

ABSTRACT: 2016 ELAM Institutional Action Project Symposium

Project Title: Competency-Based and Career-Focused Faculty Development Plan

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Collaborators: Kimberly Crooks, PhD

Background: Quality of clinical faculty teaching has serious impact on student and resident performance. However, teaching in a clinical setting is often delivered by physicians with excessive patient care and academic obligations who acquire their teaching skills on the job. Undergraduate and graduate medical education accrediting bodies require assessment based on objective criteria and measures. There is also an imperative need to broaden and integrate our curriculum across the educational continuum.

Purpose: Purpose of this project is to develop a standardized faculty development (FD) plan for clinical teaching faculty at the School of Medicine with focus on teaching and assessment skills. A multipronged approach will address the following objectives: (1) needs assessment and current practice evaluation, (2) development of short term institutional FD programs, (3) development and implementation of longitudinal tiered FD programs.

Methods/Approach: Needs Assessment: Qualitative assessment methods will be used to identify available resources and specific FD needs of individual departments, as well as the Graduate Medical Education (GME) and Dean's offices. Short term FD programs: First, we will assemble a core group of educators with an existing commitment to education through career choice (Clinical X track in our system), specialized training (medical education fellowship, MS or PhD), or a track record of commitment to education (recipients of teaching awards) who would help disseminate our program. Select faculty members will have an opportunity to attend local and national workshops and courses sponsored by ACGME or other professional organizations. A FD workshop by prominent national educators will be offered in our institution. Long term FD programs: In the long term, we plan to create tiered FD curricula for incoming, mid-level, and educator track faculty. Furthermore, we will create a FD website with links to the various teaching opportunities and institutional resources. Finally, we will plan collaborative activities, such as interdisciplinary symposia and combined medical-surgical grand rounds.

Outcomes and Evaluation Strategy: Quantitative and qualitative data will be collected to assess program outcomes at the various stages of implementation. The number of faculty that will participate in our FD efforts will be a first measure of this program's success. We will also evaluate the quality and track the usage of our FD website. Further feedback on our FD program will be solicited after each session and through the end of the year program evaluations administered by the GME office. Ultimately, student and resident evaluations of faculty will be collected and analyzed to measure possible improvement of faculty teaching and assessment skills. Since the inception of this program, we have started a fruitful collaboration with our GME office with the support of our Vice Dean for Education. An advisory committee on FD was assembled and has been active with planning meetings. Candidate faculty members to attend prominent national FD courses were identified and six have committed to participate. Two local FD workshops are already scheduled and will take place in June and September 2016. A coordinator in the GME office has been dedicating part time effort to support our project. The first combined Medical-Surgical Grand Rounds event partially sponsored by the FD committee has also been scheduled and additional events are being planned.



Competency-Based and Career-Focused Faculty Development Plan

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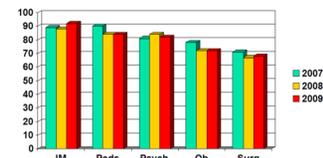
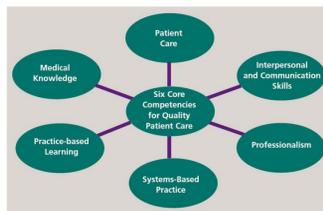


Background

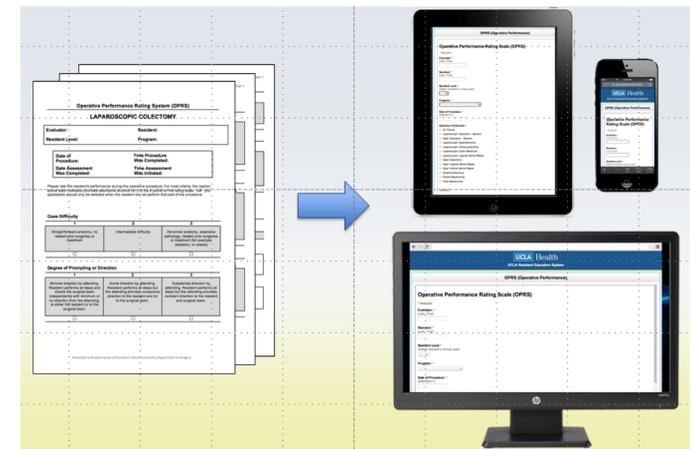
- Clinical faculty teaching impacts trainee performance.
- Often delivered by physicians with overwhelming clinical and administrative load and no training in education.
- UME and GME accrediting bodies require teaching & assessment based on objective criteria and measures.
- Imperative need to broaden and integrate curriculum across the educational continuum to adequately address a wide variety of areas to include

ACGME Data Resource Book
Academic Year 2014-2015
Mean Number of Hours per Week Core Faculty Spent in Key Areas, by Specialty

