

CONNECTIONS: Fostering Commitment and Retention of Preceptors through Faculty Development

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University of Missouri

Disclosure

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Session Overview

- Describe the MU School of Medicine Rural Scholars Program
- Review the benefits of providing faculty development for community-based faculty
- Describe the menu of faculty development activities provided to community-based faculty
- Review outcomes and evaluation data from online faculty development sessions



Four community-based faculty attending match day 2024.

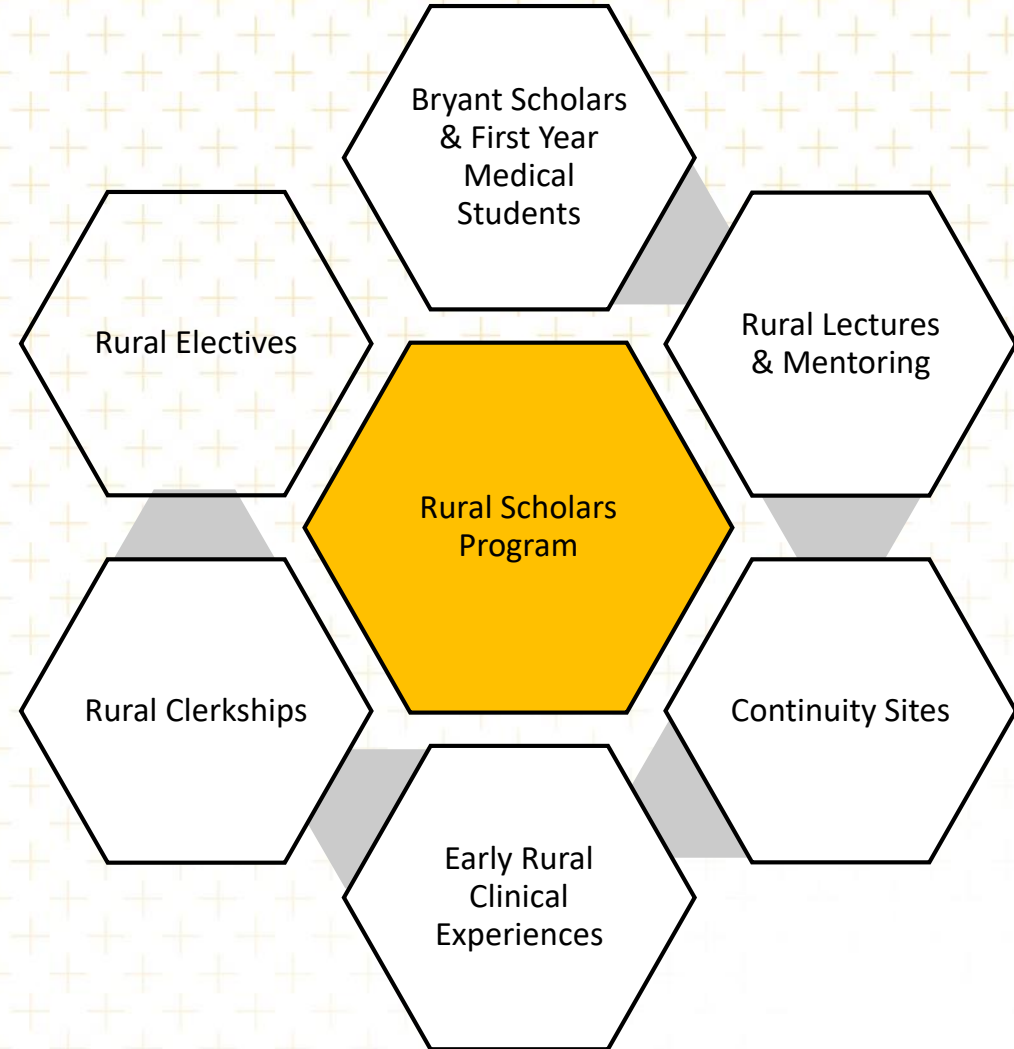




RURAL SCHOLARS PROGRAM

The Rural Scholars Program was created to offer medical students interested in rural practice a variety of experiences including lectures, mentoring, and clinical programs centered around rural care.

