An Innovative Model for Graduate Medical Education Faculty Development through Physician In Training Delivery

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Background

- Accreditation Council for Graduate Medical Education (ACGME)
  - Mission: Accreditation, continuous improvement, and quality assurance
  - Core Competencies: 5 core competencies
  - 11,000+ residency and fellowship programs
  - 140,000 medical graduate trainees

- ACGME Residents
  - Core competencies
  - Patient safety
  - Medical knowledge
  - Professionalism
  - Interpersonal and communication skills
  - Systems-based practice

- ACGME - Faculty
  - ACGME Outcome Project goals include:
    - Level-specific, Competency-based, Standardized, Integrated, Easily accessible
    - Accreditation specifically includes faculty development
    - Successful approaches have lead to improvement in:
      - Patient Safety
      - Patient Outcomes
      - Facilitated further discussion and

- Faculty Development - Barriers
  - Feel inadequately prepared to teach on the topics selected
  - Preference on what they want to learn
  - Learned differently in their own training
  - Scheduling
  - An ideal program would meet faculty needs

- Faculty Development – Prior Strategies
  - Workshop: residents couldn’t attend as they were tired
  - Dinner Meetings: couldn’t attend as they were tired after a long day
  - Online modules: difficulty logging in, issues with usernames/passwords
  - In-person workshops
  - Monthly lecture series

Objective

- Create a quality improvement project where resident physicians deliver faculty development programs to faculty
- Deliver effective convenient programs
- Faculty and resident physicians would both grow as teachers
- Resident physicians develop multiple ACGME core competencies
- Each resident (3) delivers a presentation, during each of their rotations (6) in an academic year

Methods

- Prospective cohort
- Primary objective: Successful implementation and improvement or increase in faculty participation
- Predictor variable: Novel method of faculty development delivery
- Outcome variables: Individual faculty participation, and number of presentations delivered
- Study population: Includes both precepting faculty of ACGME-accredited residency program, and the respective resident physicians including HCA Medical City Dermatology / UNTHSC faculty with rotating residents
- Data Collection: Resident & faculty during joint completion of survey
- Disclosures: Quality Improvement Project

Results

- Faculty Participation in Faculty Development By Year

Discussion

- Our project is a novel idea that has proven successful in delivering content to faculty at 100% completion rate
- Residents are obtaining core competencies in interpersonal and communication skills, professionalism, and medical knowledge
  - Residents are obtaining additional expertise in various topics related to faculty development
  - Residents are obtaining additional development in presentation skills
  - Residents are building stronger relationships with faculty
- If resident physicians are continuing careers in academics, especially at HCA, this will be particularly valuable in having additional teaching skills better prepared to be faculty
- We want to partner with other HCA facilities to scientifically prove efficacy of resident delivered faculty development
- Comparing completion of faculty development in programs that do or do not use this model
  - Ideally compare similar specialties
  - Ideally would be multi-site
- If successful, could change the model for faculty development

Conclusion

- This pilot Physician In Training Delivered Faculty Development is a novel model that can achieve more residency educational goals. These include
  - Provide faculty development as an individualized, consistent, convenient and cost-effective model. Residency programs satisfy ACGME core competencies while simultaneously improving the quality of faculty education.
  - This pilot model should be tested in programs of varying size and discipline.

References