

Engaging and Developing Faculty as Educators from Entry to Teaching the Teachers

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INTRODUCTION

- **BACKGROUND:** Medical education and health care continue to undergo intense and inter-dependent transformation¹
 - 1997 ACGME's Outcome Project shifting GME to a competency-based education, current and future NAS²
 - 2001 IOM's Crossing the Quality Chasm report
 - Clinical evolution (e.g., ACO quality measures)
- **NEED:** These complex transformations require physicians to constantly learn about education (and medicine) as new evidence, teaching, learning and assessment strategies and accreditation standards emerge³
- **CHALLENGE:** A "1-size-fits-all" approach to education-focused faculty development does NOT take into account the varied roles and expertise needed to support our educational programs:
 - Teacher
 - Presenter
 - Advisor
 - Curriculum Developer
 - Evaluation & Assessment Guru
 - Program/Clerkship Director
 - Simulation Director
 - Education Scholar

AIM

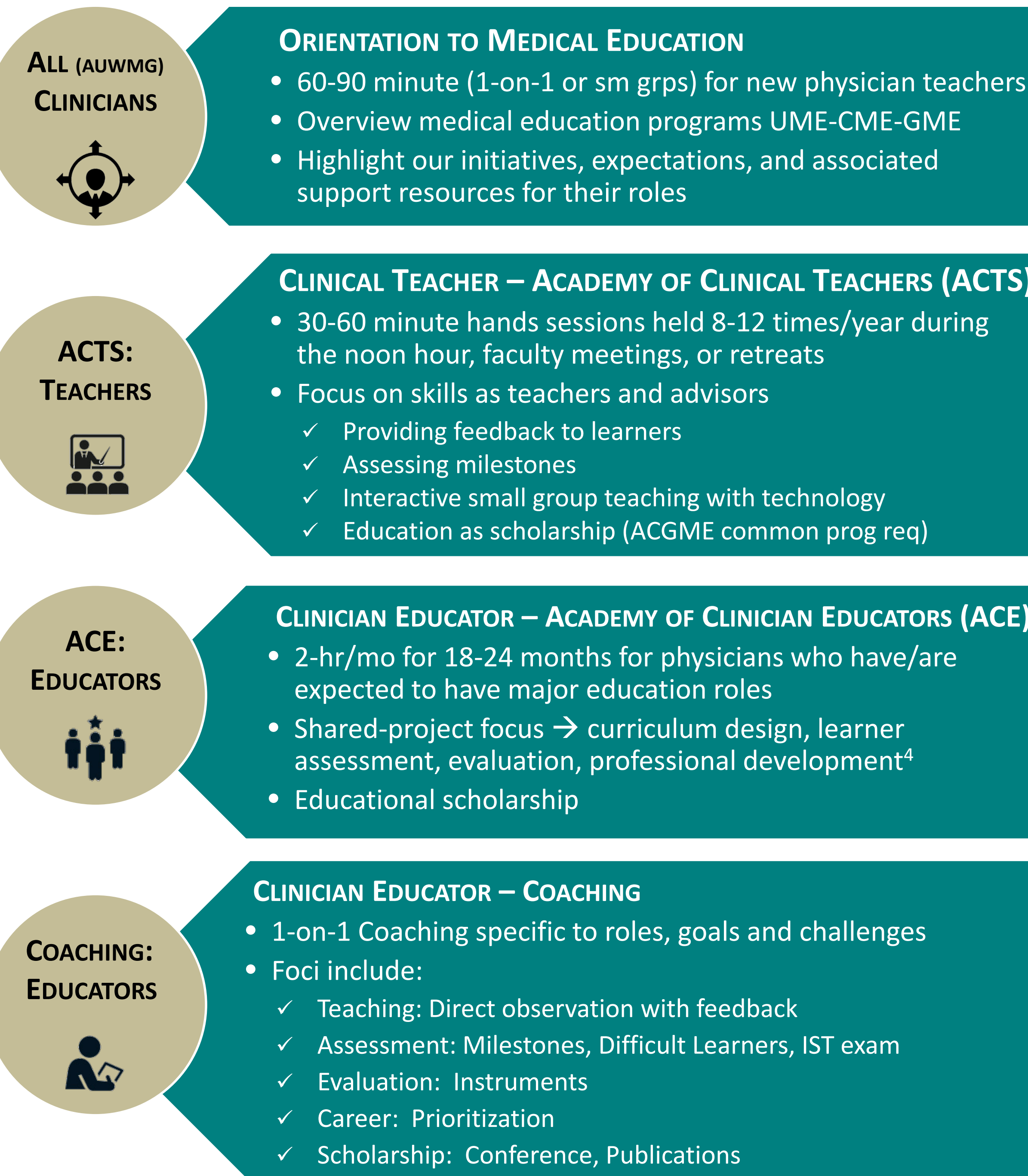
To implement a staged, education-focused faculty development (Edu-FD) strategy in an independent, academic medical center

