



**STFM**  
SOCIETY OF TEACHERS OF  
FAMILY MEDICINE

teach &  
transform

# The Win-Win, Session 1

Identify Areas of Faculty Need Using Teaching Physician

Amanda Kost, MD and Brian Hischer

# Disclosures

We run Teaching Physician



# Agenda

**Welcome and Webinar Housekeeping** (5 minutes)

**Introductions** (5 minutes)

**ABFM Performance Improvement** (5 minutes)

**Community Faculty Competencies** (5 minutes)

**Teaching Physician** (5 minutes)

**Overview of 7 Steps to Use Teaching Physician Tools to Create Faculty Development for PI Credit** (15 minutes)

**Step 1** (5 minutes)

**Step 2** (5 minutes)

**Step 3** (5 minutes)

**Homework** (5 minutes)

**Q+A about Process/Teaching Physician Sign Up** (20 minutes / 10 minutes)

# Welcome and Webinar Housekeeping

[www.TeachingPhysician.org](http://www.TeachingPhysician.org)

[www.stfm.org/ABFMpiToolkit](http://www.stfm.org/ABFMpiToolkit)



# Introductions

Please put your **Name & Institution** in the chat

## Goals

- Describe the steps for ABFM continuing certification for teaching quality improvement
- Determine areas of high-development need for your community faculty
- Create a plan for performance improvement data collection

# Orientation to Preceptor Improvement, Community Faculty Competencies, & Teaching Physician



# What is a Precepting Performance Improvement Project?

<https://theabfm.mymocam.com/precepting/>

**American Board of Family Medicine**

REGISTER LOGIN SUPPORT

AMERICAN BOARD OF FAMILY MEDICINE ORGANIZATIONAL PATHWAYS

## PRECEPTING PERFORMANCE IMPROVEMENT PROGRAM

The **Precepting Performance Improvement Program (Precepting Program)** allows academic units (Sponsors) to develop and oversee the completion of performance improvement (PI) projects that meet the ABFM Family Medicine Certification requirements. Approved Sponsors will be able to develop and oversee PI projects for teaching physicians without having to submit an application for each activity for ABFM review.

To participate in the program, interested academic units will complete and submit an application describing the work setting and an attestation of agreement to comply with the ABFM requirements for this program. Sponsors in good standing will have the opportunity to renew their designation at the end of the 3-year period.

### Application Process

To be considered for approval for this pathway, interested academic units will complete and submit an application describing the work setting and an attestation of agreement to comply with the ABFM requirements for this program. Sponsors in good standing will have the opportunity to renew their designation at the end of the 3-year period.

**Additional resources from the STFM:**  
[stfm.org/abfmpitoolkit](https://stfm.org/abfmpitoolkit)

### Program Requirements

#### ORGANIZATIONAL REQUIREMENTS

Sponsors participating in this program will be expected to meet certain requirements and responsibilities.

LEARN MORE

#### PI REQUIREMENTS

The PI activity associated with this program has certain requirements to be met by the Sponsor for PI credit.

LEARN MORE

#### MEANINGFUL PARTICIPATION

For Family Medicine Certification Requirements, meaningful participation means each teaching physician must meet a certain set of criteria.

LEARN MORE

#### APPROVED SPONSORS

View a list of approved Sponsors in the Precepting Performance Improvement Program.

LEARN MORE

#### SUBMITTING COMPLETIONS

Are you an approved Precepting Sponsor? Learn how to submit completion data for participating ABFM Diplomates.

LEARN MORE

#### CONTACT US

Need more information about participating in the Precepting Performance Improvement Program?

CONTACT US

POWERED BY MOCAM

## Welcome to the Community Faculty Self-Assessment Tool!

The form below is composed of five teaching domains, each containing 4-6 competency rows. To complete the self-assessment, select the competency description that best describes your familiarity with the competency overall. If you feel a competency is important to you, mark "Important to me" at the far right of the competency. This will affect the prioritization of learning on the results page.

Upon completing the form, click the Submit button at the bottom of the page. All competencies must have selections in order to proceed. The results page can be downloaded as a PDF for future reference.

