Clinician Educator Mentoring Program (CEMP)

The Office of Faculty Affairs and Development (FAD) offers a Clinician Educator Mentoring Program, every other year. This 16-month program is open to MSU/CHM clinician educators throughout our community campuses.

The current cohort of the Clinician Educator Mentoring Program (CEMP) began on Friday, January 12, 2018. The six clinician educators, participating in this cohort, have identified and will be working on the development of a scholarly project throughout the program. We are excited with the range of topics selected by this cohort:

Anita Avery, MD, from the Department of Obstetrics, Gynecology, and Reproductive Biology, is working on how change from a traditional eight-week clerkship to a four-week outpatient rotation in the 2nd year, and a four-week inpatient rotation in the 3rd year affect performance on a standardized NBME shelf exam.

Vidya Kollu, MD, from the Department of Medicine, will work on a project focused on promoting a culture of safety among internal medicine residents and understanding safety components of the institution.

O. Samuel Adekolujo, MD, MBA, FACP, from the Department of Medicine, will be developing a curriculum on how to receive feedback for Internal Medicine residents at Mclaren Flint/MSU Internal Medicine Residency Program. It will include implementation of the developed curriculum and evaluation of its effect on the residents’ feedback experience.

Abhishek Singh, MD, MBA, from the Department of Family Medicine, will be developing a feedback curriculum for the inpatient rotation of a family medicine residency program.

Alexander Stoffan, MD, MPH, from the Department of Surgery, will focus his project on examining mentoring styles and feedback processes to see what styles are most receptive and effective.

Justin Triemstra, MD, from the Department of Pediatrics and Human Development, is planning to create an intern boot camp for pediatric residents prior to starting their intern year.

We will feature the scholarly projects of the other CEMP participants in future issues. All scholarly projects will be presented at our Spring Conference in 2019.
Feedback is an integral part for the growth of residents and other medical learners in order to master their skills. It plays an important role in shaping a physician and studies have shown that it also improves patient outcome. Despite multiple publications with guidelines on how to provide feedback learners have continued to claim their experience has not been satisfactory. Feedback has been described as an “intractable problem” in medical education.

Multiple reasons have been given in the past for this ongoing issue. A review of ongoing problems of feedback mentioned that often feedback is non-specific, limited in amount, lacks action plans and focused on the positive aspects of the learner. One of the biggest problems in feedback has been the interaction; both the learner and faculty recognize that the tools, forms and scoring system created for feedback is a complex way to discuss how a resident should improve their skills. Also, lack of knowledge of the scoring system and where a learner should be performing at could be highly dissatisfying. At the same time not having an adequate tool and lack of training can lead the faculty to leave out the negative remarks, or not be able to provide constructive feedback thus leading to a leniency bias.

The aim of this research would to be to create and assess the inpatient feedback curriculum, which would provide the hospitalists on how to improve their own feedback skills. A tool would also be used each Friday of the week while the residents are on their inpatient rotation. We believe that weekly feedback sessions will provide our residents with specific action plans and will help them improve their skills as the rotation progresses.

The transition in role from medical student to intern is difficult. While medical school graduates should meet certain competencies prior to starting residency as outlined by the AAMC’s Entrustable Professional Activities (EPAs),1 incoming interns come with a wide range of clinical experiences and comfort levels. Medical educators and faculty also face significant challenges, as new interns skills vary widely2 and their supervising residents and faculty need to ensure safe care for patients. Furthermore, across medical and surgical specialties, many program directors perceive new residents to be underprepared for residency.2 Studies have shown that brief learning experiences (1-5 days), such as orientation and boot camps, effectively prepare residents to function at a basic level and improve confidence in early training.3,4 Specifically, in pediatrics, a recent study demonstrated that new residents felt better equipped to start intern year following an intensive inpatient boot camp.5 Furthermore, previous studies in internal medicine demonstrated that early clinic immersion experiences6 and boot camps6 improve resident’s confidence, competence and satisfaction. Although previous studies have demonstrated success of boot camps interventions in non-pediatric specialties, few studies have studied the success of intern boot camps in pediatrics and no studies to our knowledge have included a mixed-method approach, ambulatory component to the curriculum, and whether these type of educational interventions improve resident evaluations in the first few months of residency. To develop this educational intervention, we used Kern’s “Six Step Approach”7 as our conceptual framework to guide our curricular development and implementation of our Intern Orientation and Boot Camp. Therefore, the aim of our study is to evaluate whether an early inpatient and clinic immersion experience through an intensive boot camp prior to the start of residency would increase resident’s initial confidence, competence and performance during their first 3 months of residency.

