Structuring Faculty Development Using a Blueprint

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Disclosures

- We have no relevant disclosures.
Who are we?

- Program directors
- DIO’s
- Program Administrators
- Departmental Administrators
- PhD Educators
- Department Chairs
- Core Faculty
- Faculty Developers
- Other
Objectives

- Describe the process of curriculum design and strategic planning
- List faculty development content and modes of delivery
- Describe elements of a faculty development blueprint
- Categorize topics by target audiences and the cyclic GME calendar
Curriculum Design – Kern’s 6 Steps

1. Problem Identification and General Needs Assessment
2. Targeted Needs Assessment -- Learners
3. Goals and Objectives
4. Educational Strategies
5. Implementation
6. Evaluation and Feedback
 GNOME

- Goal
- Needs
- Objective
- Method
- Evaluation
Strategic Plan Brainshare
Strategic Plan Considerations

Where are we now?
Where are we going?
How will we get there?
How will we measure our progress?
Strategic Plans vs. Strategic Planning

Ben Franklin: “Failing to plan is planning to fail”

Winston Churchill: “Plans are of little importance but planning is essential”

Dwight D. Eisenhower: “Plans are worthless, but planning is everything”

Strategy in academic health centers needs to be adaptable to change
Building the Blue Print Strategically
Strategic Questions

- 10 min writing
- 10 min pair sharing
- 5 min debrief

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What does success look like?

- In Place
- Needs
- Barriers
- Resources
Faculty Development Content and Modes of Delivery
Faculty Development Content

◆ Core – feedback, bedside teaching, developing a lecture, one minute preceptor...

◆ Targeted
  – Rotation directors – goals/objectives, evaluation, direct observation...
  – Members of committees – PEC, CCC, milestones...
  – Program directors – engaging faculty, setting expectations, methods of delivery...
Modes of Delivery

- Snippets
- Workshop or Seminar
- Lectures or Grand Rounds
- Simulation
- Readings
- Asynchronous Learning
Step it Up!!

- Audience response (ARS)
- Movie clips
- Fishbowls
- Analysis of readings

- Games
- Snow Balls
- Line-up

- Role play
- Pair share
- Buzz Groups
- Team based learning
Seasonality of GME Activities and the Faculty Development Blueprint
Annual GME Activities – Flow of the Calendar

Quarter 1 (July-September)
- Setting expectations
- New faculty orientation to GME
- Recruitment for fellowship directors and interview skills
- Giving feedback
- Direct observation
Annual GME Activities – Flow of the Calendar

Quarter 2 – October - December

- CCC orientation for new members and refresher for others
- PEC orientation for new members and refresher for others
- Recruitment for PD and interview skills
Annual GME Activities – Flow of the Calendar

Quarter 3 (January-March)
- Goals and objectives for new rotations
- Planning retreats
- Identifying performance improvement needs
- ACGME surveys
- Wellness
Annual GME Activities – Flow of the Calendar

Quarter 4 (April-June)
- Completing educational action items
- Self Study
- Intern Orientation
- Revising goals/objectives
- Final notes to file and independent practice
# Nevada Blueprint Master

<table>
<thead>
<tr>
<th>Faculty Role</th>
<th>Feedback</th>
<th>Curric. Develop</th>
<th>Goals-Objectives</th>
<th>Point of service assessment</th>
<th>Direct Observation</th>
<th>Bedside teaching</th>
<th>Setting expectations</th>
<th>Scholarly Activities</th>
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<tbody>
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<td>PD/APD</td>
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Plans Run on Details

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<tr>
<th>Type of Faculty</th>
<th>Teaching: Instruction in Clinical Setting</th>
<th>Teaching: Instructional Methods in the Classroom</th>
<th>Teaching: Specific Content - Teaching techniques for:</th>
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<tbody>
<tr>
<td>PBL group facilitators</td>
<td>Online teaching</td>
<td>Instructional methods</td>
<td>Quality improvement</td>
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<td>Doctoring mentors</td>
<td>Face-to-face teaching</td>
<td>Classroom management</td>
<td>Retention</td>
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<td>Course directors</td>
<td>Problem-based learning</td>
<td>Course management</td>
<td>Evaluation</td>
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<td>clerkship directors</td>
<td>Small group teaching</td>
<td>Program development</td>
<td>Evaluation</td>
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<td>community faculty:students</td>
<td>Reflection</td>
<td>Group work</td>
<td>Evaluation</td>
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<tr>
<td>residency program directors</td>
<td>Seminar</td>
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<td>Evaluation</td>
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<tr>
<td>community faculty: residency</td>
<td>Case-based learning</td>
<td>Group work</td>
<td>Evaluation</td>
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<tr>
<td>research mentors</td>
<td>Small group teaching</td>
<td>Group work</td>
<td>Evaluation</td>
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### Planning – Your (Flexible) Blue Print

<table>
<thead>
<tr>
<th>Group</th>
<th>Small Group work – Blue Print Design (20 mins)</th>
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<tbody>
<tr>
<td>Return</td>
<td>Return to the matrix</td>
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<tr>
<td>Review</td>
<td>Review each of the topics, target audiences and resources needed for “your” faculty</td>
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<tr>
<td>Determine</td>
<td>Determine seasonally when best to offer that information</td>
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<tr>
<td>Consider</td>
<td>Consider not just one year but maybe a three year plan that only repeats the critical topics as “booster-shots” or refreshers</td>
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</table>
### Planning – Your (Flexible) Blue Print –

<table>
<thead>
<tr>
<th>Topic</th>
<th>Target Audience</th>
<th>Mode of Delivery</th>
<th>Resources</th>
<th>Q1 July-Sept</th>
<th>Q2 Oct-Dec</th>
<th>Q3 Jan-March</th>
<th>Q4 April-June</th>
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<tr>
<td>CCC</td>
<td>Members of CCC</td>
<td>Mini-workshop</td>
<td>PD time and CCC members’ time</td>
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<td>Feedback</td>
<td>Department Faculty</td>
<td>Snippet at faculty meeting</td>
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Barriers

- Time
- Money
- Engagement of the faculty/poor chair support
- Selection of methods that don’t work with intended groups
Action Plan

1. Make a commitment
   • Start with needs assessment

2. Develop learning experiences
   • Address Barriers

3. Use a matrix as a blueprint
   • Repeat critical sessions annually as part of bootcamp
   • Have sessions for new faculty if critical mass
Recipe for Blueprint

- Needs Assessment/Outcomes
- Address Barriers
- Learning Experiences
- Seasons
- Audience
- Evaluation/Feedback

Blueprint
Thank you