

Faculty Development on Clinical Teaching Skills: An Effective Model for the Busy Clinician

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Introduction

The authors developed and evaluated a faculty development program on clinical teaching skills designed to address common barriers to participation and to impact teaching behaviors of clinical cardiologists.

Methods

Based on a needs assessment survey (Figure1), four one-hour workshops on clinical teaching and assessment were developed and implemented over five months. Session topics and learning objectives are listed in Table 1. Evaluation included satisfaction with workshops, pre/post self-assessment, trainee survey, and pre/post faculty teaching ratings on standard teaching evaluations.

Figure 1: Faculty needs assessment with (A) Teaching and (B) Assessment

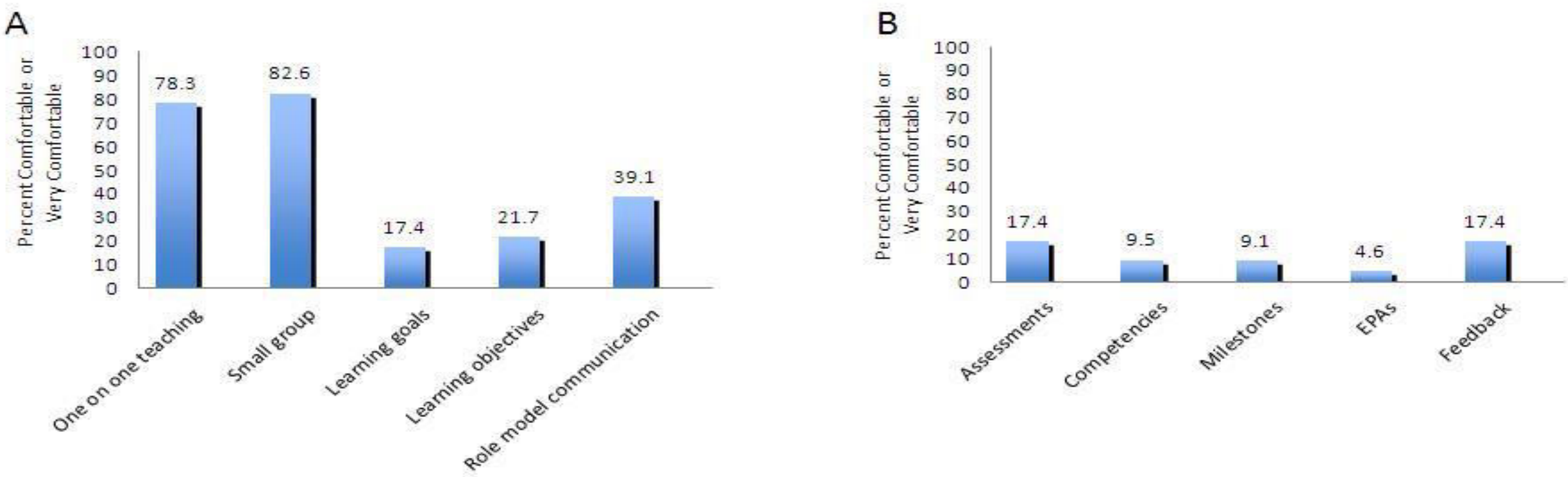


Table 1: Sessions and Objectives

Session 1: General Principles of Learning and Teaching in the Clinical Setting

- Self-reflect on their current teaching skills and their understanding of teaching and assessing learners
- List characteristics of good teachers
- Value the importance of adult learning theories in medical education
- Select the action verbs in learner objectives (goals vs objectives)

Session 2: Clinical Teaching Models

- Orient a learner to the teaching setting
- Apply the "One-Minute" Preceptor in role plays
- Practice teaching a psychomotor skill
- Discuss challenges with teaching in the clinical setting

Session 3: Competencies, Milestones, EPAs

- Define, compare and contrast assessment and evaluation
- List learning domains
- Assess learners in practice/video examples
- Evaluate learners using milestones and EPAs

Session 4: Giving Feedback

- Discuss importance of effective feedback
- Demonstrate strategies for effective feedback
- Practice giving effective feedback

Results

Eighty two percent of eligible faculty (N=41) attended workshops (characteristics in Table 1). Self reported comfort level of faculty improved in areas of both teaching and assessment. Results of self-assessment and trainee surveys are shown in Table 3. Teaching ratings of faculty improved significantly after the workshops (p=0.04)

