



University of California
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Bite-sized, well-timed, & spot-on: pragmatic approaches to faculty development for busy clinicians

Developing Medical Educators of the 21st Century Course

February 15, 2023

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<https://meded21.ucsf.edu>



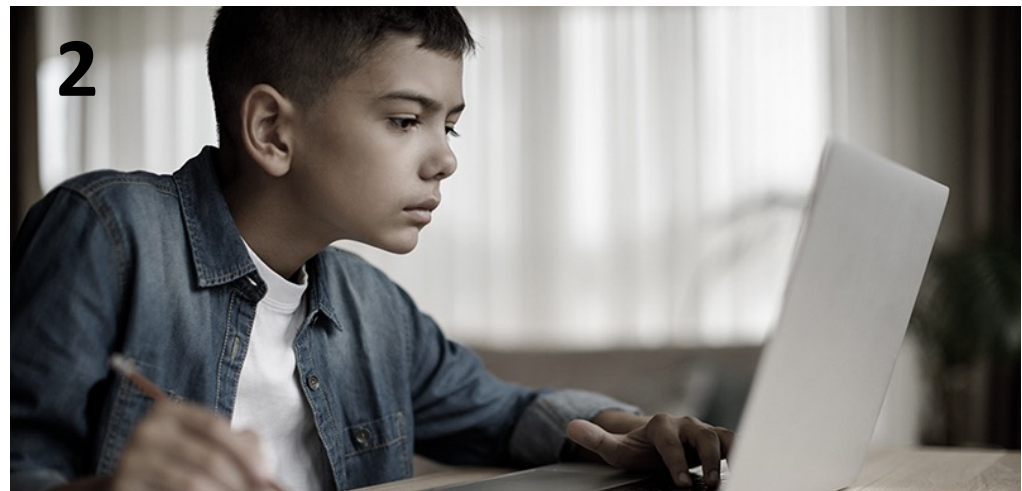
@UCSFMedEd21 #UCSFMedEd21

Objectives

1. Identify barriers to faculty development participation for busy clinicians and potential approaches for overcoming such barriers
2. Apply principles of self-determination theory and habit science to faculty development
3. Create an actionable plan to implement faculty development activities targeting busy clinicians at your own institution

