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

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Lecture-Discussion
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Disclosures

We have no financial disclosures to report
Objectives

Create a sustainable comprehensive faculty development track

Create an inventory of faculty development resources

Discuss key learning points for faculty development

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
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.

2021 Development of FD Track

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

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

Core curricular topics

- Teaching Skills
- Curriculum Development
- Assessment and Evaluation
- Coaching and Mentoring
- Advocacy / Diversity, Equity & Inclusion
- Professional Development
- Promoting Wellness
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

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
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
How do you evaluate residents’ teaching abilities?

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
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

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
Key Lessons to Share: Learner Assessment

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

Key Lessons: Assessing Learner

RIME

R = Reporter

I = Interpreter

M = Manager

E = Educator

Determine learner’s level and treat them / respond as such.
**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.
Key Lessons to Share

Learner in Difficulty:

What is the true diagnosis?

Consider:

Learning disability

Mood disorder

Psychosocial factors/external stressors

• 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.”
Key Lessons to Share: Improving Didactics

- Make it interactive and case-based as much as possible
- Reduce powerpoints
- Ask questions to engage audience (individuals or polling tools like MentiMeter or Poll Everywhere)
- Pre- and Post-lecture quizzes
- Discussions / Small Groups

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
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

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
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

Summary

- There is a need for more formal training for residents to become prepared for teaching faculty roles
- This needs to be balanced with residents’ time for learning their medical specialty, faculty availability, and financial support
- We hope to mitigate the “money” or “resource” aspect by cataloging already available free online resources for faculty development
- 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

Please evaluate this presentation in the conference mobile app.

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