**Facilitators Guide**

**Description**: This guide is intended to help program directors, associate program directors, and Clinical Competency Committee (CCC) Chairs to improve the assessment data that the CCC receives from faculty members.

**Learning Objectives**:

* Describe the variability of faculty graders and the impact on data compiled by the CCC
* Become engaged in the process of CCC quality improvement
* Employ a brief teaching tool to instruct colleagues on personal improvement and understanding of the milestones

**Audience and Setting:** The intended audience are CCC members.

**Equipment Required:** A computer with projector for PowerPoint presentation.

**Preparation for the Session:**

Part 1: Mostly performed by the residency coordinator:

Determine which faculty members you would like to study in detail to decide if they would benefit from rater feedback training. Follow details below to accomplish this:

* 1. Determine the average for each PGY level in your program. All evaluation grading results are collected and averaged by PGY level to determine the average grading of each PGY class. If using New Innovations:
		1. Select evaluations; reports; residents; and then choose each PGY level and the peer average will appear within the report.
		2. An option is to export data into an excel worksheet and average them independently if you are not comfortable with the populated data.
	2. Determine the average score for each faculty member in your program:
		1. Download grading scores and numbers of evaluations completed for each teaching faculty by PGY level into an excel worksheet. The results are then totaled and averaged for each faculty member. If using New Innovations: Login to access evaluations; choose reports, choose the option faculty, option performance, select the faculty member in question, and view grading profile. (The attending performance mechanisms)

Place all individual scores on an excel spreadsheet, and create a graph. Place markers at 1SD and 2SD above and below the mean. See example graph in the included power point slide presentation

* + 1. Review these with CCC chair (workshop leader) and create a cutoff to study further. In the 1 – 9 scoring system we chose 7 and above and 5.5 and below. Approximately 1SD above and 1SD below the mean.

Part 2: Mostly performed by CCC chair/APD/PD:

Choose which faculty members you would like to request rater training feedback. Review the data carefully to select which faculty you believe would benefit from “rater feedback” education.

Standard deviations by class can serve as a starting point to determine how far from the mean they grade by PGY level.

* + 1. Some hints: you may realize a faculty member graded higher for a good reason (above the 7 screen), i.e. if he/she is assessing mostly PGY 2’s and 3’s, or assessing a few high performing residents.
		2. Also, look to see an anticipated grading progression among PGY level. If you see high scores among all PGY levels it may suggest this faculty member is not understanding the milestone continuum.
		3. I chose physicians 1 – 15 (removing physician 13) for further education (as seen on slide 5). I chose to not further educate the lower scores seen as physician’s 20 -28, as I noted an “appropriate” or expected progression among PGY level. In addition some of these faculty assessed a higher number of PGY-1’s resulting in a lower mean score.

**Workshop Steps:**

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| **Step** | **Description** | **Estimated TIme** |
| 1 | Welcome participants, introduce the topic, and review the learning objectives. Emphasize goal for engaging CCC members to help educate colleagues who may not be as aware of the importance of excellent assessment data. (Slide 2) | 5 min |
| 2 | Review the process that you employed to collect and present this data. You can move to slide 4 as you begin to discuss this as it may help give better context. (Slide 3) | 2 min |
| 3 | Present data of your entire faculty with average grading in a de-identified fashion to review and engage members. (Slide 4)Present graphic view of faculty scoring average with Standard deviations. (Slide 5)Now you can review and explain the details. Point out the overall mean of faculty assessments broken down among PGY level on the top of the slide. Then review the de-identified faculty information and discuss details such as, number of evaluations for faculty by PGY year, and how that may impact there overall average. (Slide 6) | 3 min |
| 4 | Breakout session: Form 3 or 4 groups and ask CCC members to review this de-identified data to decide how they interpret this information and who they would select for further education. Breakout session review: Ask each group to describe who they would select for further education and why. If not already discussed, you may highlight those faculty that did not have any progression in their scoring among PGY level, i.e. Physician 1 has an 8.16 for PGY-1, 8.5 for PGY-2, and 8.0 for PGY-3. | 10 min |
| 5 | Breakout session review: Ask each group to describe who they would select for further education and why. If not already discussed, you may highlight those faculty that did not have any progression in their scoring among PGY level, i.e. Physician 1 has an 8.16 for PGY-1, 8.5 for PGY-2, and 8.0 for PGY-3. | 10 min |
| 6 | Before the meeting Pre- Select individual CCC members to meet with chosen faculty members for one on one training. Explain to the CCC members that they you have already selected member pairings and you will request them to meet with an assigned faculty member (slide 8) Hint: try and choose CCC members that you feel can have the best rapport with the selected faculty member requiring education. I considered factors such as personality, hierarchy, and specialties. | 3 min |
| 7 | Review the tools you will be supplying the CCC members to educate their selected colleagues. (slides 7 -11)Briefly talk of the concepts on the slides; milestones, levels of expectation, natural progression over time. CCC members will be expected to spend approximately ten minutes to educate the selected faculty. Suggest that they arrange this meeting and meet in a private room for the discussion. Emphasize that this education should be a “coaching” session, given in a supportive manner. This should not be considered a punitive activity.  | 10 min |
| 8 | Wrap Up | 2 min |

**Post Workshop Follow-Up:**

Inform the selected faculty they will be contacted to review their evaluations.

Notify chosen faculty via email or letter that a CCC member will soon meet with them to review their assessment information.

Explain that this will be an educational activity.

Keep track of when meetings are being scheduled. Document that meetings have been completed and seek out feedback on how the meetings were received.

**References:**

1. Dudek, N. Marks, M. Bandiera, G. White, T. Wood, T. Quality In – Training Evaluation Reports – Does Feedback Drive Faculty Performance? Academic Medicine, Vol. 88, No. 8. August 2013
2. Pincavage, A. Cifu, A. Faculty member feedback reports. The Clinical Teacher 2015: 12: 50 – 54