Structuring FacultyDevelopment Using a Blueprint

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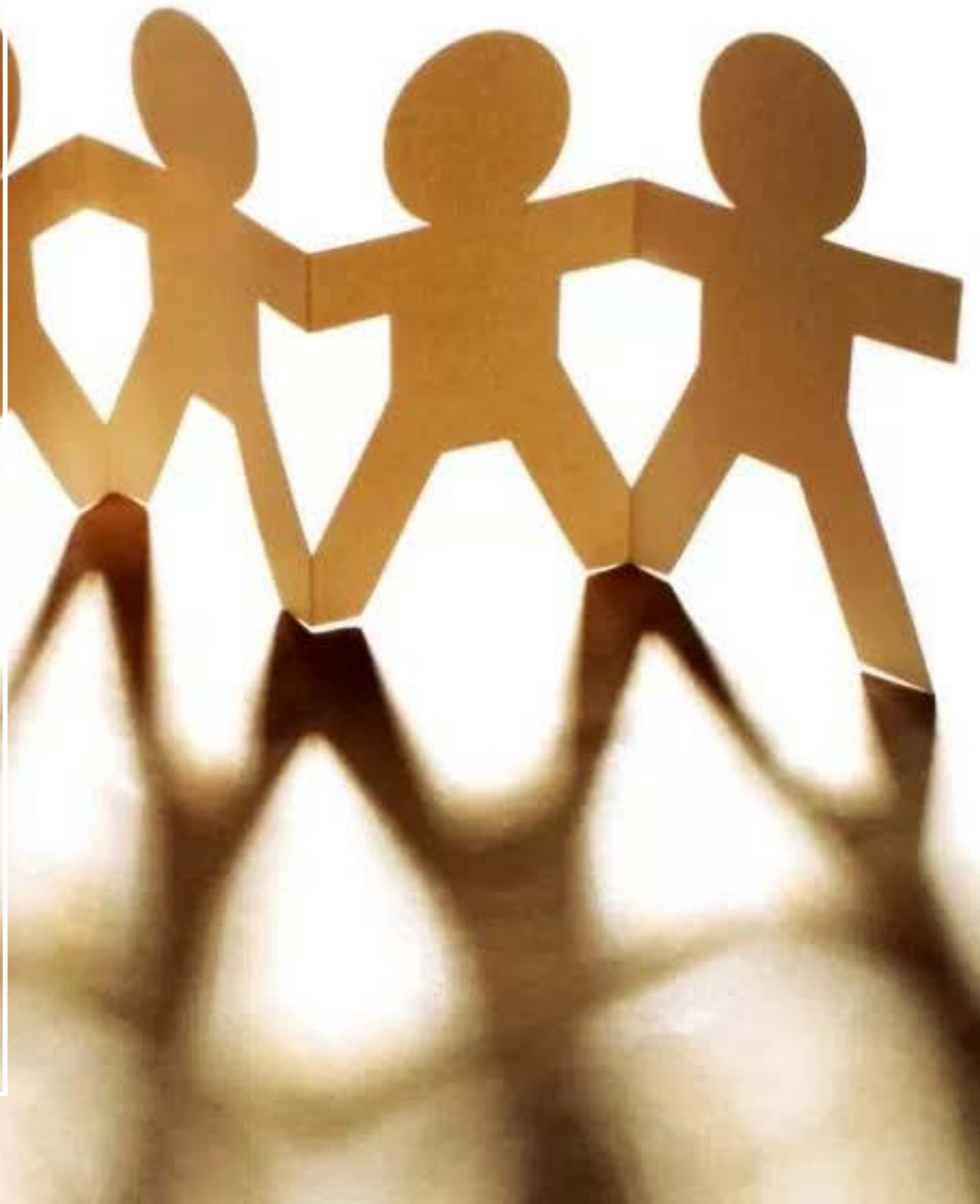
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Disclosures

◆ We have no relevant disclosures.

