Getting Started in Faculty Development: What Works?

What should programs include?

How much is enough?

How can impacts be measured?

Thursday, June 4 ~ 1:00 - 2:00 pm Eastern
Today’s speakers have nothing relevant to disclose.
Today’s Learning Objectives:

- **Describe needs assessment processes, startup resources, and curriculum formats** used in several faculty development program examples.

- **Enumerate learner recruiting strategies, participation of target learners**, and their roles in the medical education continuum and health system.

- **Relate learning outcomes, program impacts measured, and project completions** arising from the program examples.
Faculty Development in the ACGME 2019 Revised Common Program Requirements (Residency)

- I.B.2.g (Faculty members must) pursue faculty development designed to enhance their skills at least annually:
  - II.B.2.g).(1) as educators [teaching, feedback and assessment skills]
  - II.B.2.g).(2) in quality improvement and patient safety
  - II.B.2.g).(3) in fostering their own and residents' well-being; and,
  - II.B.2.g).(4) in patient care based on their own practice-based learning and improvement efforts
ACGME 2019 Revised CPR (Residency):

POLL #1: Are we ready?

A. Enhancing faculty skills as educators [teaching, feedback and assessment skills] [CPR2019.II.B.2.g).1]

1. My institution has an existing program to satisfy this
2. We are planning a program within 6 months for this
3. We need more expertise
4. We need more time!
ACGME 2019 Revised CPR (Residency):
POLL #2: Are we ready?

B. Enhance Faculty Skills in quality improvement and patient safety

1. My institution has an existing program to satisfy this
2. We are planning a program within 6 months for this
3. We need more expertise
4. We need more time!
ACGME 2019 Revised CPR (Residency): POLL #3: Are we ready?

C. Enhance Faculty Skills in fostering their own and residents’ well-being; [CPR2019.II.B.2.g).3]

1. My institution has an existing program to satisfy this
2. We are planning a program within 6 months for this
3. We need more expertise
4. We need more time!
ACGME 2019 Revised CPR (Residency):
POLL #4: Are we ready?

D. Enhance Faculty Skills in patient care based on their own practice-based learning and improvement efforts [CPR2019.II.B.2.g).4]

1. My institution has an existing program to satisfy this
2. We are planning a program within 6 months for this
3. We need more expertise
4. We need more time!
Intro: About the Speakers

- **Brandy Church, MA** serves as the Associate Director and Director of Faculty Development for the Statewide Campus System (SCS) at Michigan State University College of Osteopathic Medicine (MSUCOM). She joined SCS in 2014 after spending the previous 7 years working on curriculum, faculty development, and accreditation for MSUCOM, and as MSU's Director of Faculty and Instructional Development.

- **Maria Lyn Quintos-Alagheband, MD, FAAP** is currently Chief Quality and Safety Officer for Children's Services and Director, Organization-wide Performance Improvement Science Academy, at NYU Winthrop Hospital in Long Island, NY. She completed Pediatric Residency at NYU and Critical Care Fellowship at CHLA/USC. She is a graduate of GNYHA Quality Leadership Fellowship and HANY's Academy for Healthcare Leadership. She is a Black Belt in Lean Six Sigma and leads various regional/national QI collaboratives. She is currently developing the health systems science curriculum at NYU's Long Island School of Medicine.

- **Rob Martin, MBA, CHCP, CPHIMS** serves as Assistant Dean for Continuing Medical Education at NYU's Winthrop Hospital and Long Island School of Medicine, where he oversees accreditation and inter-professional CME/CE and QI education efforts. He developed the Clinical Educators Lead and Learn Series (C.E.L.L.S.) educator rounds for faculty development at NYU Winthrop. He currently chairs AHME's Council of Professional and Faculty Development and is also moderating this session.
Brandy Church: Faculty Development in Multi-Institutional System
Delivering the AAMC’s “Teaching for Quality” Program through a Community-based GME Consortium

Brandy Church, MA
Associate Director and Director of Faculty Development
Michigan State University College of Osteopathic Medicine
Statewide Campus System
East Lansing, MI

SCS.MSU.EDU
Disclosures

• I have nothing to disclose
MSUCOM’s Statewide Campus System

- 2,000 physicians in training
- 199 programs
- 35 training sites
- 2 FQHCs
- 4,000 clinical/adjunct faculty
MSUCOM’s Statewide Campus System

- 80% of incoming MSUCOM students are Michigan residents
- 70% of MSUCOM grads attend residency training in SCS-affiliated programs
- 70% of SCS-affiliated program graduates stay to practice in Michigan
- 57% of MSUCOM graduates enter primary care
MSUCOM’s Statewide Campus System

Scholarly Activity Support
Through scholarly activity and educational inquiry, SCS assists members in the pursuit of scholarship to strengthen quality patient care and safety initiatives.