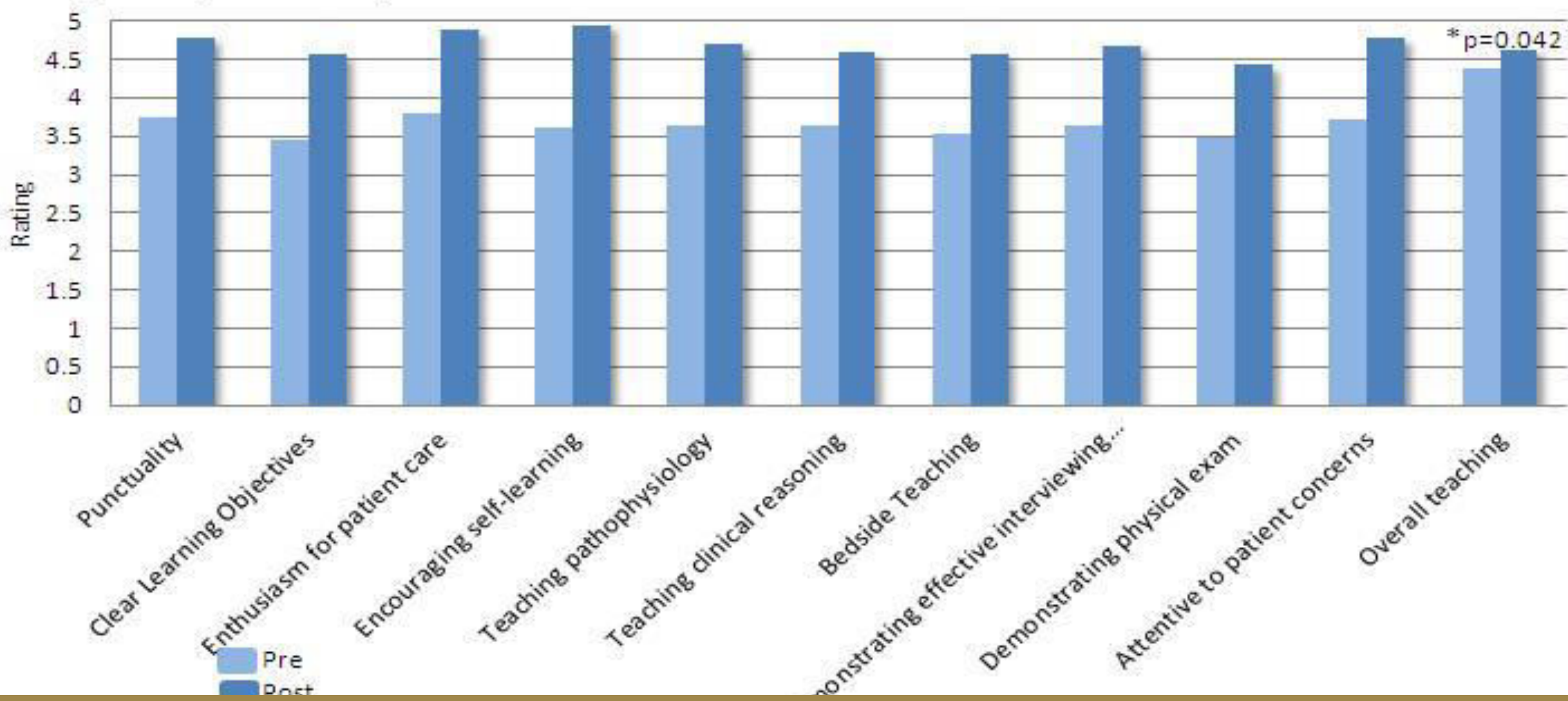
Table 1: Faculty Characteristics

Characteristic	Number
Gender	
Male	36 (88%)
Female	5 (12%)
Academic rank	
Professor	6 (15%)
Associate Professor	4 (10%)
Assistant Professor	31 (75%)
Attendance	
One to three workshops	36 (88%)
Four workshops	5 (12%)
Teaching service during follow up	
At least once	29 (71%)
More than once	11 (27%)

Table 3: Assessment results

Assessment measure	Results
Participant Satisfaction	4.43 (out of 5)
Self-assessment of skill	2.94 prior to 4.33 post (out of 5)
6 month follow up survey	<ul style="list-style-type: none">•83% of faculty incorporated information into their practice•59% of residents/40% of fellows felt teaching was quite or extremely effective•Majority identified features of clinical teaching models and giving feedback

Figure 2: Standard Faculty Teaching Evaluations by IM residents and cardiology fellows pre and post workshops



Conclusions

A needs assessment based series of short faculty development workshops given during a standing conference time was favorably received and was associated with increased self-assessed skill level with teaching concepts, a positive perception of teaching by trainees, and an increase in faculty ratings on teaching evaluations. Effective faculty development programs can be implemented in flexible formats, focused on the learner, in order to help overcome common barriers to participation.

We thank the Educator Development Program at VUSM for their support.