Who are we?

- ◆ Program directors
- ◆ DIO's
- ◆ Program Administrators
- ◆ Departmental Administrators
- ◆ PhD Educators
- ◆ Department Chairs
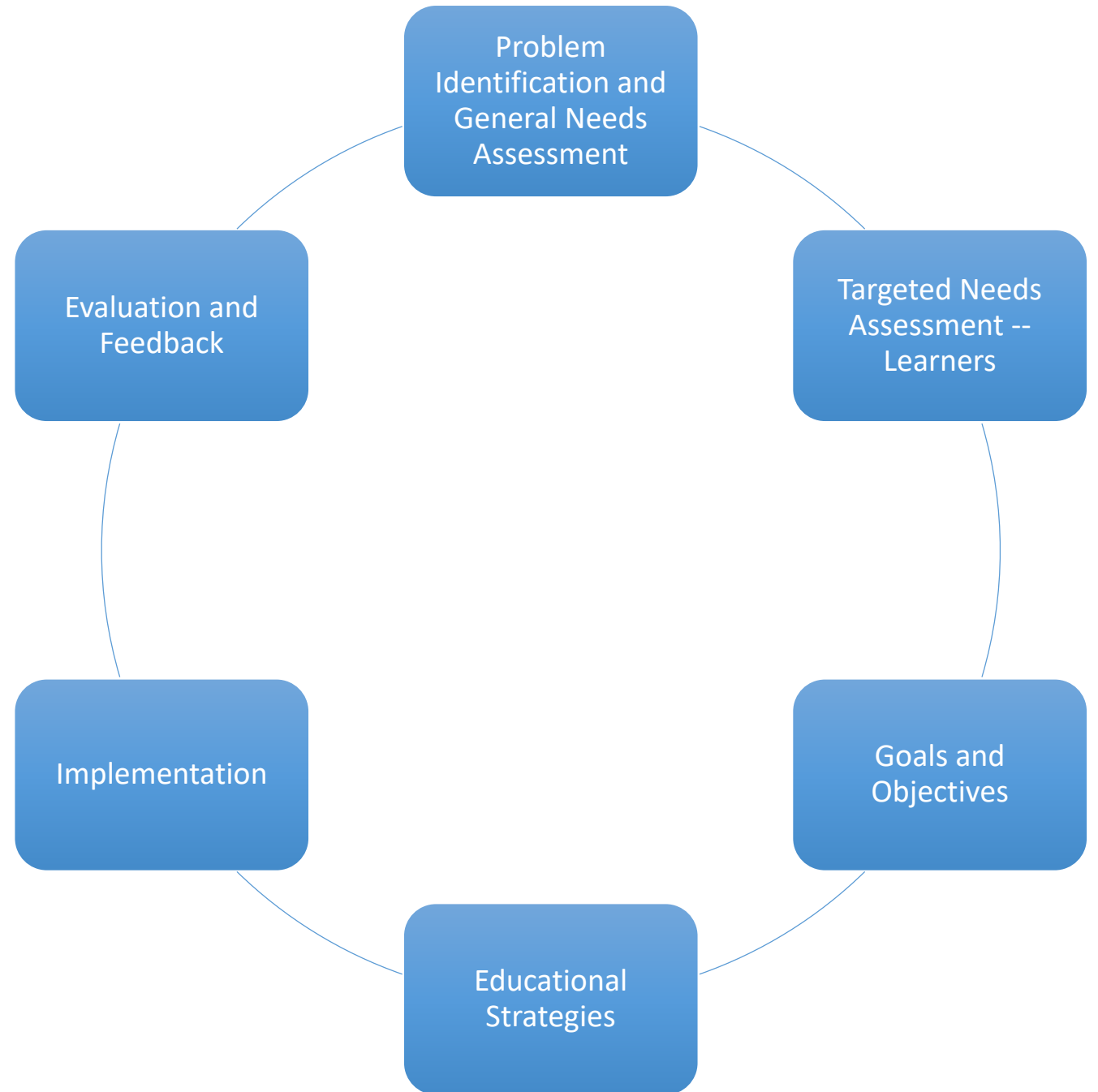- ◆ Core Faculty
- ◆ Faculty Developers
- ◆ Other