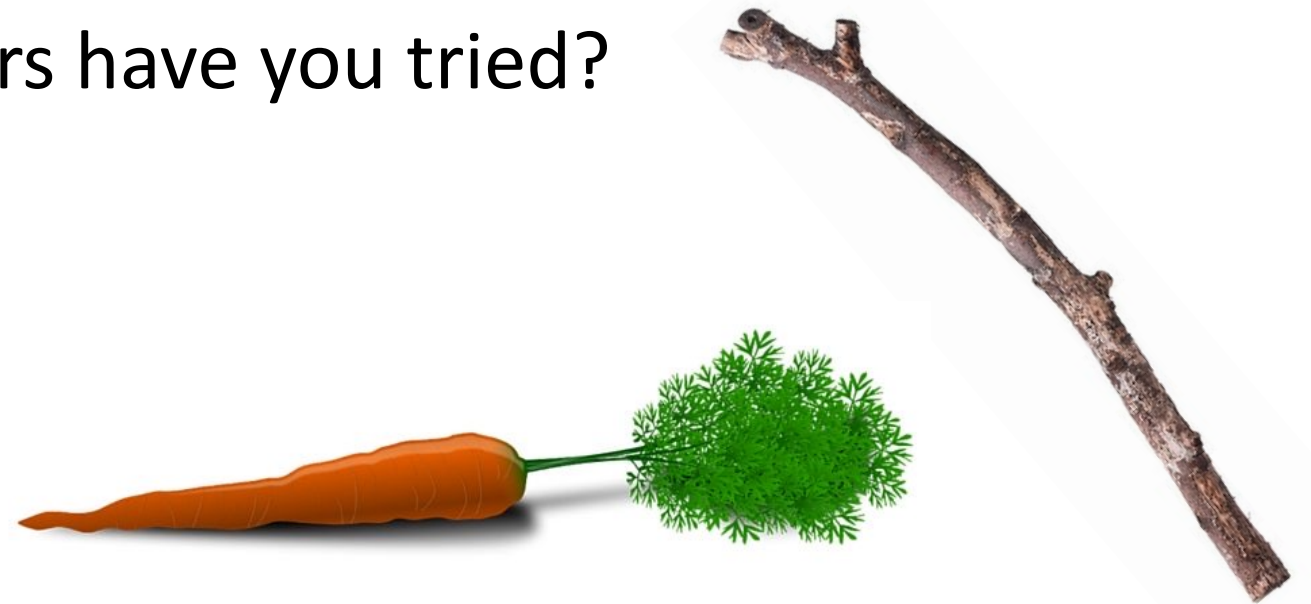
Hello
my name is

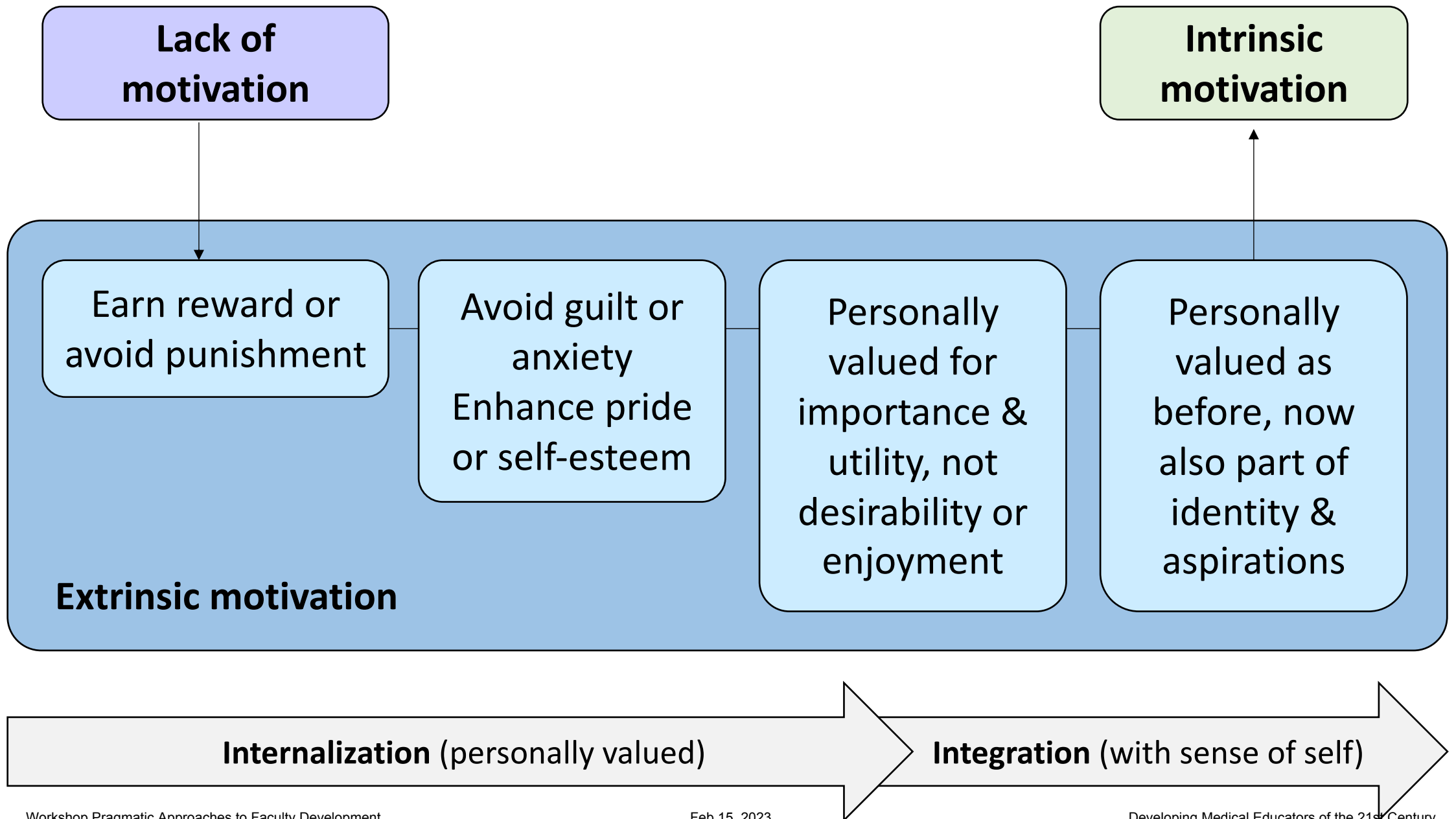
The idea or activity I have in mind
related to faculty development is...