**Privacy notice:** Your self-assessment data is completely anonymous.

### Teacher and Professionalism

# What Are Community Physician Competencies?

## Five Domains


- Teacher and Professionalism
- Teacher and Learner
- Teacher and Assessment
- Teacher and Content
- Teacher and Environment

The teacher role models professional behavior and fosters the development of learners' professional identities. The teacher effectively manages relationships with appropriate ethical boundaries, remaining mindful of bias and potential conflicts of interest. In all settings, the teacher promotes a culture of well-being and acceptance.

Competency Name	For each competency, select the level that best describes your current performance.						Important to me
Professional Identity	Start me at the beginning	Consistently demonstrates professional behavior	Identifies that learners are forming professional identities	Contributes to learners' professional identity formation through coaching	Promotes professional identity formation across the clinical team		<input type="radio"/>
Professional Relationships	Start me at the beginning	Recognizes the importance of effective professional relationships	Helps learners identify areas of conflict in professional relationships	Uses inquiry to effectively manage conflict	Coaches learners on strategies for effectively managing conflict		<input type="radio"/>
Professional Boundaries	Start me at the beginning	Recognizes the importance of professional boundaries	Role models setting professional boundaries within clinical setting	Engages learners in discussions about professional boundaries	Assists learners in identifying their own professional boundaries		<input type="radio"/>
Unconscious Bias	Start me at the beginning	Understands the definition of	Identifies potential unconscious biases in	Openly discusses unconscious biases	Generates a plan for addressing unconscious		<input type="radio"/>

# What is Teaching Physician?

[www.teachingphysician.org](http://www.teachingphysician.org)



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[CME](#)
[MY SCHOOL](#)
[TOPIC INDEX](#)
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Home

### ACCESS

The institution for which you precept has provided you with a username & password.

[LOG IN HERE](#)

### SUBSCRIBE

See our three tiers, based on the number of users who will have access to the resources.

[SEE TIERS](#)

### PRECEPT

Read about the benefits of precepting and find a medical school in your community.

[LEARN MORE](#)

### INSTITUTIONS

The medical school for whom you're precepting for may have added resources here.

[FIND OUT](#)

#### About Us

TeachingPhysician.org is a comprehensive web-based resource that connects medical schools and residency programs to community preceptors. It provides point-of-need instruction for preceptors in the form of videos, tips, answers to frequently asked questions, and links to in-depth information on precepting topics. See the full [Topic Index](#) here. Our help page for preceptors and administrators is [here](#).

#### CME

This Enduring Material activity, TeachingPhysician.org, has been reviewed and is acceptable for up to **40.00 Prescribed credit(s)** by the American Academy of Family Physicians. AAFP certification begins 03/15/2020. Term of approval is for one year from this date. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

#### Awards

Recognize your preceptors and precepting sites by providing them with a national award. Medical schools and residency programs can nominate teachers and teaching practices that meet the criteria. [Learn more](#).

## LOOKING FOR A PLACE TO PRECEPT?


[FIND A CLERKSHIP NEAR YOU](#)

#### The ABFM Precepting Performance Improvement Program

The American Board of Family Medicine (ABFM) Precepting Performance Improvement Program allows academic units (Sponsors) to offer [Performance](#)

Not sure where to start? What you need to know if...

...you're a **resident**



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Home / Content / Precepting Principles / Students With Little Clinical Experience

- Preparation
- Residents as Teachers
- Orienting a Learner
- Precepting Principles
  - Adult Learning Principles
  - Developing a Learner's Skill Set
  - Varying Your Teaching Style
  - Learn a Variety of Teaching Strategies
  - Demonstrate Different Teaching Methods
  - Adjust Your Teaching Methods
  - Effective Teaching Using Multiple Methods
  - Students With Little Clinical Experience
  - Cultivating a Growth Mindset in Learners
  - Teaching Residents
  - Clinical Supervision of Residents
  - Contribute to Professional Identity Formation
  - Promote Team Professional Identity
  - Differences Between Feedback and Evaluation
  - Precepting Scenarios

## Students With Little Clinical Experience

Medical students will come to your clinic with varying levels of experience. Some medical students start getting clinical experience in their first year of medical school, while many others won't start rotations until their third year. If your student has little to no clinical experience, you can help direct their learning by providing structure for their rotation, setting clear expectations, giving specific directions, and promoting professional behavior.