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

- Problem Identification and General Needs Assessment
- Targeted Needs Assessment -- Learners
- Goals and Objectives
- Educational Strategies
- Implementation
- Evaluation and Feedback

GNOME
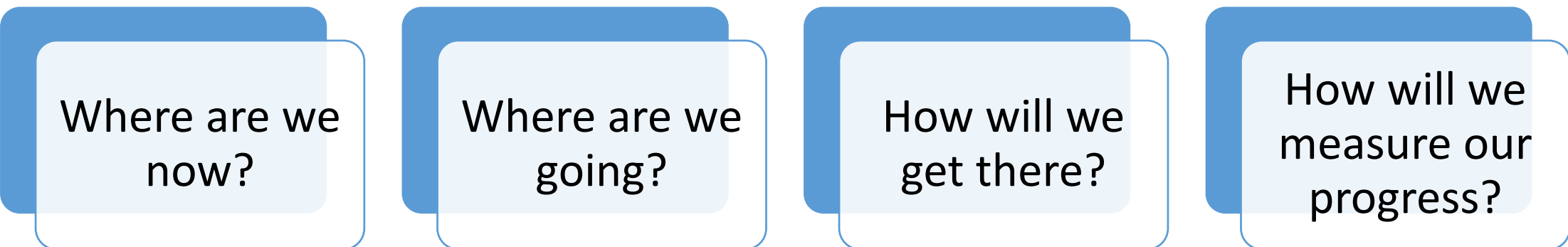
◆ Goal

◆ 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?

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

Strategic Plans vs. Strategic Planning

Building the Blue Print Strategically

Strategic Questions

In Place

Needs

Barriers

Resources

What does success look like?

