

2020 UNTHSC Conclave Resident Poster Session Form

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you must return both pages of this document.

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Fill in the following information

*Please be sure to include all relevant information and titles of all associated participants

Main Contact:

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Catagory: Clinical Research Educational Research Case Report

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Include main contact email to receive information about Conclave and the Poster session

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2. On the Next Page:

Fill in all of the information for your abstract on the following page.

This abstract will be published in the proceedings

This abstract will be provided to the judges a week before the poster session. Judges will ask you questions about your research.

Please keep the font at 10 Calibri

There is not a maximum or minimum word count, however, **your abstract is limited to one page.**

Poster information will follow when an abstract submission is accepted

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Innovative Model for Graduate Medical Education Faculty Development through Physician In Training Delivery

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BACKGROUND/INTRODUCTION:

Faculty development is an important component for ACGME accreditation of residency programs.¹⁻³ There are multiple strategies for faculty development with methods including workshops, lunch-ins, and online modules.¹⁰⁻¹² Having successful approaches to develop faculty has led to self-reported improvement in teaching and clinical skills, intrapersonal and interpersonal growth with faculty given more positive ratings by learners.^{8,9} Beyond the individual faculty, there can be system wide cultural shifts supportive of scholarly teaching.¹⁰ Delivering content that is convenient and valuable to the faculty can be challenging.^{3,4} If resident physicians can deliver effective convenient faculty development programs then faculty and resident physicians would both grow as teachers. Resident physician participation in this project will contribute to growth in multiple ACGME core competencies.

METHODOLOGY:

We implemented a quality improvement project where resident physicians deliver content to faculty at each rotation in their curriculum. Our objective was successful implementation of the quality improvement project with improvement or increase in faculty development received. Long term objectives include data analysis to compare faculty development models using traditional methods versus resident physician delivered content intervention. Study population includes UNTHSC / HCA Medical City Weatherford Dermatology Program Director, Faculty, and resident physicians.

RESULTS:

Three dermatology residents delivered 14 presentations to 13 faculty individuals over a 9 month period. Two different topics were presented. The first topic "Teaching House Staff Safely During the COVID19 Era" focused on the emerging COVID-19 Pandemic and safety measures and was delivered 9 times. The second topic "Faculty Wellness" encouraged active healthy habits was delivered 4 times. Faculty who had never completed faculty development participated for the first time.

CONCLUSION/DISCUSSION: Physician In Training delivered faculty development is an original, innovative model that can increase education. By providing faculty development as a convenient and regular model, residency programs may satisfy core competencies while improving the quality of physician education programs.

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