

Making Faculty Development Dynamic & Durable

MITE Health Professions Educators Conference
September 20, 2024

Carly McAteer, MD & Casey MacVane, MD, MPH

Strategies & Theories


Usable Examples

Group Innovation

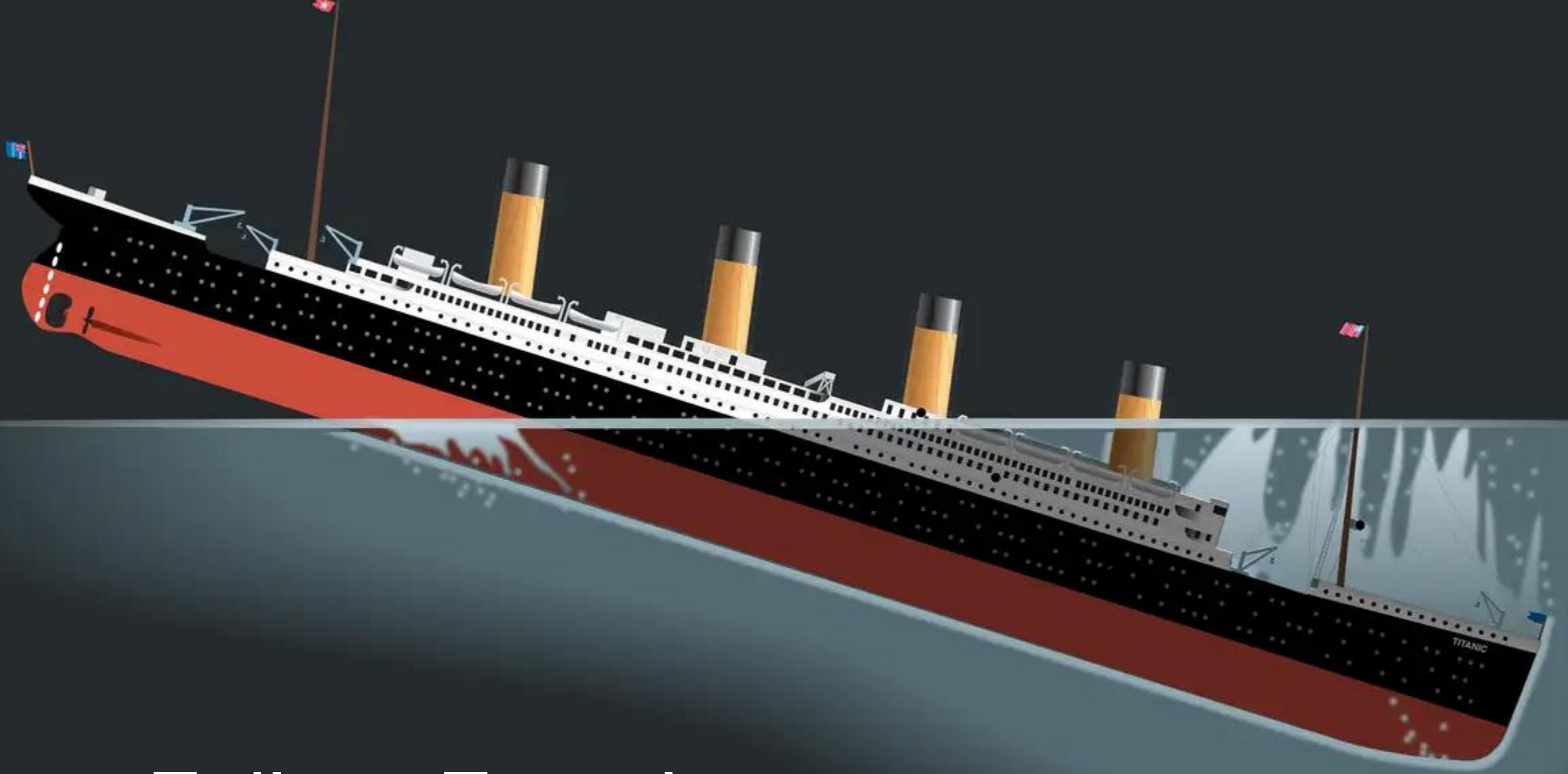




**Know It All's
Great Providers
Intimidating**

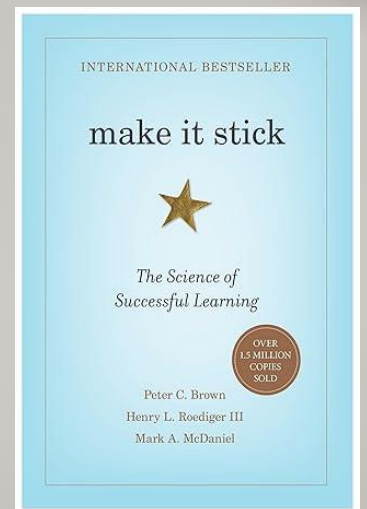


**Clinical Care
Case Discussions
Feedback/Evals**



Failure Exercise

Learning Theory





Different Content

Teaching the Teachers



Faculty Self-Assessment

16. Professional values (PROF1)

Demonstrates compassion, integrity, and respect for others as well as adherence to the ethical principles relevant to the practice of medicine				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates behavior that conveys caring, honesty, genuine interest and tolerance when interacting with a diverse population of patients and families	Demonstrates an understanding of the importance of compassion, integrity, respect, sensitivity and responsiveness and exhibits these attitudes consistently in common / uncomplicated situations and with diverse populations	Recognizes how own personal beliefs and values impact medical care; consistently manages own values and beliefs to optimize relationships and medical care Develops alternate care plans when patients' personal decisions/beliefs preclude the use of commonly accepted practices	Develops and applies a consistent and appropriate approach to evaluating appropriate care, possible barriers and strategies to intervene that consistently prioritizes the patient's best interest in all relationships and situations Effectively analyzes and manages ethical issues in complicated and challenging clinical situations	Develops institutional and organizational strategies to protect and maintain professional and bioethical principles
				✓
Comments:				

17. Accountability (PROF2)

Demonstrates accountability to patients, society, profession and self				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic professional responsibilities such as timely reporting for duty, appropriate dress/grooming, rested and ready to work, delivery of patient care as a functional physician Maintains patient confidentiality Uses social media ethically and responsibly Adheres to professional