



# **A Preceptor Teaching Improvement Course: A Maintenance of Certification Pilot**


*STFM Conference on Medical Student Education*

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## Disclosures

- I have nothing to disclose

Please evaluate this presentation using the conference mobile app! Simply click on the "clipboard" icon  on the presentation page.

## Session Outline

- Introduction: Goals and Structure of MOC Pilot (3 minutes)
- Background on FAU's Implementation and Recruitment Plan (7 minutes)
- Outcomes of Pilot and Lessons Learned (5 minutes)
- Questions and Next Steps (5 minutes)

## Session Goals

- 1. Identify opportunities to expand the pool of qualified community-based preceptors through innovative incentives and faculty development opportunities.
- 2. Describe the plan utilized at the Charles E. Schmidt College of Medicine to engage community-based preceptors in a teaching improvement activity.
- 3. Plan for having community-based faculty hit certain benchmarks in order to track and report earning Maintenance of Certification Credit.
- 4. Share the strategy for designing a teaching improvement curriculum, recruiting community-based preceptors and share lessons learned during the pilot program.

# Preceptor Crisis and MOC



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## The Community Preceptor Crisis: Recruiting and Retaining Community-Based Faculty to Teach Medical Students—A Shared Perspective From the Alliance for Clinical Education

Jennifer G. Christner, Gary Beck Dallaghan, Gregory Briscoe, Petra Casey, Ruth Marie E. Fincher, Lynn M. Manfred, Katherine I. Margo, Peter Muscarella, Joshua E. Richardson, Joseph Safdieh & Beat D. Steiner

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## **STFM/ABFM Precepting Performance Improvement Program**

This program offers Performance Improvement credit for certification (previously MOC Part IV) to ABFM diplomates who provide personal instruction, training, and supervision to a medical student or resident and who participate in a teaching improvement activity. ABFM is piloting the program before opening it up to all academic units/preceptors

<http://www.stfm.org/Resources/ResourcesforMedicalSchools/PreceptorExpansionInitiative/Tactic5>

## Pilot Requirements

- 1. Identify a need
- 2. Create an aim for improvement
- 3. Conduct an Intervention
- 4. Measure Improvement



## Our Need

- Students in LICs
- Busy Community-Based Preceptors
- Limited time to develop and implement
- Aim to improve developmental precepting over time: LIC-specific teaching

# Intervention

- **PODCASTS:**
  - Podcast 1: Encouraging Continuity
  - Podcast 2: Bedside Teaching
  - Podcast 3: Encouraging Student Ownership of Patients
  - Podcast 4: Communicating and Managing Patient Results During Off-Clinic Days
  - Podcast 5: Choosing the Right Patients for Continuity
- Embed in modules in CANVAS course online
- Supporting materials and discussions
- Pre and post assessment

# STFM Conference on Medical Student Education

The screenshot displays a web browser window with the Canvas LMS interface. The address bar shows the URL <https://canvas.fau.edu/courses/54081/modules>. The browser's tab bar includes 'Course Modules: 2018 Preceptor' and '+'. The top navigation bar features a teal header with a back arrow, a forward arrow, a refresh icon, and the URL. Below the header, a row of icons represents various applications: Apps, Getting Started, Imported From Fire, TeamSTEPS LMS: Lo, AnswerGarden, FAU College of Medic, and Student Home.

The main interface is divided into a left sidebar and a central content area. The sidebar, on the left, contains a vertical stack of icons and labels: Account, Dashboard, Courses, Calendar, Inbox, Commons, Help, and Resources. The central content area is titled 'PTI > Modules' and includes a 'View Progress' button and a '+ Module' button. The content is organized into three main sections:

- Course Overview and Objectives:** This section contains a list of items, each with a green checkmark and a plus icon. The items are: Course Overview, Course Structure (highlighted in blue), Objectives, and Pre-Assessment Survey.
- Module 1: Encouraging Continuity:** This section includes a 'Complete One Item' button and a list of items, each with a green checkmark and a plus icon. The items are: Module 1: Encouraging Continuity Podcast, Module 1: Encouraging Continuity Resources, Module 1: Encouraging Continuity Reflection Activity (with '1 pts | Submit' below it), and Post your thoughts, experiences and resources in this Discussion and Collaboration Space.
- Module 2: Bedside Teaching:** This section includes a 'Prerequisites: Module 1: Encouraging Continuity' label, a 'Complete One Item' button, and a list of items, each with a green checkmark and a plus icon. The item shown is: Module 2: Bedside Teaching Podcast.