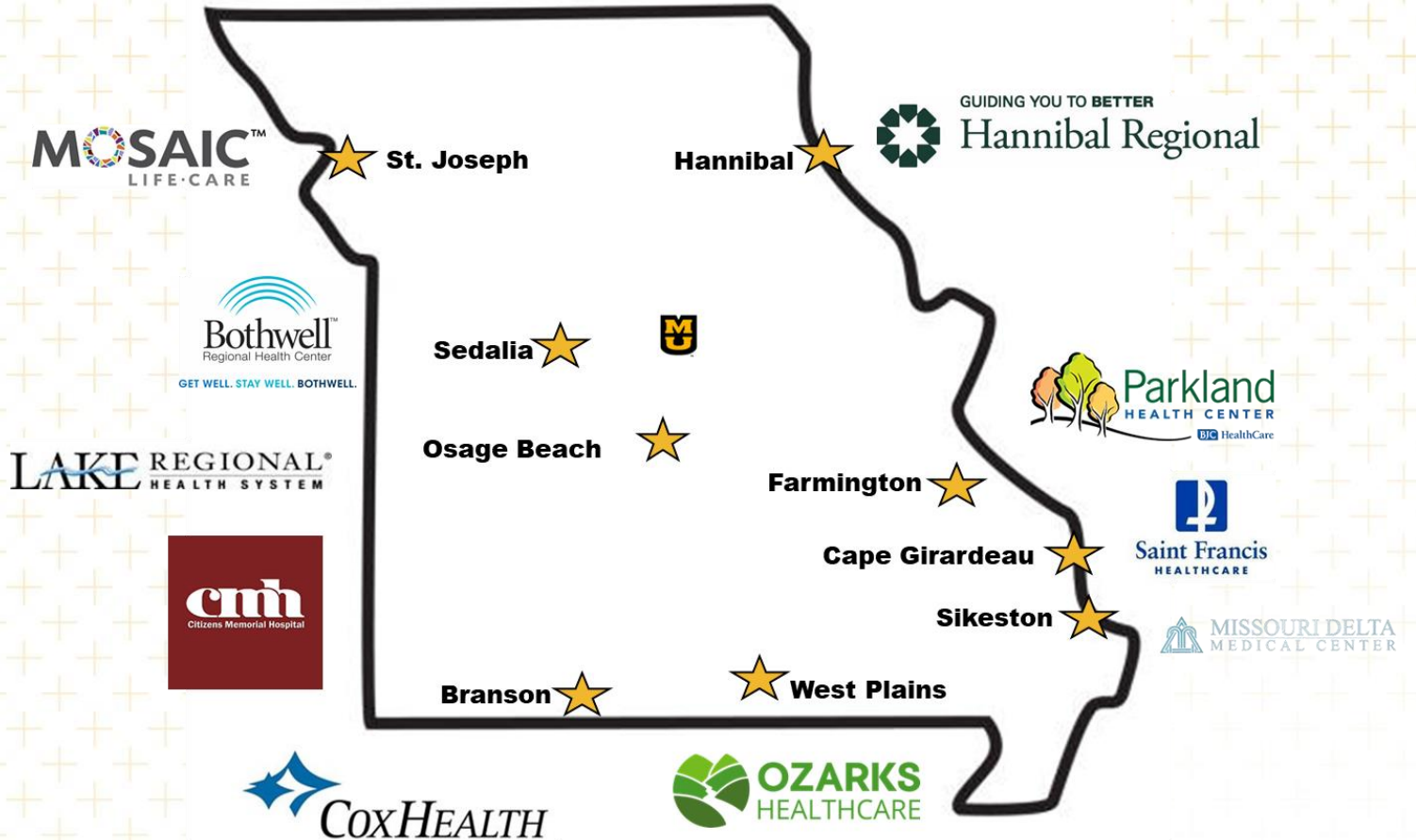
- Scholars are assigned a rural physician mentor to aid them during all four years of medical school



Where are our faculty?

Across Rural Missouri!

- Rural Scholars are assigned a continuity site during their first year of medical school, and they return to this site three times for rural clinical training.
- All faculty teaching Rural Scholars are volunteer, community-based faculty who have a courtesy appointment with MU SOM.
- We currently have **304** active Community-based Faculty.



Rural Scholars Program Continuity Sites

Why Faculty Development?

What does the research say?

