

A Milestone-Based System of Pediatric Faculty Evaluation: They Aren't Just for Residents Anymore

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A Milestone-Based System of Pediatric Faculty Evaluation: They Aren't Just for Residents Anymore

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Background

While milestones have now become standard tools for assessing resident performance, a milestone-based system may also have a role in evaluating the teaching performance of faculty.

Purpose

To develop, implement and assess a novel set of Teaching Competencies with respective milestones to provide more meaningful assessment and evaluation of pediatric residency faculty.

Methods

- A literature review was initially used to identify essential characteristics of effective teachers in clinical settings.
- A survey of faculty at our institution was also utilized to determine aspects of teaching most important to them as clinical educators.
- From these, a core group of seven "Teaching Competencies" were created (Table 1), each with a set of 5 milestones representing a continuum of faculty performance from a novice/ineffective teacher through expert clinical educator (available upon request).
- These teaching competencies and milestones were vetted through our Clinical Competency Committee and used to create a Milestone-based Faculty Evaluation Tool (MBET) for our program.
- An IRB-approved study surveyed resident and faculty satisfaction with the new MBET as compared to our previous Likert Scale-based evaluation (LSE) six months after implementation.

Results

Residents:

- Pre- and post-implementation surveys were completed by 100% and 94% of 18 residents, respectively. Six residents from each year of training were surveyed.
- Eighty-one percent of residents felt that the MBET was easy or very easy to use as compared to 66% for the LSE (Figure 1).
- Overall, residents felt that the MBET was more useful than the LSE in providing valuable and constructive feedback to faculty in 6 of the 7 teaching competencies, including supervision of residents (82% vs. 69%), autonomy to residents (82% vs. 59%), communication skills (76% vs. 61%), professionalism (82% vs. 61%), feedback to residents (82% vs. 61%), and teaching of evidence-based medicine (EBM; 64% vs. 50%) and quality improvement (QI; 71% vs. 29%) principles (Figure 2).

Faculty:

- Pre- and post-implementation surveys were completed by 65% and 53% of 57 faculty, respectively.
- Faculty rated increased satisfaction with the MBET on the overall feedback they receive (74% vs. 61%) as compared to the LSE (Figure 3).
- The MBET was more useful to faculty than the LSE in providing valuable and constructive feedback on all 7 of the teaching competencies surveyed, including: clinical teaching (71% vs. 54%); supervision of residents (71% vs. 54%); autonomy to residents (65% vs. 54%); interpersonal and communication skills (70% vs. 62%); professionalism (70% vs. 59%); feedback to residents (70% vs. 59%); teaching of evidence-based medicine (EBM; 63% vs. 40%) and quality improvement (QI; 59% vs. 37%) principles (Figure 4).
- Overall, faculty felt that the MBET was slightly (46%) or much better (19%) than the LSE, and 56% of faculty preferred the MBET (Figure 5).

Conclusions

- We have created a novel set of seven core Teaching Competencies with associated milestones for use in evaluating pediatric faculty.
- A survey of pediatric residents and faculty found that milestone-based evaluation provided more useful information and feedback to faculty across multiple educational behaviors and was overall preferred by our faculty.
- Although our study represents the experience of a single, small program, our results suggest that milestones can be successfully applied to the assessment of residency program faculty.

Figure 1: Percentage of Residents Rating the Evaluation Tools as 'Easy' or 'Very Easy'

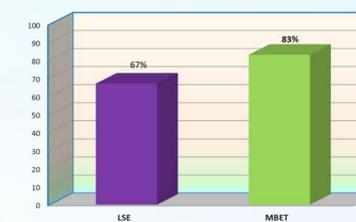


Figure 2: Percentage of Residents Rating the Evaluation Tools as 'Useful' or 'Very Useful' in Providing Feedback to Faculty on Specific Teaching Competencies

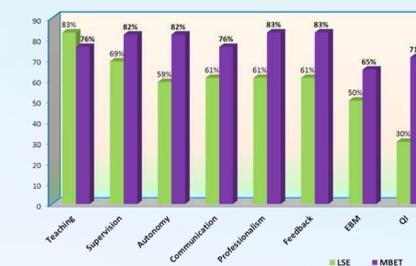


Figure 3: Percentage of Faculty 'Satisfied' or 'Very Satisfied' with the Feedback They Receive with the Evaluation Tools

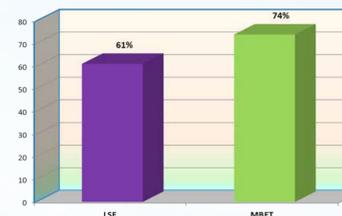


Figure 4: Percentage of Faculty Rating the Evaluation Tools as 'Useful' or 'Very Useful' in Providing Feedback on Specific Teaching Competencies

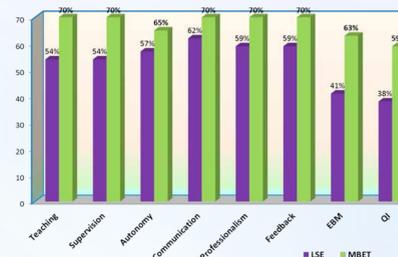
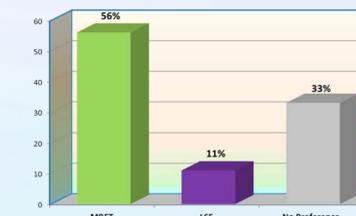


Figure 5: Faculty Preference for Evaluation Tools



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Table 1: Core Teaching Competencies (TC)	
TC1	Teaching Principles of Patient Care, Accessibility & Receptiveness
TC2	Promoting Autonomy, Independent Management and Supervision
TC3	Providing Effective Feedback
TC4	Interpersonal & Communication Skills with Patient and Families
TC5	Professionalism, Courtesy & Collaborative Interactions with Staff and Colleagues
TC6	Incorporation and Teaching of Knowledge Acquisition and Evidence-based Medicine
TC7	Incorporation and Teaching of Quality Improvement & Patient Safety Methodology