responsibilities, such as conference attendance, timely chart completion, duty hour reporting, procedure reporting	Identifies basic principles of physician wellness, including sleep hygiene Consistently recognizes limits of knowledge in common and frequent clinical situations and asks for assistance Demonstrates knowledge of alertness management and fatigue mitigation principles	Consistently recognizes limits of knowledge in uncommon and complicated clinical situations; develops and implements plans for the best possible patient care Recognizes and avoids inappropriate influences of marketing and advertising	Can form a plan to address impairment in one's self or a colleague, in a professional and confidential manner Manages medical errors according to principles of responsibility and accountability in accordance with institutional policy	Develops institutional and organizational strategies to improve physician insight into and management of professional responsibilities Trains physicians and educators regarding responsibility, wellness, fatigue, and physician impairment
				✓
Comments: EXCELLENT & THIS.				

Faculty Self-Assessment



Direct Observation



Direct Observation Peer Feedback





Brief
Input
Efficiency

Interactive Group/Team



Interactive Group Example

18. Patient Centered Communication (ICS1)
Demonstrates interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and families

Level 1	Level 2	Level 3	Level 4	Level 5
Establishes rapport with and demonstrates empathy toward patients and their families	Elicits patients' health care and expectations from the ED visit	Manages the expectations of those who receive care in the ED and uses communication methods to address potential for misunderstanding	Uses flexible communication strategies and them based on the clinical situation to resolve challenges, such as language barrier, social class, unexpected outcomes, and high risk refusal-of-care situations	Teaches communication and conflict management skills. Participates in review and counsel of colleagues with communication deficiencies
Comments: -establishes rapport easily, asks open-ended questions as appropriate -considers setting of history taking -relieved team for using Chinese interpreter on subsequent interview				