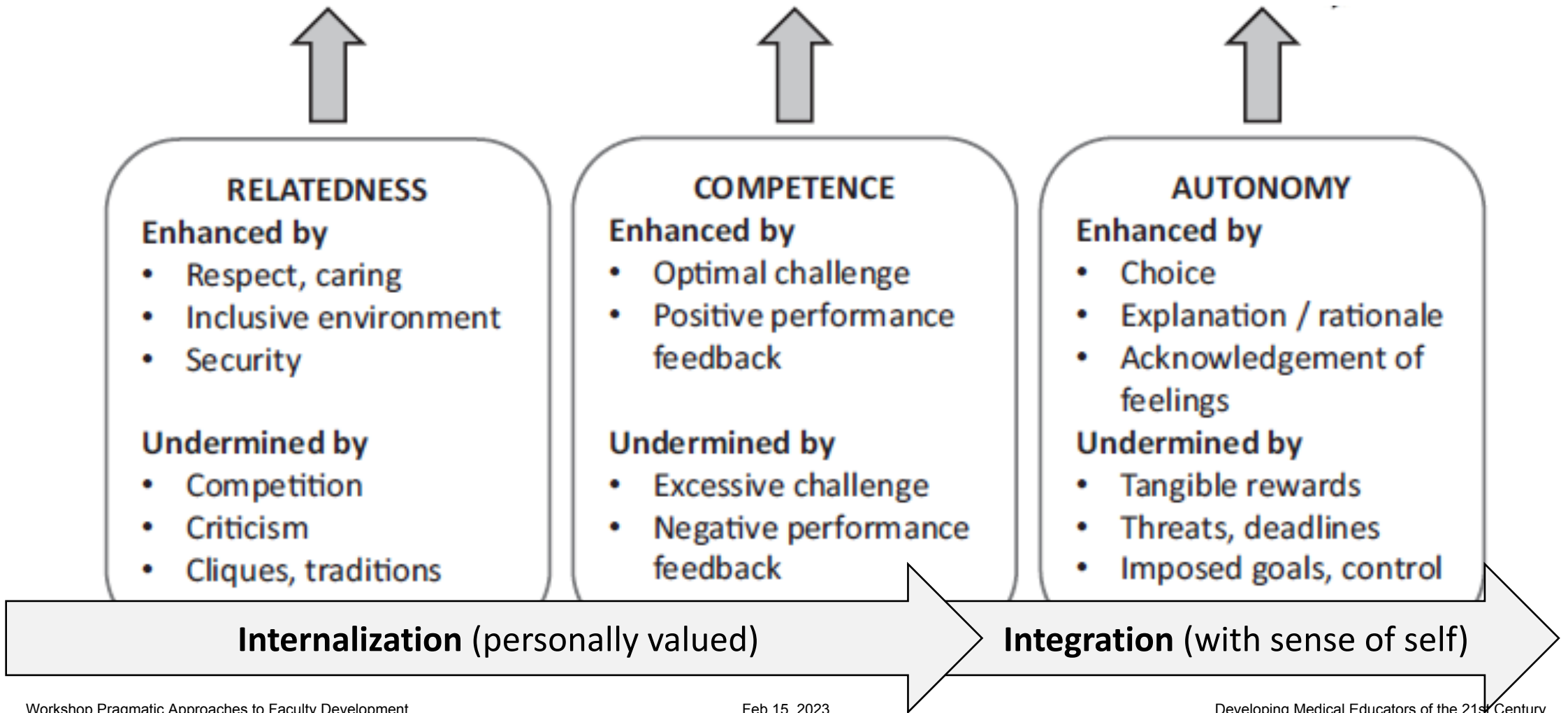


Large group

- What barriers or challenges have you encountered when trying to reach busy clinicians with faculty development?
- What extrinsic motivators have you tried?