- 10 min writing
- 10 min pair sharing
- 5 min debrief
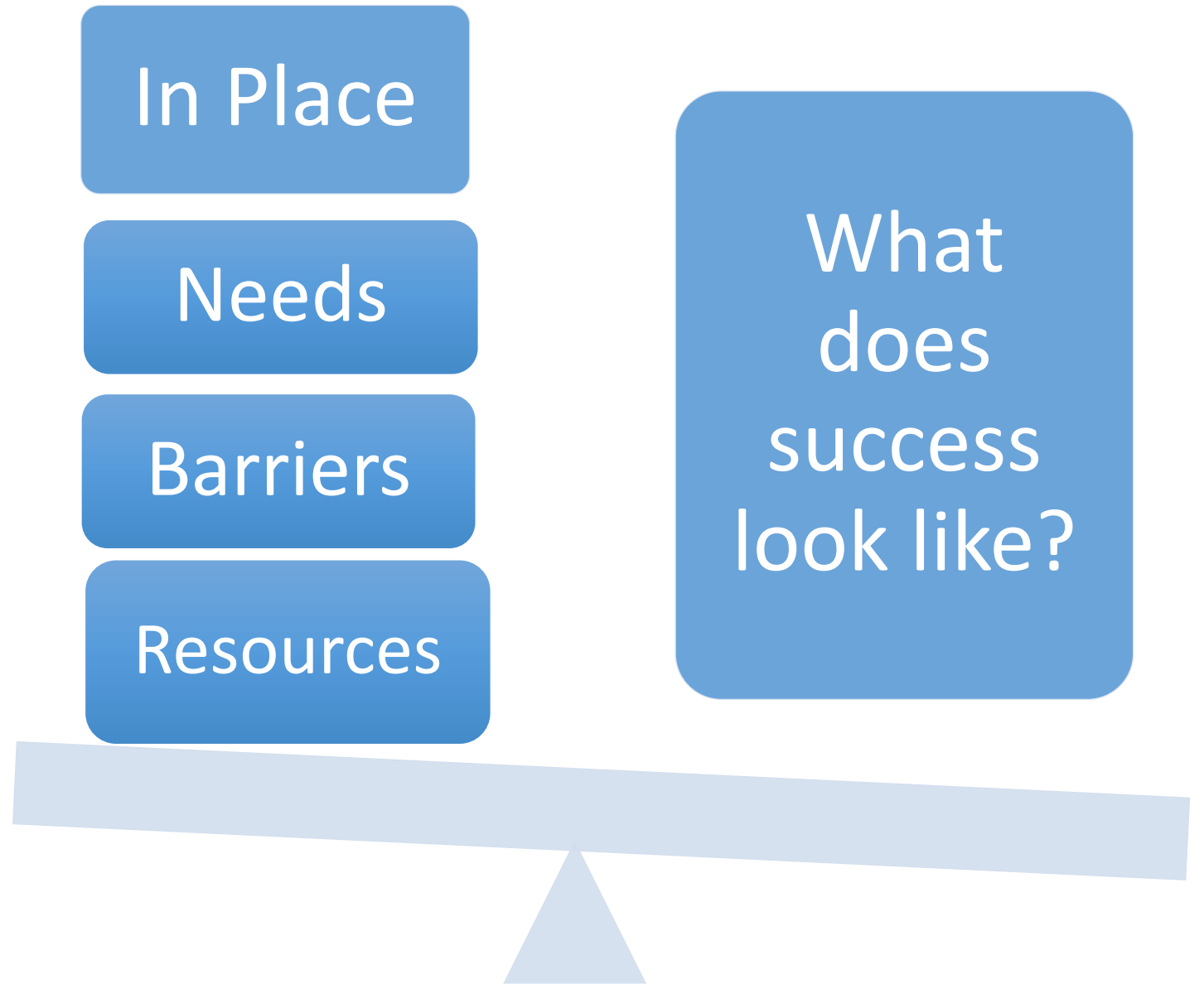
Faculty Development Content and Modes of Delivery

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…

Step it Up!!