The bottom of the screenshot shows a Windows taskbar with various application icons and a system clock indicating 3:30 PM on 1/9/2019.

Join the conversation on Twitter: #MSE19

# Measure Improvement

## Teaching Assessment:

### Clinical Teaching

	Self-Assessed Skill/Knowledge Level					Priority for Self-Improvement Low, Medium, High		
	1	2	3	4	5	L	M	H
Setting expectations with learners								
Assessing Learner Needs								
Adjusting teaching style based on learner needs								
Direct Observation Skills								
Teaching Physical Exam Skills								
Giving Constructive Feedback								
Assessing Learner Skills								
Identifying a struggling learner								

*Not a validated instrument. Developed by the Society of Teachers of Family Medicine Medical Student Education Committee. April 2018.*

Adapted from Dankowski, M. Faculty Development Needs Assessment Survey. (Word document). Retrieved from The STFM Resource Library: <https://resourcelibrary.stfm.org/viewdocument/faculty-development-needs-assessmen>. 3/23/2018.

# Measure Improvement

## Burnout Assessment:

Table 7 To what degree have you experienced the following?

During the past two weeks I have felt...	Not at all Score=0	Very little Score=1	Moderately Score=2	A lot Score=3	Extremely Score=4
a. A sense of dread when I think about work I have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Physically exhausted at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lacking in enthusiasm at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Emotionally exhausted at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the past two weeks my job has contributed to me feeling...	Not at all Score=0	Very little Score=1	Moderately Score=2	A lot Score=3	Extremely Score=4
a. Less empathetic with my patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Less empathetic with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Less sensitive to others' feelings/emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Less interested in talking with my patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Less connected with my patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Less connected with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Copyright 2016 Board of Trustees of the Leland Stanford Jr. University. All rights reserved. Non-profit organizations are permitted to use this survey instrument without modification for research or program evaluation exclusively. An electronic version of the survey is available by contacting Wellness.surveyteam@TheRiskAuthority.com. Any other use of this survey is granted by express written permission of the Stanford WellMd Center by contacting Wellness.surveyteam@TheRiskAuthority.com*

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5794850/>

## **Results – Feasibility?**

- 24 Family Physicians Identified (ABFM Diplomates, Met hours requirement)
- 15 requested enrollment in pilot
- 10 completed all modules
- (1 abandoned after first module, 4 never entered the course)
- ABFM provided credit for 8 who completed attestation and surveys

## Results (Data Pending)

- N=8, Plan is ANOVA
- Pre and Post – matched per participant
- Teaching ability – novice to master
  - Clinical Teaching
  - Preparation for Learners in Your Clinical Setting
  - Professionalism
- Priority for Self-Improvement (low, medium, high)
- Professional Fulfillment Index, Burnout, Likelihood of Medical Errors

# Improved Performance?

- Commitment to change:
  - “I will encourage my Student to present differentials and treatment plans (once we have gone over them) to the Patient so that he/she feels ownership / greater value in managing the Pt.”
  - “Discuss the need for continuity with my staff, who are unfamiliar with LIC. Having everyone involved at the office will create more unity and benefit the student's education.”
  - “At least a discussion can take place between student and preceptor regarding the care of the patient between sessions and the student may then read up on the case for further discussion next clinic session. Also at the next clinic session, the preceptor could get the student more involved by making calls or transcribing in EMR with preceptor's supervision.”
  - “I will review hospital follow-up patients as potential continuity patients, and contact them ahead of their appts for interest in the student-provider.”
  - “I can encourage students to accompany their assigned patients to their specialist visits.”



## **Lessons Learned**

- Stick to deadlines!
- Clear messaging around what is available when
- Not burdensome
- Preceptors appreciate
- Students notice change

## Next Steps

- Roll out to more programs
- Sustainability?
- What else to improve?

## Questions?

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