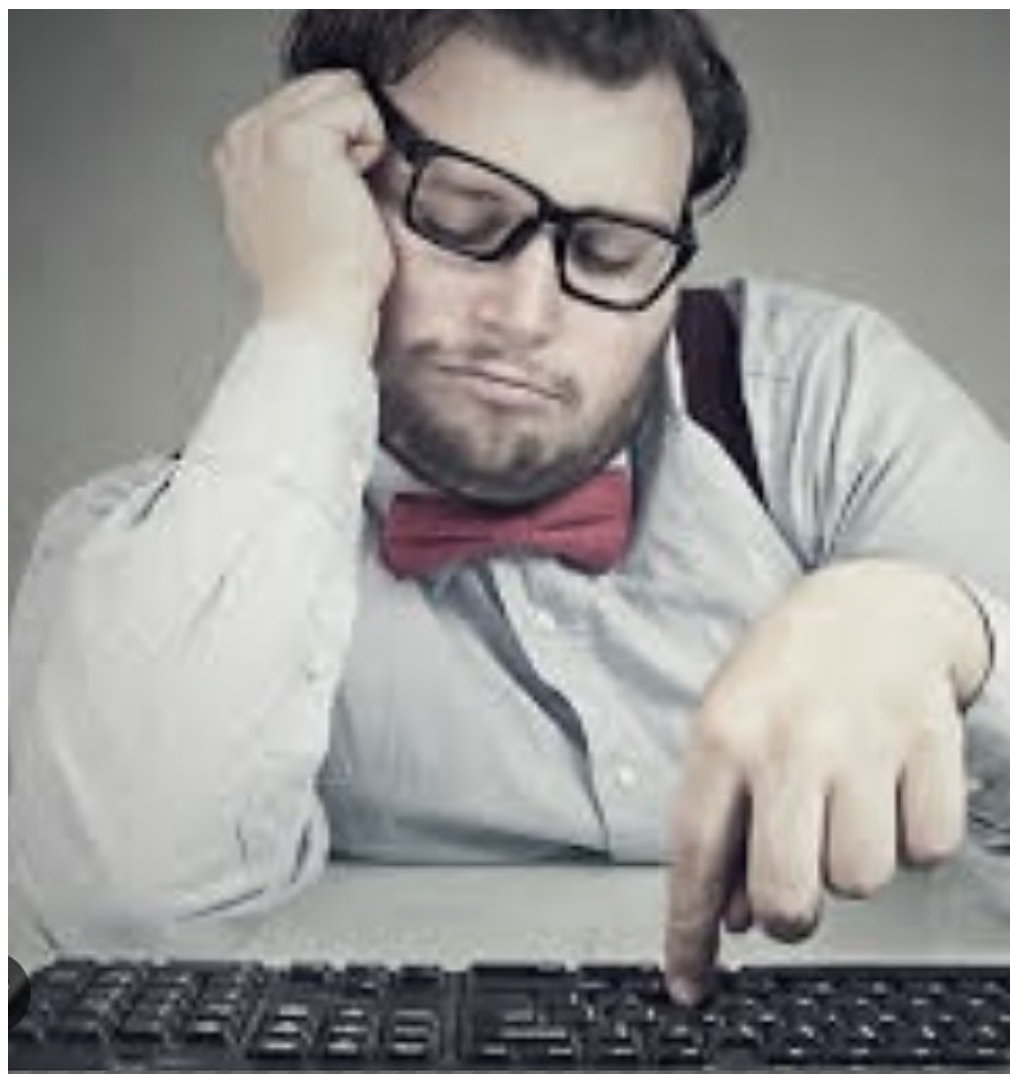




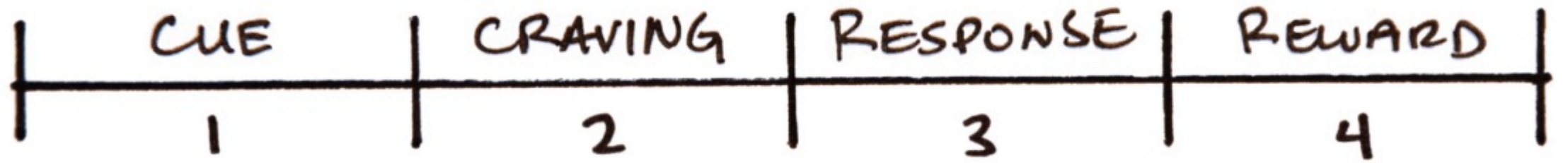


In small groups...

- How does your idea or activity for faculty development support relatedness, competence, and autonomy?
- How could you incorporate more of these elements to increase motivation?

