

## Design and Implementation of a Faculty Development Track at a Community-Based Family Medicine Residency

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Residency Program  
Lecture-Discussion  
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## Disclosures

We have no financial disclosures to report

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## Objectives



Create a sustainable comprehensive faculty development track



Create an inventory of faculty development resources



Discuss key learning points for faculty development

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## Our Program

Kaiser Permanente has 10 FM residency programs in California

Large HMO

KP San Diego:

6 residents per year, 3 year program

Many of our faculty have teaching appointments at UC San Diego School of Medicine and the Kaiser Permanente Bernard Tyson School of Medicine in Pasadena, CA

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## Why teach Faculty Development to Residents?

Family Medicine (FM) residents play a pivotal role in teaching medical students and other residents

While most FM programs offer formal instruction in teaching skills, very few have longitudinal resident-as- teacher track or teach other skills that faculty need

Many graduates become teaching faculty, often at their own training programs

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## 2021 Development of FD Track

- In 2021, our program systematically designed and implemented a novel year-long faculty development track for residents

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## 6 steps to creating a curriculum (Kern Model)



Performing a needs assessment and writing a rationale statement



Determining and prioritizing content



Writing goals and objectives



Selecting teaching/educational strategies



Implementation of the curriculum



Evaluation and application of lessons learned

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## 2021 Needs Assessment

- In 2021, we surveyed 9 Kaiser Permanente Southern California primary care residency directors on current faculty development (FD) curricula for residents via Google survey
- Programs included Family Medicine, Internal Medicine and Pediatrics
- We performed a needs assessment and assessed barriers to teaching
- None of the programs had a current FD track
- Major barriers to FD training for residents included resident time to learn and limited access to resources
- We presented this study at STFM in 2022

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What are your  
challenges teaching  
residents “resident-as-  
teacher” curriculum?

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## Core curricular topics

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Teaching Skills

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Curriculum Development

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Assessment and Evaluation

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Coaching and Mentoring

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Advocacy / Diversity, Equity & Inclusion

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Professional Development

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Promoting Wellness

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## Write program learning objectives

To learn about the structure and funding of family medicine residency programs

To acquire skills in curriculum development grounded in educational theory

To develop expertise in learner assessment and evaluation strategies

To acquire skills in coaching and mentoring learners with different needs

To develop effective and adaptable strategies for leading healthcare teams

To develop advocacy skills to improve public health

To develop skills in peer review and medical writing for conference submissions and publication

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## Selecting teaching strategies

Reviewed previously available  
online asynchronous learning tools

Formulated structured in person  
teaching opportunities for  
residents, including evaluation

Incorporated residents in the track  
into regular Faculty Development  
meetings

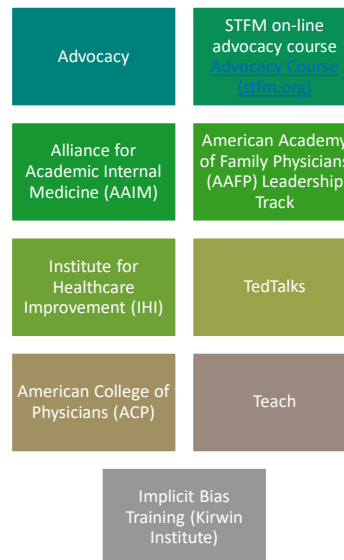
Residents empowered to reach out  
to faculty to give lectures on topics  
not covered above

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## Online Faculty Development Resources



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## Residents as Teachers in the Hospital

- Second and third-year (senior) residents supervise clinical care of first-year residents and medical students
- Senior residents give two to three 30 minute presentations per week to first-year residents and medical students on a variety of medical topics
- Residents in the track are encouraged to give formal Grand Rounds presentations to all hospitalists and faculty twice annually

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# How do you evaluate residents' teaching abilities?

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## Residents as Teachers in Clinic

Third-year resident serves as a clinic preceptor for two first-year residents

The third-year resident is paired with a faculty member who directly supervises their teaching

Faculty provides formal feedback via form

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## Teacher Feedback Form

Faculty name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: Faculty   Resident   Student

Y or N

\_\_\_ AVAILABILITY – Faculty is easily accessible and not distracted.

\_\_\_ CLARITY – Faculty answers questions clearly and definitively or recommends resources.

\_\_\_ COMPETENT – Faculty has solid medical knowledge base & practices EBM & researches for answers.

\_\_\_ FEEDBACK – Faculty is skilled at giving effective feedback.

\_\_\_ NONJUDGEMENTAL – Faculty provides a safe learning environment.

\_\_\_ PROFESSIONALISM – Faculty is prompt, prepared & presentable.

\_\_\_ ROLE MODEL – Faculty is a good role model for learners.

