

Context:

Faculty Development for clinical faculty is needed whenever medical school curricular changes are made that impact clinical faculty. The John A. Burns School of Medicine (JABSOM) recently initiated a Longitudinal Clinical Preceptor (LCP) program for first and second year medical students, to supplement JABSOM's core Problem-Based Learning (PBL) curriculum. Students meet with their LCP monthly. This curricular change requires more LCPs, who may need a basic understanding of medical school curricula, i.e. education and exposure students have had and what gaps may still exist in their education and training.

HPMG (Hawai'i Permanente Medical Group) is composed of physicians at Kaiser Permanente, some of whom have become LCPs. Recently, HPMG Undergraduate Medical Education leadership reached out to JABSOM faculty about designing a half day faculty workshop to address some gaps in LCP knowledge about JABSOM's medical student curriculum, anticipating that this workshop would be able to provide basic information so that the LCP could work more effectively with their medical student learner. JABSOM faculty were asked to partner in the planning for this faculty development and subsequent discussions have solidified an agenda.

Objectives

1. Discuss an innovative collaborative faculty development workshop designed by JABSOM medical educators and HPMG to address knowledge and skills gaps for longitudinal clinical preceptors.
2. Describe how knowledge and skills gaps around understanding PBL, addressing feedback, and incorporating indigenous health were addressed in the faculty development workshop.

Description of Innovation

Faculty workshop agenda addressed certain gaps identified by HPMG in discussions with their longitudinal clinical preceptors. The workshop will take place on Nov. 11, 2023 with an anticipated fifteen clinicians. Many clinicians will be longitudinal clinical preceptors in the inpatient or outpatient setting. In addition, team leads (in charge of HPMG physicians who work clinically with students), and physicians who teach third year medical students during longitudinal integrated clerkships will be in attendance.

The agenda begins with cultural grounding in Native Hawaiian health, as it is incorporated into the JABSOM curriculum as well as with HPMG physicians. The rest of the agenda covers topics including: "tips for understanding today's student learners," giving feedback (including tools and resources for working with the "difficult" student), familiarization with the basics of Problem Based Learning, overview of clinical skills teaching, and finally, advice and perspectives from PBL tutors and Longitudinal Clinical Preceptors. These are all lecture style presentations, using case scenarios to involve audience participation.

Evaluation of Innovation

A post-curricular assessment will be given to all attendees immediately following and a few months after the workshop. The workshop is taking place after the submission date for the abstract. Therefore, results will be available and shared at the time of the HPEC conference. We hope to see a change in behavior of the preceptors so that the students are able to see a difference in their teaching, more efficient, effective teaching encounters with cultural grounding, as well as more personalized student feedback.

Discussion/Key Messages

The following are the key messages from the workshop:

- Cultural grounding is important for not only medical learners but also teachers. In an Indigenous space, that includes knowing the basics about Indigenous health statistics, history, values and cultural strengths.
- Clinical teachers of medical students (those teaching “at the bedside” or in clinical settings) need to have a basic understanding of medical student educational curricula and content in order to prepare for effective teaching encounters.
- Teachers or preceptors should have an idea of the content that medical students should already have mastered as well as an understanding of where gaps may exist.
- Giving effective feedback is an important skill for clinical instructors and medical schools should ensure that faculty are trained in this teaching responsibility.

It is our hope that this type of workshop can be easily incorporated into the clinical teaching setting.

Target Audience: medical educators