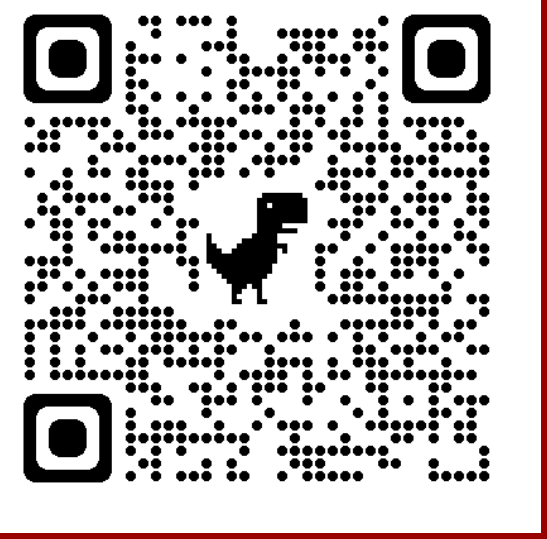


Psychiatry Teacher's Guide: A Web-Based Resource for Faculty Development

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Background

- Indiana University School of Medicine (IUSoM) is the largest US medical school
 - Delivering education to ~360 third-year clerkship students annually across 9 campuses statewide partnering with 6 universities and 50 healthcare systems and clinics¹
- Increased emphasis on community-based preceptor model nationally
- Cost, adoption, administrative pitfalls, and highly variable clinical sites are challenges to effective community-based faculty development²
- Effective creation, delivery, and evaluation of faculty development resources is needed
 - Preceptors value convenience, flexibility, and timely content³
 - Self-directed, computer-based faculty development results in knowledge mastery and retention⁴
 - Participant post-surveys are efficient means of gauging effectiveness⁵
- The IUSoM Psychiatry Teacher's Guide objectives: increase active learning in highly variable clinical settings, increase NBME engagement and preparation, and ensure quality evaluation of clerkship students
 - Four chapters: clerkship updates, teaching pearls, final clinical evaluations, and mentoring/letters of recommendation

Methods

- Teacher's Guide was distributed via email to IUSoM psychiatry clerkship preceptors in PDF book format and public, interactive webpage through Canvas
- All preceptors invited to partake in our IRB approved post-survey
 - Likert-scale questions⁶ investigating preceptor perceived value of faculty development, effect on preceptor confidence in delivering Guides' objectives, effectiveness of this mode of delivery of faculty development
 - Background questions such as time spent as clerkship preceptor, number of times referenced Teacher's Guide, etc.
 - Free response questions to assess most useful aspects and areas for improvement
- Recruitment efforts to increase Guide awareness and survey response rates were conducted through Zoom calls with two IUSoM residency training sites, various email approaches, faculty meetings, and other forms of correspondence
- Results from the survey were analyzed via descriptive measures



Figure 1. Survey Question #2. How did you primarily access the Teacher's Guide?

