

# TOP 10 Tips to Help Your Faculty Master the Competencies



An educational resource brought to you by Margie Kleppick, President & CEO

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Do your faculty members still struggle with teaching and evaluating the general competencies – a decade after they were introduced? You are not alone! Help your faculty master the competencies with these ten tips from a GME expert and a program educator:

- 1 Ask your faculty.** Survey your faculty's needs and confidence levels in teaching and assessing each of the competencies. Base your faculty development plan on that needs assessment.
- 2 Use both a top-down and a bottom-up approach.** Make sure your department chair has visible buy-in and communicates expectations to faculty. Is he/she willing to commit the resources and manpower needed?
- 3 Identify a champion or early adopter on your faculty** to be the program's expert and role model in competency-based education. Look to your youngest faculty members – they trained under the competencies!
- 4 Leverage the technology.** Use websites, emails, or electronic faculty bulletins to communicate teaching tips and techniques. Short, single concept presentations can be mounted on websites for faculty review.
- 5 Take every opportunity to identify a competency that is being taught.** For example, after a complication is presented during M&M, the facilitator should reference specific discussion points related to practice-based learning or systems-based practice competencies. Use a "one minute trainer" session at regular intervals in faculty meetings and conferences.
- 6 Have your Program Director update faculty about current and proposed ACGME and RRC competency requirements.** The Milestones Project should be a current topic of discussion at faculty meetings.
- 7 Make it real.** Help faculty incorporate the competencies in their teaching and supervision - give specific examples of what they should observe in resident behavior. Link competency-based objectives to specific learning goals and patient care imperatives on each rotation – not to vague, education concepts.

**8 Make it fun.** Create clinical scenarios and ask faculty to identify which competencies are described. If available, use an audience response system to engage your audience. Be creative! If your program director is a "good sport," have the residents "roast" him/her for an audience of the faculty – using the general competencies as the topic of each skit.

**9 Encourage faculty to identify barriers** to implementing competency-based education. Use faculty meetings to discuss challenges (and successes!) that they have encountered in their own experiences in teaching and assessing the resident's development.

**10 Ask your faculty again.** Continually assess the effectiveness of your faculty development activities. Adjust the topics – and your teaching techniques – accordingly.



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