DESIGNING AN INSTITUTIONAL PROFESSIONAL DEVELOPMENT PROGRAM FOR NEW PROGRAM COORDINATORS

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Disclosures

No disclosures

Who We Are?

Dakota McMahand, MA

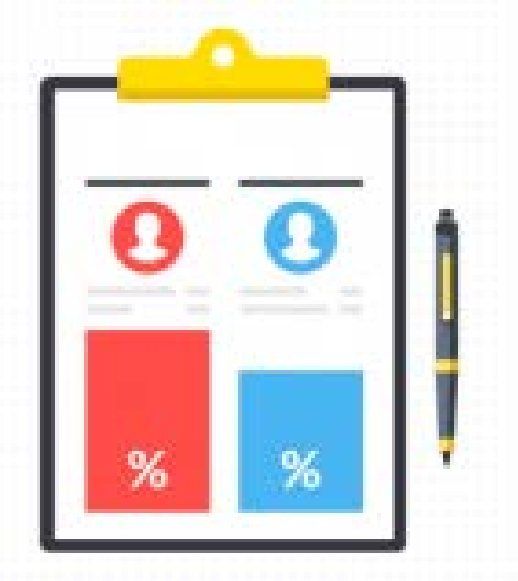
- Worked in higher education for over five years
- Was previously a Family Medicine Residency Program Coordinator
- Love supporting adult learners, arts education, and exploring nature

Marianne Ward, MEd,MS

- Master's degree in Learning, Design and Technology
- Over a decade of experience in Academic Medicine
- Believes in the power of great objectives

Poll

What is one of the biggest issues a new program coordinator may encounter?



Objectives

1. **Recall common issues new program coordinators encounter**
2. Explain the importance of a systematic training program
3. Create a learning objective, motivational outcome, and post-test question



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Presentation Overview

- **Overview of the Program**
- Our Institution's Experience
  - YOUR TURN! Develop your goal
- Objectives & Measurable Outcomes
  - YOUR TURN! Creating an objective and outcome
- Summary & Review
  - Q&A

Lack of Training

- **No formal path for new coordinators to gain the necessary skills to perform the job**
- In many cases, training for the role is obtained through on-the-job trial and error



Terri B. Feist and Donald L. Gilbert (2019). *Program Administrator Burnout: More Than a Wellness Issue*. Journal of Graduate Medical Education: December 2019, Vol. 11, No. 6, p. 732.

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Solution: Create a Training Program

Benefits of a Training Program

- **Increased productivity and performance**
- Uniformity of the work process
- Boosted morale, create community
- Distribute ideas, best practices across programs
- Better workplace environment
- Increased job satisfaction rates



The Importance of Training Employees: 11 Benefits. (n.d.). Retrieved October 28, 2020, from https://www.indeed.com/career-advice/career-development/importance-of-training

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Our Institution

- **Recent influx of new program coordinators**
- Created a six-month pilot remote program
- The program was designed utilizing the four levels of Kirkpatrick Model of Training Evaluation and Paulo Freire philosophy of critical pedagogy or problem-solving education.

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The Program Coordinator Training Group program launched in April 2020, which consisted of monthly 1.5-hour virtual training sessions for six-months.

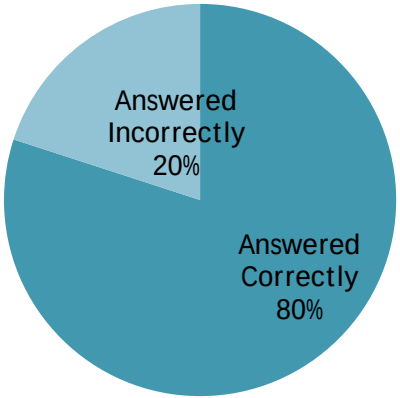


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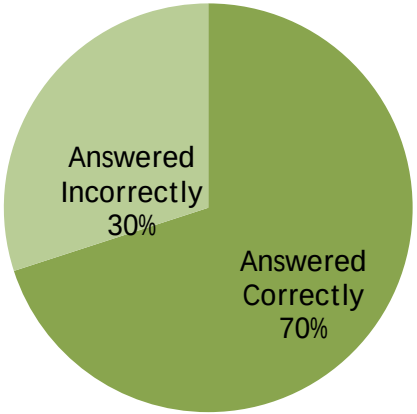
- Learning Log
- Session Objectives
- Program Timeline
- Major Topic Areas *(CCC, WebADS, PLA's, Interview Season, etc.)* & Internal Content Experts
- RMS Training
- Recap
- Next Month Topics