Osteopathic Recognition
SCS provides a variety of resources designed to advance osteopathy aimed to achieve the requirements of osteopathic recognition.

Resident Education
SCS resident educational opportunities are developed by Michigan program directors and educational experts to provide innovative community-immersed training that satisfy ACGME requirements and specialty milestones.

Faculty Development
SCS is dedicated to advancing evidence-based teaching, learning, and assessment practices by providing a mix of nationally-recognized and customized resources to affiliated members.
Our Stakeholder Needs

- >65% wanted help achieving scholarly activity requirements
- >65% wanted programs designed to involve faculty and residents in QI projects
- >74% wanted development on how to conduct research / QI projects
- >68% wanted guidance on how to mentor resident scholarly activity projects
AAMC’s Teaching for Quality Program

• Program Objectives
  – Address an identified gap in the education of residents/clinicians regarding QI/PS
  – Design an educational innovation to fill that gap
  – Implement and assess the impact of the innovation
  – Produce a scholarly poster, article, or presentation on the innovation and results

https://www.aamc.org/initiatives/meded/494234/howthete4qprogramworks.html
AAMC’s Teaching for Quality Program

- Program Timeline

https://www.aamc.org/initiatives/meded/494234/howthete4qprogramworks.html
Curriculum Revisions

• Revised curriculum to address barriers faculty face when attending faculty development workshops or conducting QI projects
  – Lack of time
  – Inadequate training and experience
  – Lack of institutional resources
Application Process
Our Learners    Our Projects

• Cohort 1:
  – 13 health systems
  – 15 projects
  – 2 multi-site projects

• Cohort 2:
  – 11 health systems
  – 11 projects
  – 1 multi-site project

• Cohort 3:
  – 7 health systems
  – 9 projects

• QI/PS Curriculum for residents and faculty
  – 1 AMA ACE Grant

• Transitions of Care

• Supervision

• Healthcare Delivery Processes
  – Opioid prescribing
  – Diabetes management
  – Postoperative follow-up calls
  – Etc.
What Have We Found?

• Compiling resources and streamlining project design processes can reduce learner time commitment and increase their SA project engagement
• Helping learners attain a solid QI/PS knowledge base may make them more confident and capable of completing SA projects
• Providing assigned coaches with compatible project-related skills can serve to keep learner SA projects moving forward
POLL #5: In your opinion, which of the Revised 2019 CPR does Ms. Church’s program most effectively satisfy?

- A. Enhance faculty skills as educators [teaching, feedback and assessment skills] [CPR2019.II.B.2.g).1]
- B. Enhance Faculty Skills in quality improvement and patient safety [CPR2019.II.B.2.g).2]
- C. Enhance Faculty Skills in fostering their own and residents’ well-being; [CPR2019.II.B.2.g).3]
- D. Enhance Faculty Skills in patient care based on their own practice-based learning and improvement efforts [CPR2019.II.B.2.g).4]
Dr. Quintos: Longitudinal Faculty Training for QI Capacity

- The Performance Improvement Science Academy (P.I.S.A.)
Building QI Capability: The NYU Winthrop Hospital Performance Improvement Science Academy

Lyn Quintos-Alagheband MD
Objectives

- Lead a collaborative process to establish a quality science academy for faculty
- Design a mixed pedagogical and experiential training curriculum in QI
- Assess outcomes of the academy in building faculty capability for QI project execution, scholarship and QI education
Long Island affiliate of **NYU Langone Health**

591-bed medical center with comprehensive in-patient services and ambulatory network