Featured are Dr. Triemstra (left), Dr. Singh (right) and their mentor Dr. Michael McLeod
Midwest Collaborative on Faculty Affairs and Development (MCFAD)

by Donna Mulder

The faculty and director of the CHM Office of Faculty Affairs and Development annually attend the AAMC Group on Faculty Affairs Professional Development Conference. This is a great opportunity to network and share best practices with other offices nationally. Heather Brod from the Ohio State and Jamilah Hackworth from Cincinnati Children’s Hospital Medical Center offered a round table at the 2016 AAMC/GFA conference and invited offices in the Midwest region to attend. As a result, we have been meeting with institutions within our region on a regular basis and have established the “Midwest Collaborative on Faculty Affairs and Development” (MCFAD). The first in-person meeting was held at The Ohio State in January of 2017 and at Michigan State in Grand Rapids in April of 2017. The group now meets remotely once a month, and in-person quarterly in Ohio, Indiana, or Michigan on a rotating basis. The mission of the MCFAD group is to build and sustain faculty vitality in medical schools and teaching hospitals in the Midwest through collaboration on professional development activities that advance the academic missions of teaching, research, and clinical care. Our vision is a collegial group, which provides regional professional development opportunities and collaborative assistance to faculty affairs and faculty development professionals at member institutions. A steering committee made of members from Indiana, Michigan, and Ohio assumes responsibility for management of the MCFAD and for organizing meetings.

AAMC Group on Faculty Affairs Professional Development Conference

The MCFAD group presented two multi-institutional scholarly projects at the AAMC Group on Faculty Affairs Professional Development Conference on July 12 & 13, 2018. The workshop presented the variability between regional institutions on faculty appointment tracks, focused on promotion, governance, mentoring, and equity in the hiring of women and under-represented minorities. Presenters: Donna Mulder, Director of Faculty Affairs and Development, Michigan State University, College of Human Medicine, Mary Dankoski, Ph.D., Executive Associate Dean for Faculty Affairs and Development, Indiana University, School of Medicine, and Heather Brod, MA, Executive Director of Faculty Affairs and Center for Faculty Advancement, Ohio State University, College of Medicine. Co-authors: Henry Barry, M.D., M.S., Senior Associate Dean for Faculty Affairs and Development, College of Human Medicine, and William Anderson, Ph.D., Professor Emeritus, College of Human Medicine.

The group also presented a poster focused on the strategies and challenges in the recruitment and hiring of volunteer faculty, and received the best poster award. Co-authors: Stephen Cico, Krista Hoffmann-Longtin, Larry Hurtubise, Janel Koellner, and Monica van de Ridder.

FAD Scholarly Publication

In April of 2018, we submitted a manuscript on “Reframing Professionalism: The Virtuous Professional.” Co-authors: William Wadland, Margaret Thompson, Donna Mulder, Tom Tomlinson, Steven Roskos, John Foglio, John Molidor, Janet Osuch. This was accepted and published in MedEdPublish. You can view the manuscript at http://www.modedpublish.org/manuscripts/1497/v1
Center of Excellence (COE) Career Development Program
by William A. Anderson, Ph.D.

