



Appalachian Osteopathic Postgraduate Training Institute Consortium

## **Faculty Development Plan**

**January 6, 2012**

**Revised July 27, 2012**

### **Purpose of Faculty Development**

The purpose of faculty development is to “prepare physicians for their faculty roles. Its goal is to teach them the faculty skills relevant for their institutional setting and faculty position, and to sustain their vitality both now and in the future.” – Carole J. Bland

### **Platform for Delivery**

A-OPTIC will utilize a hybrid content delivery model for faculty development to address the needs of faculty, while at the same time accommodating the special circumstances of frontier/rural practice. A-OPTIC faculty development will be conducted in person at localized events and via web-based media. AOA/SPEC accreditation standards require DMEs and Program Directors to attend AODME and SPEC conferences on a regular basis. This is an opportunity for A-OPTIC Members to come together for faculty development purposes. On April 23<sup>rd</sup>, A-OPTIC hosted the Faculty Development Summit, where DMEs, Program Directors, Coordinators, and other personnel across the OPTI came together to develop a faculty development plan, focusing on programming for new residencies in rural/frontier areas. It is the intent of A-OPTIC to continue holding these events.

A-OPTIC Academic Members also conduct in-person faculty development events. The University of Pikeville-Kentucky College of Osteopathic Medicine (UPIKE-KYCOM) hosts two events annually: Alumni Weekend and the Pediatrics Symposium. William Carey University College of Osteopathic Medicine (WCUCOM) has recently gained accreditation to conduct CME events, and has since hosted its first event. Lincoln Memorial University-DeBusk College of Osteopathic Medicine (DCOM) and Pacific Northwest University College of Osteopathic Medicine (PNWU-COM) either currently host or will host CME events, as well. A-OPTIC will offer a portion of its faculty development programming at these events to reinforce the educational continuum.

State osteopathic societies are another point of in-person contact for faculty development that A-OPTIC plans to utilize. Physicians are required to earn Continuing Medical Education (CME) credits to maintain licensure. Osteopathic physicians in each state are the core

faculty for supporting the osteopathic curriculum during clerkship and residency. A-OPTIC will sponsor speakers at state society meetings according to this faculty development plan.

A-OPTIC will also utilize web-based faculty development platforms. The nature of Frontier/Rural practice makes traditional faculty development with localized events difficult:

- Patient care demands on physician time make participation difficult and unlikely.
- Geographical distances between programs make participation at centralized venues difficult.
- Requirements for the maintenance of licensure require participation in CME conferences; faculty compliance with another set of attendance requirements is unlikely.

Most frontier and rural areas have access to the internet, thereby making online programming a viable option. A-OPTIC will offer both synchronous and asynchronous web presentations. The synchronous programming will include opportunities for active interaction with the presenter via VOIP technology, typed text, and web-based audience response software. Community providers generally have access to email, making a weekly or monthly “2 Minute Faculty Development” format, in which they would receive a brief vignette related to improving the quality of their teaching. The A-OPTIC OGME Committee agenda includes approximately 15 minutes each month for “Open Forum”, during which time Members collaborate on OGME issues. The minutes of these meetings are circulated OPTI-wide. A-OPTIC delivers faculty development through media that is appropriate to its Members and geography.

**A-OPTIC Faculty Development Platform of Delivery:**

- Workshops and seminars
  - State Society meetings
  - AOA/AODME/SPEC conferences
  - COM-Based Conferences
  - Web-based programs
    - Synchronous
    - A-Synchronous
    - List-serv/blog
    - Two-Minute Faculty Development
      - Monthly/weekly faculty development tip delivered by email
    - Open Forum at monthly OGME meeting
  - Independent study materials

- Stipends for Fellowship/Certification/Degree Programs

### **Faculty Development Planning Process**

On April 24, 2012 the A-OPTIC Faculty Development Planning team met in Louisville, KY in conjunction with the AODME conference. John E. Rehmeier, A-OPTIC Executive Director facilitated the process. The following Members were present:

Name	Position	Member Institution
Jo Anne Harding	Program Coordinator	Lonesome Pine Family Medicine Residency
Thomas Roatsey, DO	Program Director	Lonesome Pine Family Medicine Residency
Randy Litman, DO	Associate Dean of Clinical Studies	UPike-KYCOM
John Rehmeier	Executive Director	A-OPTIC
Bret Ripley, DO	DME/Program Director, CAO A-OPTIC	Shenandoah Valley Family Medicine Residency
Cecile Robes, DO	DME/Program Director	New Hanover Family Medicine Residency
Renay Scales	Director of Faculty Development	Upike-KYCOM
Kenneth Heiles, DO	Associate Dean of GME	LMU-DCOM
Jody Bentley, DO	DME/Program Director	Norton Community Hospital Internal Medicine Residency
Thaddeus Salmon, DO	DME/Program Director	Methodist Hospital Family Medicine Residency
Nicki Flood	Director of Regional Sites	PNWU-COM
Katheryn Norris, DO	DME/Program Director	YVFWC-Sollus Northwest Family Medicine Residency
Monica Ray	Program Coordinator	Frontier Family Medicine Residency
Randy Lovell, DO	DME/Program Director	Frontier Family Medicine Residency
Jeanne Crump, DO	DME/Program Director	Skagit Valley Hospital Residency Programs

### **Executive Summary**

The A-OPTIC Faculty Development Summit was a follow-up to the A-OPTIC Strategic Planning Meeting on March 10, 2011 in Lexington, KY. All A-OPTIC Members were invited to attend the A-OPTIC Faculty Development Summit. The purpose of the Summit was to update the existing Faculty Development Plan by delineating a comprehensive program of faculty education to be delivered through multiple media. The Plan reflects the needs of OGME program at all levels of development, focusing on new programs in rural/frontier areas, and clinical clerkships.

John E. Rehmeyer provided an overview of the A-OPTIC Faculty Development Plan and process, as well as background on past A-OPTIC faculty development efforts. The group affirmed the Faculty Development paradigm, which forms the core of the Plan, and is based on, Successful Faculty in Academic Medicine: Essential Skills and How to Acquire Them (2008) by Carol Bland:

- Administration, Organization, Leadership
- Education, Instructional Design, Curriculum Development
- Research, Writing, Scholarly Development
- Clinical Teaching
- Personal and Professional Development

After the overview, five stations were created corresponding to the five components of the A-OPTIC Faculty Development Plan. At fifteen (15) minute intervals, the participants rotated among the stations, where they brainstormed and listed faculty development topics on butcher paper that they felt were needed based on their experiences. The lists were displayed around the room; the group as a whole added and/or revised input.

After the Summit, the lists from the butcher paper were compiled and circulated throughout the A-OPTIC by email for input from the Members at-large. Bret Ripley, DO, A-OPTIC Chief Academic Officer; John E. Rehmeyer, Executive Director; and Kara Curry, Associate Director, compiled the OPTI-wide input and fashioned it into a draft Plan with more definitive topics.. This Plan was again circulated among the Members for further input, the result of which is this document.

**A-OPTIC Faculty Development Topics**

A-OPTIC will develop the following Faculty Development Resources:

***Administration, Organization, Leadership***

<b>Topic</b>	<b><i>Wkshp/ Sem</i></b>	<b><i>Web- synch</i></b>	<b><i>Web- Asynch</i></b>	<b><i>Ind. Study</i></b>	<b><i>Training Stipend</i></b>	<b><i>2-Min. Fac. Dev.</i></b>	<b><i>Listserv/ Blog</i></b>	<b><i>Open Forum</i></b>	<b><i>In-Person Presentation</i></b>
Developing a Program of Faculty Development Based on Faculty Evaluations									
Promoting Research and Scholarly Activity									

Conducting an Effective Internal Review									
Workflow and Decision-Making Processes of the AOA and Specialty Colleges									
Preparing for an AOA Accreditation Inspection									
Selecting Residents to Meet Mission									
Effective Documentation									
Facilitating Strategic Planning Processes									
Writing Effective Statements of Vision, Mission, Goals, Objectives									
Writing and Facilitating the Development of Documents and Processes that Provide Overall Direction for Residency Programs									
Collecting Data That Is Useful for Improving Teaching									
Evaluating the Effectiveness of a Rotation									
Strategies for GME Leadership Recruitment and Development									
The Goal of Resident Participation on Hospital Committees and How to Evaluate Competency									
Incentivizing Performance through Evaluation and Development									
Setting Expectations for Academic Rigor: Independent Study, Being Prepared, Attendance, Taking the Initiative to Complete Tasks									