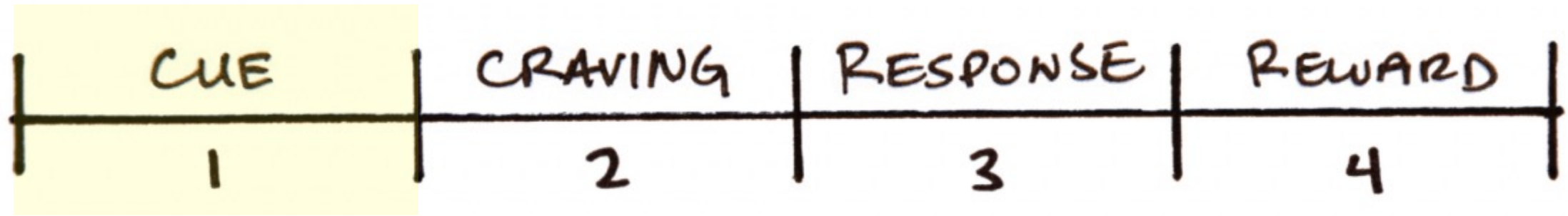






TIME 

1	Cue	Make it obvious
2	Craving	Make it attractive
3	Response	Make it easy
4	Reward	Make it satisfying



Make it obvious

- “It’s right in front of me”
- “I’m already there”
- “I’m already doing it”



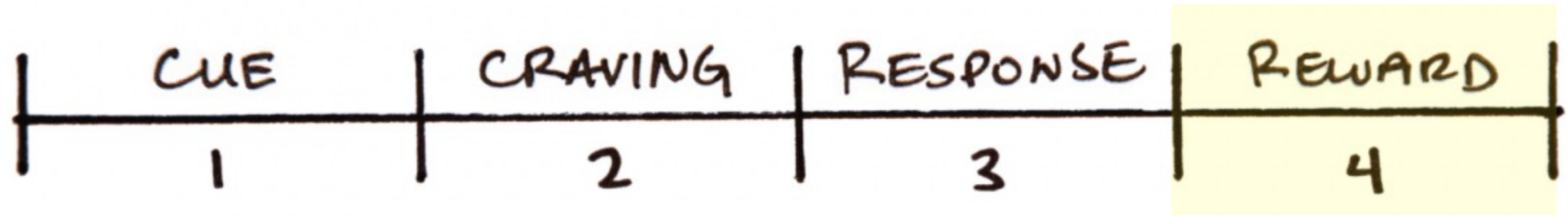
Make it attractive

- “It speaks to me / It matters to me”
- “It looks interesting, important, & useful”
- “Everybody’s doing it”
- “People I like or admire are doing it”
- “I liked it last time”



Make it easy

- “I can find it”
- “I can do it”
- “I can afford it”
- “It won’t take long”
- “I can remember it”



Make it satisfying

- “It was enjoyable”
- “It was worthwhile”
- “It counted for something”
- “Someone noticed, someone cared”

UCSF Example

“LACE” (Learning and Caring Environment) initiative:

- Focused on “microskills” in feedback Employed departmental champions
- Proof of concept project to establish feasibility and impact of workplace-based faculty development

LACE initiative: Approach



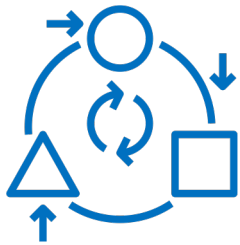
Created core materials

- Powerpoint slides
- Video modules
- Handouts



Assembled teams of champions

- For 8 core clinical departments
- With input from education leadership

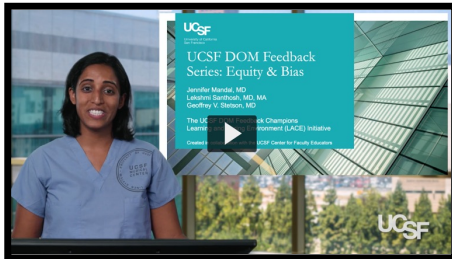


Adapted materials for specific needs

- Specialty specific examples
- Modalities suitable for workplace

LACE initiative examples

Videos with specialty specific feedback scenarios



Feedback Posters in OR's



Feedback in the moment to support learner growth and success

Attending Faculty

- ASK** Learner: What do you think you did effectively?
- RESPOND**: Agree or reflect on the learner's self-assessment
- TEACH**: Discuss feedback
 - KEEP**: Recognize areas of strength
I liked how you..., it worked well when you...
 - STOP**: Correct errors and unhelpful behaviors
What didn't work so well..., what I wouldn't do next time
 - START**: Suggest areas for further development
As a next step, focus on..., to become more independent, try to...
- Repeat Cycle: Ask for reactions to your feedback