- Improve teaching skills and performance
- Improve student experience and learner outcomes
- Greater engagement with course evaluation and feedback
- Increased commitment to education and teaching
- Improved clinical care through better teaching
- Improved attitudes

A great way to...

- Ensure quality education is being provided to medical students
- Ensure adherence to LCME accreditation requirements
- Ensure a positive learning environment
- Enhance understanding of school policies and procedures
- Provide an opportunity for sharing of best practices
- Provide an opportunity to gather feedback from faculty



Faculty Development Activities

We provide a menu of faculty development activities in **multiple formats** to try and meet the needs of all faculty and make information easily accessible.

- In-person annual rural clinical site leadership retreat
- Mobile simulation van training opportunities
- Teaching Tiger Teachers asynchronous online modules
- Community-based faculty website and handbook
- In-person faculty development sessions at rural sites
- Funding for professional development
- Online rural longitudinal integrated clerkship faculty orientations
- **NEW!** School-wide community-based faculty online orientation sessions



Annual Rural Clinical Site Leadership Retreat

Held in October each year at MU SOM



Potential Rural Scholar applicant talking with the medical director and student coordinator from the continuity site in Hannibal, MO at our annual site fair.

- Appointed medical director and student coordinator from each rural continuity site attend annually
- Half day paired with our annual training site fair for first-year medical students interested in applying to the Rural Scholars Program
- In-person opportunity to meet with site leadership to discuss curriculum updates, review policies and accreditation requirements, share resources and best practices, and provide targeted faculty development
- Train the trainer model – medical director brings information back to their faculty
- We cover hotel and travel costs



Mobile Simulation Van

- Launched in 2011 in response to the need for interactive and high-tech training resources in rural areas.
- Ability to simulate more than 110 medical scenarios
- Through our HRSA grant, mobile simulation training is provided free of charge to our continuity sites.



<https://medicine.missouri.edu/centers-institutes-labs/shelden-simulation-center/mobile-sim>



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Teaching Tiger Teachers

Asynchronous online modules, and repository of resources on Canvas faculty can complete and view as their schedule allows.

The following modules are available:

- Curriculum Overview
- Evaluation Overview
- Introduction to PBL
- Teaching Procedural Skills
- One Minute Preceptor
- Feedback in Clinical Education
- Inpatient Teaching
- Intro to Learning
- Goals and Expectations of Ward Service Rotation*
- Mid-Rotation Formative Feedback on Ward Service*

**Developed by Marshfield Clinic Health System and used with permission.*

The screenshot shows the Canvas LMS interface for the 'Teaching Tiger Teachers' course. The breadcrumb trail is 'Teaching Tiger Teachers > Modules'. The left sidebar contains navigation options: Organizations, Home, Modules (selected), Grades, Support & Policies, Library Resources, Zoom, Getting Started: Students, Search, Student Success Resources, Account, Dashboard, Courses, Calendar, Inbox, History, Search, Commons, and Help. The main content area displays two module categories:

- Curriculum and Evaluation Overview**
 - Curriculum Overview (0.25 CME credit hours) 0.25 pts
 - Evaluation Overview (0.25 CME credit hours) 0.25 pts
 - Introduction to PBL (0.25 CME credit hours) 0.25 pts
 - Resources- University of Missouri- Columbia School of Medicine PBL curriculum
- Teaching Procedural Skills**
 - Teaching Procedural Skills (0.5 CME credit hours) 0.5 pts
 - Resources-Dreyfus-The Five-Stage Model of Adult Skill Acquisition.pdf

Website and Handbook

For community-based faculty

- On the school's faculty affairs webpage
- Central location for resources and information
- Created a handbook for all community-based faculty

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<https://medicine.missouri.edu/offices-programs/faculty-affairs/faculty-resources/community-based-faculty>



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Additional ways we support our faculty

- **In-person faculty development sessions at rural sites**
 - Typically, an hour over lunch on a topic identified by the site or through evaluation of previous faculty development sessions
- **Funding for professional development**
 - CLIC Conference, RMT Collaborative
- **Online rural longitudinal integrated clerkship faculty orientations**



Online Community-Based Faculty Orientation Sessions

Content covered:

- SOM Curriculum
- Educational goal statements and key characteristics
- Assessment and grading
- Giving effective feedback
- Student mistreatment
- MU SOM Code of Professional Conduct
- FERPA
- Conflicts of Interest and Reporting
- Resources available for CBF
- Clerkship-specific objectives, required clinical experiences, expectations, and contacts