19. Team Management (ICS2)
Leads patient-centered care teams, ensuring effective communication and mutual respect among members

Level 1	Level 2	Level 3	Level 4	Level 5
Participates as a member of a patient care team	Coordinates information to emergency physicians and other healthcare providers	Working across specialties and with ancillary staff	Recommends in team performance as necessary for optimal efficiency	Leads groups in the patient setting and in collaborative meetings outside of the patient setting
				Comments: -emphasizing physician role

16. Professional values (PROF1)
Demonstrates compassion, integrity, and respect for others as well as adherence to the ethical principles relevant to the practice of medicine

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates behavior that conveys caring, honesty, genuine interest, and tolerance when interacting with a diverse population of patients and families	Demonstrates an understanding of the importance of compassion and respect for others in common and uncommon situations with diverse populations	Recognizes how own personal beliefs and values impact medical care; consistently manages own values and beliefs to optimize relationships and medical care	Develops and applies a consistent and appropriate approach to relationships and medical care that consistently prioritizes the patient's best interests and ethical principles	Develops institutional and organizational strategies to promote and maintain ethical and professional principles
				Comments: ✓

17. Accountability (PROF2)
Demonstrates accountability to patients, colleagues, and the profession

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic professional responsibilities such as timely reporting for duty, appropriate dress/grooming, rested and ready to work, delivery of patient care as a functional professional	Identifies basic professional knowledge of physician including sleep hygiene, and recognizes common situations	Consistently recognizes limits of uncommon and complicated clinical situations; develops and implements plans for the best possible patient care	Develops a plan to improve one's self and colleagues' professional performance; manages medical records according to institutional policy	Develops institutional and organizational strategies to improve physician insight into and management of professional responsibilities
Maintains patient confidentiality	Recognizes and avoids inappropriate influences of marketing and advertising	Demonstrates knowledge of alertness management and fatigue mitigation principles	Manages medical records according to institutional policy	Comments: ✓

Comments: EXCELLENT TO THIS.

2. Performance of Focused History and Physical Exam (PC2)
Abstracts current findings in a patient with multiple chronic medical problems and, when appropriate, compares with a prior medical record and identifies significant differences between the current presentation and past presentations