Specialty	Total Hours	Administration	Clinical Supervision	Research	Teaching/Didactics
Allergy and immunology	28.5	0.1	12.8	0.0	0.0
Anesthesiology	36.3	0.0	20.7	0.0	0.0
Colon and rectal surgery	33.9	0.0	24.4	0.0	0.0
Dermatology	29.2	0.0	18.4	0.0	0.0
Emergency medicine	38.0	0.0	20.0	0.0	0.0
Family medicine	28.7	0.0	17.0	0.0	0.0
Internal medicine	29.8	0.0	14.0	0.0	0.0
Medical genetics	29.9	0.0	14.0	0.0	0.0
Neurological surgery	44.6	0.0	14.0	0.0	0.0
Neurology	30.5	0.0	14.0	0.0	0.0
Nuclear medicine	37.4	0.0	24.2	0.0	0.0
Obstetrics and gynecology	27.6	0.0	14.0	0.0	0.0
Ophthalmology	30.4	0.0	24.2	0.0	0.0
Orthopedic surgery	35.6	0.0	24.2	0.0	0.0
Otolaryngology	39.3	0.0	24.2	0.0	0.0
Pathology-anatomic and clinical	25.8	0.0	14.0	0.0	0.0
Pediatrics	27.6	0.0	14.0	0.0	0.0
Physical medicine and rehabilitation	30.0	0.0	24.2	0.0	0.0
Plastic surgery	38.7	0.0	24.2	0.0	0.0
Plastic surgery - integrated	40.7	0.0	24.2	0.0	0.0
Preventive medicine	22.9	0.0	14.0	0.0	0.0
Psychiatry	24.0	0.0	14.0	0.0	0.0
Radiation oncology	33.8	0.0	24.2	0.0	0.0
Radiology-diagnostic	39.6	0.0	24.2	0.0	0.0
Surgery	40.9	0.0	24.2	0.0	0.0
Vascular surgery - integrated	42.4	0.0	24.2	0.0	0.0
Thoracic surgery	44.7	0.0	24.2	0.0	0.0
Thoracic surgery - integrated	44.6	0.0	24.2	0.0	0.0
Urology	38.7	0.0	24.2	0.0	0.0
Transitional year	28.9	0.0	14.0	0.0	0.0
Internal medicine/Pediatrics	31.8	0.0	14.0	0.0	0.0

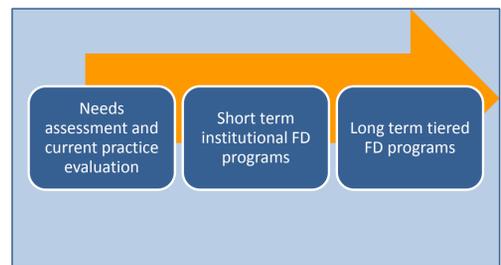


AAMC Graduation Questionnaire: Faculty members provided me with sufficient feedback



Objectives

To develop an institution wide, standardized faculty development (FD) plan for clinical teaching faculty focusing on teaching and assessment skills using a stepwise approach.



Methods

Needs Assessment and current practice evaluation:

- Collect of FD related information from departmental, GME office, Dean's office websites and other campus resources.
- Surveys of and personal interviews with residency & clerkship directors and Clinical-X faculty.

Short term institutional FD programs:

- FD Steering Committee
- Assemble a core group of educators: faculty members with existing commitment to education through career choice (Clinical X track in our system), specialized training (medical education fellowship, MS or PhD), or a track record of commitment to education (teaching awards).
- Select faculty members to attend national courses / workshops sponsored by ACGME or other organizations.
- Sponsor local FD workshops by prominent national educators

Long term tiered FD programs:

- FD curricula for incoming faculty, mid-level faculty, and for faculty on the special Clinical X track.
- FD website with links to the various teaching opportunities and resources for FD in our institution
- Plan institutional or collaborative faculty development activities (symposia and combined medical-surgical grand rounds)

Evaluation Strategy

The following outcomes data will be used to evaluate our FD program:

- Number of faculty receiving any type of formal training in teaching and evaluation and hours of participation
- Feasibility, efficiency, and usage of the comprehensive institutional faculty development website
- Faculty satisfaction surveys at the end of each FD activity
- Ratings and comments in GME and departmental end of the year program evaluations by faculty and residents
- Ratings and comments of student and resident evaluations of faculty



Discussion

Since the inception of this program, we have started a fruitful collaboration with our GME office with the support of our Vice Dean for Education. An advisory committee on faculty development was assembled and has been active with monthly meetings. Candidate faculty members to attend prominent national faculty development courses were identified and six have committed to participate. Two local faculty development workshops are already scheduled and will take place in June (one day) and September (two full days) 2016. A coordinator educator in the GME office has been dedicating part time effort to support our project. The first combined Medical-Surgical Grand Rounds event partially sponsored by the FD committee has been scheduled. Additional local faculty development events are being planned.

Conclusions

We have successfully initiated the first large scale institution wide FD plan targeting clinical teaching faculty at our medical school. Full support and guidance by the Vice Dean of Education and the GME office have been instrumental in the success of this comprehensive program. Next steps include reaching out a larger groups of faculty using standing, well-attended faculty meetings; expanding the program to address professionalism, and career mentoring/academic advancement; and initiating collaborative initiatives at the regional and national level.