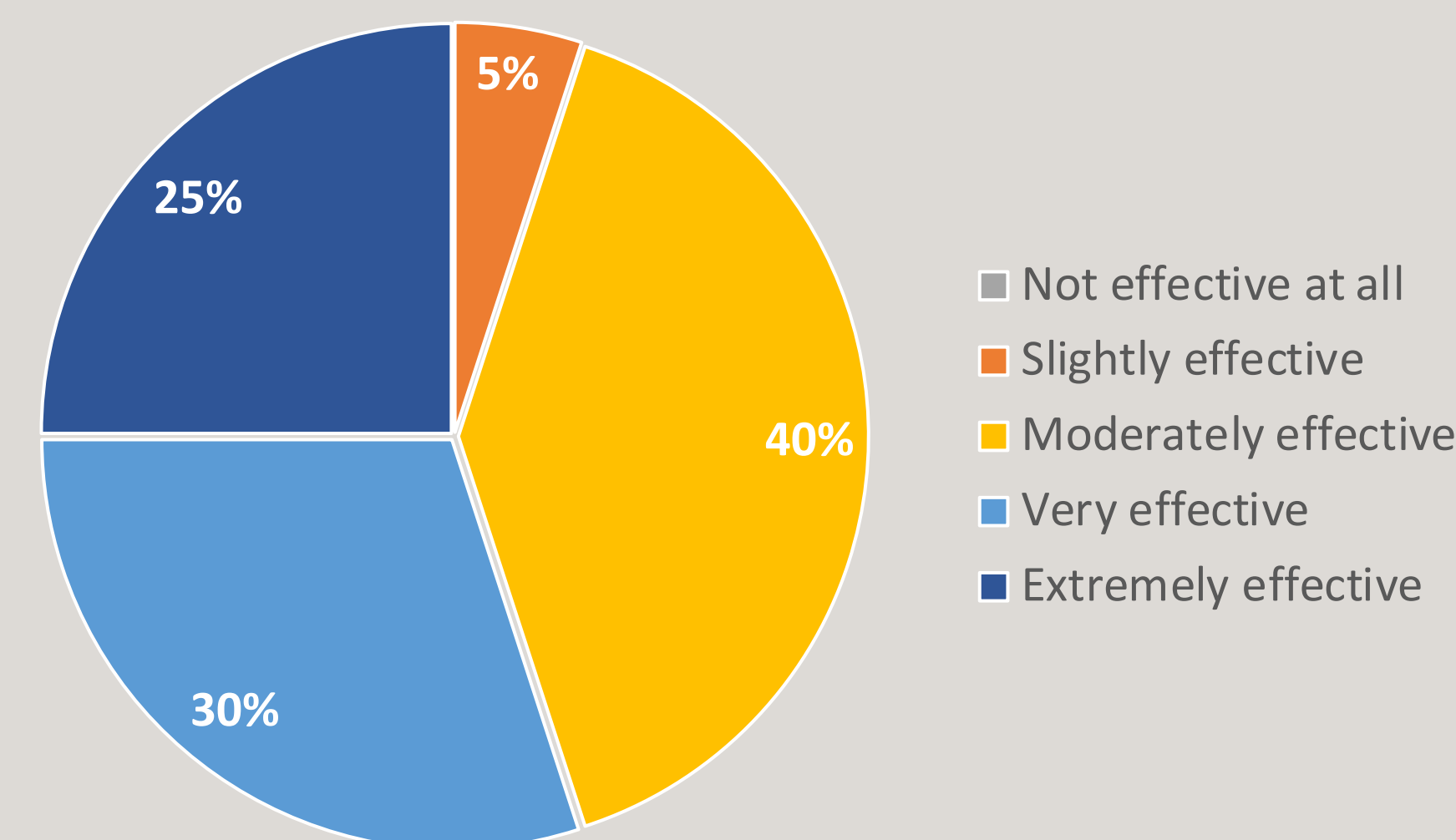


Figure 2. Survey Question #10. How effective do you feel the Teacher's Guide was in communicating the new changes for the clerkship? (i.e., Was this method of faculty development effective?)

