

**Residents and Faculty as Teachers
Statewide Longitudinal Series
Inaugural Session 2019**

***State Of The Art Education Technology and Medical
Education Instruction and Assessment***

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THANK YOU!

For Your Participation and Commitment

Goals

- Identify common teaching and assessment challenges facing faculty educators
- Learn how specific education technologies may be used to address these challenges
- Hands on learning sessions

- Describe the education technology resources available at each site
- Describe how technology can enhance the teaching and learning at the sites
- Offer resources, skills and development opportunities to improve the education experience and ultimately patient care

Identify and create an educational workgroup to assist with longitudinal faculty, residents and fellows development at UTHSC-COM and provide an opportunity for collaborations, shared learning, and research

Network and Collaboration

The Academy of Medical Educators

This major initiative recognizes and celebrates the contributions to education by dedicated physicians and other medical educators

***I am excited about my role in
education because.....***

***Summary of the themes by
attendees***

I am excited about my role in education because.....

- Legacy-leave a legacy, follow a legacy
- Making a difference
- Role model, coach, mentor
- Inspiring a new passion
- Application of knowledge to skills
- Synthesize “pearls”
- Onlooker of a journey of growth and maturity
- Solidify own knowledge and growth
- Help, be of service
- Savor the Aha moments
- Sense of belonging
- Help develop comfort with discomfort
- Improve QI, PS, LEAN principles-improve health care
- Contribute to a bigger cause
- Help ourselves help others

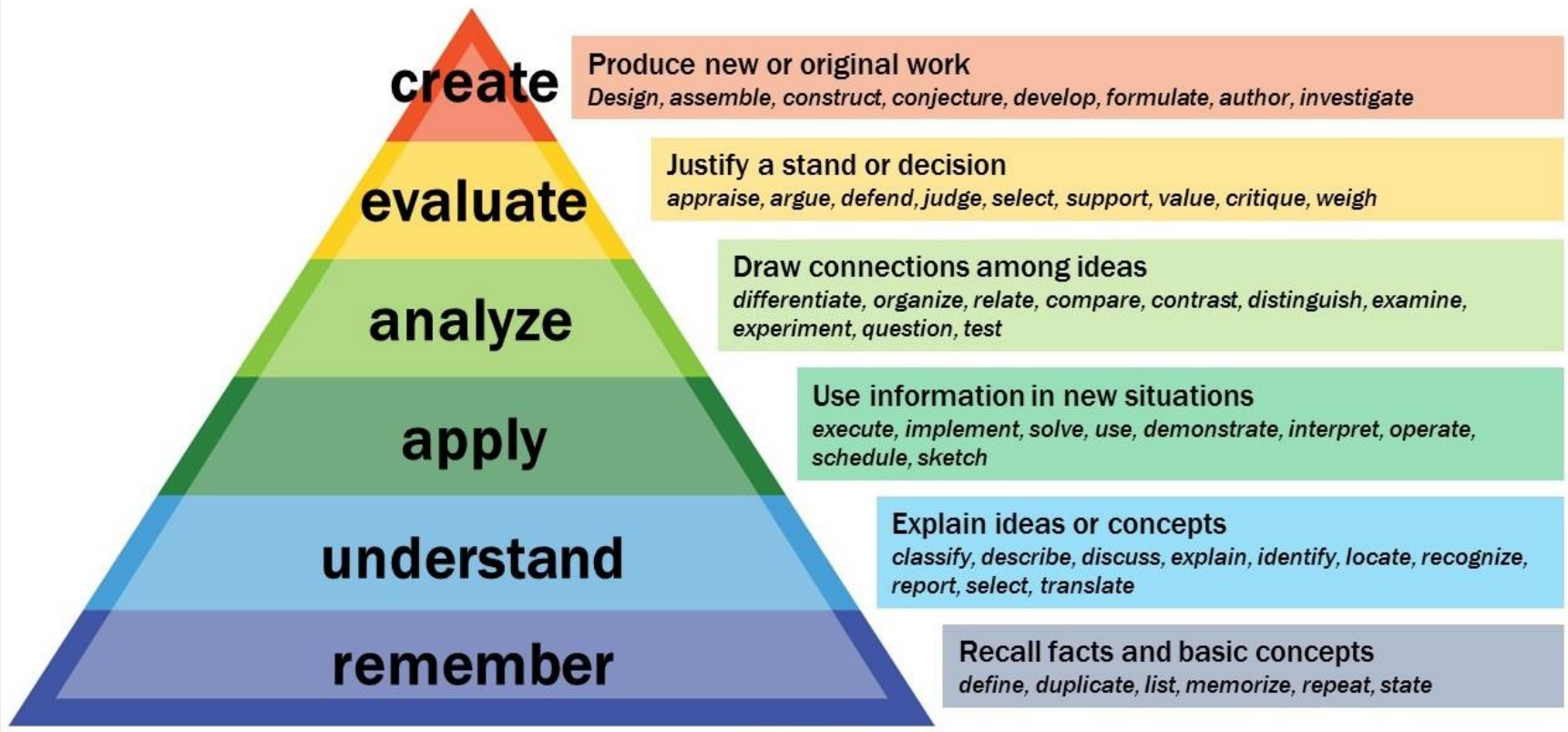
Community = Common Unity

Taking It Home

Coupling Vision & Mission

Adult Learning

Bloom's Taxonomy



RAT MODEL

R- Replace

A - Augment: Understand, Apply, Create, Evaluate

T - Transform - redesign

RAT Model and Blooms Taxonomy

- Replace: remember, understand and apply
- Augment: understand, apply, create, evaluate
- Transform: redesign

