Increasing Pediatrician Satisfaction with the Preceptorship Experience through Formal Training and Recertification

Incentives

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Background

- The third-year Pediatric clerkship at the John A. Burns School of Medicine (JABSOM) relies heavily on volunteer pediatric faculty preceptors to teach medical students.
- Similarly, other clerkships rely heavily on volunteer faculty to educate students on core curriculum learning objectives.
- There is currently no formal curriculum in place for community preceptors, which may contribute to a lack of foundational skills necessary to provide effective teaching for our medical students.

Methods

- Pediatric preceptors were invited to participate in the project by completing 3 requirements: precepting 1 medical student, attending 3 faculty development meetings, and completing 3 requirements: precepting 1 medical student, attending 3 faculty development meetings, and completing 3 teachingphysician.org modules.

Objective

- To evaluate how this project impacted the pediatrics’ overall satisfaction of their preceptorship experience, participants completed an anonymous, electronic pre- and post-survey.

The survey rated participants’ overall satisfaction with being a JABSOM preceptor, and also inquired about their satisfaction with their preceptorship experience, participants which may also have an impact on recruitment and retention of preceptors.

Results

- Twenty-two pediatricians completed all project requirements, including participation in 3 faculty development meetings, completion of 3 teachingphysician.org CME modules, and answering a pre- and post-survey.
- These individuals were all awarded 25 MOC Part 4 credits for successful completion of the project’s requirements.
- Analyzing the survey data from these 22 participants, we saw a significant increase in their overall satisfaction with being a JABSOM preceptor and JABSOM-provided teaching resources (one-tailed test).
- In addition, since the start of the project in June 2018, we saw an increase of faculty meeting attendance by 87%.

Discussion

- Our study shows that including formal teaching sessions and incentives - such as offering MOC Part 4 credits - can positively impact volunteer faculty perceptions of their role as preceptors, presenting a unique method to stimulate preceptor engagement.

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References


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