U.S. News & World Report Top 10 hospital in NY metro-area

Regional academic campus

Residency in 10 specialties and 6 fellowship programs

NYU Long Island School of Medicine

-innovative 3 years medical school training primary care physician

and leaders of our health system.
Execution of Strategic Improvement Initiatives: IHI Framework
PI Science Academy

• Goal: To develop a model to build quality improvement (QI) capability which will support organizational transformation to high reliability
• Broader and deeper understanding of process improvement science
• Enhanced improvement skills – lead the design and execution of QI projects
• Educating and mentoring frontline, resident’s and medical students

• Advancing scholarship of healthcare improvement

Focus first on developing leaders
Deming’s System of Profound Knowledge

- Appreciation of a System
- Understanding Variation
- Human Psychology
- Theory of Knowledge
In-class Sessions Active Learning
2.5 hours per month

CRITICAL THINKING
Kolb Experiential Learning Model
Capstone Strategic Improvement Initiatives 2015-2018

• Patient Experience of Care
  • Interprofessional Communication
  • Timely Pain Management

• Patient Safety
  • Patient Verification Radiology
  • HAC Reduction – CLA-BSI, VTE, SSI, CAUTI
  • Radiation Safety
  • Safe Handoff
  • Critical Alarm Safety
  • Thermoregulation in NB delivery
  • Preventing Cast complications

• Culture of Safety
  • Unit-based CQO /PSO rounding
  • High Reliability Unit Transformation- Error prevention/Leadership/Safety Coach Program
  • Compassionate Coordinated Care Rounding Model
  • Safety Coach Program

• Efficiency
  • ED throughput
  • Early identification of PSI-4
  • Discharge before Noon

• Efficiency
  • Trauma triage system
  • Preventing Readmissions –Care transitions
  • Documentation and Capture of CC/ MCC
  • Decreasing Time to Radiation Therapy

• Clinical Effectiveness
  • Severe Sepsis / Septic Shock
  • Asthma Action Plan
  • Delirium Recognition
  • Glycemic control during pregnancy
  • Lasix Dosage Optimization in CHF
  • Quality of Bedside Spirometry
  • Antimicrobial Stewardship

• Education Process
  • Resident Clinic Continuity
  • Resident Handoff
  • Family education on cast complications
  • Improving standard of practice for simulation education

• Population Management
  • Obesity
  • T1DM control - HbA1c
  • Children with Medical Complexities
Application Process

- Capstone Project Proposal
- Value proposition
- What they hope to learn/achieve
- Chairman’s endorsement

Average 24 students per class-
- Interprofessional
- 50% are physicians,
- Leadership from Nursing, Pharmacy and Operations
PI Academy Development Timeline

**Sep.15’-June 16’**
**Pioneer Class (N=10)**
- Single Department Pediatric Attending Physician
- Multi-specialty
- 4 Faculty Mentors

**September 2017 – June 2018**
**1st Organization-wide Class (N=18)**
- Inter-professional and interdisciplinary
- 5 graduates added to mentorship pool

**July 2017-September 2018**
**(N=23)**
- Prep course using IHI QI module
- Coaching program: Teams with junior and senior faculties for synergy
- Incorporated simulation
Learning and Behavior Change: Translating Tools Into Practice

A = Already using the tool prior to training
B = Adopted Tool in Practice
C = Plan to use tool in future projects
D = Tool was not necessary
Quality Improvement and Clinical Outcomes

- **50** Number of projects completed
- **42** Number of projects completed and sustained
- **24** Number of projects completed, sustained and spread
Scholarly Activities Yield

- Number of projects presented as posters: 38
- Number of projects presented as platform presentation: 8
- Number of published projects: 8
QI Mentorship Capability

- UME Core Faculty = 8
- GME = 20 faculty actively mentoring trainee
- Number of trainees mentored = 25
- MOC 4 credits
High Value : ROI