Welcome & Introductions

Kevin Kane, MD
Interim Senior Associate Dean
for Medical Education



Whitney LeFevre, MD
Rural Scholars Program
Medical Director

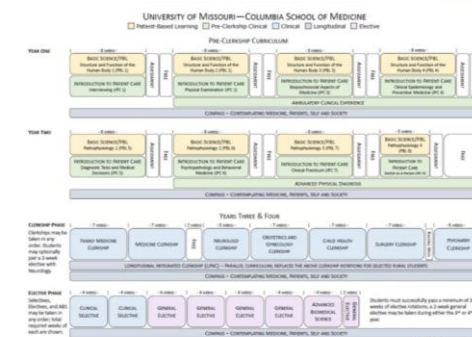


David Haustein, MD
Associate Dean,
Springfield Clinical
Campus



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MU SOM Curriculum Overview



Narrative Feedback Tips

Comment on students **performance** not just their personal attributes

- To summarize performance, consider qualifiers like “met expectations” “exceeded expectations” or “one of the best”
- Describe the student’s performance comparative to developmental levels clinicians are familiar with such as “they are functioning at the level of an intern or resident.”

Be specific with **examples/evidence** the support your comments on performance.

- While “She is an excellent student” may be very true, we need examples
- Think of a particularly challenging or medically complex patient that the student followed and was able to demonstrate advanced clinical skills in diagnosis and management, operative skills, and/or communication skills with patients, families and other members of the health care team.

• Be sure comments are directed at the **right audience**

- The student and potential future program director


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Online CBF Orientation Logistics

- Two sessions offered in effort to increase attendance
 - 7-8am
 - 12-1pm
- Save the Date sent via email every two weeks beginning in December
- Registration required
 - Data collection necessary for breakout room pre-assignments
 - Reminder emails sent using registration lists
- Utilized Zoom poll function to collect attendance
- Covered general information as a group, then used breakout rooms to provide clerkship-specific information



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SAVE THE DATE

WHO
MU School of Medicine Community-Based Faculty who teach third year medical students.

WHAT
Sessions orienting community-based faculty to clerkship curriculum and evaluation, including review of key MU SOM policies, teaching and feedback tips, and prep for the next academic year.

WHEN

- March 6, 2024 – 7-8 a.m. via Zoom **OR**
- March 20, 2024 – Noon-1 p.m. via Zoom

Community-Based Faculty only need to attend one.
Click on the date above to register. Registration required to receive Zoom link.

At the end of the session, CBF should:

- **Have a basic understanding of:**
 - SOM third year curriculum
 - What student mistreatment and unprofessional behavior look like and how such behavior is reported
 - FERPA and what information can and cannot be communicated about students
 - Clerkship objectives, required clinical experiences, and general expectations of students
- **Know:**
 - The educational goal statements and key characteristics of the SOM
 - How students are assessed in the third year and the components that make up the final grade
 - Basic strategies to give effective feedback and ways to improve teaching
 - MU SOM Code of Professional Conduct and the responsibilities of teachers and learners
 - What resources exist for community-based faculty and how to access information
 - Who the clerkship director, associate clerkship director, and student coordinator are and how to contact them
 - Where to access clerkship related documents