Something faculty member did well: \_\_\_\_\_

Something for faculty member to work on: \_\_\_\_\_

## Resident Exposure to Faculty Development

- Faculty Development for Core Faculty
- Faculty Development for Other San Diego Teaching Faculty
- KP Southern California Regional Faculty Development
- Local Graduate Medical Education Meetings
- Institutional Graduate Medical Education Committee Meetings

## Lessons Learned

- What Amber learned during the Faculty Development Track that she wants others to know

## Key Lessons to Share: Cultivate a Safe Learning Environment

Tell residents that you are not striving for perfection, but striving to be the best version of yourself

Tells residents that it's okay to be vulnerable, reinforce this by being vulnerable yourself

## Key Lessons to Share: Cultivate a Safe Learning Environment



PRAISE IN PUBLIC



CRITICIZE IN PRIVATE

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## Key Lessons: Characteristics of Effective Teachers



Strong knowledge base



Creates a good learning environment / approachable



Personalized teaching / assessment of learner



Self-reflection / self-evaluation to determine areas to work on personally



Growth mindset

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# Key Lessons to Share: Learner Assessment

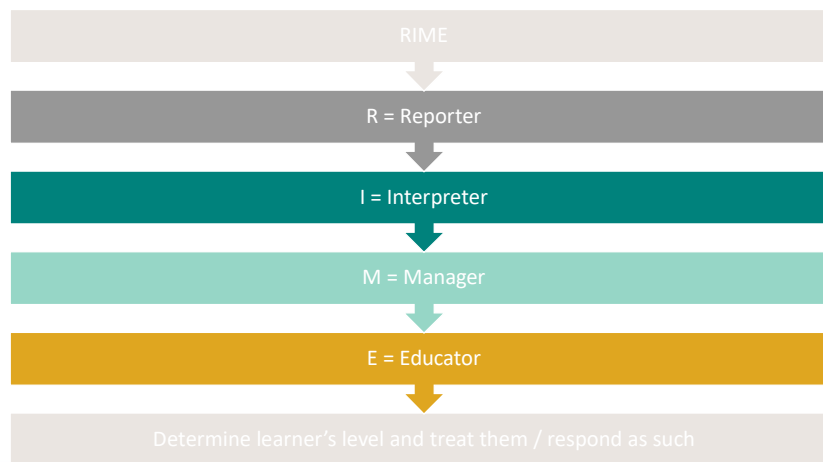
When teaching learners at different stages, identify and start with where they are

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## Key Lessons: Assessing Learner



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## Key Lessons to Share

With critical conversations, “framing” is key

Tell learner, “We want the same thing – your academic success.”

When providing constructive feedback, solicit the individual’s perspective to understand their insight

Search for the root cause of problems

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## Key Lessons to Share: Struggling Resident

Searching for the Root Cause of a Struggling Resident:

Are they motivated to learn?

Do they have a growth mindset?

Are they striving for personal excellence?

If not, we need to show them the value and steer them in that direction.

We also need to build their self-efficacy, the belief that they can do it.

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## Key Lessons to Share

Learner in Difficulty:

What is the true diagnosis?

Consider:

Learning disability

Mood disorder

Psychosocial factors/external stressors

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## Key Lessons to Share

- Tell the resident “We are on a journey together. There is no single roadmap. There may be detours, roadblocks and challenges. We will do what we can to guide you to our shared goals.”

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## Key Lessons to Share: Improving Didactics



Make it interactive and case-based as much as possible



eReduce powerpoints



Ask questions to engage audience (individuals or polling tools like MentiMeter or Poll Everywhere)



Pre- and Post- lecture quizzes



Discussions / Small Groups

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## Key Lessons: Leadership Styles / Decision-Making

Facilitative leadership = shared-decision making

Every team member and voice is important

"Even if I don't agree with the decision, I can live with the decision"

As the leader, explain why the decision was made

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## Key Lessons to Share

### Making the Most of Meetings:

Have an agenda

Have desired outcomes

Have the right people at the meeting

### Close Strong:

Summarize agreements/accomplishments

Assign tasks to specific individuals

Plus/delta

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## Key Lessons to Share: Be Proactive in Your Wellness



In academic medicine, you will be asked to do many things



Be selective in what you step forward for and set boundaries for yourself



When you say no, tell your significant other because they think you only know how to say yes

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## Future Directions

Create a standardized basic FD curricula for residents that can be shared with all primary care residencies

Further develop key lessons for resident teachers

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## Summary

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There is a need for more formal training for residents to become prepared for teaching faculty roles

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This needs to be balanced with residents' time for learning their medical specialty, faculty availability, and financial support

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We hope to mitigate the "money" or "resource" aspect by cataloging already available free online resources for faculty development