- Reduction in Congestive Heart Failure length of Stay by 1.2 days (6.7 to 5.5)
- Decrease in NICU CLABSI from 1.6 to 0.34 per 1000 CVL days= $200,000/year
- Decrease Left Without Being Seen (LWBS) rate in ED from 4% to 1.3% = 500 lives
- Improvement in severity of illness (SOI) and risk of mortality (ROM) scores = estimated $143,400 per year added value
- Increase capture of CC/MCC in cardiology service line from 31 to 41% projected $ 1.9 Million gain per year. Spread to other service line.
- Glucose control during labor increase by 34%
  - Zero maternal hypoglycemia episodes during labor (from 6%) and 63% decrease in neonatal hypoglycemia episode
- Establish sustained process for handoff, safe discharge, compassionate care rounding model and resident continuity amongst other
- Establishing Joy at Work : Priceless
Maureen Kim, MD
Neonatology

PI Science Academy Class 2015-2016
Faculty & Mentor

“I’m so thankful that Winthrop provided me with the unique opportunity to participate in the PI Science Academy in its first year. The course gave me a solid background in PI Science methodology, along with practical tools to apply the PI Science I learned to current Neonatal QI initiatives and research. After graduating from the academy, I’ve had the rewarding experience of serving as a project mentor for this year’s class and helping to spread the knowledge of PI methodology throughout our institution to improve patient care.”
PI Science Academy Faculty:
Lyn Quintos
Ulka Kothari
Maureen Kim
Lee Moldowsky
Monica Santoro
Joe Greco
Gen Sicuranza
Denise May

Dinah Thomas : Coordinator
Acknowledgment:
PI Science Coaching Team
Robert Martin Academic Affairs

THANK YOU!
POLL#7: In your opinion, which of the Revised 2019 CPR does Dr. Quintos’ program most effectively satisfy?

- A. Enhance faculty skills as educators [teaching, feedback and assessment skills] [CPR2019.II.B.2.g).1]
- B. Enhance Faculty Skills in quality improvement and patient safety [CPR2019.II.B.2.g).2]
- C. Enhance Faculty Skills in fostering their own and residents’ well-being; [CPR2019.II.B.2.g).3]
- D. Enhance Faculty Skills in patient care based on their own practice-based learning and improvement efforts [CPR2019.II.B.2.g).4]
Rob Martin: The “Buffet Approach” to Faculty Development

Clinical Educators’ Lead and Learn Series (C.E.L.L.S.) 2018-2019 at NYU Winthrop Hospital

Activity Co-Directed by two Assistant Deans:

- Jeannine Nonailada, PhD, OTR/L, BCG, FAOTA (Faculty Development)
- Rob Martin, MBA, CHCP, CPHIMS (CME)
Needs Assessment

As part of the Self-Study process leading to initial accreditation by the Liaison Committee of Medical Education (LCME) of the NYU Long Island School of Medicine, our faculty began to express specific additional needs for faculty development (beyond supervising 3y/4y UME Clerkships).

- Our full-time Faculty Developer and our CME Director collaborated to create a lunchtime learning series to minimize schedule burden on faculty clinic schedules and SOM-startup responsibilities.

- The C.E.L.L.S. Educator curriculum is intended to help our core and adjunct faculty prepare for their new roles in Undergraduate Medical education under the NYU-LISOM
Learning Objectives, Series Level

- **Identify desirable teaching competencies of clinical educators**
- **Describe how clinical activities can be used for scholarly inquiry, research, and publication**
- **Perform exercises for improved mentoring, assessment, learner feedback, and remediation**
Program Structure

- **12:00 - 1:00 Thursdays**, held every 3-4 weeks, (Sept. to June)
- “Brown-Bag”, BYO lunch if desired
- **1.0 CME credit**: Speakers were asked to prepare 20-25 minutes of didactic material + 30-40 minutes of interactive workshop or team discussion exercises
- **17 internal Speakers recruited** from our own Faculty, Deans and Clinical leadership
- **Two in-depth workshops (2-3 hours)** were offered as expert guest facilitators became available:
  - Andrew Olson, MD- Teaching Diagnostic Accuracy
  - Jeannette Guerrasio, MD- Remediation of Struggling Medical Learners
## Speakers and Topics