Questions? Contact Meghan Meyers

Data Collection

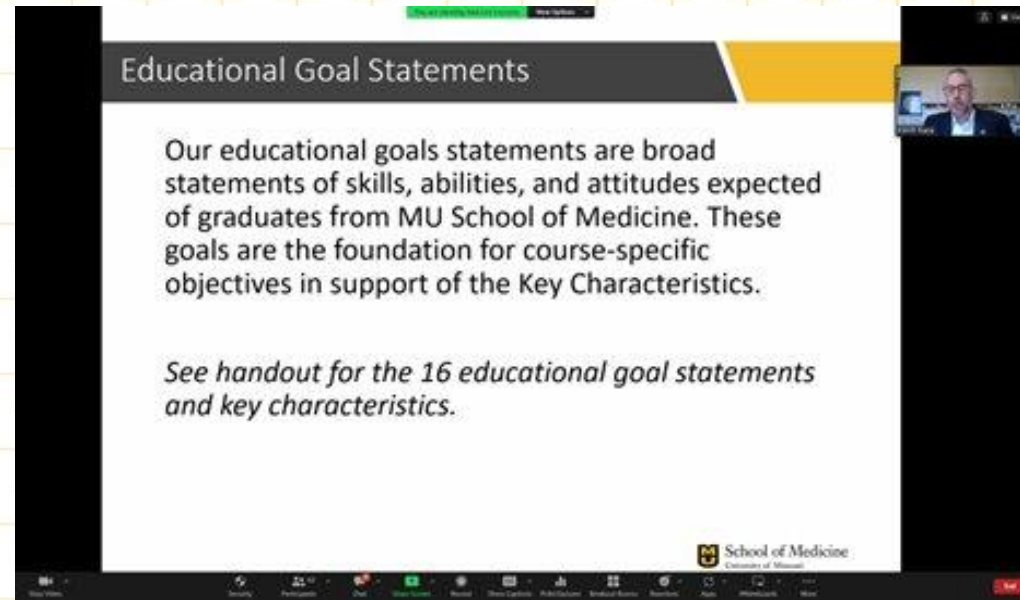
Qualtrics

Session 1 – 29 CBF

Session 2 – 42 CBF

Link to evaluation was provided to attendees immediately after the session via Zoom chat, as well as emailed the same day.

N=35 (49% response rate)



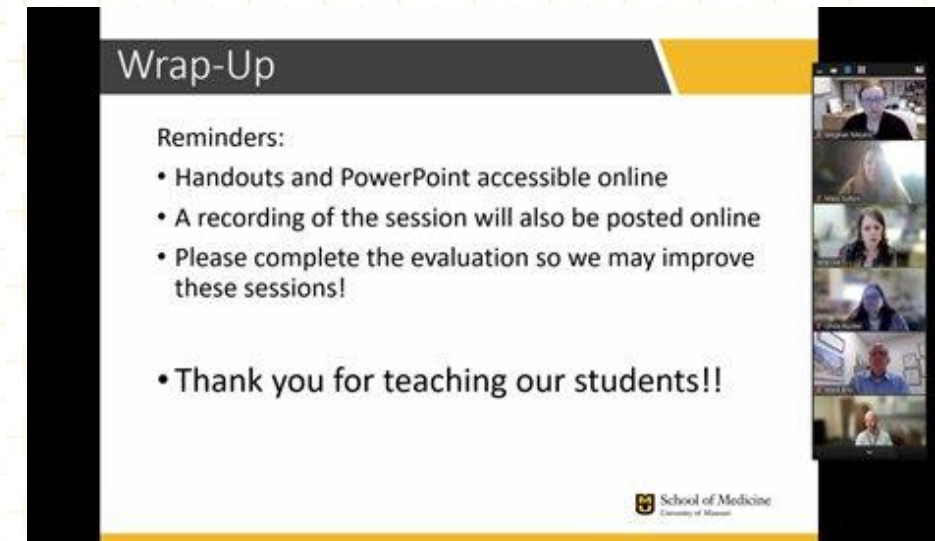
Educational Goal Statements

Our educational goals statements are broad statements of skills, abilities, and attitudes expected of graduates from MU School of Medicine. These goals are the foundation for course-specific objectives in support of the Key Characteristics.

See handout for the 16 educational goal statements and key characteristics.

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This screenshot shows a Zoom meeting interface. The main content is a slide with a white background and a yellow header. The slide text is centered. In the top right corner of the slide, there is a small video thumbnail of a man speaking. At the bottom of the slide, the 'School of Medicine University of Missouri' logo is visible. The Zoom meeting controls are visible at the very bottom of the screen.



Wrap-Up

Reminders:

- Handouts and PowerPoint accessible online
- A recording of the session will also be posted online
- Please complete the evaluation so we may improve these sessions!

• Thank you for teaching our students!!

