Snippets:
Tailoring Efficient, Effective Faculty Development

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Disclosure

Drs. Bar-on, Konopasek, Trimm and Estrada have nothing to disclose.
Who are We?

◆ How many are:
  – Clerkship/Associate Clerkship Directors
  – Program/Associate Program Director
  – Coordinators (for students/residents)
  – Other (faculty, dean’s office...)

◆ How many have challenges with the faculty development requirements?
Objectives

- Describe the barriers to traditional faculty development.
- Transform barriers into an efficient, effective and interactive faculty development model – snippets.
- List topics that can become snippets.
- Design snippets using a standardized template.
- Discuss potential for forming a “snippet community”.

Faculty Development Challenges

◆ Who has challenges?
◆ Types of challenges one faces...
Faculty development is required by

- **ACGME** (CPR V.C.1.): *The program must monitor and track each of the following areas (V.C.1.b)) faculty development*

- **LCME** (ED 24): *...residents and other instructors who do not hold faculty ranks receive ...clear guidance from the course or clerkship director about their roles in teaching and assessing medical students...institution and/or its relevant departments provide resources to enhance the teaching and assessment skills of residents and other non faculty instructors.*
Introduction

- Faculty and residents have many conflicting commitments
- Time is frequently limited
- Skill sets are applicable across multiple subspecialties
- Faculty development is not a general faculty priority for themselves or residents
Introduction

◆ Faculty have required activities
◆ Moving the mountain...
◆ Snippets were designed
  – Meet accreditation requirements
  – Provide skills in short “bites/bytes”
  – Serve as appetizers to longer, more in-depth sessions
◆ Snippets are evidence based
Snippets

- Short in length – not to exceed 20-30 minutes
- Focus on a **SOCO** – or **Single Overriding Communication Objective**
- Very structured in design –
  - Have a *maximum* of 10 slides
  - May have fewer if other elements are included
Snippet Anatomy

- Title
- Learning objectives
- Mini-didactic with key points about the educational topic
- Activity with instructions
- Discussion/debrief after activity
- Take home points
4 - Steps to Design a Snippet

- Conceive the educational topic to present in snippet format and review the literature
- Determine which key points will be presented
- Select an activity to demonstrate the educational topic
- Deliver your take home points
Take Home Points

Activity

Key Points

Topic

4 Steps to Design a Snippet
Pair-Share Activity

◆ For the next 5 minutes
◆ With the person sitting next to you...
  – Make a list of topics that lend themselves to snippets focused on point of service assessments
Small Group Activity

◆ Design a snippet
◆ Use snippet template (provided)
  – Can design on the template
  – Can design on laptop
◆ Focus on having ready to use content and process (activity)
◆ Share with the group
Large Group Activity

◆ Design a snippet community
◆ Would like to have a snippet repository on Drop-Box
◆ What other dissemination opportunities available?
Take Home Points

◆ Snippets do not replace traditional faculty development
◆ Snippets are an efficient, effective method
  – Impart bite sized information and skills
  – Meet accreditation requirements
  – Capture an audience
◆ Repository of snippets can serve the community of educators