ADDITIONAL FEEDBACK RESOURCES

- tiny.ucsf.edu/feedbackskills
- tiny.ucsf.edu/CFEFacultyResources

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Handouts and pocket cards



QUICK FEEDBACK PEARLS

Brought to you by the DOM LACE Feedback Champions

- Frame feedback as a coaching conversation.
- Think of feedback as a "drip," not a "bolus."
- Feedback doesn't have to be long to be impactful.
- Use the Ask-Tell-Ask and Keep-Stop-Start frameworks

KEEP Recognize areas of strength <i>I liked how you... It worked well when you...</i>	STOP Correct errors and unhelpful behaviors <i>What didn't work so well... What I wouldn't do next time...</i>	START Suggest areas for further development <i>As a next step, focus on... To become more independent, try to...</i>
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- ANY written feedback is great feedback - just do it! - just do it!
- Use these concrete tips to upgrade the quality of your feedback.

KEY VOCABULARY	SPECIFIC BEHAVIORS	INCLUDE DETAILS	STRENGTHS & WEAKNESSES	INCLUDE ACTION PLAN	SELF MONITOR FOR BIAS	PLAN FOR FUTURE DOCUMENTATION
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- Be mindful of implicit bias for women and UIM trainees.
- Use the "Equity and Assessment Checklist" by Dean Karen Hauer.
tiny.ucsf.edu/EquityInAssessment
- Learn more by checking out these videos and resources!
tiny.ucsf.edu/DOMFeedback | tiny.ucsf.edu/CFEFacultyResource

ACKNOWLEDGMENTS
 DOM Learning and Caring Environment (LACE) Feedback Champions
 Rebecca Brinca, Raha Chaudry, Shrabha Kulkarni, Jennifer Lyons,
 Lakshmi Senthil, Geoffrey Steiner, and Mia Williams
 Funded by the Kern National Network for Caring and Character Education

Mayo Clinic Example



Mayo Clinic Alix School of Medicine

4-year medical school offering MD and MD-PhD degrees
426 learners



Mayo Clinic School of Graduate Medical Education

Residency post-MD and Fellowship sub-specialty training
305 programs | 1,782 learners



Mayo Clinic Graduate School of Biomedical Sciences

Scientist and physician scientist training
9 programs | 225 learners



Mayo Clinic School of Health Sciences

Health-related certificate or degree programs, e.g., histology technician, physical therapist, nurse anesthetist
180 programs | 1,774 learners

Mayo Clinic Example

- Brief **'Take 5' videos**
- Collection of **'SIX-Packs'**
 - Succinct – In person – eXpandable – pre-PACKaged workshops
- ***Faculty Feed* newsletter**
- Searchable **web-based catalog**
- **Academy** of Educational Excellence



Paper describing our
approach

web link



Take 5 Videos

- 5-minutes + 5 tips + 5 resources for learning more + 1 handout
- Accessible on-demand
- Distributed via faculty newsletter
- Can be incorporated into a larger presentation or curriculum



TAKE 5 REDUCING COGNITIVE BIAS IN LEARNER EVALUATION

A practical strategy for using the SKAIR method to reduce cognitive bias

(SKAIR = Slow down, Know your bias, Consider the Alternative, Get More Information, Reflect)

WHAT YOU CAN DO...

- 1 SLOW DOWN**
 - Cognitive biases affect assessment when we don't have time to think analytically
 - Make sure you have the time and mental bandwidth to think through your assessment of the learner, don't feel pressured to "just get it done"
- 2 KNOW YOUR BIAS**
 - Be aware of how emotional responses or data external to the true performance of a learner may be affecting your assessment
- 3 CONSIDER THE ALTERNATIVE**
 - As an exercise, contemplate the possibility that your initial impression may be wrong
 - Consider what data supports and refutes your assessment
- 4 GET MORE INFORMATION**
 - Corroborate your assessment by reviewing objective data, extending your observation of the learner, or interviewing others to compare your initial assessment to that of a trusted colleague
- 5 REFLECT**
 - Use metacognitive skills to consider how you were feeling when you wrote the evaluation
 - Being stressed or fatigued can leave you susceptible to cognitive bias

Presented by Matthew R. Meunier, MD, FAAFP
Program Director - Family Medicine Residency, Mayo Clinic Rochester

This infographic was made possible by Mayo Clinic's participation in the Kern National Network for Caring and Character in Medicine.

