

Short Necessary Impactful Practical

Using SNIPPETS to Bring Faculty
Development to Busy Clinicians

Presenters



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Objectives

- 1. Define** the key components of a faculty development snippet
- 2. Develop** a snippet that satisfies ACGME requirements for faculty development
- 3. Identify** ways to incorporate snippets into your GME program

Why Focus on Faculty Development?

- ✓ Accreditation requirements
- ✓ Diverse learning environments
- ✓ Individual learning needs
- ✓ Increasing demands
- ✓ Desire convenience

ACGME Focus on Faculty Development

- ✓ Common program requirements
- ✓ Clinician educator milestones
 - ✓ Five competencies with subcompetencies
 - ✓ Universal pillars for all clinician educators
 - ✓ Educational theory and practice
 - ✓ Well-being
 - ✓ DEI in the Learning Environment
 - ✓ Administration

ACGME Clinician Educator Milestones

FEEDBACK

MILESTONES	EXAMPLES
<p style="text-align: center;">Level 1</p> <p style="text-align: center;"><i>Describes timing, content, and approaches to conducting feedback conversations</i></p>	<ul style="list-style-type: none"> • Names the important elements required for effective feedback (communication (method/details/style), specific observations, and culture (behaviors to promote positive feedback))
<p style="text-align: center;">Level 2</p> <p style="text-align: center;"><i>Elicits learners' goals and gives predominantly reinforcing feedback based on goals</i></p>	<ul style="list-style-type: none"> • Identifies a learner's goal of improved patient education and provides reinforcing feedback
<p style="text-align: center;">Level 3</p> <p style="text-align: center;"><i>Identifies reinforcing and modifying data to give feedback that initiates behavior change</i></p>	<ul style="list-style-type: none"> • Conducts a feedback conversation that covers the learner's goals and motivations, and that ends with specific actionable take-home points. Asks learners about what they should continue to do, and what they could do differently.
<p style="text-align: center;">Level 4</p> <p style="text-align: center;"><i>Consistently engages in challenging feedback conversations that results in desired behavior change</i></p>	<ul style="list-style-type: none"> • Empathizes with a learner who doesn't want feedback and helps them gain insight into unprofessional behavior
<p style="text-align: center;">Level 5</p> <p style="text-align: center;"><i>Guides others to conduct effective feedback conversations</i></p>	<ul style="list-style-type: none"> • Performs direct observation of a mentee's feedback conversations with learners and engages in debriefing and coaching specific to the mentee's performance during these feedback conversations
<p style="text-align: center;">Assessment Models or Tools</p>	<ul style="list-style-type: none"> • Direct observation • Multisource feedback <ul style="list-style-type: none"> • OSTE • Portfolio or journal review

When we say snippet ...

You think of what?

When we say snippet ...

We mean:

Micro learning (small chunks)

Easily consumable

Adaptable

Portable

Reusable

Scalable

What is a Faculty Development Snippet?

- Short, generally 15-20 minutes
- Has one single overriding learning objective
 - a topic or skill that can be taught in the allotted time and is relevant
- Key learning points of the topic
- Interactive exercise to apply the new knowledge or skill

How is it Innovative?

Content

Active
learning
techniques
incorporated
into lecture
format

Setting

Delivered at
or within
pre-existing
meetings

Duration

Brief 15-min
learning
experiences

Snippet Template



1. **Title**
2. **Learning Objective**
3. **Didactic**
4. **Didactic**
5. **Didactic**
6. **Activity Instructions**
7. **Activity Debrief**
8. **Take Home Point**
9. *As Needed*
10. *As Needed*

Snippet Template

Title

Learning Objective

Didactic

Didactic

Didactic

Activity Introduction

Activity Debrief

Take Home Point(s)

EXAMPLE SNIPPET

SNIPPET SLIDE 1: Title

EXAMPLE TOPIC: Direct Observation

EXAMPLE SNIPPET

SNIPPET SLIDE 2: As Needed



**Describe
what you see
in this image**



Did you ...