<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
<th>Educator Skills</th>
<th>QI/PS Skills</th>
<th>Well-being skills</th>
<th>PBLI care skills</th>
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<tbody>
<tr>
<td>September</td>
<td>Medical School Admissions Strategies</td>
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<tr>
<td>October</td>
<td>Remediating The Struggling Medical Learner</td>
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<td>November</td>
<td>Assessments, Graded Quizzes, and Polls: Using Internet-based Polling to Improve Learner Engagement</td>
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<td>December</td>
<td>How To Turn Your Teaching Activities Into Scholarship</td>
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<td>Leadership Attributes in Medical Educators</td>
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<td>X</td>
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<td>January</td>
<td>Key Differences Between QI and Research</td>
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<td>X</td>
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<tr>
<td></td>
<td>Teaching Diagnostic Accuracy (2.5 hours)</td>
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<td>X</td>
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<tr>
<td>February</td>
<td>How to Manage Generational Differences in the Classroom</td>
<td>X</td>
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<td>March</td>
<td>Re-Imagining Your Course Content</td>
<td>X</td>
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<td></td>
<td>Remediation of the Struggling Medical Learner (3.0 hours)</td>
<td>X</td>
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<td>Activate Your Lecture</td>
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<td>April</td>
<td>Basics of Precepting: What you need to know to help a novice grow</td>
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<td>Incorporating Simulation into An Existing Curriculum</td>
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<td>May</td>
<td>Effective Feedback in Clinical Education: How/When/Why</td>
<td>X</td>
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<td></td>
<td>Pearls of Managing a Hospital Pharmacy Residency Program</td>
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<td>June</td>
<td>TBL101 (Using Team-Based-Learning in Medical Education)</td>
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### Results:

<table>
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<tr>
<th>Skill Domains covered, by Number of sessions</th>
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<tbody>
<tr>
<td>Educator Skills</td>
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<tr>
<td>9</td>
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#### Internal Speakers

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<thead>
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<th>Fall Semester (hrs):</th>
<th>5 Topics (5.0)</th>
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<tr>
<td>Internal Speakers</td>
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<tr>
<td>External Facilitators</td>
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<td>Honoraria paid</td>
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#### Survey Results:

<table>
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<tr>
<th>% who “Strongly Agree” that … (N=95)</th>
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<tbody>
<tr>
<td>Attained objectives</td>
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<tr>
<td>91%</td>
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#### Learning Objectives:

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<tr>
<th>Attained objectives</th>
<th>Relevant to my Practice</th>
<th>Will improve my teaching</th>
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<tbody>
<tr>
<td>91%</td>
<td>91%</td>
<td>85%</td>
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</tbody>
</table>

#### Attained Objectives:

- Relevant to my Practice
- Will improve my teaching

#### Skill Domains covered, by Number of sessions:

- Educator Skills: 9
- QI/PS Skills: 2
- Well-being skills: 8
- PBL care skills: 5

#### Topics Attended:

- Topics: 16
- Contact Hours: 20
- Pre-Registered: 309
- Attended: 210
- Physician learners: 131
- Non-Physician learners: 79
- Evaluated: 95
POLL #8: In your opinion, which of the Revised 2019 CPR does the “C.E.L.L.S.” program most effectively satisfy?

- A. Enhance faculty skills as educators [teaching, feedback and assessment skills] [CPR2019.II.B.2.g).1]
- B. Enhance Faculty Skills in quality improvement and patient safety [CPR2019.II.B.2.g).2]
- C. Enhance Faculty Skills in fostering their own and residents’ well-being; [CPR2019.II.B.2.g).3]
- D. Enhance Faculty Skills in patient care based on their own practice-based learning and improvement efforts [CPR2019.II.B.2.g).4]
Faculty Development Announcement

**AHME Institute 2020 will feature:**

*Faculty Development Skills Academy, a specialized track for faculty who want to learn and polish their Faculty Development techniques:*

- Learn Train-the-trainer methods to take back to your institution!
- Design programs compliant with the 2019 ACGME revised criteria! [i.e. II.B.2.g.(1)-(4)]
- Network with your peers nationwide, while earning CME credit!
- Plus, get the full AHME experience in Ft. Lauderdale, including great plenaries, council meetings, and destination activities!

**Four Target Domains to be covered in 2020:**

1. Effective Teaching Methods and Settings
2. Meaningful Assessment and Feedback
3. Cognitive Skills and Controversies
4. Education theory and “heutagogical practice”

- We hope you can join us for Faculty Development in Fort Lauderdale, Florida: May 13-15, 2020!
- Or, submit your own abstract by July 2, 2019 here ➔