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TAKE 5

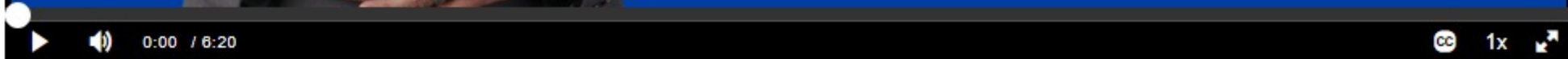
Providing Support for Learners Who Are Lactating



Venkatesh (Venk) R. Bellamkonda, MD
Consultant, Emergency Medicine, Rochester, MN

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Mayo Clinic College of Medicine and Science



- [Micro-aggressions in the learning environment](#)
- [Reducing implicit bias in the admissions process](#)
- [Strategies to support learner well-being](#)
- [Strategies for support learners seeking help](#)
- [Telling the patient's story](#)
- [Professionalism Pivot](#)
- [Professionalism Pivot – Trainee](#)
- [Professionalism Pivot – Nursing](#)
- [Teaching high-value care in the learning environment](#)
- [Cultivating autonomy – Get In the Zone](#)
- [Strategies for Building Trust and Autonomy in the Clinical Learning Environment](#)
- [Joy in Teaching](#)
- [What's in a Name?](#)
- [How to Support a Learner in Distress](#)
- [Reducing Stereotype Threat in the Clinical Learning Environment](#)
- [Patient-Centered EHR Use During a Clinical Encounter](#)
- [How to Foster an Inclusive Learning Environment](#)
- [Patient Bias: How to Support the Learner](#)
- [HELP: Healing the Emotional Lives of Peers](#)
- [Promoting lifelong learning through the Master Adaptive Learner Model](#)
- [If you See Something, Say Something \(Title IX for medical educators\)](#)
- [Creating LGBTQ+ Inclusive Learning Environments](#)
- [LGBT+ Learn the Terms for Creating an Inclusive Learning Environment](#)
- [Providing Support for Learners Who Are Lactating](#)

Kern National
Network
for Flourishing
in Medicine





Take 5 Video Library
on Kern National
Network website

In small groups...

- Rethink your ideas for faculty development.
- How could you incorporate similar habit science-based approaches at your own institution?

Large group

- Share a question, idea, or insight with the group



Thank you!

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Hours of Faculty Development

