

HCA Healthcare

Scholarly Commons

North Texas Research Forum 2023

HCA Healthcare Research Days 2023

4-28-2023

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

Daniel A. Nguyen

HCA Healthcare, danielnguyen323@gmail.com

Christopher Wong

HCA Healthcare, Christopher.Wong@medicalcityhealth.com

Christian Scheufele

HCA Healthcare, christian.scheufele@medicalcityhealth.com

Michael Carletti

University of North Texas Health Science Center

Stephen Weis

HCA Healthcare, stephen.weis@unthsc.edu

Follow this and additional works at: <https://scholarlycommons.hcahealthcare.com/northtexas2023>



Part of the [Dermatology Commons](#), [Medical Education Commons](#), and the [Quality Improvement Commons](#)

Recommended Citation

Nguyen, Daniel A.; Wong, Christopher; Scheufele, Christian; Carletti, Michael; and Weis, Stephen, "An Innovative Model for Graduate Medical Education Faculty Development through Physician In Training Delivery" (2023). *North Texas Research Forum 2023*. 9.

<https://scholarlycommons.hcahealthcare.com/northtexas2023/9>

This Poster is brought to you for free and open access by the HCA Healthcare Research Days 2023 at Scholarly Commons. It has been accepted for inclusion in North Texas Research Forum 2023 by an authorized administrator of Scholarly Commons. For more information, please contact lindsay.million@hcahealthcare.com.

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

Daniel A. Nguyen, DO^{1,2}, Christopher Wong, DO^{1,2}, Christian Scheufele, DO^{1,2}, Michael Carletti, DO^{1,2}, Stephen Weis, DO^{1,2}

¹HCA Medical City Fort Worth Dermatology Residency Program

²University of North Texas Health Science Center

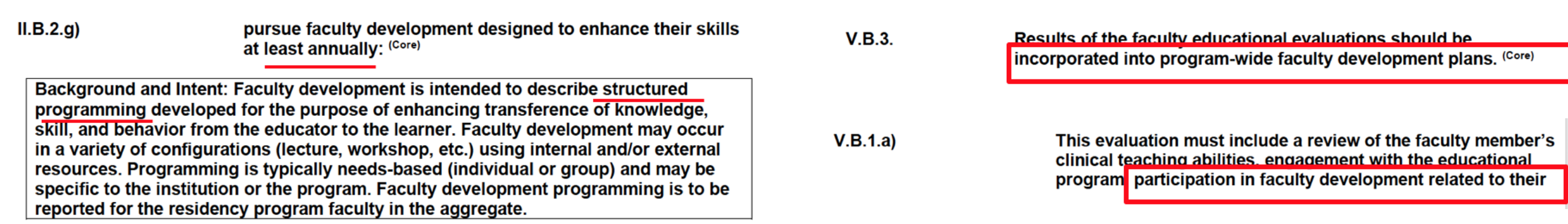


Background

- Accreditation Council for Graduate Medical Education (ACGME)
 - Mission
 - Improve United States health and health care
 - Accrediting quality physician education programs
 - 11,000+ residency and fellowship programs
 - ~140,000 medical graduate trainees
- ACGME Residents
 - Core competencies
 - Interpersonal and communication skills
 - Professionalism
 - Medical knowledge
 - Resident physicians are a unique population
 - Highly educated, doctoral degree
 - Years of experience as learners
 - Multi-year training programs
 - Teaching reinforces knowledge gained, while promoting the spirit of continuous learning



- ACGME - Faculty
 - ACGME Outcome Project goals include:
 - Faculty trained to deliver and assess education
 - Level-specific, Competency-based, Standardized, Integrated, Easily accessible
 - Accreditation specifically includes faculty development
 - Successful approaches has lead to improvement in:
 - Teaching and clinical skills
 - Intrapersonal and interpersonal growth
 - Faculty given more positive ratings by learners
 - System wide cultural shifts supportive of scholarly teaching¹⁰
 - ACGME has identified this as an area of improvement for many programs