### Provide Structure

- Be sure to share clinical policies
- Acclimate the student to the clinical environment
- Demonstrate how to apply evidence-based medicine to clinical decision-making<sup>1</sup>

### Set Clear Expectations

- Encourage students are who nervous about seeing patients
- Teach the students to use a model for presenting patient visits like the SNAPPS model<sup>2</sup>
- Before a student sees a patient, tell them what to do during the encounter, how long to take, and what to report back to you when they are done<sup>3</sup>

### Give Specific Directions

- Ask students to help with common patient education talks for issues like upper respiratory tract infections, constipation, flu shots, etc
- Assign particular tasks for a visit like reviewing social history, performing medication reconciliation, updating problem lists, or giving immunizations
- Work with the clinic team on quality metrics such as gaps in care for flu shots or high A1Cs, or by making calls to coordinate referrals<sup>2</sup>

### Promote Professional Behavior

- Watch for interactions with staff and correct behavior if needed as it arises
- Explain what it means to work on an interprofessional team

### Resources

- [How to Be Awesome in an Ambulatory Clinical Rotation](#)  
Article published by the Preceptor Expansion Initiative
- [STFM Clerkship Onboarding Resources](#)  
Free online resources for students developed by the Preceptor Expansion Initiative
- [SNAPPS: a learner-centered model for outpatient education.](#)  
Article in Academic Medicine
- [Promoting Professionalism Among Medical Students](#)  
Conference presentation in the STFM Resource Library
- [Preparing MD-PhD Students for Clinical Rotations: Navigating the Interface between PhD and MD Training](#)  
Article in Academic Medicine

## 7 Step Plan for Success



# From Start to Finish

## 1. Register with ABFM

- Auditable record-keeping
- Portfolio manger
- Track participation and completion

## 2. Make sure each community faculty members is eligible

- Attest to the teaching setting
- Teach 180 hours
- Participate in intervention
- Review pre/post data
- Collaborate as needed

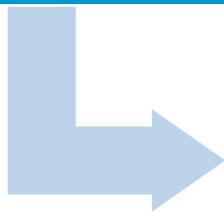
## 3. Perform a pre-assessment

- Self-assessment via Teaching Physician
- Assessment of teaching physician by sponsor

# From Start to Finish

4. Use Teaching  
Physician resources to  
design a faculty  
development  
experience

- Clear intervention
- Specific Aim



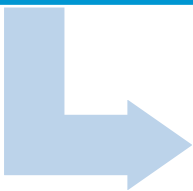
5. Deliver the faculty  
development experience

- Live
- Self-directed

## From Start to Finish

### 6. Perform a post-assessment

- Self-assessment via Teaching Physician
- Assessment of community faculty by sponsor
- Learner assessments