What is the Monetary Value of Residency Training to a Hospital and How Does the Process Work?									
How to Read an Expense Report									
How to Maximize GME Reimbursement									
Alternative Residency Funding									
LEAN Management and Cost-Saving Measures for GME Programs									
Illustrating the Economic Benefits of Residency Training for the Hospital and Community									
Impact of Healthcare Reform on GME Reimbursement									
Accountable Care Organizations and Their Impact on GME									
Aligning Curriculum and Faculty Development Process									
Management of the Difficult Resident									
CMS Rules Regarding Supervision and Physician Reimbursement									

***Education, Instructional Design, Curriculum Development***

<b>Topic</b>	<b><i>Wkshp/ Sem</i></b>	<b><i>Web- synch</i></b>	<b><i>Web- Asynch</i></b>	<b><i>Ind. Study</i></b>	<b><i>Training Stipend</i></b>	<b><i>2-Min. Fac. Dev.</i></b>	<b><i>Listserv/ Blog</i></b>	<b><i>Open Forum</i></b>	<b><i>In-Person Presentation</i></b>
The Community-Based Physician Training Model									
Bloom's Taxonomy of Learning Domains									
Practical Implications Multiple									

Intelligences Theory									
Using Video as a Teaching Tool									
Classroom Response Systems									
Basics of Curriculum Design									
Developing Instruments to Evaluate Performance									
Learning Objectives									
How to Teach to Different Learning Styles									
Educational Psychology for Physician Educators									
Principles of Competency Evaluation									
Facilitating Learning in the Small-Group Setting									
Using Myers-Briggs in a Teaching Environment									
Developing a Journal Club and Evaluating its Effectiveness									
Adult Learning Styles and How to Use Them in a Lecture Format									
Aligning Goals and Objectives with Evaluation Instruments									
Rhetorical Skills: Audience, Purpose, Organization, Idea Development									
Assessing the Speaking Ability or Yourself and Others in Multiple Forums: One-on-One, Small and Large Groups, Lecture, Workshop									
How to Organize and Facilitate a									

Workshop									
How to Write Test Questions: Multiple Choice, Completion, Essay									
Designing Curriculum Around Faculty Strengths									
Integrating Residency Didactics and Faculty Development with Hospital- wide CME									
Designing a Lecture Program to Complement the Experiential Curriculum									
Effective Board Reviews									
Developing Flexible Syllabi									
Designing a Longitudinal Community-Engaged Practice- Based Research Curriculum									
How to Give a lecture									
How to Evaluate a Lecture									
Preparing Residents to Meet Requirements for Presenting Noon Lectures									
The Curriculum Review and Improvement Process									

***Research, Writing, Scholarly Development***

<b>Topic</b>	<b><i>Wkshp/ Sem</i></b>	<b><i>Web- synch</i></b>	<b><i>Web- Asynch</i></b>	<b><i>Ind. Study</i></b>	<b><i>Training Stipend</i></b>	<b><i>2-Min. Fac. Dev.</i></b>	<b><i>Listserv/ Blog</i></b>	<b><i>Open Forum</i></b>	<b><i>In-Person Presentation</i></b>
Community Engagement and Collaboration									
The Mentor/Mentee Relationship in the Research Process									



Practice-Based Research Network: What is it, How to Get Involved, Stay Involved, and Make it Part of the Overall Institutional Strategy									
Using the Family Practice Inquiry Network to Develop the Clinical Inquiry Skills of Residents and Faculty									
Assessing the Value of Medical Literature: How to Develop Faculty and Resident Abilities									
Community Engagement and Practice-Based Research									
Developing a Research Agenda that Reflects the Needs and Interests of Multiple Stakeholders: <ul style="list-style-type: none"> <li>• Supporting Faculty Interests/Efforts</li> <li>• Involving COM Basic Scientists</li> <li>• Dedicating Time/Resources</li> <li>• Training/orientation tools</li> <li>• Collaboration with other Programs</li> </ul>									
Health Information Exchanges and Their Role in Research									
Using Electronic Health Records to Access Research Data									
OPTI Role and Resources to Support the Research Process: Statistical Analysis, Study Design									
Peer Review									

