



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

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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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Date: 21 April 2016, At: 13:23



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

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The screenshot shows a web browser window displaying a Canvas LMS course page. The browser's address bar shows the URL <https://canvas.fau.edu/courses/54081/modules>. The page title is "PTI > Modules".

The left sidebar contains navigation options: Home, Account, Dashboard, Courses, Calendar, Inbox, Commons, Help, and Resources. The main content area is titled "PTI > Modules" and includes a "View Progress" button and a "+ Module" button.

The course content is organized into three main sections:

- Course Overview and Objectives**: This section includes four items, all of which are marked as complete with green checkmarks:
 - Course Overview
 - Course Structure
 - Objectives
 - Pre-Assessment Survey
- Module 1: Encouraging Continuity**: This section includes a "Complete One Item" button and four items, all marked as complete:
 - Module 1: Encouraging Continuity Podcast
 - Module 1: Encouraging Continuity Resources
 - Module 1: Encouraging Continuity Reflection Activity (1 pts | Submit)
 - Post your thoughts, experiences and resources in this Discussion and Collaboration Space
- Module 2: Bedside Teaching**: This section includes a "Complete One Item" button and one item, marked as complete:
 - Module 2: Bedside Teaching Podcast

The bottom of the screen shows the Windows taskbar with the time 3:30 PM on 1/9/2019.

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Measure Improvement

Teaching Assessment:

Clinical Teaching

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

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	[]	[]	[]	[]	[]
b. Physically exhausted at work	[]	[]	[]	[]	[]
c. Lacking in enthusiasm at work	[]	[]	[]	[]	[]
d. Emotionally exhausted at work	[]	[]	[]	[]	[]
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	[]	[]	[]	[]	[]
b. Less empathetic with my colleagues	[]	[]	[]	[]	[]
c. Less sensitive to others' feelings/emotions	[]	[]	[]	[]	[]
d. Less interested in talking with my patients	[]	[]	[]	[]	[]
e. Less connected with my patients	[]	[]	[]	[]	[]
f. Less connected with my colleagues	[]	[]	[]	[]	[]

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<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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