Pilot of a Direct Observation Program of Faculty Teaching Clinical Skills

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Needs Assessment

Clinical educators responsible for educating medical students and residents receive minimal feedback on their teaching behaviors. At Rush Medical College (RMC), a direct observation project was implemented to evaluate the teaching behaviors of faculty during our clinical skills course and provide them with detailed feedback.

Program Objectives

1. Outline an approach to evaluate faculty teaching clinical skills in a small group setting using direct observation
2. Implement feedback from the project to improve the course

Program Description

- Medical Interviewing and Physical Examination Course (M1 and M2 students at Rush Medical College)
- Small Group Workshops introducing students to clinical reasoning and physical examination skills
- 6 Faculty Members
- 3 Peer Observers (Current and former course directors of this course)
- Stanford Faculty Development Program-26 (SFDP-26) tool completed by students, faculty member, peer observer

- Each workshop videotaped
- One-on-One feedback to faculty using video clips and data collected from evaluation tool
- Faculty completion of action plan at end of feedback session
- Faculty completed post project feedback survey

Findings

Data collected (student, peer, and self-assessment) using the SFDP-26 tool is currently being analyzed to compare teaching behaviors before and after the feedback sessions.

Lessons Learned

- Ability of faculty to create specific action plans based on multi-component feedback session
- Opportunity to evaluate the faculty’s ability to deliver goals and objectives of the course
- Upgrade the resources of the course
- Enhance faculty orientation
- Redesign structure of workshops to better engage students

References
