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eLearning for Medical Educators (eLME): POD Network 2016 Educational Development Internship Program

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eLearning for Medical Educators (eLME)

POD Network 2016 Educational Development Internship Program

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Who We Are

The mission of the Office for Medical Educator Development (OMED) is to guide and support the professional development and advancement of medical educators in the University of New Mexico School of Medicine. Professional development in education is provided for faculty, resident physicians, and community-based preceptor faculty.

What We Addressed

The primary growth area is providing online faculty development resources, including certifiable online workshops. Face-to-face workshops and trainings are not readily accessible because of clinical schedules, research demands, scheduled teaching times, and faculty dispersed to community sites.

What We Did

To address the gap in access to online professional development opportunities for medical educators in New Mexico, *eLearning for Medical Educators* (*eLME*)was designed using the following Logic Model and Partner Plan:

The Logic Model

Logic models illustrate the flow of work. The logic model (*Right*) details resources needed for the intervention, activities needed to carry it out, who the intervention will reach, and the short-, medium-, and long-term outcomes of the organization and the people that are impacted.

Logic Model - eLME Pilot for Community Faculty

Inputs	Outputs		Outcomes		
(What we invest)	(What we do)	(Who we reach)	Short-term change in:	Intermediate-term change:	Long-term change in:
*OMED staff time * Subject-matter-expert time *Advisory team *Funds (compensation and material costs) *Partners' resources * Online platform	*Needs assessment – preceptors/ partners *Design and develop learning modules *Distribute and monitor *Market/ publicize *Create reward system	*Preceptors *Community faculty *Medical students and residents (*Indirectly*)	*Knowledge/ skills: - Providing feedback and evaluating students - Incorporating students effectively and into the clinic - Developing students' clinical reasoning and patient-encounter/ communication skills	*Teaching practices: -Feedback to learners -Evaluation of learners -Microteaching -Developing clinical reasoning *Confidence in teaching	*Ongoing pursuit of teaching professional development * Improved educational outcomes for learners *Valuable lasting partnership of preceptors with SOM

Evaluation: Tracking of process indicators----------Measurement of outcome indicators

Table 1. Kirkpatrick Business Partner Model[3] Adapted for eLME

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Pledge	Address	Refine	Target	Necessities for success	Execute	ROE (return on expectations)
… to work together; OMED and identified SOM partners	… important partner issues; identify expectations	… partner expectations to define outcomes, which include critical teaching behaviors	… the desired drivers to achieve the outcomes dependent on critical behaviors	… are identified along with roles and responsibilities of each partner	… the initiative, including module design, development, implementation with supporting partner activities	… is evaluated

The Project Plan

The *eLME* project plan is based on the Kirkpatrick Business Partnership Model.™ Partners establish expectations , inform curricular design, and set evaluation targets and responsibilities for a return on expectations (ROE).

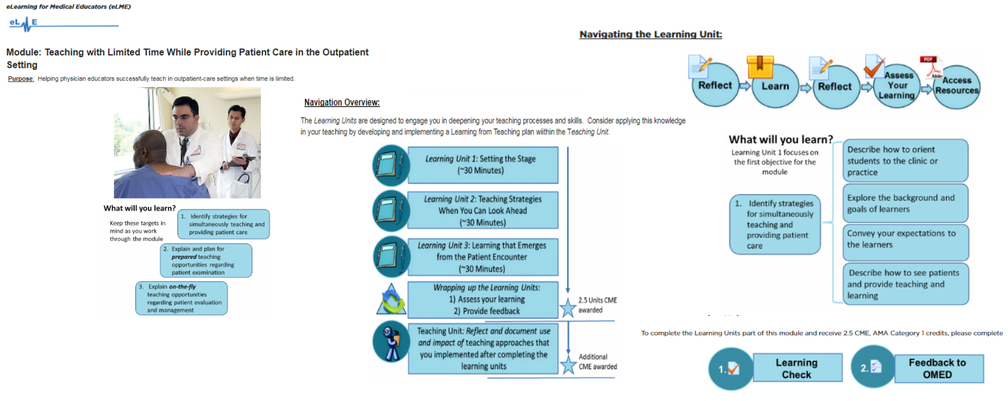
Why it matters

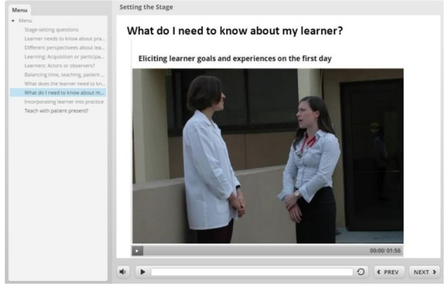
eLME is of particular importance to OMED and the state of New Mexico:

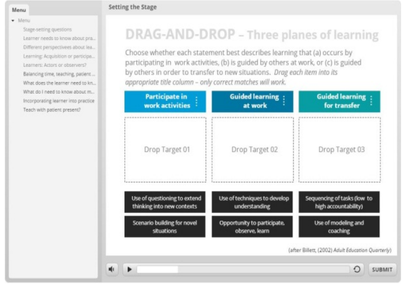
- NM is the fifth largest state, but only averages 17 persons per square mile, making it one of the most rural states in the nation; which impacts access to healthcare and medical educators' access to professional development opportunities to improve healthcare education.
- UNM is ranked 2nd in the nation for the number of enrolled Native American medical students and eighth for Hispanic students.
- About 60-65% of MD graduates report that they want to work with underserved populations – that's about twice the national average.

These data point to the importance of providing training to physicians who teach students in the rural and underserved areas of the state, particularly in family-practice clinics.

A Glimpse Into eLME







Where We Go Next

The online professional learning program is the highest priority in OMED's strategic plan. Therefore, OMED will continue to develop online professional development opportunities with the intention of expanding the offerings to a broader audience of community faculty. Graduate assistants and interns, and medical students contribute to the ongoing effort.

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