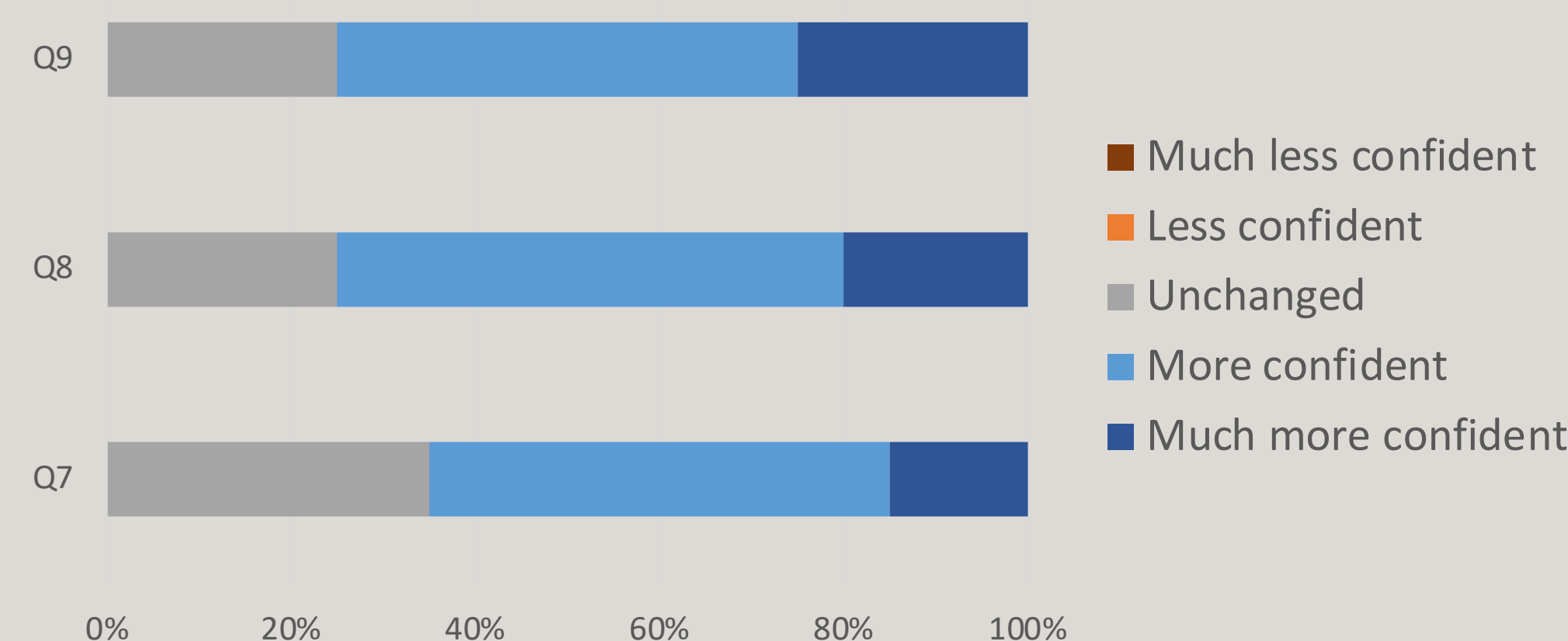


Figure 3. Survey Questions #7,8,9. Change in confidence after reviewing Teacher's Guide (#7: NBME preparation; #8: student orientation to clinical site; #9: summative and formative clinical evaluations)

Results

- 28 preceptors completed the survey
 - Survey was sent to 255 preceptors -> response rate of 10.98%
 - Subsequent data analysis included results only from those who referenced the Guide at least once (n=20)
 - 70% attending physicians, 10% residents, 20% other (APP, LP, LCSW)
- 65% accessed the Teacher's Guide 1-2 times; 35% referenced it 3-4 times
- 70% "strongly agreed" that faculty development is critical in enriching teaching and students' experience
- Results relevant to the Teacher's Guide's three goals:
 - 65% felt "more confident" or "much more confident" in ability to prepare students for NBME shelf exams
 - 75% felt "more confident" or "much more confident" in ability to orient students to the clinical site
 - 75% felt "more confident" or "much more confident" in ability to write strong summative and formative feedback
- 90% of respondents are "somewhat likely" or "extremely likely" to implement ideas from Teacher's Guide into teaching practices
- Notable useful topics: clerkship updates, student engagement, outpatient pearls
- As we prioritized accessibility, and 40% utilized PDF format, unable to analyze Canvas engagement reliably

Conclusions

- The Teacher's Guide is a comprehensive, sustainable form of faculty development
- Respondents indicated the Teacher's Guide is a useful reference tool and was successful in communicating clerkship updates and teaching tips
- Revisions and updates can be made continuously and in real-time for Canvas users
 - PDF version warrants revision rollouts via email
- Survey response rates remain low despite multiple efforts to engage preceptors, unfortunately increasing risk of bias; future work may necessitate survey incentivization
- Future work: streamlining Canvas platform; increasing Teacher's Guide awareness; improving survey response rates; adapting the Teacher's Guide to better suit the various training sites

References & Acknowledgements

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