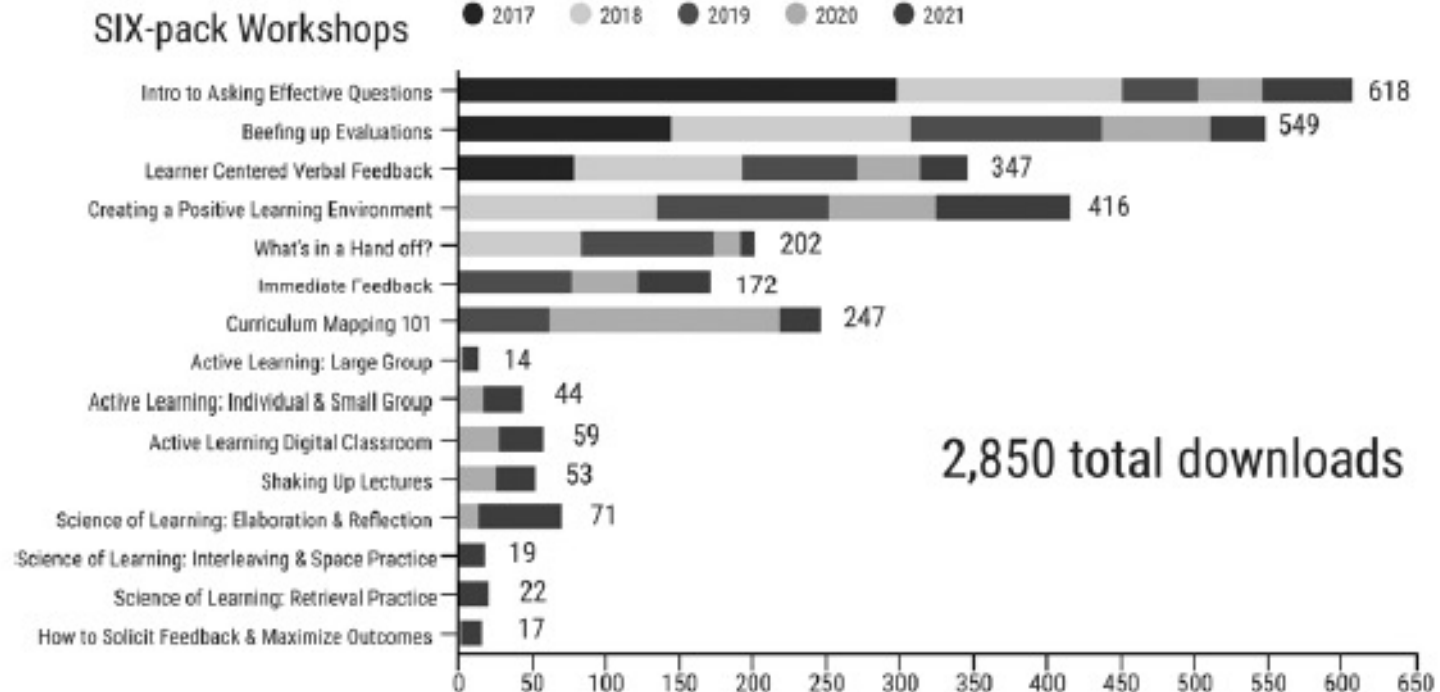
100+

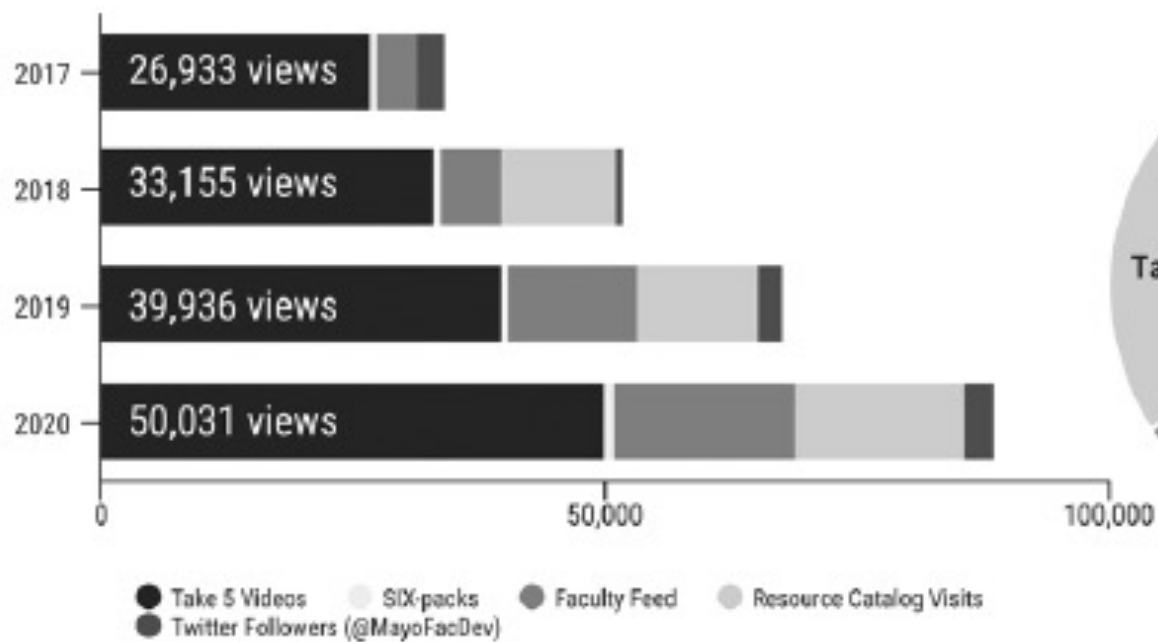
Vetted Faculty Development Resources

40,513

Visits to the Resource Catalog

Utilization of Faculty Resources





Academy of Educational Excellence Members

>490 members since 2018

315 MN & 12 Other Midwest Sites