- Faculty Development - Barriers
 - Feel inadequately prepared to teach on the topics selected
 - Preferences on what they want to learn
 - Learned differently in their own training
 - Scheduling
 - Location
 - Timing
 - An ideal program would meet faculty needs
- Faculty Development – Prior Strategies
 - Lunch Workshops - couldn't attend as they were late seeing patients
 - Dinner Meetings - couldn't attend as they were tired after a long day
 - Online Modules - difficulty logging in, issues with username/password
 - In-house developed modules
 - Monthly lecture series

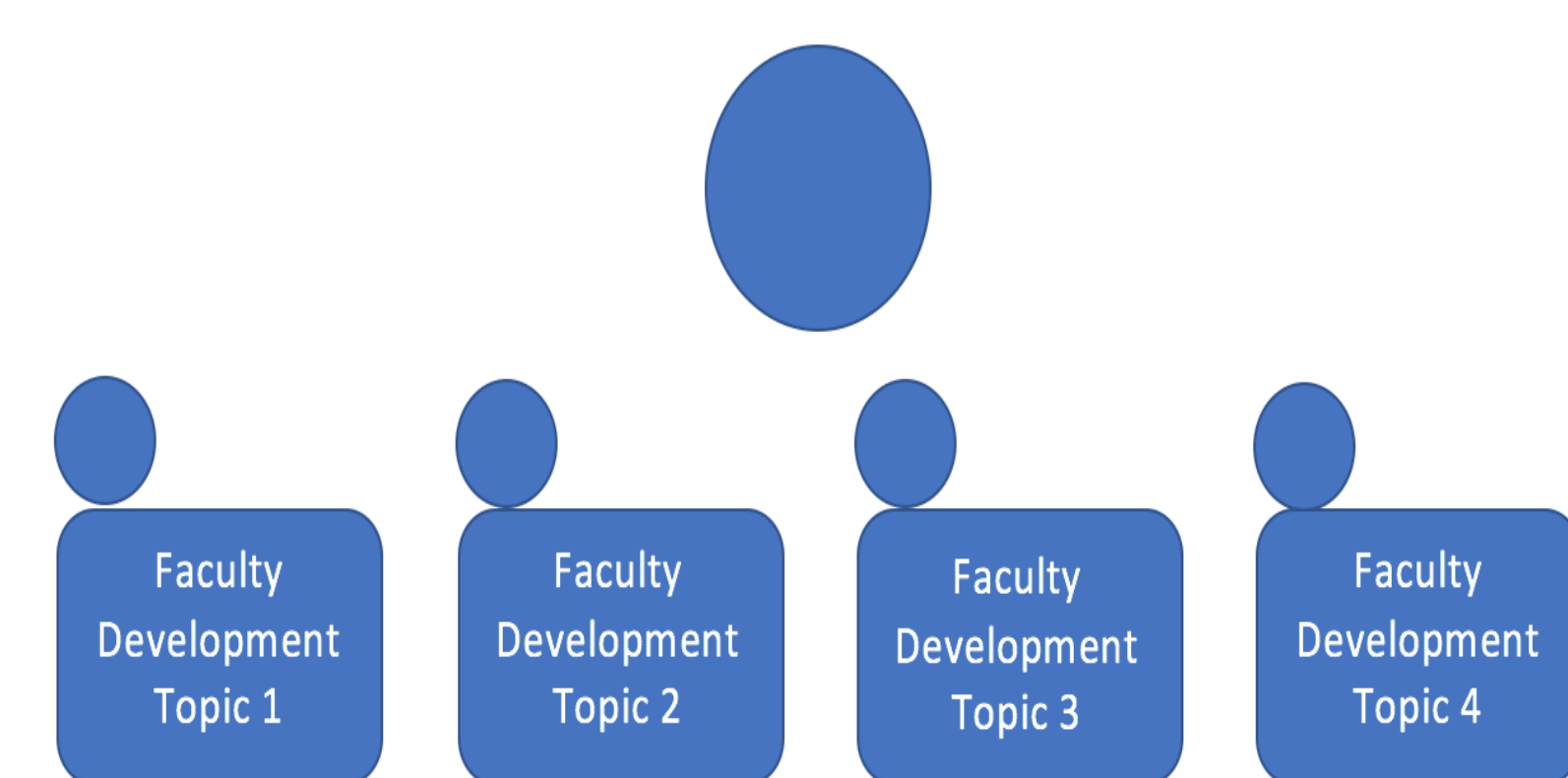
Traditional Faculty Development



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

Physician In Training Delivered Content



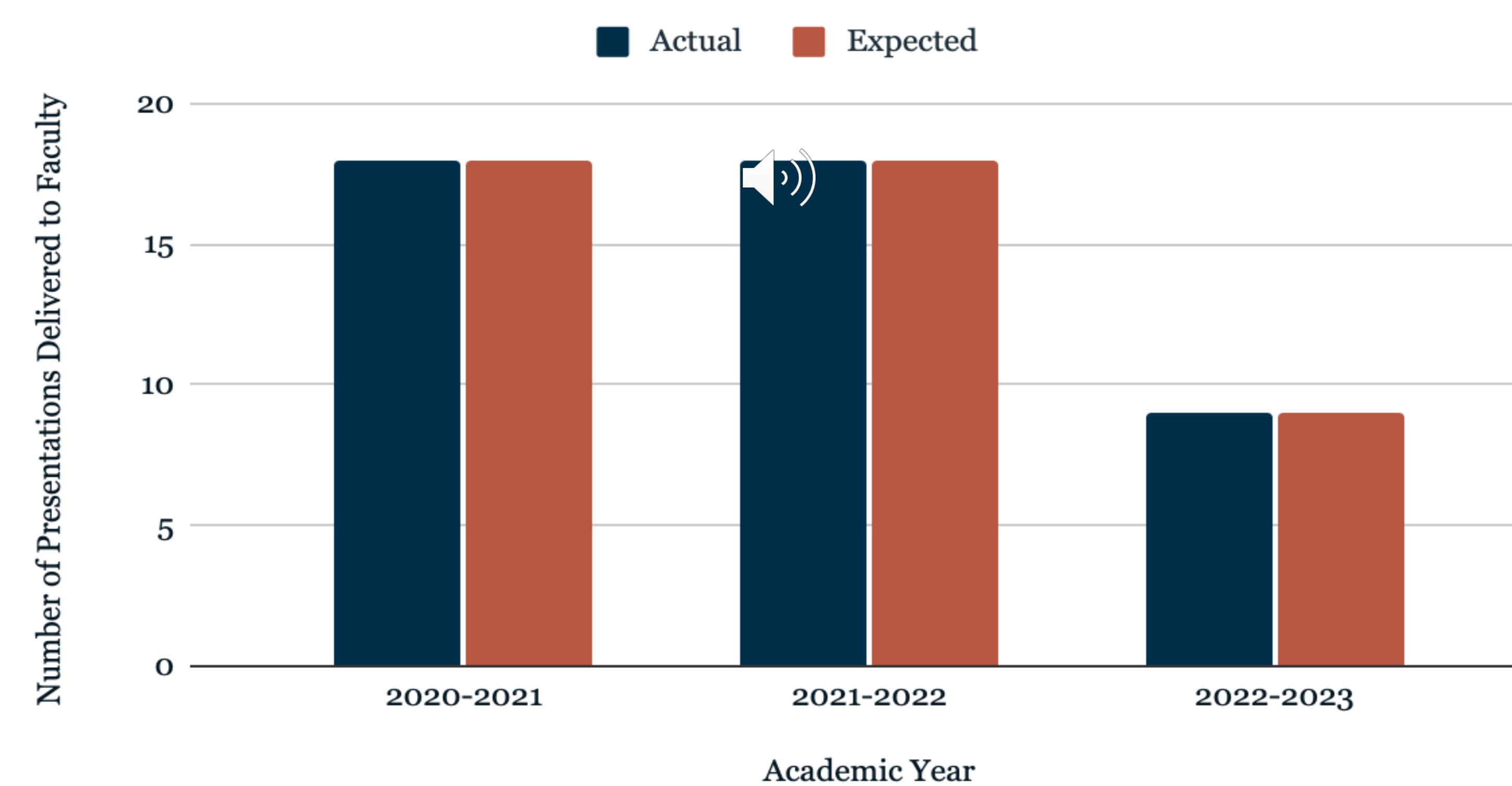
This research was supported (in whole or in part) by HCA Healthcare and/or an HCA Healthcare affiliated entity. The views expressed in this publication represent those of the author(s) and do not necessarily represent the official views of HCA Healthcare or any of its affiliated entities.

