ABSTRACT: 2016 ELAM Institutional Action Project Symposium

Project Title: Integrate and enhance accessibility to educator development activities for faculty who educate in the clinical learning environment

Name and Institution: Gabriella Gosman, MD, Associate Professor, University of Pittsburgh School of Medicine, Associate Designated Institutional Official (ADIO), UPMC Medical Education
Collaborators: Dena Hofkosh, MD MEd (Associate Dean Faculty Affairs), Eliza Beth Littleton, PhD (Research Assistant Professor Department of Medicine), Ann Thompson, MD MHCPM (Vice Dean, School of Medicine), Rita M. Patel, MD (DIO, UPMC Medical Education, Associate Dean GME); Barbara Barnes, MD (Associate Senior Vice Chancellor Health Sciences)

Background, Challenge or Opportunity: High quality medical education programs depend upon faculty who teach in the clinical learning environment. These faculty members need development resources and programs in order to teach effectively and to advance their careers. Many clinical educator faculty development programs and resources exist in our institution; however, they reside in silos. Faculty members encounter difficulty finding and applying programs and resources that exist beyond their sphere. Fragmentation has led to multiple programs developed, many of which have applicability outside the community where they reside. Integration has the potential to use faculty development activities more efficiently and effectively at the institution.

Purpose/Objectives: The Purpose of this project is to integrate and enhance accessibility to educator development activities for faculty educators working in the clinical learning environment.

Methods/Approach: The following steps proceed in tandem
Step I—Engage education leadership community: Two major groups have been identified--Clinical Department Vice Chairs for Education and the School of Medicine's Academy of Master Educators.
Step II—Interview Department education leaders to inventory clinical educator development activities and identify shared gaps in programming and resources.
Step III—Provide broader accessibility to existing programs and resources through a SOM website, enhanced connectivity among the education leadership community, and more inclusive media approaches to existing programs.
Step IV—Address shared gaps with program development. This includes establishment of a MedEd Day live conference event and initiation by the Academy of Master Educators of four priority projects: 1. Onboarding for new faculty; 2. A standardized educator portfolio format for promotion/tenure; 3. Mentorship for clinician-educators; and 4. Facilitation of education scholarship.

Outcomes and Evaluation Strategy:
1. Education leader social network analysis—baseline and follow up data
2. Vice Chair for Education listserv established--Discussion thread count per year; Theme of topics discussed
3. Inventory created and searchable on the web--Internet usage
4. Gap analysis: Themes of interviews analyzed to inform priorities for program development beyond the initial programs underway
5. MedEd Day Conference--Participation and representation of clinical educator community; Program evaluation
6. Academy of Master Educator project status--Onboarding activities initiated; Institutional education portfolio in use; Institutional clinician educator mentorship program initiated; Education scholarship programs enhanced and accessible

Integrate and Enhance Faculty Development Activities for Clinical Educators

Gabriella G. Gosman, MD, Associate Designated Institutional Official, UPMC Medical Education; Dena Hofkosh, MD, MEd, Associate Dean Faculty Affairs; Eliza Beth Littleton, PhD, Research Assistant Professor; Ann Thompson, MD, Vice Dean School of Medicine; Rita M. Patel, MD, Associate Dean Graduate Medical Education; Barbara Barnes, MD, Associate Senior Vice Chancellor Health Sciences

Background / Challenge / Opportunity

Many faculty development activities for clinical educators exist at our institution; but are found in silos. Size and structure of the medical education enterprise contributes to this. The huge UPMC health system (>20 hospitals) sponsors the Graduate Medical Education programs. The School of Medicine is a separate entity joined to UPMC by an Affiliation Agreement. Faculty members encounter difficulty finding faculty development programs and resources that exist beyond their sphere. Integration has the potential to use faculty development activities more efficiently and effectively at the institution.

Purpose / Objectives

Integrate and enhance accessibility to educator development activities for faculty educators in the clinical environment.

Methods / Approach (in tandem)

- Education leader community engagement. Two major groups: Clinical Department Vice Chairs for Education and the Academy of Master Educators.
- Inventory of existing programs/resources and gap analysis.
- Broader accessibility to existing programs and resources through a SOM website, enhanced connectivity among education leaders, and more inclusive media approaches to existing programs.
- Program development to address shared gaps. This includes establishment of a MedEd Day live conference event and Academy of Master Educators projects: 1. onboarding; 2. educator portfolio; 3. mentorship; and 4. education scholarship.

Outcomes / Evaluation Strategy

- Education leader social network analysis: baseline and f/u
- Education leader listserv established: # of discussion threads and themes analysis
- Inventory created and searchable: web usage
- Gap analysis: Themes analyzed, priorities established
- MedEd Day Conference: participation, evaluation
- Academy of Master Educator project status: clinician educator mentorship program initiated; education scholarship programs enhanced and accessible

UPMC
University
Clinics
Departments
Medical School
Academic Hospitals
Community Hospitals

CLINICAL EDUCATOR DEVELOPMENT
TEACHING ADVANCEMENT SCHOLARSHIP

PITTSBURGH PENNSYLVANIA

Discussion

Interpretation of Results

Since initiation of this project, significant steps away from silos and toward integration have taken place. These include 1.) the Academy of Master Educator projects initiated; 2.) Inventory process initiated for existing programs/resources and identification of gaps in clinical departments. Vice Chairs for Education are the target group for this project; 3. a workshop submitted to the November AAMC meeting with co-presenters from disparate parts of the organization.

Description of Impact Medium term:
- Educator development resources more automated and self-serve
- Less wasted development work by sharing among education groups

Long term:
- Education programs quality high
- Education faculty experience enhanced scholarly productivity, fulfillment, and promotion
- Institution retains high quality clinical educator faculty

Summary / Conclusions

Continued progress in integration and program development for clinical educators will require leadership and cooperation on the part of all of the project collaborators.

Next Steps

Move sub-projects forward; seize additional opportunities for integration/cooperation between silos; track and report outcomes to demonstrate the impact of resources devoted to this mission.