

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 guest speaker and program educator, Jack Contessa.

1 Ask your faculty and ask them again. 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. Continually assess the effectiveness of your faculty development activities. Adjust topics and teaching techniques accordingly.

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/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 Keep the competencies constantly in front of faculty. Brand all communications like faculty bulletins with brief descriptions of the competencies.

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(Updated April 2, 2010)

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