



# *Applied Learning Project*

Improving Teaching on the Family Medicine Inpatient  
Service

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## **Description of Project**

*Our department has periodically carried out campaigns to improve teaching on our inpatient service. Traditionally we surveyed the residents and used this in combination with faculty evaluations to create one standard teaching protocol and then assessed faculty on how well they carried this out. Residency leadership also used a top down approach to introduce new teaching strategies and manage implementation over time. Although we did see significant change, it was hard to maintain new methods and we often slid back into less organized teaching.*

*This time, I decided to purposefully engage all teaching attendings and residents in a series of discussions about teaching with an appreciative inquiry mindset. As a result we:*

- \*Recognized the strengths of a variety of approaches and shared with each other the strengths of different techniques.*
- \*Agreed to commit to continued sharing of our experiences on a monthly basis in our Faculty meetings.*
- \*Recommitted to a previous idea to create a library of resources that each attending or resident could access.*
- \*Committed to more intentionally incorporate resident led teaching.*
- \*Each teaching attending committed to trying something new from the menu of teaching techniques other attendings use.*

# *Using a High Performing Team*

*Started with the Residency Core faculty as base of team, engaged them as partners in change  
Have been developing this group as a team for the past 3 years and it works well with mutual respect*

*Involved all residents and all teaching faculty in separate focus groups*

*Managed the change through engagement of core faculty and support from Chair*

*Incorporated change into existing structure to allow for continued improvement*

## ***Overcome Obstacles***

***We faced resistance from long time faculty who have been teaching in a particular way for many years. Engaging all teachers in the discussion and allowing for variation helped everyone to feel valued and able to lean into new ways of teaching.***

***Covid – the omicron surge intervened and the influx of patients made it hard to focus on teaching improvement but having a built in mechanism to revisit the discussion and an approach that this is an ongoing effort helped us overcome this.***

# *Academy Outcomes*

- What was the impact of your project for you, your department, and the larger campus community? ***Improved teaching is a core goal for our department and allowing my faculty to learn from each other and empowering the residents creates a more supportive learning environment and increases learning for everyone.***
- What did you learn from the academy? ***How to build a successful team, how to see the motivations of others more clearly.***
- Future directions? ***I hope to create engaged high functioning teams to carry out other projects in my institution.***

## ***Final Thoughts and Reflections***

***High Performing team is #1 – this was not my first project idea and I had to pivot because I was unable to put together the team I needed for my first idea. I was reaching too far outside of my sphere of influence and could not engage the necessary changemakers at this time.***

***I had to be open to different ideas. I previously tried to impose my ideas about teaching on my faculty and learned again that trusting them leads to much better engagement and outcomes.***

***The opportunity to examine my leadership style and learning about managing people with others were both key to this project as was learning about appreciative inquiry.***

# Applied Learning Project Rubric

## Rubric for Clinical Leader Academy Applied Learning Project



	<b>Strongly Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>
<b>Explanation of Project</b>	Clear statement of the problem you have solved or are trying to solve along with a clear motive.	Statement of the problem you have solved or are trying to solve with statement of the motive.	Statement of the problem you have solved or are trying to solve, but the motive is unclear.	Statement of the problem you have solved or are trying to solve, along with the motive are unclear.
<b>Shows evidence of fostering a High Performing Team</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>• Sets a vision and a direction with assigned roles and responsibilities.</li> <li>• Treats team members respectfully by being polite (professional) and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> <li>• Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite (professional) and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> <li>• Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite (professional) and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> <li>• Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite (professional) and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> <li>• Engages team members by taking turns and listening to others without interrupting.</li> </ul>
<b>Responds to Conflict - provides a scenario where conflict resolution was needed</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.
<b>Academy Outcomes</b>	Clearly provides evidence that the competencies of the academy had an impact on how they lead/managed this project.	Some evidence was provided that the competencies of the academy had an impact on how they lead/managed this project.	Non-specific evidence was provided that the competencies of the academy had an impact on how they lead/managed this project.	No evidence was provided that the competencies of the academy had an impact on how they lead this project.
<b>Delivery/Public Speaking</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. <ul style="list-style-type: none"> <li>• Kept within presentation time allotment.</li> </ul>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. <ul style="list-style-type: none"> <li>• Kept within presentation time allotment.</li> </ul>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. <ul style="list-style-type: none"> <li>• Did not keep within presentation time allotment.</li> </ul>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. <ul style="list-style-type: none"> <li>• Did not keep within presentation time allotment.</li> </ul>