

Improving Pedagogical Skills in Advanced Practice Providers - A Faculty Development Series

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Statement of the Problem: APPs are becoming an important part of hospital medicine, SHM data from 2016 to 2018 showed that APPs in academic hospital medicine have increased from 50% to over 75% of divisions. With this growth APPs are being called on to become clinician educators more frequently, but rarely have received the faculty development necessary to perform as clinician educators. In our division, APPs are an integral part of our educational fabric, teaching a wide array of medical learners and have desired more faculty development opportunities specifically covering medical education skills. Multiple studies have been completed focusing on faculty development of medical teachers, but these studies have all focused on physician educators. After a thorough review of PubMed and CINAHL, we were unable to identify any information focusing on Advanced Practice Providers (APPs) as medical educators nor discussing their needs in regards to faculty development.

Innovation Objectives: There is a clear deficit in APPs feeling prepared in their roles as medical teachers as well as the availability of APP specific faculty development. Given that educating many different learners it is an essential part of the APPs in our division we wanted to provide them with the essential skills to excel at the jobs they are already doing. Our objective is to create a program that will foster the knowledge, skills, and attitudes necessary for advanced practice providers in hospital medicine to become confident and competent medical teachers.

Program Description: We developed a monthly faculty development series for our APP faculty, specifically based around educational theories. We want to create a series that will be specific to the needs of our APP faculty, focusing on self identified areas of need.

Needs Assessment: A structured questionnaire, based on a validated questionnaire developed by *Amin Z et al*, was developed. It was reviewed by five members of our faculty and modified to fit our needs. Our survey covered 13 different domains relating to teaching and interacting with medical learners.

We distributed this questionnaire to the 28 member APP group at University of Colorado Division of Hospital medicine and had 25 responses (89.2% response rate). We found that across all levels of working (1 or less years, 2-3 years, 4+ years) our APP faculty rated their current knowledge as modest (rated 4-6) in all domains. With each group wanting their future knowledge base to be substantial (rated 7-9).

Outcomes to Date: We were able to complete three educational series before COVID hit our department and our faculty development series was put on hold. Our three sessions focused on the areas that showed the highest needs. The sessions included, "How to Assess a Struggling Learner", "How to Give Effective Feedback", and lastly "Improving Your Chalk Talks - A Workshop". Although our *n* was small, we were able to show a trend toward improvement in both knowledge and confidence in all of the above mentioned topics. With the feedback session,

we were able to bring the mean knowledge of giving effective feedback from 5.43 to 7.38. We were able to bring confidence in giving effective feedback from 5.21 to 6.88, both on a scale of 9. For Chalk Talks we were able to bring mean knowledge of how to give a chalk talk from 5.57 to 7.5 and confidence in giving a chalk talk from 5 to 7.13, both on a scale of 9. For all of our talks participants strongly agreed or agreed that the sessions will be useful in future practice and they will change the way they educate in the future because of coming to these sessions.

Moving forward, we will continue these sessions focused on furthering APP education. We are hoping to record in zoom teaching and provide targeted feedback to all of our faculty lecturers and also continue the lecture series for interested faculty.