Developing Platforms and Venues to Disseminate Research and Recognize Researchers: State OMAs, OPTIs, COMs									
Legal and Regulatory Issues in Clinical Research: IRB, Human Subjects Protection									
Scientific Teams									
Community-Institutional Research Partnerships									
Role of Research in Eliminating Health Disparities									
Translational Research									
Survey of Biomedical Research									
Building an Effective Health Collaborative for Scholarly Activity									
Basics of Developing a Research Question									
Quantitative Research Design									
Survey of Quantitative Research Analysis									
Qualitative Research									
Survey Development									
Data Management									
Selecting a Research Project Collaboratively									
Funding Processes for Research									
Disseminating and Translating Research Findings for Multiple Audiences									
Research Ethics									

Analyzing and Summarizing Research Data									
Epidemiology									
Survey Research									
Working with a Statistician									
Statistical Analyses									
Data Management and Quality Control									
Research Study Designs									
Measurement and Causality									
Research Variables									
Testable Hypotheses									
Publishing Manuscripts for Scholarly Journals									
Designing and Presenting a Research Poster									
Finding and Procuring Funding									
Understanding the Research Proposal Review Process									
“Writing for Biomedical Publications” -Seminar in Scholarly Writing									
How to Publish a Peer-Reviewed Scholarly Journal									

***Clinical Teaching***

<b>Topic</b>	<b><i>Wkshp/ Sem</i></b>	<b><i>Web- synch</i></b>	<b><i>Web- Asynch</i></b>	<b><i>Ind. Study</i></b>	<b><i>Training Stipend</i></b>	<b><i>2-Min. Fac. Dev.</i></b>	<b><i>Listserv/ Blog</i></b>	<b><i>Open Forum</i></b>	<b><i>In-Person Presentation</i></b>
One-Minute Preceptor									
Effective Feedback and Evaluation in the Clinical Setting									

Communicating EBM to Patients and Lay Audiences									
Using an Interpreter in Clinical Practice									
Teaching Cultural Competence									
CMS Guidelines for Teaching and Supervision									
How to Train Residents to Conduct a Group Office Visit – Families: <ul style="list-style-type: none"> <li>• How to Plan, Facilitate, and get Reimbursed</li> </ul>									
How to Teach Residents to Practice in the Patient-Centered Medical Home Paradigm									
Current Clinical Teaching Methods: What's New? What Works? Cost-Effective? Incentives/Rewards?									
Time management while teaching: How to meet productivity standards and provide a quality education at the same time									
EBM teaching									
Matching the Teaching Method with the Learner for Efficacy in the Clinical Setting									
Training Allopathic/Community Providers about OMT									
Teaching Resident to properly document structural exam and OMT into the procedure note									
Developing the Abilities of Residents to Teach their Patients (families, children, parents, other									

caregivers)									
Developing Professional Behaviors and Attitudes in Students, Residents, and Faculty									
Developing the Ability of Residents to Utilize Multiple Institutional and Community Resources to Promote Health									
Developing clinical skills and effective work habits									
Instilling an Ethos of Patient Safety in Residents and Faculty									
How to Give Feedback to Residents on the Financial Aspect of their Practice									
Teaching Strategies for ‘Billing and Coding’									
Graduated Responsibility: How to determine and document a trainee’s readiness for the next level									
Effective Remediation									
How to Improve the Performance of the “Marginal” Resident									
How to Develop Resident Ability to Deliver Bad News									

***Personal and Professional Development***

<b>Topic</b>	<b><i>Wkshp/ Sem</i></b>	<b><i>Web- synch</i></b>	<b><i>Web- Asynch</i></b>	<b><i>Ind. Study</i></b>	<b><i>Training Stipend</i></b>	<b><i>2-Min. Fac. Dev.</i></b>	<b><i>Listserv/ Blog</i></b>	<b><i>Open Forum</i></b>	<b><i>In-Person Presentation</i></b>
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Being Comfortable with Uncertainty in Clinical Practice and Teaching									
Knowing Your Limitations as a Physician and Teacher									
Principles of Practice Management Education: What should be taught and how to do it									
Time Management									
Negotiating a Contract									
Strategies for Recruiting and Retaining High-Quality Faculty									
Electronic Communication Resources: PowerPoint, Video, Online Conferencing, Websites, Social Media									
Developing an Individualized Professional Development Plan									
Adapting/Choosing the right Management Style for the Task									
Basics of Human Resources for Residency Administrators									
Teaching Effectiveness Measurements: Myers-Briggs, etc.									
TAGME Certification									
Leadership Practices Inventory									