluate the success of your faculty development experience
- Repeat with different faculty and offer each community faculty a development experience that supports ABFM credit every 3 years

Q/A

- www.TeachingPhysician.org/subscribe
- www.stfm.org/ABFMpiToolkit