***DESCRIBE:** Two men and three women with their left arm raised*

OR

***INTERPRET AND JUDGE:** A happy diverse team of colleagues*

OBJECTIVE

*Distinguish
between
behavior-based
observations
and inferences
or judgements*

Observations Require That You

- Analyze or **identify standards or criteria** for the performance to be observed
- Focus observations on **behaviors** which address performance criteria

Inferences

- ❖ Happen at the subconscious level and often unrecognized
- ❖ Tend to be influenced by personal attitudes
- ❖ Can be automatic associations or stereotypes
- ❖ Can be wrong or simply off target

Observations

- ✓ Are intentional, planned, and targeted at a specific performance
- ✓ Are based on criteria / standards
- ✓ Focus on the behavior not the person
- ✓ Factually state what was observed

Activity

Instructions

1. Watch the 2 min. video
2. Individually complete the observation worksheet
3. As a group, discuss your observations



Observation Worksheet:
How to Observe

ASK ...

- What is the level of the trainee?
- Which competencies will be assessed?
- What performance criteria will be observed?
- Where can relevant behaviors be observed?
- Who will observe?

Identify standards or criteria for the performance to be observed

Focus on behaviors which address performance criteria

Provide "in-the-moment" verbal feedback

Translate observation into useful written feedback

Performance Criteria	Behaviors Observed	Context	Purpose of Observation
Professionalism, Self-competency, Interpersonal skills, patient's unique characteristics, and needs	Identify when patient is up and moving, making eye contact and communicating in a confident, sensitive manner.	Clinical rounds	Formative
Feedback:			

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Image by Fauxels, retrieved from <https://www.pexels.com/photo/doctor-talking-to-a-patient-6129681/> on 5/14/2023.

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Activity Debrief

What key behaviors did you observe?



What can you do to ensure you stay focused on performance / behaviors?

Take Home Points

Observations are ...

- ✓ based on behaviors and are specific
- ✓ linked to standards or performance criteria
- ✓ used as evidence of performance

Inferences are ...

- ✓ based on personal experience / bias / perception
- ✓ assumptions mistaken for observation
- ✓ about the person not the performance

Build a Snippet

Your Topic: GIVING EFFECTIVE FEEDBACK

Build a Snippet



5 Minutes

- Introduction
 - Orient self to your group and materials
 - Workshop facilitator will be the “recorder” to make the Snippet template

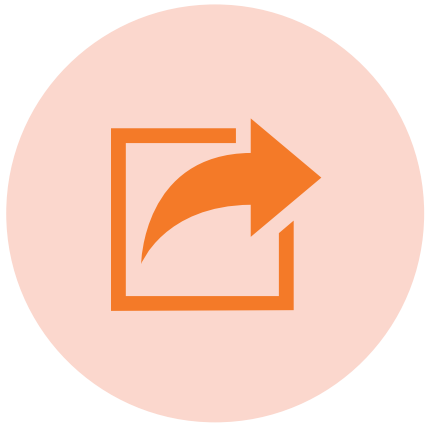


15 Minutes

Build a snippet

- Determine title and one key learning objective (**done!**)
- Build didactic content
- Select an activity
- Formulate take-home points

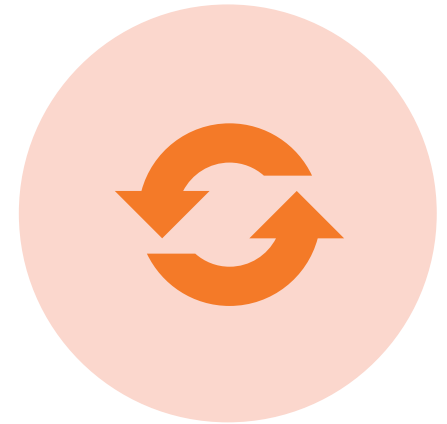
Snippet Debrief



SHARE!



WHERE?



COMMIT!

Snippet Take Home



Don't Re-Invent the Wheel!

Here are some
faculty
development
content
resources!