Our Training Program Results

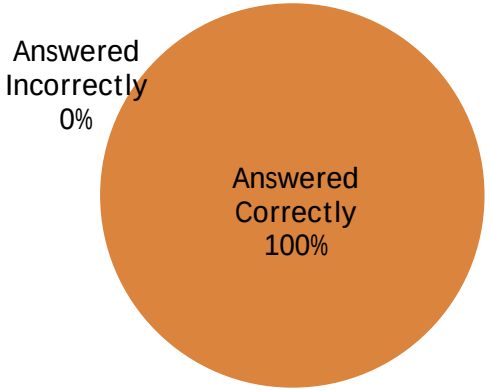
Basic Knowledge of general fellowship program cycle/timeline related questions



RMS related questions



Clinical Competency Committee(CCC), Program Letter of Agreement (PLA), and CHGME related questions



Our Training Program Results

- **Identifying the role of a Program Coordinator:**
  - Did not view themselves as part of program leadership
  - Solely assisting the PD in program management

- ACGME related questions reflected a low understanding with 53.3% accurate response rate

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Our Training Program Results

- 80% of survey participants indicated after completing the course they now have a stronger since of community.
- 100% would recommend this training program continue to be provided to new program coordinators.
- COVID-19 Challenges
  - Remote instruction
  - Flex-scheduling
  - Increased safety measures at the hospital
  - Living in the unknown

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Training Program Goal

Based on the problem you thought about earlier in the presentation – what could be a Goal for either your Training Program or One Session?

Training Program Goal

Example Goal:

- Our institution wants program coordinators to be more actively involved as leaders in their programs.

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Planning Your Program: Objectives

The plan is not the goal.

The goal is the goal.

Source: John Scalizi, “The Consuming Fire”, 2018

Planning Your Program: Objectives

- What should your learners be able to do by the end of this program?
- Oriented Toward your Goal
- Actionable & Measurable
  - Use Action Verbs
  - Bloom's Revised Taxonomy
- Include Motivation Objectives
  - Value: Why should I do this task?
  - Self-Efficacy: Am I able to complete this task

Source: https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

Planning Your Program: YOUR TURN!

Example Goal:

- Our institution wants program coordinators to be more actively involved as leaders in their programs.

Example Learning Objective:

By the end of this program, our PCs will be able to:

- Describe the role of a Program Coordinator as defined by the ACGME.

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Table 2. The Cognitive Processes dimension — categories & cognitive processes and alternative names

lower order thinking skills → higher order thinking skills

remember	understand	apply	analyze	evaluate	create
recognizing • identifying recalling • retrieving	interpreting • clarifying • paraphrasing • representing • translating exemplifying • illustrating • instantiating classifying • categorizing • subsuming summarizing • abstracting • generalizing inferring • concluding • extrapolating • interpolating • predicting comparing • contrasting • mapping • matching explaining • constructing models	executing • carrying out implementing • using	differentiating • discriminating • distinguishing • focusing • selecting organizing • finding coherence • integrating • outlining • parsing • structuring attributing • deconstructing	checking • coordinating • detecting • monitoring • testing critiquing • judging	generating • hypothesizing planning • designing producing • constructing

(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67–68.)

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Planning Your Program: Assessment

Kirkpatrick's Levels

- #1 - Reaction
- #2 - Learning
- #3 - Behavior
- #4 - Results

- Pre- and Post- Assessments!

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Planning Your Program: Assessment

Kirkpatrick's Levels

- **#2 – Learning**
  - **Change in Knowledge, Skills, or Attitude**
- **#3 – Behavior –**
  - **Implementation of Learning in the Real World**

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Thank You!