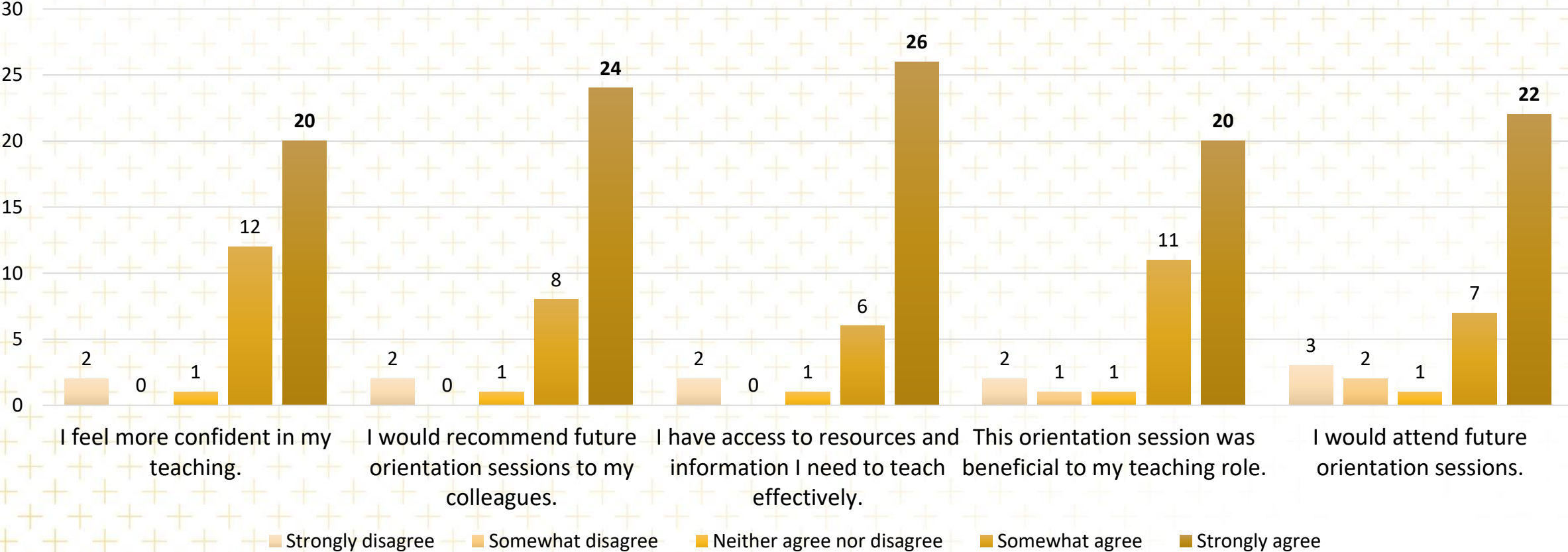
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Online CBF Orientation Evaluation Results

Highlights (n=35)



Online CBF Orientation Evaluation Results

Future topic/session suggestions

Effective feedback writing workshop

Lecture and further involvement opportunities

Turning criticism into a learning opportunity

Generational differences between students and mid-career physicians

Benefits of teaching

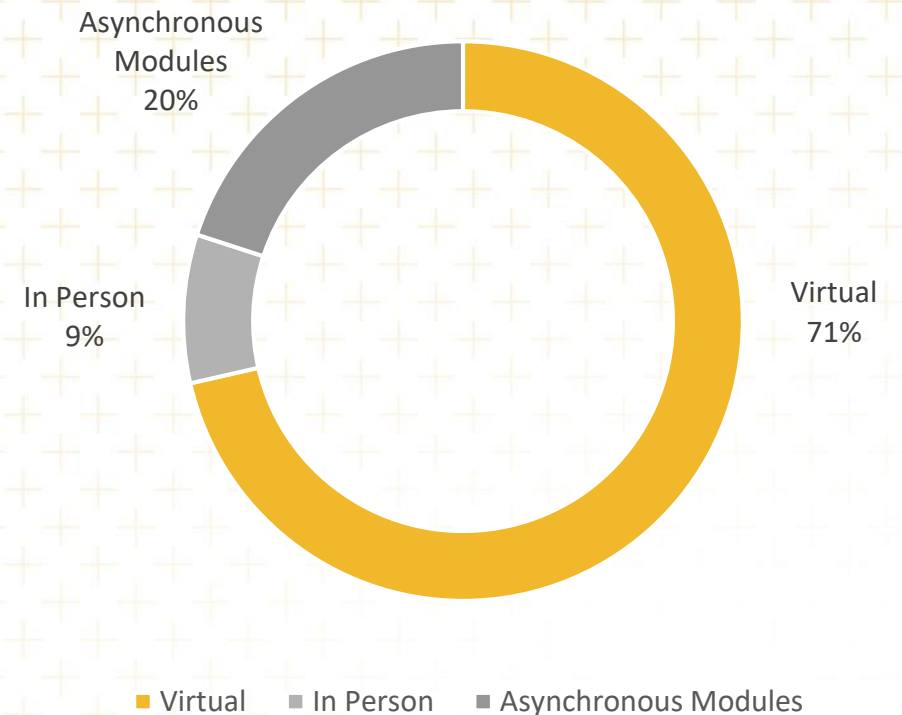
How to effectively maximize time with students

