Implications for Faculty Development

Supervision in Surgical Residency Programs

Friday, February 27, 2015
“Sunset Session” 2014 ACGME Educational Conference

William W. Robertson, Jr., MD
Accreditation Council for Graduate Medical Education

William W. Robertson, Jr., MD

Full-time employee of ACGME

“Nothing to Disclose”
Surgical Supervision / Faculty Development

The Agnew Clinic - Thomas Eakins 1889
"Supervision is a visual art; no touching allowed"

- John J. Coyle, MD
ACGME Field Representative
Former Surgical Educator
Surgical Supervision / Faculty Development

Literature
What Gets Measured Gets (Micro)managed

- I constantly find myself intervening in ways that would have infuriated me when I was a resident.
- There is no small amount of irony in the fact that efforts to improve the quality of care for patients and quality of life for residents may be damaging residents’ fundamental clinical training experiences.

Journal of the American Medical Association
Residents’ and attendings’ opinions and impressions differ regarding what is expected from residents, what residents actually do, and what residents think they can do safely.

Department of Anesthesiology
University Medical Center Utrecht
Academic Medicine
Entrustment of Activity

- Nature of Task
- Circumstances
- Supervisor
- Trainee
Developed a 4-part Resident Supervision Index (RSI)

Loma Linda University
Journal of Graduate Medical Education
Residents were 1.72 times more likely to be fully responsible for patient care with each additional postgraduate year.

Decreasing case complexity, increasing clinic workload, and advanced nonmedical degrees among attending staff were negatively associated with supervision intensity, although associations varied by supervision level.
Surgical skills feedback (SurF) cards for 8 gynecologic procedures
The SurF cards …facilitated procedural key step review, were associated with significantly improved resident satisfaction with surgical feedback….

Journal of Graduate Medical Education
from the University of North Carolina
Resident Understanding of Sufficient and Appropriate Supervision in Surgical Training Programs-

Serge Martinez, MD, JD

- Residents are able to distinguish between sufficient and appropriate supervision.
- The quality of feedback is directly proportional to the degree of supervision.
Developing Future Faculty: A Program Targeting Internal Medicine Fellows’ Teaching Skills

Teaching Skills

Journal of Graduate Medical Education
from the University of Iowa Carver College of Medicine
Surgical Supervision / Faculty Development

*Literature*

**ORIGINAL RESEARCH**

Success of a Faculty Development Program for Teachers at the Mayo Clinic

*Staci M. Lee, MD*
*Mark C. Lee, MD*
*Darcy A. Reed, MD, MPH*
*Andrew J. Halvorsen, MS*
*Elie F. Berbari, MD*
*Furman S. McDonald, MD, MPH*
*Thomas J. Beckman, MD*

**Teaching Skills**

Journal of Graduate Medical Education
from the Mayo Clinic
INNOVATION IN SBP AND PBLI

A Faculty and Resident Development Program to Improve Learning and Teaching Skills

DOTUN OGUNYEMI, MD
EWINA FUNG, MD
CAROLYN ALEXANDER, MD
DAVID FINKE, MD
JONATHAN SOLNIK, MD
RICARDO AZZIZ, MD, MBA

Feedback Skills (Competencies)

Journal of Graduate Medical Education
from the Cedars Sinai Medical Center
<table>
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<th>A Faculty Development Program to Reduce Rater Error on Milestone-Based Assessments</th>
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<td>JAYA M. RAJ, MD, FACP                                      PATTI M. THORN, PhD</td>
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**Evaluation Skills (Milestones)**

*Journal of Graduate Medical Education from the Creighton University School of Medicine*
In addition to teaching and instructional effectiveness

- Leadership
- Scholarship
- Career development
Enlarging the Scope of Faculty Development Activities

…it is time to broaden our perspective and consider informal and individual approaches as key components of professional development.

Academic Medicine
From McGill University
Surgical Supervision / Faculty Development

**The Road Less Traveled** - Steinert

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**Faculty Development Approach**

- **Formal**
  - Online Learning
  - Peer Coaching
  - Peer & Student Feedback
  - Workshops & Seminars
  - Fellowships
  - Longitudinal Programs
  - Mentorship
  - Reflection
  - Observation
  - Experience
  - Work-based Learning
  - Communities of Practice

- **Informal**
  - Individual
  - Group

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**Context for Learning**
Faculty Development as Transformation: Lessons Learned From a Process-Oriented Program

Dorene F. Balmer and Boyd F. Richards
Center for Education Research and Evaluation, Columbia University Medical Center, New York, New York, USA

- Faculty development program that utilized the processes of shared reading and guided reflection
- Process-oriented faculty development programs may foster growth of individuals, contribute to transformation in relationships, and ultimately influence teaching practices.
Surgical Supervision / Faculty Development

Literature
Peer observation of teaching as a faculty development tool

Peter B Sullivan*, Alexandra Buckle, Gregg Nicky and Sarah H Atkinson

- Peer observation of Teaching (PoT)-providing descriptive feedback
- Can be used in a constructive way to improve course content and delivery, to support and encourage medical teachers, and to reinforce good teaching.

from the Children's Hospital, University of Oxford
• Create faculty development opportunities to improve critical supervisory skills such as direct observation.
• Involve trainees in the discussion and education about effective supervisory practices.
Surgical Supervision / Faculty Development

The Road Less Traveled - Steinert

Facility Development Approach

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Context for Learning

Individual ➔ Group
Surgical Supervision / Faculty Development

The Gross Clinic

Thomas Eakins

1875