

Faculty Development Taskforce
Minutes
April 27, 2006

Present: Miriam Bar-on, Ed Zalneraitis, Joan Meek, Greg Blaschke, Tom George, Stacy McConkey, John Walburn, Loe Lopreiato, Fred McCurdy, Susan Guarlnick, Axford Burkes, Jordan Hupert, Swabi Jain, Lorraine Brewer, Leslie Fall, Marty Weisse, Cliff Yu, Paul Cooper, Robert Wimmer, Surendra Varma, Susie Buchter, Edith Prieto allen, Lilia Parra-Roide, Lynn Campbell, Tara Williams

1. Introductions: group introduced themselves

2. Review of the year's accomplishments:

- ◆ Mentoring program: 34 new mentor/mentee pairs including both program and fellowship directors. Susan Guarlnick was the primary matchmaker, Miriam Bar-on helped tie up loose ends before the meeting. The national office came through and mentor ribbons were given to those individuals serving as mentors so that they can be recognized by their peers and also to encourage others to become mentors.
 - In looking at the program comments were made by several members of the taskforce including Lynn Campbell, Surendra Varma, and Ed Zalneraitis who have had difficulty connecting with their mentees.
 - There was one person who was inadvertently left off the request list, but she has a mentor picked out and if the mentor agrees, the pair will be set
 - Suggestions to improve the program included:
 - a note from the mentor to the mentee to be placed in the registration packet prior to the mentee collecting his/her packet.
 - A list of specific expectations included for both the mentor and mentee.
 - Institutionalization of the first lunch session of the meeting as the mentor-mentee luncheon
 - There also needs to be periodic “nudging” of the mentors from the central office or the FDTF chair every 3 months or so reminding the mentor to contact his/her mentee.
 - Evaluation of the program needs to be done with surveys of both groups. This will enable us to set up specific requirements of the mentors and mentees and at the same time begin to assess if the program is meeting peoples' expectations.
- ◆ Workshop: The workshop this year was The Resistant Learner: Engaging Faculty in Teaching and Assessing Competencies. Drs. Bar-on, Guarlnick, and Varma were the faculty and 65 members of the organization signed up to attend the workshop.
- ◆ Tool Shed: began a peer review process of submissions for the tool shed. Two letters will reside on the site, one for persons who submit an item after peer review, and the other for persons who use the materials to send to the person who created them. We are having a call in the newsletter and listserve to help populate the tool shed. It is our hope that we can sort through the workshops done at the meeting and classify them into their various “sheds” and post them online.
- ◆ New format of meeting: presentations were solicited on faculty development programs that worked. Four individuals volunteered to present:

- Dealing Effectively with Conflict is not Easy – Fred McCurdy Texas Tech University of the Health Sciences at Amarillo
- Resident Continuous Quality Improvement Projects at the Children’s Hospital of Iowa – Stacy McConkey University of Iowa
- Faculty Development Road Show – Joe Loprieto, Clifton Yu, and Greg Blaschke – Uniformed Services University of the Health Sciences
- Sharpening the Saw: Residents as Teachers – Fred McCurdy Texas Tech University of the Health Sciences at Amarillo

3. New business:

- ◆ Leslie Fall, co-chair of the COMSEP Faculty Development Taskforce was introduced and the purpose of her attending the meeting was discussed. She then talked about the work that the COMSEP FDTF was doing:
 - Roadmap – a well organized plan to meet the faculty development needs of the members of the organization and what offerings were provided each year in a sequential manner.
 - Journal club – review of important medical education articles for publication in the Educator- the COMSEP newsletter
 - Resources – membership resources such as a speakers’ bureau, consultations on various aspects of medical education and in particular various aspects of the clerkship
 - Talked about faculty development of “ourselves” and developing an education curriculum for educators and faculty development of/for our institutions (like a toolshed)
 - We then talked about collaboration – there will be a joint meeting or at least overlapping in 2009 in Baltimore. A big theme was education and faculty development across the continuum students to residents to faculty. Examples of the direct observation and SCOs something done with students for a long time is now being adapted for residents to meet the new RRC requirements. There is also some regulatory collaboration with the 80 hour work week, and collaboration with respect to ED-24 (from the LCME about having residents be familiar with what the students need and being able to teach them appropriately). There was some discussion about the MSPE and its usefulness.
 - Use of the regional system especially in geographically close regions such as New England may be a way of bringing clerkship and program directors together to sort our commonalities and assess similar needs. This may not be the ideal venue for larger geographic regions, but could certainly be piloted in the NE region.
- ◆ Pre-conference workshop: One of the taskforce’s goals was to have a pre-conference workshop. We were given the green light to prepare a couple of ideas for Toronto to submit to the board. If there is space, one pilot pre-conference workshop will be held. Lots of discussion of topics were thrown out, a summary is below:
 - Train the trainer session with various tools, perhaps with small stations (ala PALS) to include: feedback, conflict, mentoring, ILPs – so that the attendee can

- give snippets of faculty development back home to meet RRC requirements and engage faculty.
- Provide a “booster shot” for attendees of the fall meeting, find out ahead of time what worked and what needed more emphasis and develop a workshop to bolster skills that may need additional emphasis
 - Do another new program directors workshop – so that if the PD can only go to one meeting, he/she gets the orientation and the beginning skills to take his/her program and run with it
 - Develop useful pre-packaged tools that can be given to faculty to give in mini-sessions back home

 - It was decided that this pilot workshop needed to have wide audience appeal or target a specific audience such as mid-career PDs or new PDs or target a specific skill set that would be developed such as direct observation or mini-FD sessions

 - First step would be a needs assessment done via email to the program directors and perhaps their chairs assessing:
 - ◆ Faculty development tools/skills needed
 - ◆ Faculty development tools/skills wanted
 - ◆ Faculty development tools/skills have expertise in

 - Another first step might be a general needs assessment of the all the PDs and/or of the junior PDs by the senior ones (difficult to accomplish)
 - Priority will be doing needs assessment and getting a topic selected and proposal written for the board.

The meeting lasted 2 hours (half hour after ending time as meeting started late). There was good discussion and lots of participation from new members of the taskforce.

A new group list will be set up and the minutes will be sent out to the group as well as to the board.

Respectfully submitted,

Miriam Bar-on, M.D.