How to teach under productivity pressures

Integration of students

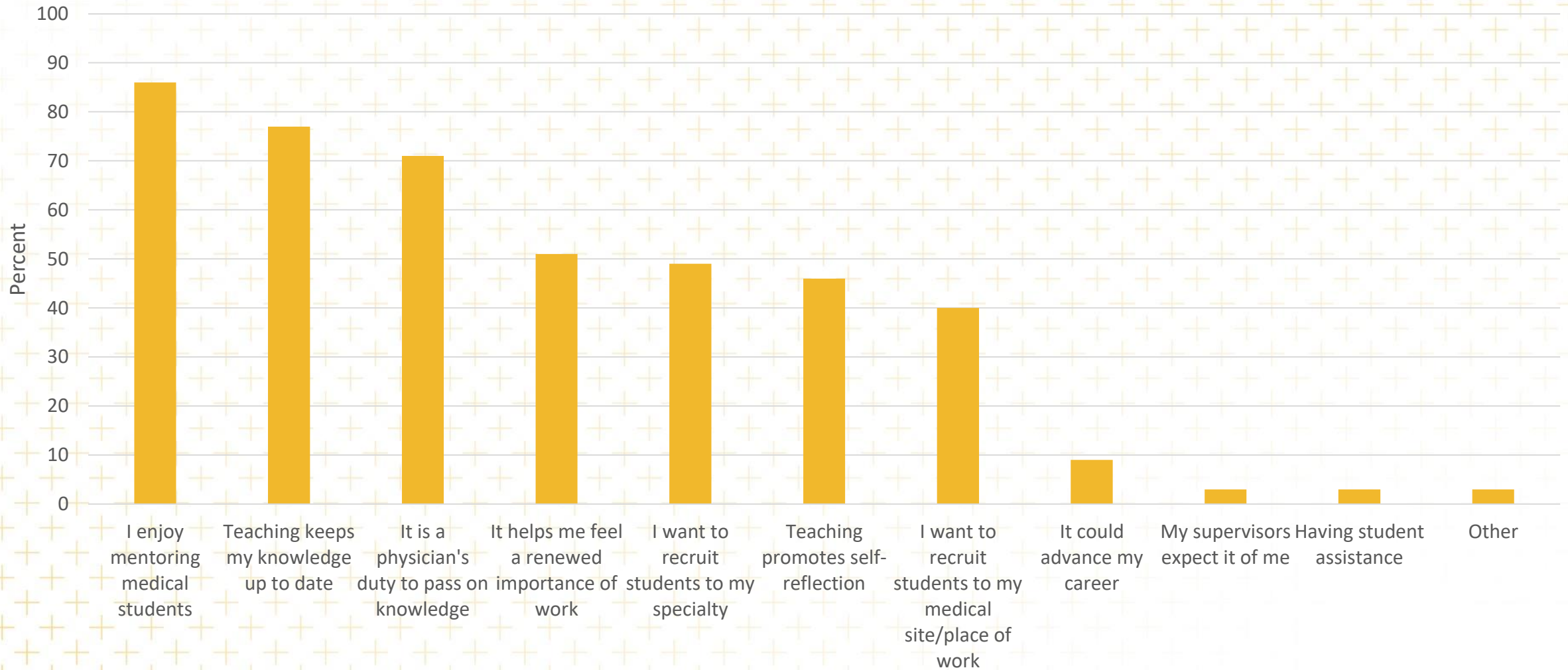
Recruitment of faculty members

What format of faculty development would you utilize the most? (n=35)



Online CBF Orientation Evaluation Results

Why do you teach medical students?



Thank you!

Contact Information



RURAL SCHOLARS
PROGRAM

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