Replacement and Instruction

- Educreations - <https://www.educreations.com/login/>
- Animated videos
- iMovies - <https://www.apple.com/imovie/>
- Flipped Classroom
- Microsoft Whiteboard - <https://products.office.com/en-us/microsoft-whiteboard/digital-whiteboard-app>
(recommend Google Chrome for use on Erlanger's internet)
- Social Media
- Real videos vs. animated videos (PowToons)-
<https://www.powtoon.com/home/>
- Technical/procedural skills training using simulation

Evaluate and Assessment

- Question banks
- Audience response systems
- Plickers - <https://get.plickers.com/>
- Video assessment eg EdPuzzle- <https://edpuzzle.com/>
- MOOC's eg EdX, Khan Academy, or Coursera –
 - <https://www.edx.org/>
 - <https://www.khanacademy.org/>
 - <https://www.coursera.org/>
- Gamification eg Kahoot! - <https://kahoot.com/>
- Collaborative question writing eg PeerWise - <https://peerwise.cs.auckland.ac.nz/>

Curriculum Development

6 step approach

1. Problem identification
2. Targeted needs assessment
3. Goals and objectives
4. Educational strategies
5. Implementation
6. Evaluation and feedback

1. Identify the Problem (or need)

- What is the problem needed to be addressed
- Focused needs assessment
- Define your specific goals and objectives
- Define your educational strategies
- How will you implementation
- How will you assess and monitor effectiveness and accountability

2. Needs Assessment

- What does your dept./institution/ org etc need
- Does it align with overall mission?
- How will you discern? Surveys, informal sessions, focused groups, existing info
- How does your curriculum project integrate into the larger overall vision, mission?

3. Goals and Objectives

- Need overall Institutional goal
- Define your specific goal
- Develop objectives specific for your goal
 - Who are your learners?
 - What is the content & instructional methods?
 - What are you already doing?
 - What additional resources do you need?

4. Educational Goals and Objectives

Knowledge-based

- Readings
- Didactics
- Online learning resources
- Group discussions
- Problem-based learning
- Team-based learning
- Peer teaching

4. Skills and Attitudes Based Goals and Objectives

- Supervised clinical experiences
- Demonstration
- Simulation
- Video review
- Reflection in action or writing
- Role models
- Standardized patients

5. Implementation

- What are your resources:
(personnel, faculty, volunteer clinical faculty, partners, faculty, volunteers, knowledge base, expertise, time, staff, materials, equipment, tools, technology, research base, money)
- Who are the decision makers, who's support is needed, what are the potential/real barriers
 - Internal
 - External
- How will you administer, start with a pilot

Evaluation and Feedback

- What tools are you already using?
(360 Global rating forms, NI, Self-assessment, testing, portfolios)
- Feedback- loose coaching, tight coaching, formal

Statewide Group Debrief and Unpacking (report awaited)

- General surgery, Plastic surgery, Urology-Mandy
- IM and CC-Thaer
- FM, Peds-Anicka
- EM-Jesse
- UTMEM IM-Desiree
- Leadership-Amy

Build a CommUNITY

"community is a gift. In our work, a sense of community is not something we achieve, it is something we receive".

Marcy Jackson

Celebrate Community and the Power of Small Wins

What Next?

1. -Faculty and Resident as Teachers Task Force
2. Each Campus and UTHSC-COM
3. -Collaborative Communication platform-SLACK?
4. -Possible needs assessment at upcoming Statewide Retreat
5. -Other?

Residents and Faculty as Teachers Workshop
 8/16-8/17/2019
 Leadership Group Discussion

Faculty and Residents as Teachers Statewide Collaborative (FRAT)	
Goal	Develop effective, efficient instructors via statewide collaborative approach
Revised Goal	In 3 years (July 2022), implement a faculty and residents as teacher curriculum across 4 GME and UME campuses via a statewide collaborative of leadership
Objectives	<ul style="list-style-type: none"> Promote environment to allow for FRAT to succeed Obtain buy-in from university and Hospital leadership, i.e. funding and resource support Assess effectiveness of curriculum
Current State	<ul style="list-style-type: none"> Variable by campus, department, and program Silo programs: 1-2 day activity for residents only Teaching and Learning Center, Memphis
Needs Assessment	<ul style="list-style-type: none"> Collect data from Mphs and Knox regarding the faculty development survey Survey programs for preferred educational strategy, what is being done, who is giving the faculty/resident development, who will be in charge within each program, what are you doing now, what education technology do you use, what works well, etc. Who is the leadership at each campus? Roles of each and resources available?
Educational Strategies	<ul style="list-style-type: none"> Simulation for clinical teaching Online learning resources Develop a repository or toolbox for resources Platform for sharing Crucial conversations for funds, resources, and buy-in
Action Plan	<ul style="list-style-type: none"> Reach out to COM Leadership (Polly Hoffmann and Bill Metheny) to get results from faculty development survey (N. Thompson will do this) Develop Current State and Needs Assessment Survey: who do we survey, what are the questions, what tool do we use to administer the survey? Develop questions by September 6th Investigate using Clickers at the GME Statewide Retreat to administer the survey. We would need to assign one clicker to each program. (Amy will talk to Keedra Smith in the TLC to determine feasibility) Create SLACK Group for the Leadership Group to communicate and share ideas. Include Thompson, Scott, Clarke, Panda, Kohrt, Hall, Fore, Metheny, and Whitt. (Amy will create this group)