### 7. Notify ABFM of completion of the Performance Improvement Activity

## Step 1: Register for ABFM

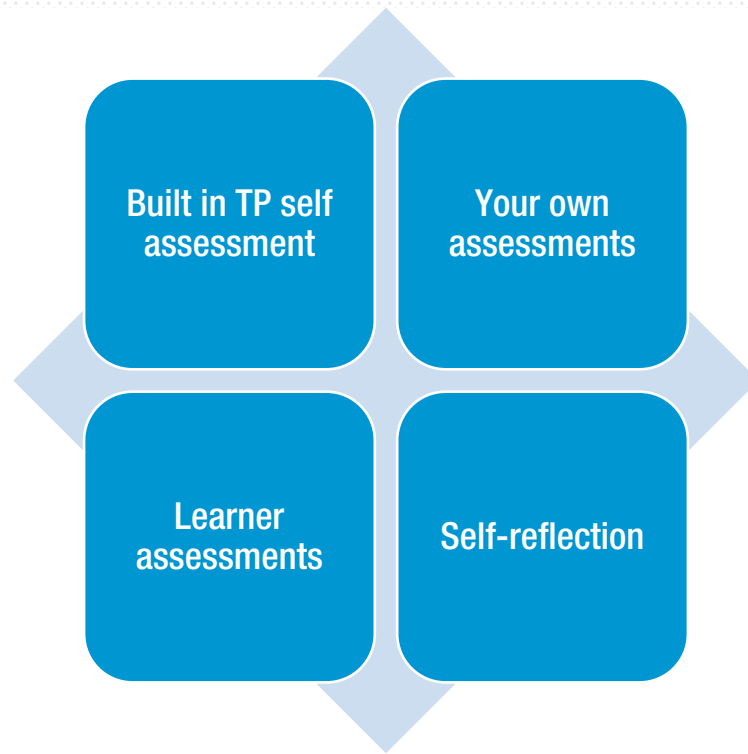


## Step 2: Collect information about your preceptors

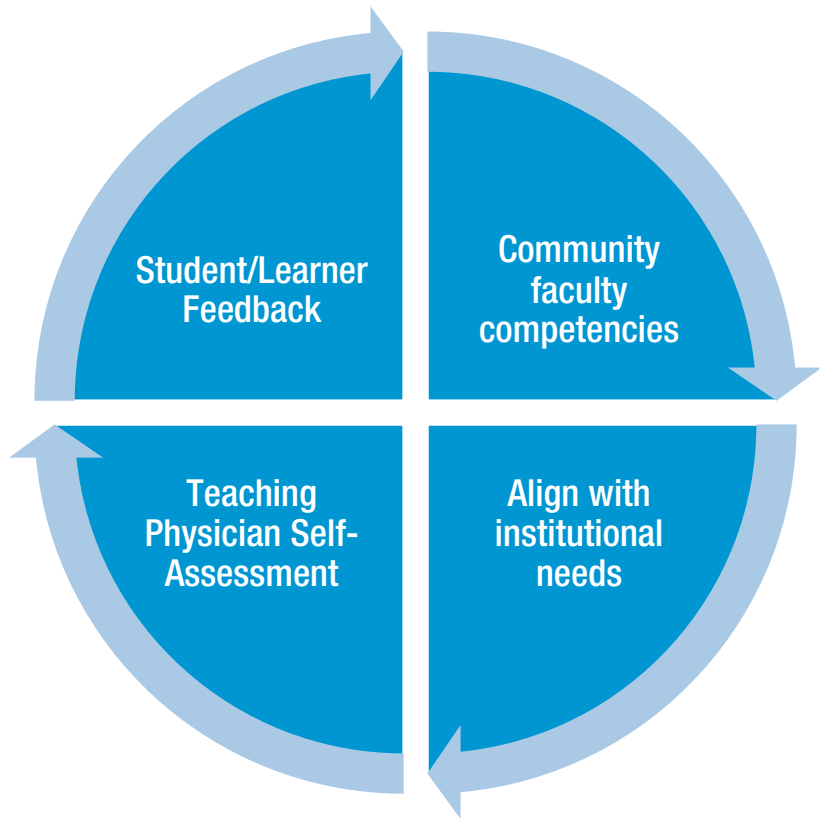
### 3. Perform a pre-assessment

## Self-assessment demonstration

# Create a Plan for Performance Improvement Data Collection



# Learn How to Find Areas of High-Development Need for Your Community Faculty



## Homework: Steps 1–3



```
graph LR; A[Register as an institution with ABFM] --> B[Collect preceptor information]; B --> C[Have each preceptor complete the self-assessment]; C --> D[Think about potential faculty development areas from the competencies];
```

Register as an  
institution with ABFM

Collect preceptor  
information

Have each preceptor  
complete the self-  
assessment

Think about potential  
faculty development  
areas from the  
competencies

## Q/A

20 minutes: Questions about process and steps

10 minutes: Questions about getting Teaching Physician for your school

- [www.TeachingPhysician.org/subscribe](http://www.TeachingPhysician.org/subscribe)
- [www.stfm.org/ABFMpiToolkit](http://www.stfm.org/ABFMpiToolkit)