The Office of Faculty Affairs and Development (FAD) is collaborating with the MSUCHM Center of Excellence (COE) for Diversity in Medical Education, led by Dr. Wanda Lipscomb. The goal of the program is to develop and retain junior faculty from underrepresented minority backgrounds in our College. For the next two years, four new faculty from CHM’s Division of Public Health in Flint, Michigan will meet monthly to learn new skills, complete a research project, and learn from successful MSU faculty about how to “survive and thrive” in MSU’s academic system.

The monthly seminars will focus on topics such as:
- Successful Faculty in Academic Medicine
- History and Organization of MSU and CHM
- The Academic Promotion Process at CHM and MSU
- Developing a Curriculum Vita and Biographical Sketch
- Preparing for Academic Promotion
- Project Design, Development, Implementation, and Evaluation
- Identifying Research Project Funding Sources
- Professional Colleague Networks and Organizations
- Addressing Work-Life Balance Issues
- Developing an Academic Career Plan

During Year-Two of the program, the seminars will focus on leadership skills and topics such as:
- Project management
- Leadership Skills
- Communication Skills
- Negotiation Skills
- Committee Leadership
- Working with Community Leaders
- Mentoring Others on Research Projects
- Creating and Sustaining High Performing Teams

Faculty participating in this Career Development Program from the Division of Public Health are Drs. Vicki Johnson-Lawrence, Jamil Scott, Mieka Smart, and Rodlescia Sneed. The program is directed by William Anderson, PhD Professor Emeritus.

CHM Faculty Promotions

Congratulations to the following faculty promoted in 2018:

Health Programs Faculty
- Supratik Rayamajhi, M.D., Pediatrics and Human Development, Associate Professor
- Subhashis Mitra, M.D., Medicine, Associate Professor

Fixed Term Faculty
- Andrea Wendling, M.D., Family Medicine, Professor

Clinical/Adjunct “Non-Prefix” Faculty
- Anju Sawi, M.D. Pediatrics and Human Development, Associate Professor
- Jared Tucker, Ph.D. Pediatrics and Human Development, Associate Professor
- Chi Braunreiter, M.D., Pediatrics and Human Development, Associate Professor
- Adriana Tanner, M.D. Neurology and Ophthalmology, Associate Professor
CHM Faculty Awards

*Congratulations to the following faculty award recipients 2018:*

**Distinguished Faculty Award**
Lee Anne Roman, MSN, PhD
Professor, Department of Obstetrics and Gynecology.

**Outstanding Community Faculty Award**
Kavitha Kesari, MD, MS, FACP
Assistant Professor, Department of Medicine and
Associate Program Director for the Internal Medicine Residency Program for McLaren Flint

**Outstanding Clinician Award**
Anas Al-Janadi, MD
Associate Professor in the Department of Medicine and
Chief of the Division of Hematology and Oncology

**William B. Weil Jr, MD, FAAP**
Endowed Distinguished Pediatric Faculty Award
Jonathan Gold, MD, FAAP
Associate Professor, Department of Pediatrics and Human Development and

**William B. Weil Jr, MD, FAAP**
Endowed Distinguished Pediatric Faculty Award
Nigel Paneth, MD, MPH
University Distinguished Professor, Department of Epidemiology and Biostatistics and
Pediatrics and Human Development
OFFICE OF FACULTY AFFAIRS AND DEVELOPMENT

Our faculty are the most important resource in our College of Human Medicine. They implement the College’s missions of teaching, scholarship, and service, and are the basis for our College’s reputation for excellence. I am committed to developing excellence in all faculty, to support the faculty in their pursuit of excellence, and to help sustain faculty vitality throughout their careers.

Mission

We foster a culture of academic excellence within the College of Human Medicine by using novel and proven approaches to engage and retain all our faculty and support faculty vitality and professional development throughout their careers.

Goals

- Welcome new faculty and harness their full capacity to achieve excellence
- Develop an infrastructure of systems that assures faculty development
- Advance a culture of campus-wide academic excellence
- Promote campus-wide faculty professionalism

Henry C. Barry, M.D., M.S.
Senior Associate Dean for Faculty Affairs and Development