

## Joint Clinical Oversight Group – Annual Report from Clerkship Directors AY 2020-21

Discipline: Family Medicine

Site: CCF

Clerkship Director(s): Robert Cain, MD and Samina Yunus, MD

### **Update and attach Required Documents:**

1. Review and update (if needed) the PowerPoint describing the current structure of the rotation. Please attach the updated PowerPoint. (attached)
2. Attach the grading/assessment rubric used in your clerkship. (attached)

### **Respond to Quality Metrics: (The items highlighted on your individual data form are outside of benchmark range and require discussion.)**

1. Your average completion rate for mid-rotation feedback for the year is provided. Describe your plan for improvement if <100%: **It was 100% for family medicine**
2. Your average rate of EOR completion within 4 weeks is provided. Describe your plan for improvement if <100%: **it was 100% for family medicine**
3. The following ratings are provided for your clerkship. Comment and describe your plan for improvement if outside of benchmarks, indicated below:
  - Overall rating (>80% excellent or very good)
  - Neglect (<5%)
  - Mistreatment (<5%)  
\*\*\*You must also respond to any serious or egregious report of mistreatment regardless of your benchmark.\*
  - Duty hours (>95%)

**For LAB, discipline specific ratings for teaching were not provided. However, 81.08% of students rated their educational experience in LAB as very good or excellent.**

**One instance of neglect was reported by a student and was related to the student's perception of not being adequately included in patient encounters. This was addressed by having the student work with a different preceptor with more resultant engagement, but still not to the student's expectations.**

**Two students reported mistreatment in their LAB experience (for a total of 5 different observed behaviors). As no specific documentation of these we included, I cannot say if any of this was during family medicine.**

4. Your faculty rating for teaching is provided. Please comment on faculty development needs and plans. Provide a specific plan for improvement if the number falls below 80%. **Faculty in Family Medicine continue to provide meaningful educational experiences for students at CCF. Students rated agreed or strongly agreed 90.54% of the time that**

**their LAB faculty provided effective teaching. Residents earned this rating 95.59% of the time,**

5. (The students provide excellent feedback about specific teachers that may be helpful to understand the ratings.)

a. Describe the process you use to review the quality of faculty teaching. **Faculty teaching is evaluated by students each block (faculty are blinded to results before providing feedback). These are reported to Department and 4C leadership, and reviewed with the faculty at their Annual Professional Review (APR).**

**During AY 2020-2021, the following family medicine preceptors were recognized by students for their excellence in teaching: Eric Moyer, Amy Zack, Robert Cain, Cory Fisher, Teresa Myers, Suresh Reddy, Daniel Sweeney, Alan Cadesky, Jeffrey Brown, Kendall Cobb, Samina Yunus, Philip Tomsik, Jessica Chisholm, Michael Smolak**

b. How did you communicate learning objectives of the clerkship to faculty? **See the attached communication that is emailed to each preceptor every block**

c. How were faculty prepared for their roles in teaching and assessment? **All faculty are encouraged to participate in faculty development workshops. Individual feedback and mentoring of new faculty is offered when needed.**

6. Your resident rating for teaching is provided. Please comment on resident as teacher development needs and plans. Provide a specific plan for improvement if the number falls below **80%**. **Exceeded this for all residents; specific rating for Family Medicine residents was not available.**

a. Describe the process you use to review the quality of resident teaching. Have you identified any residents this past academic year whose teaching was suboptimal? How did you address this situation? N/A

b. Complete the table to describe the preparation programs available to residents to prepare for their roles teaching and assessing medical students:

Briefly summarize the program: residents as teachers programs developed at the CCF Family Medicine residency	
Is the program optional or mandatory?	
Is it sponsored by the department or institution?	
Who monitors participation?	residency diectors

**Provide Qualitative Feedback and Reflection:**

7. With the upcoming condensed clerkships at the end of the year, how do you plan on adjusting your clerkship? What are ways the SOM can assist? **It will be challenging to find an increased number of preceptors to meet the demand created by the transition at the beginning of the AY. We will need continued support for teaching initiatives from Department and 4C leadership, both of which are in transition.**
8. Are there any clinical skills and/or knowledge in which students seem underprepared? **Students are generally well-prepared, although the UP students are much less familiar with the Epic medical record system when the AY begins.**
9. What significant changes were made in the rotation last year? Were they successful? **Increased participation for students in telemedicine visits was successfully implemented. Preceptors were provided with guidance on how to bring students into these visits successfully.**
10. What themes did you identify in student feedback about strengths of the clerkship? **Excellence of faculty and commitment to teaching remain strongpoints.**
11. What themes did you identify in student feedback about areas for improvement in the clerkship? **Students don't like the travel to some of the sites that are farther away. Some students complain about the number of CAS assessments required.**
12. What current challenges exist in the clerkship? **Competition for osteopathic preceptor time with the Ohio University campus in Cleveland. This will likely become a more challenging factor if class sizes increase there. Getting all faculty committed to teaching and doing it well is an ongoing goal.**
13. What changes are planned for next year to address both feedback from students and challenges you identified? **We can do little to decrease driving time concerns. Family Medicine is Community-based, and our sites are not generally close to the main campus. The number of CAS assessments was reduced for some students last AY when faculty could opt to receive only one assessment for every two weeks instead of weekly. Overall, our faculty did well with responding to CAS requests. Students in FM received 9.5 completed requests on average, a 61% completion request for all submitted.**