The Win-Win, Session 3

Build and Implement Faculty Development Using Teaching Physician

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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 member 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
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
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
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.

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

- Identifies feedback as important for learner progression
- Provides learners with timely and actionable feedback based on learning goals
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- Identifies the difference between formative feedback and summative evaluation
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- 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
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

Source: https://www.theabfm.org/performance-improvement/precepting
Evaluation of Your Faculty Development Experience
Faculty Development Steps

1. Identify a problem or need to be solved
2. Examine the particular needs of your learners
3. Develop goals and measurable learning objectives
4. Choose educational strategies that best fit your material
5. Devise steps for implementation
6. 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