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We hope to help with the "time" component by helping standardize how to formulate a curricula for your residents interested in teaching

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# Evaluation

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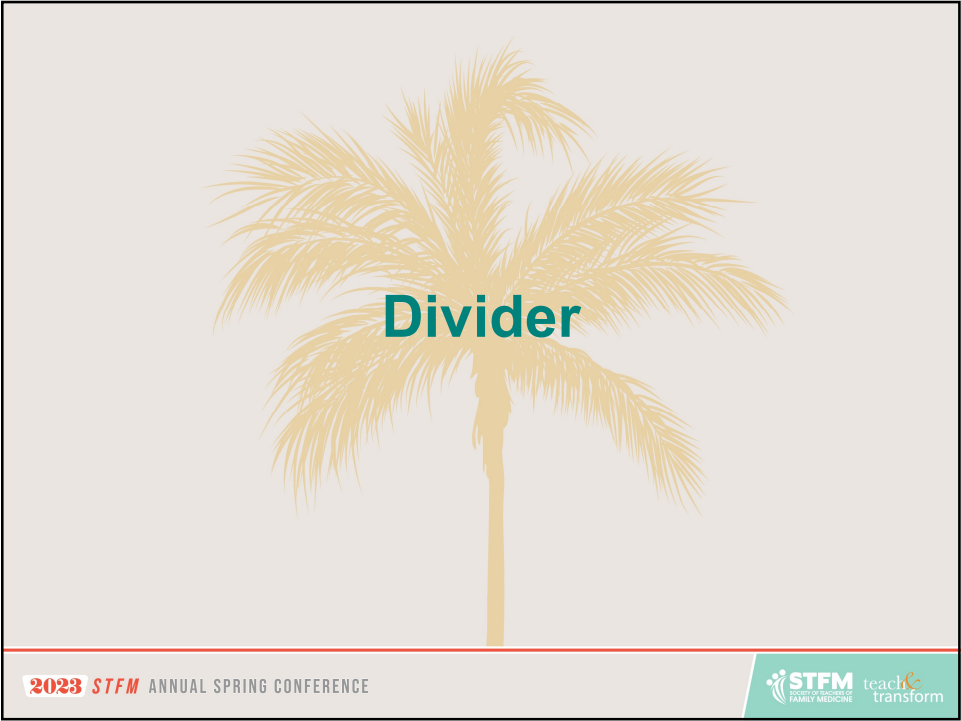


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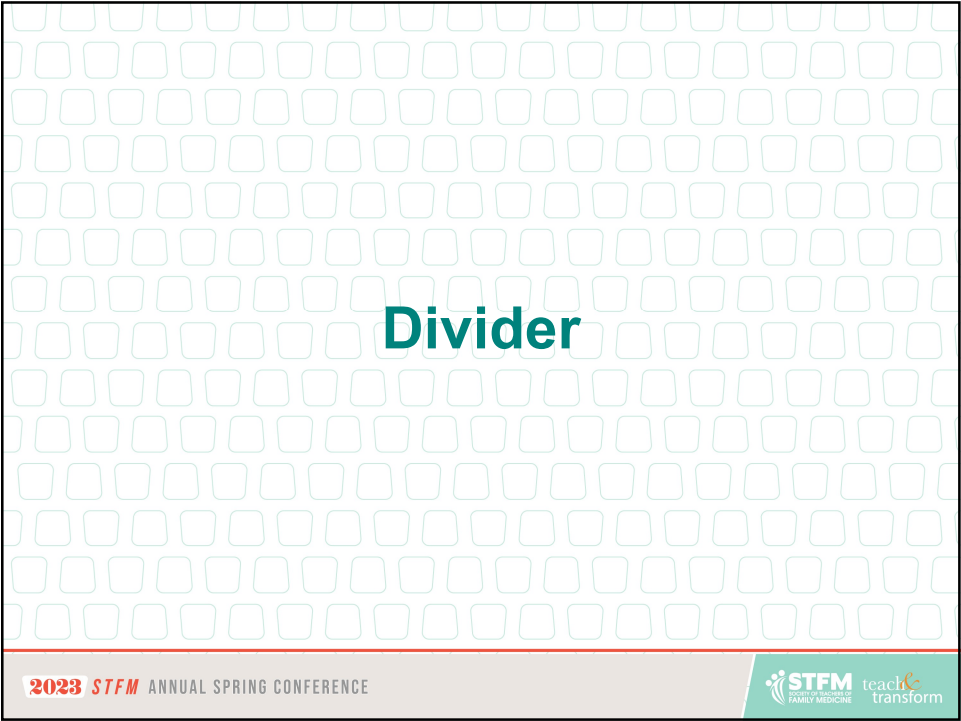
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Thank You

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