

Project Title: Development and Implementation of an Elective Clerkship Director (ECD) Faculty Development Program

Name and Institution: C. Lynn Cabral, MD; Albany Medical College and Albany Med Health System

Collaborators and Mentors: Rebecca Keller, PhD, Tara Lindsley, PhD, Ellen Cosgrove, MD

Project Category: Education/Faculty Development

Background/Significance:

Faculty recruited to direct senior medical student clerkships possess strong clinical and teaching skills yet may be unfamiliar with the administrative infrastructure and educational requirements underlying medical school courses. Clerkship director (CD) faculty development programs do exist within national organizations but often target core CDs, may be difficult to access because of financial and time limitations posed by clinical obligations, and do not address local institutional nuance and logistics. Albany Medical College (AMC) has recently undergone curriculum renewal, increasing time available to senior medical students for elective clinical clerkships.

Purpose/Objectives:

The goal is to devise and implement a faculty development program targeting clinician educators who lead 4th year medical student clinical clerkships at AMC (Elective Clerkship Directors-ECDs). Topics in this asynchronous curriculum will include developing learning objectives, identifying relevant electronic resources, evaluation and feedback for learners, creating an inclusive learning environment, and administrative management. By completing this faculty development program, ECDs will be encouraged to develop clinical clerkship course materials. Such educational scholarly activity will expand a teaching portfolio and lead to greater self-efficacy, more rapid promotion, enhanced career satisfaction, and increased faculty retention. A more robust educational pedagogy of 4th year clinical clerkships will enhance the educational experiences of senior medical students.

Methods/Approach/Evaluation Strategy:

- Develop a needs assessment for curriculum development content with stakeholders (completed)
- Determine the elements of a curriculum to address (completed)
- Establish learning platform to house curriculum (completed)
- Develop budget for implementation (completed)
- Solicit funding (in progress)
- Establish CME credit and certificate status for program (in progress)
- Create program content
- Launch asynchronous virtual program in November 2023
- Devise surveys to assess impact of curriculum development program for ECDs
- Use existing student surveys of clerkship and institutional curriculum assessment to assess medical school curriculum impact

Outcomes/Results

We will assess the impact of this asynchronous longitudinal faculty development program for ECDs and for elective clinical clerkships at AMC. Surveys assessing session quality and effectiveness will be administered to participants after sessions and at program completion. ECDs will be surveyed annually for 3 years to report self-efficacy and educational scholarship activity. The institution's curriculum assessment team will assess changes in 4th year medical student clerkship curricula, using annual student course survey data and committee review of published course materials on a 3-year cycle.

Discussion /Conclusion with Statement of Potential Impact

The addition of this faculty development program at AMC has the potential to provide primarily clinical faculty who direct senior medical student clerkships with essential tools for growth as a clinician educator. Increasing skills in education scholarship activity for faculty should enhance self-efficacy and career satisfaction. As AMC embarks upon a new curriculum, developing robust course materials and administration will enhance the educational experiences of medical students taking these clinical electives.