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: 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



• 2020-2021, full year, 3 residents
 • 12 faculty had 18 presentations
 • Teaching House Staff Safely During the COVID19 Era x10
 • Faculty Wellness x8

• 2021-2022, full year, 3 residents
 • 15 faculty had 18 presentations
 • Case Based Collaborative Learning x13
 • From Burnout to Engagement x5

• 2022-2023, 6/12 months, 3 residents
 • 9 faculty had 9 presentations
 • Case Based Collaborative Learning x2
 • From Burnout to Engagement x4
 • Burnout vs Depression x 3

• Total:
 • 5 unique residents
 • 15 unique faculty
 • 45 presentations delivered
 • 2 year, 6 months duration
 • 5 Topics

• Faculty who had never completed faculty development participated for first time

• Additional benefits were seen
 • Designed to be completed during end of rotation resident evaluation
 • Facilitated further discussion and stronger communication
 • Facilitated a face-to-face evaluation

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 multiple residency educational goals. These include
- Provide faculty development as an individualized, convenient, consistent 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

1. ACGME Common Program Requirements (Residency). Accreditation Council for Graduate Medical Education. <https://www.acgme.org/Portals/0/Assets/ProgramRequirements/CPRResidency2019.pdf>. Updated June 10, 2018. Accessed 12/25/2019.
2. Swing SR. The ACGME outcome project: retrospective and prospective. *Med Teach*. 2007;29(7):648-654.
3. Skeff KM, Stratos GA, Mygdal W, et al. Faculty development. A resource for clinical teachers. *J Gen Intern Med*. 1997;12 Suppl 2(Suppl 2):S56-S63.
4. Catherine K, Saumil C, Deborah E, et al. Faculty development EXPRESS: tools for time-challenged faculty. *MedEdPORTAL*. 2015;11:10008.
5. ACGME - About Us. Accreditation Council for Graduate Medical Education. <https://acgme.org/About-Us/Overview>. Accessed 12/24/2019.
6. Thompson AE. A Physician's Education. *JAMA*. 2014;312(22):2456-2456.
7. Snell L. The Resident-as-Teacher: It's More Than Just About Student Learning. *J Grad Med Educ*. 2011;3(3):440-441.
8. Branch WTJ, Frankel RM, Haffer JP, et al. A Multi-Institutional Longitudinal Faculty Development Program in Humanism Supports the Professional Development of Faculty Teachers. *Academic Medicine*. 2017;92(12):1680-1686.
9. Gjerde CL, Hla KM, Kokotailo PK, Anderson B. Long-term outcomes of a primary care faculty development program at the University of Wisconsin. *Fam Med*. 2008;40(8):579-584.
10. Rutz C, Condon W, Iverson ER, Manduca CA, Willett G. Faculty Professional Development and Student Learning: What is the Relationship? *Change: The Magazine of Higher Learning*. 2012;44(3):40-47.
11. Kamel A. Role of faculty development programs in improving teaching and learning. *Saudi Journal of Oral Sciences*. 2016;3(2):61-68.
12. Phuong TT, Cole SC, Zaresky J. A systematic literature review of faculty development for teacher educators. *Higher Education Research & Development*. 2018;37(2):373-389.
13. HealthStream - Healthcare Workforce Solutions. <https://www.healthstream.com/>. Accessed 12/25/2019.
14. Schoology: Learning Management System. <https://www.schoology.com/>. Accessed 12/25/2019.
15. O'Shea LJ. Lived Experiences of New Faculty: Nine Stages of Development Toward Learner-Centered Practice. *Journal of the Scholarship of Teaching and Learning*. 2018;18(3).
16. Tan A-L, Chang C-H, Teng P. Tensions and Dilemmas in Teacher Professional Development. *Procedia - Social and Behavioral Sciences*. 2015;174:1583-1591.

