

Making It Stick: Incorporating Peer To Peer Learning in Faculty Development

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NYU Medical Education Innovations and Scholarship Day 2017

INTRODUCTION

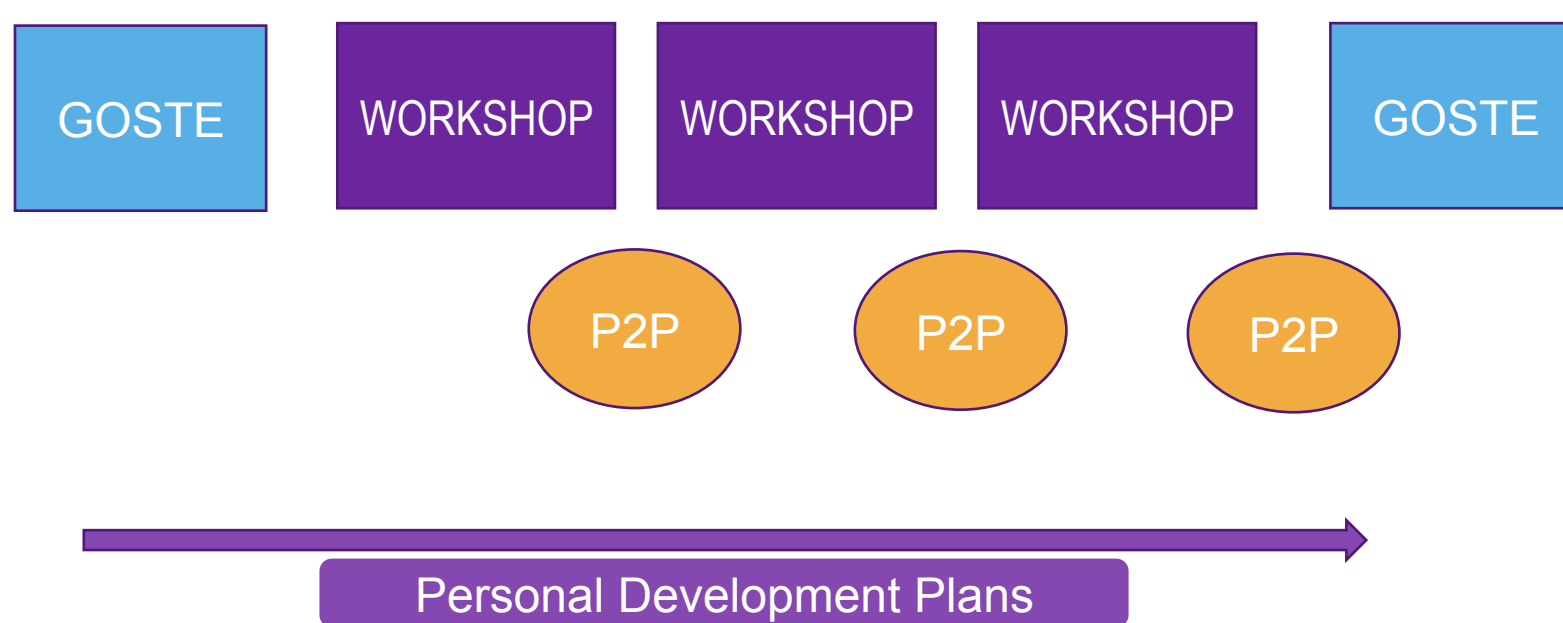
- Faculty development program (FDP) design varies widely from single workshops (29%) to longitudinal events (36%)¹
- Newly acquired skills have rapid decline if not practiced.
- Faculty report challenges in applying new skills learned in the classroom into their real world educational settings.

Education for Educators Program (E4E)

E4E program is a year-long program designed to enhance faculty teaching skills.

The program consists of:

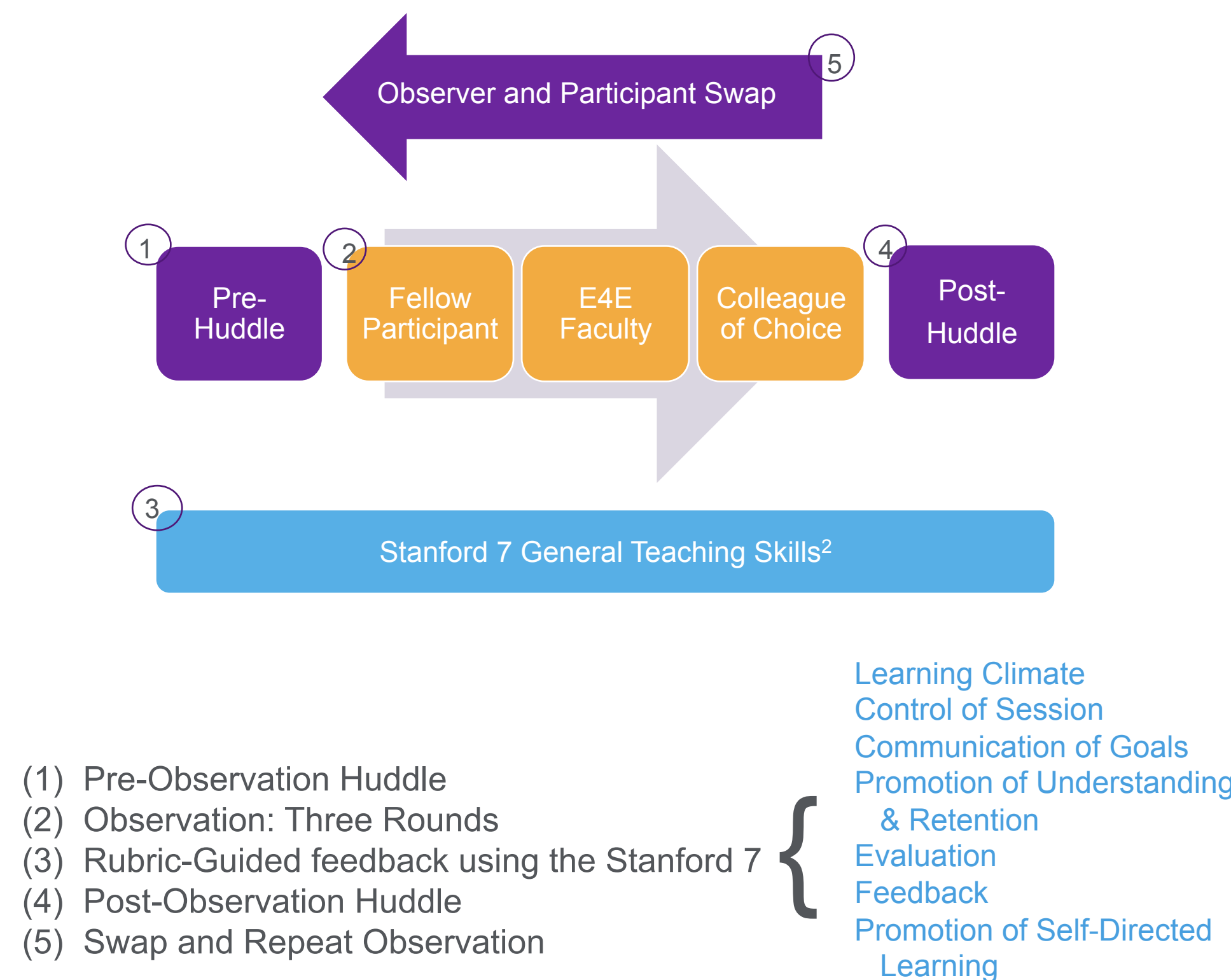
- pre/post group observed structured teaching exercise (GOSTE)
- 3 three-hour workshops
- 3 Peer-to-Peer (P2P) Observations
- personal development plans



Goals of P2P

- Reinforce newly learned skills
- Emphasize bidirectional feedback between observer/teacher
- Provide immediate and actionable feedback from peers
- Learn new teaching strategies by observing a peer.
- Promote deliberate practice to continually improve teaching
- Foster community across our diverse group of educators.

P2P Intervention



Simulation to Real World Educational Setting



RESULTS

To date, 22 participants completed 44 P2P paired sessions. Common goals of our participants included budgeting time, engaging learners of all levels, ensuring opportunities for self-directed learning, and providing useful real-time feedback.

The oral and written feedback was behaviorally specific, personalized, and thoughtful.

"She and I discussed her teaching style in advance that she tends to teach more thought process as opposed to content based didactics. She asked me to look out for her proportion of these 2 types of teaching."

"Attempted to evaluate ability of learners to apply knowledge to specific patients but gave up too early when learners not successful"

"You did an excellent job of asking individual learners specific questions during times of silence, which drew out the medical students who were likely not as comfortable speaking up as interns and residents may be."

P2P Takeaways:

- Participants were overwhelmingly engaged and feedback was very positive.
- Most had never previously been observed during a teaching session.
- Participants favored the role of observer to see how others teach and then incorporate best practices into their own sessions.
- While observing, participants appreciated the challenge of identifying and naming specific teaching skills/behaviors to critique.
- When being observed, participants noted the importance of having their teaching validated when they did something well and appreciated the opportunity to discuss different approaches to teaching challenges.

Lessons Learned

- Scheduling busy clinician-educators is a challenge.. Too much paperwork leads to less useful evaluations. The rubric used to rate teaching needs to be simplified and ideally done electronically.

CONCLUSIONS

We believe that real-world faculty development leads to more memorable and lasting behavioral improvements. Our next steps are to engage faculty of all experience levels across our health system to adopt P2P as a regular practice even in the absence of a formal FDP and thus foster a culture of continuous learning and improvement.

REFERENCES

- Steinert et. al. A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40, Medical Teacher, 38:8, 769
- Skeff et.al. Improving Clinical Teaching: Evaluation of a National Dissemination Program. Arch Int. Med. 1992; 152; 1156