NEEDS ASSESSMENT

- **WORKGROUP:** Senior medical education leaders
- **CHARGE:** Outline Edu-FD strategy to support development and recognition of education/educators
- **SURVEY:** All core faculty in Aurora's University of Wisconsin Medical Group (AUWMG) to identify needs/strategies
- **NEEDS ASSESSMENT RESULTS:**
 - ↑ Visibility of physician education within Aurora Health Care
 - Seek opportunities as educators to interact/collegiality (> CCC, GMEC)
 - Desire to continue to learn and grow as teachers/educators
 - Limited time
 - Teaching Awards seen as limited in "value"
- **PLAN:** Use multiple-level strategy to support educators with flexible time commitments
 - Teacher/Educator Academy to parallel AHC Leadership Academy
 - Offer faculty development with "academy" branding
 - Obtain budget for supplies/expenses

METHODS

A 4-LEVEL APPROACH was implemented to meet various education related role/responsibility needs.



EVALUATION PLAN

- Use a combination of data sets
- Incorporate common metrics across offerings when possible
 - Participation & Session evaluations
 - (Co-)authors of materials and/or as instructors for Clinical Teacher faculty development
 - Educational Scholarship
- Data analyzed using descriptive statistics

RESULTS

PARTICIPATION: 2014 - PRESENT

- **Orientation:** 100% - all new teaching physicians completed
- **ACTs:** Participation in teacher sessions ranges from 5 (noon sessions) to 20 (faculty meetings/retreats)
- **ACE:** Averaged 75% across sessions (2 participants withdrew due to new clinical roles/expectations)
- **Coaching:** Faculty initiated requests average 4-6/ wk since Jan 2015

SESSION EVALUATIONS

COMMON ITEMS ACROSS PROGRAMS (1=Strongly Disagree to 4=Strongly Agree)	ACTS CLINICAL TEACHER	ACE CLINICIAN EDUCATOR
Session was evidence based/data driven	3.4	3.8
Session was a "safe" learning environment to "try/experiment" (colleagues)	3.0	3.9
Overall: Quality Presenters (SCALE 5=Excellent 1=Poor)	4.3	4.7
Overall: Value of Session to YOU (SCALE 5=Excellent 1=Poor)	4.2	4.6

EDU-FD TEACHING & SCHOLARSHIP

- **Co-teachers:** Clinical Teacher Edu-FD sessions at established faculty meetings (N=2)
- **Instructional Materials:** Feedback Tool
- **Presentations:** AAMC, ABMS, ACGME AIAMC, AMEE, STFM
- **Journals:** J Patient Ctr Res & Reviews, FM, J Med Educ & Cur Dev

CONCLUSIONS

- A staged Edu-FD strategy can be effectively implemented in an independent academic medical center yielding
 - High participation & satisfaction results
 - Establishment of educator colleague networks
 - Educational scholarship
- As these are "new initiatives" long-term results are needed to determine if perceived visibility of education within AHC occurs

SELECTED REFERENCES

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4. Simpson D, Morzinski J, Marcante K, Meurer L. RIME Oral Abstract (Live Streamed Session). Using a Single Group Project Approach to Faculty Development Yields Educational Scholarship and Sustainability. AAMC Medical Education Meeting. Chicago, IL. November 6-7, 2014.