- Games
- Snow Balls
- Line-up

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

- 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
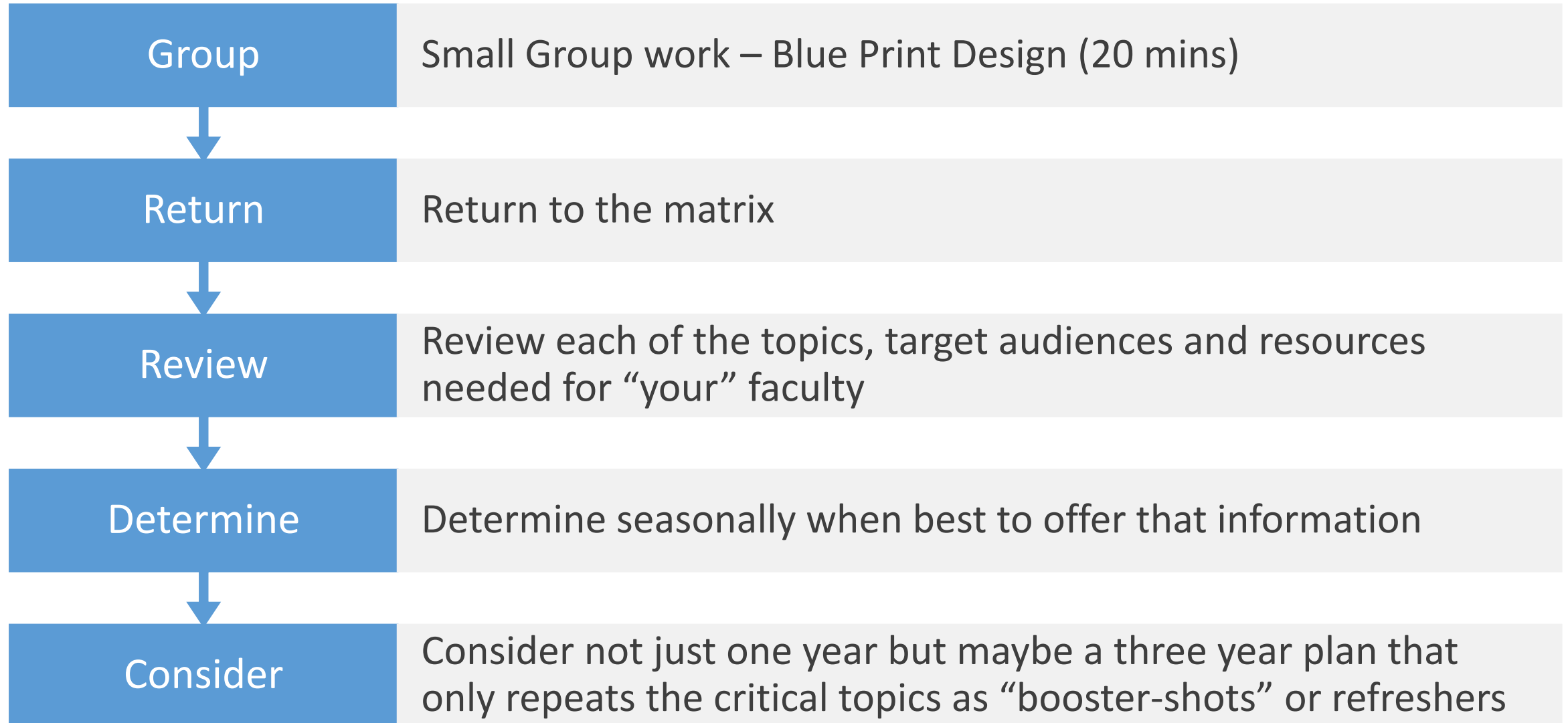
Faculty Role	Feedback	Curric. Develop	Goals-Objectives	Point of service assessment	Direct Observation	Bedside teaching	Setting expectations	Scholarly Activities
PD/APD	✓	✓	✓	✓	✓	✓	✓	✓
Core Faculty	✓	✓	✓	✓	✓		✓	
Faculty	✓			✓	✓	✓	✓	
Residents Fellows	✓				✓	✓	✓	✓

Plans Run on Details

type of faculty	Teaching: Instruction in Clinical Setting					Teaching: Instructional Methods in the Classroom								Teaching: Specific Content - Teaching techniques for :			
	One minute preceptor	bedside teaching	Family Centered Rounds	setting expectations	Clinical Reasoning	Team based learning	Problem based learning	flipped classroom	online learning	lecture skill development	effective powerpoint	interactive teaching strategies	facilitating small groups	professionalism	systems based practice	quality improvement	patient safety
PBL group facilitators																	
Doctoring mentors																	
Course directors																	
clerkship directors																	
community faculty-students																	
residency program directors																	
core residency faculty																	
community faculty - residency																	
research mentors																	

Planning – Your (Flexible) Blue Print

Group	Small Group work – Blue Print Design (20 mins)
Return	Return to the matrix
Review	Review each of the topics, target audiences and resources needed for "your" faculty
Determine	Determine seasonally when best to offer that information
Consider	Consider not just one year but maybe a three year plan that only repeats the critical topics as "booster-shots" or refreshers

Planning – Your (Flexible) Blue Print –

Topic	Target Audience	Mode of Delivery	Resources	Q1 July-Sept	Q2 Oct-Dec	Q3 Jan-March	Q4 April-June
CCC	Members of CCC	Mini-workshop	PD time and CCC members' time		✓		
Feedback	Department Faculty	Snippet at faculty meeting	None	✓			

Barriers

Time
Time
Time

Money
Money
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

Audience

Seasons

Blueprint

Evaluation/ Feedback

Thank you