



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



Division of Hospital Medicine  
UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

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## STATEMENT OF 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
- APPs are being called on to become clinician educators more frequently, but rarely have received the faculty development necessary to perform as clinician 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

- Provide APPs in our division the essential skills to excel at the jobs they are already doing
- 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

- 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

Category	Mean Current Knowledge Base	Mean Desired Knowledge Base	Mean Δ Current to Desired
Educational Objectives	5.7 ± 2.0	7.9 ± 1.7	2.2 ± 1.7
Lecture & Group Teaching - Creating Content	5.8 ± 1.5	8.1 ± 1.5	2.3 ± 1.6
Lecture & Group Teaching - Giving Lectures	5.3 ± 1.3	8.0 ± 1.5	<b>2.8 ± 1.6</b>
Teaching - Communication Skills	6.1 ± 1.6	8.2 ± 1.5	2.2 ± 1.5
Teaching - Bedside Rounds	5.6 ± 1.7	8.1 ± 1.5	2.5 ± 1.3
Assessment of Professional Behavior	6.5 ± 1.5	8.2 ± 1.4	1.7 ± 1.7
Assessment of Clinical Skills/Abilities	5.7 ± 1.5	8.2 ± 1.4	2.4 ± 1.7
Giving Feedback - Professional Behaviors	5.3 ± 1.6	8.1 ± 1.5	<b>2.8 ± 2.1</b>
Giving Feedback - Clinical Skills	5.5 ± 1.4	8.1 ± 1.5	2.5 ± 1.9
Giving Feedback - Interactions with other team members	5.7 ± 1.8	8.1 ± 1.4	2.4 ± 1.7
Struggling Learners - Assessment	4.2 ± 1.5	8.0 ± 1.5	<b>3.8 ± 1.8</b>
Struggling Learners - Assistance	4.0 ± 1.4	7.9 ± 1.5	<b>4.0 ± 1.5</b>

## OUTCOMES

Giving Effective Feedback - Survey Results					
On a scale of 1-9, rate your KNOWLEDGE of how to give effective feedback:					
	Pre		Post		
Knowledge Rating	N	%	N	%	
Mean ± SD	5.43 ± 1.16		7.38 ± 1.41		

  

Giving Chalk Talks - Survey Results					
On a scale of 1-9, rate your CONFIDENCE in regards to giving effective feedback:					
	Pre		Post		
Confidence Rating	N	%	N	%	
Mean ± SD	5.21 ± 0.97		6.88 ± 1.55		

  

Giving Chalk Talks - Survey Results					
On a scale of 1-9, rate your KNOWLEDGE of how to give a chalk talk:					
	Pre		Post		
Knowledge Rating	N	%	N	%	
Mean ± SD	5.57 ± 1.27		7.5 ± 1.41		

  

Giving Chalk Talks - Survey Results					
On a scale of 1-9, rate your CONFIDENCE in giving a chalk talk:					
	Pre		Post		
Confidence Rating	N	%	N	%	
Mean ± SD	5.0 ± 1.41		7.13 ± 1.55		

## OUTCOMES

- Able to show trends toward improvement for knowledge and confidence in giving effective feedback
- Able to show trends toward improvement for knowledge and confidence in giving chalk talks
- 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

- Have broadened audience from APPs to include all med staff in development of faculty Development Series “DHM Thursdays”
- Will continue APP specific teaching covering a variety of educational topics

## REFERENCES

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3. Philibert I, Konopasek L, Riddle J. The International Literature on Teaching Faculty Development in English-Language Journals: A Scoping Review and Recommendations for Core Topics. J Grad Med Educ. 2019 Aug;11(4 Suppl):47-63. doi: 10.4300/JGME-D-19-00174. PMID: 31428259; PMCID: PMC6697281.

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