ACADEMIC MEDICINE | AM Last Page

BLOG

"We're Not Too Busy": Teaching With Time Constraints on Rounds




Journal of Graduate
Medical Education


RIP OUT: CLINICIAN EDUCATOR CAREER DEVELOPMENT SERIES

Reclaiming the Calendar: Time Management for the Clinician Educator

Cory J. Pitre, MD, FAAEM
Carla M. Pugh, MD, PhD, FACS (@CarlaPughMDPhD)



ACADEMIC PEDIATRICS
The Official Journal of the Academic Pediatric Association



ASSOCIATION OF PEDIATRIC PROGRAM DIRECTORS

NUTS AND BOLTS
Faculty Development for the Busy Clinical Educator

More Content to Reference: APPD Nuts and Bolts

NUTS AND BOLTS

Faculty Development for the Busy Clinical Educator



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 On Behalf of the Association of Pediatric Program Directors Faculty and Professional Development Task Force

DIRECT OBSERVATION: A CRITICAL ASSESSMENT TOOL

You can't accurately assess what you haven't seen.

IN THIS EDITION:

- What is direct observation?
- Why is it important?
- How can you be successful at direct observation?



Consider this situation...

You notice that one of the interns on your team is consistently unprepared for rounds, has disorganized presentations and does not complete his notes in a timely manner.

How might direct observation help you support this intern?

What is direct observation?

Direct observation represents an important type of workplace-based assessment, which is essential to the success of current competency-based medical education models and involves:



First-hand observation . . .



in a real-world setting . . .



with timely feedback.

Why is direct observation important?

- Provides more **accurate assessment** of a learner's ability to **DO** a task, rather than to simply **SHOW HOW** or **KNOW HOW**.
- Helps us understand and support learners as they **progress towards becoming independent clinicians**. ("How ready are they to do these tasks alone?")
- It creates **opportunity for formative feedback**—both modifying (corrective) and appreciative (reinforcing). **First-hand observation increases credibility of the feedback giver.**
- It leads to more **accurate and relevant summative assessments** (and direct observation is required by the ACGME)



Questions or Comments?

References and Attributions

- Bowler C, Foshee C, Haggar F, Simpson D, Schroedl C, Billings H. Got 15? Try Faculty Development on the Fly: A Snippets Workshop for Microlearning. *MedEdPORTAL*. 2021; 17:11161. https://doi.org/10.15766/mep_2374-8265.11161 PMID: 34189261.
- Bar-On ME, Konopasek L. Snippets: an innovative method for efficient, effective faculty development. *J Grad Med Educ*. 2014; 6 (2): 207-10. <https://doi.org/10.4300/JGME-D-13-00362.1> PMID: 24949121.

Faculty Development Resources:

- Pitre CJ, Pugh CM. Reclaiming the Calendar: Time Management for the Clinician Educator. *J Grad Med Educ*. 2023; 15 (1): 117–118. <https://doi.org/10.4300/JGME-D-22-00939.1> PMID: 36817525.
- Wang FY, Kogan JR. “We’re Not Too Busy”: Teaching With Time Constraints on Rounds. *Acad Med*. 2018; 93 (10): 1593. <https://doi.org/10.1097/ACM.0000000000002336> PMID: 29923891.
- Black NP, Lossius MN, Black EW, Collins SW; Association of Pediatric Program Directors Faculty and Professional Development Task Force. Patient- and Family-Centered Rounds: How Clinicians Can Create Balance Between Patient Care, Education, & Work. *Acad Pediatr*. 2022; 22 (6): 887-888. <https://doi.org/10.1016/j.acap.2022.05.003>. PMID: 35644369.
- Ruedinger E, Rooholamini SN; Association of Pediatric Program Directors Faculty and Professional Development Task Force. Direct Observation: A Critical Assessment Tool. *Acad Pediatr*. 2022; 22 (3): 365-366. <https://doi.org/10.1016/j.acap.2022.02.005>. PMID: 35181560.

Thank You!

We value your feedback!

Please fill out evaluation when you receive it!