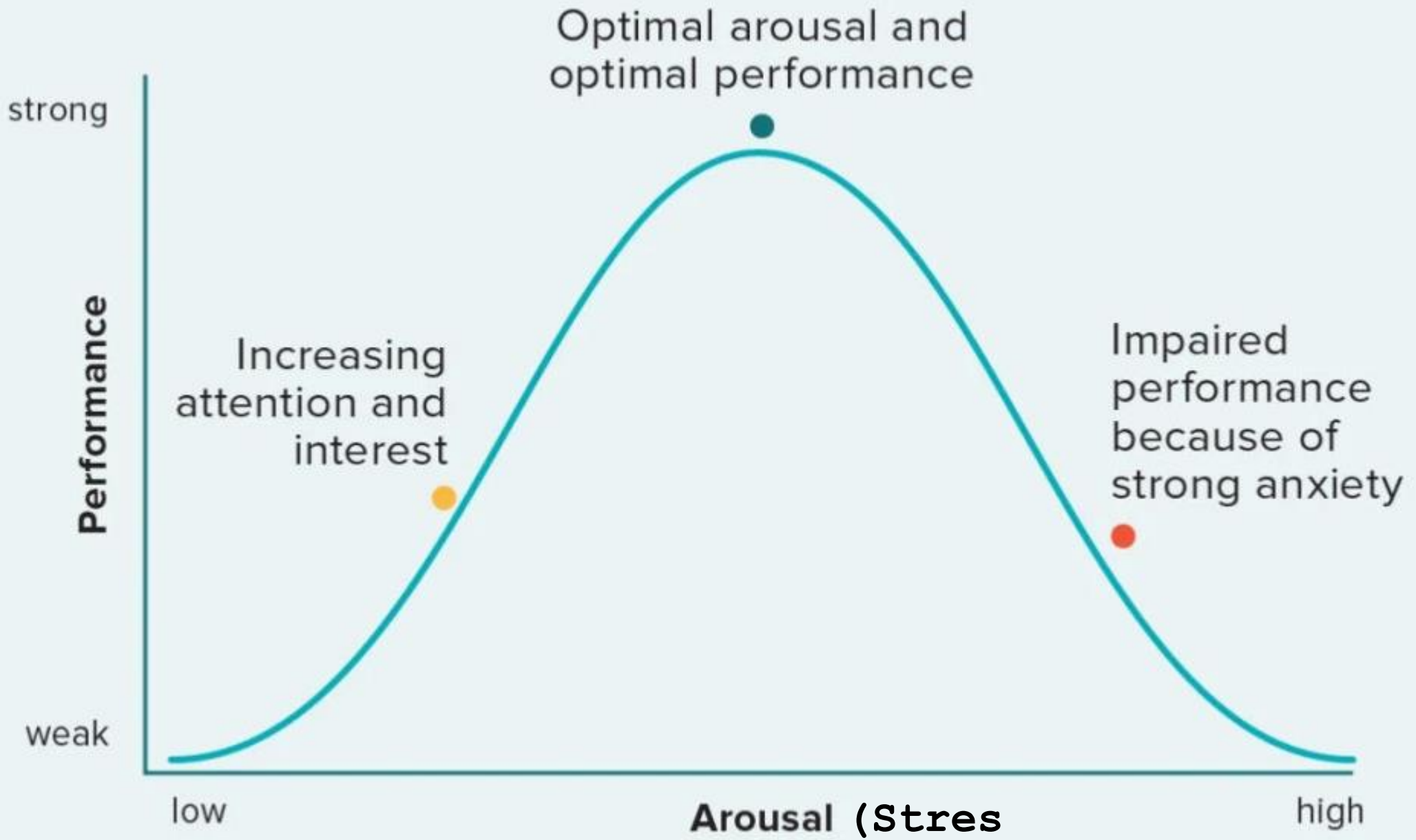
Level 1	Level 2	Level 3	Level 4	Level 5
Performs and communicates a reliable, comprehensive history and physical exam	Performs and communicates a focused history and physical exam which effectively addresses the chief complaint and urgent patient issues	Prioritizes essential components of a history given limited or dynamic circumstances. Recognizes essential components of a medical examination in a limited dynamic circumstance	Synthesizes essential data necessary for the correct management of patients using all potential sources of data	Identifies obscure, occult or rare patient conditions based solely on historical and physical exam findings
○	○	○	○	○
Comments: Adeptly explores online medical record before and during patient encounter, clarifying as HPI is obtained. Knows most of patients relevant PMHx without having them repeat.				

Interactive Group Example



On the Spot





Yerkes-Dodson law

Simulation





One BIG Example: Feedback Simulation

Multiple Strategies Embedded



**Putting it all
together**



Group Brainstorm Options

1. You're in charge of a new learning site that hasn't worked with learners before. Design a faculty development session to make sure the faculty is up to your standards in terms of precepting, lecturing, evaluations, etc.
2. Your faculty have been working with learners for a long time but learner surveys complain that faculty teaching is stale. Your chair tasks you with running a brief session during a faculty meeting to get your faculty reinvigorated.
3. Think about your own current challenge and design a plan to address this that incorporates what we've reviewed.

A person wearing a blue button-down shirt is holding a rectangular piece of brown cardboard. The cardboard has the words "VOLUNTEERS NEEDED" written on it in red, hand-drawn capital letters. The person's hands are visible at the edges of the cardboard. A small white circular badge is pinned to the person's shirt on the right side. The background is blurred, showing what appears to be a wooden structure.

VOLUNTEERS NEEDED

Faculty Dev't is Essential
Same Strategies, Different Content
Self-Assessment
Direct Observation
Interactive
Stress is Good!



QUESTIONS? THOUGHTS?

carly.mcateer@mainehealth.org
casey.macvane@mainehealth.org

