Faculty Roles and Responsibilities

SIU School of Medicine's mission is to optimize the health of the people of central and southern Illinois through education, patient care, research and service to the community. SIU Graduate Medical Education (GME) supports this mission via program excellence, individual attention and support for learners, supervisors and staff, and strong relationships with our affiliate hospitals.

Our GME programs offer learners direct access to sophisticated technologies, advanced training and evidence-based innovations. Our institutional aim is to train physicians in a variety of specialties who are well-equipped to practice in small urban and rural communities.

Graduates of SIU residency and fellowship programs will be confident, caring and passionate physicians who will succeed and carry our values, and our commitment to social accountability, wherever they choose to practice.

Our GME programs uphold the commitment to offer residents and fellows an excellent educational experience in the setting of an optimal learning environment. The teaching faculty are responsible for creating this overall positive learning environment. The attitude, actions and behaviors of the supervisor/teacher are among the largest contributors to creating this excellent learning environment for our GME programs and learners.

Basic Truths about Learning Climate

- Learning is more effective in the absence of fear, shame or humiliation
- Positive learning climate is associated with greater patient safety and learner/team well-being
- If given instructions by supervisor to do something in error, learners are less likely to speak up in the presence of
    - Lack of explicit instruction to speak up or ask questions
    - Supervisor impatience
    - Steep power hierarchy
        - And learners' perception of the power/status differential between themselves and attendings is much greater than supervisors

Cultural/Organizational Expectations of an Optimal Learning Environment / Faculty Teacher Characteristics

- Freedom to take risks (speak up)
    - Speaking can mean sharing an idea, being honest with formative feedback, pointing out if someone is getting ready to cut off the wrong leg, speaking up if someone is making discriminatory or unkind comments…
- Respect for divergent opinions
- Fair and Reasonable Standards
- Clarity about what to expect

- Perceived accuracy of performance feedback and assessment
- Level of commitment to a common purpose
- Clarity people have about mission and values
- Set clear and consistent expectations
- Keep learners involved and stimulated
    - Look at them
    - Listen to them
    - Encourage them to set individual learning goals
    - Encourage them to participate
    - Avoid monopolizing the conversation
- Show Respect
    - Make introductions, address learners by name
    - Actively encourage learners to speak up/take risks/ask questions
        - Reinforce positively when they do (this is key)
    - Show respect for divergent positions
    - Avoid ridicule; don't interrupt
    - Be aware of our implicit bias
        - https://implicit.harvard.edu/implicit/takeatest.html
- Provide focused, behaviorally based feedback
- Complete written evaluations of learners in a timely manner
    - Complete requested focused procedural evaluations as soon as possible
    - Complete rotational evaluations with in the 2 week expectation
- Be consistent in your interactions and behaviors…even if you are having a bad day
    - Demonstrate Emotional Self-regulation
- Be calm, kind and patient
- Model Life-Long Learning
    - State explicitly you are still learning and role model it!
    - Invite learners to discuss their own problems/limitations/errors
    - Attend resident didactics to be a part of the learning process
    - Participate in Scholarly Projections and activities including research

SIU's Coaching Culture (Six Steps):
(1) Know me as a person
(2) Make me feel safe
(3) Challenge me
(4) Empower me
(5) Work with me
(6) Help me grow

https://youtu.be/i3h_c0idZkA?t=1
https://indd.adobe.com/view/f309480a-34b7-4c06-aacb-00008e09a633

As an ACGME Accredited Institution with ACGME Accredited Residency Programs SIU must also uphold the following ACGME Requirements:

Faculty members must:

II.B.2.a) be role models of professionalism; (Core)

II.B.2.b) demonstrate commitment to the delivery of safe, equitable, high-quality, cost-effective, patient-centered care; (Core)
demonstrate a strong interest in the education of residents, including devoting sufficient time to the educational program to fulfill their supervisory and teaching responsibilities; (Core)

Background and Intent: Patients have the right to expect quality, cost-effective care with patient safety at its core. The foundation for meeting this expectation is formed during residency and fellowship. Faculty members model these goals and continually strive for improvement in care and cost, embracing a commitment to the patient and the community they serve.

II.B.2.d) administer and maintain an educational environment conducive to educating residents; (Core)

II.B.2.e) regularly participate in organized clinical discussions, rounds, journal clubs, and conferences; and, (Core)

II.B.2.f) pursue faculty development designed to enhance their skills at least annually: (Core)

Background and Intent: Faculty development is intended to describe structured programming developed for the purpose of enhancing transference of knowledge, skill, and behavior from the educator to the learner. Faculty development may occur in a variety of configurations (lecture, workshop, etc.) using internal and/or external resources. Programming is typically needs-based (individual or group) and may be specific to the institution or the program. Faculty development programming is to be reported for the residency program faculty in the aggregate.

Faculty Evaluation
V.B.1. The program must have a process to evaluate each faculty member's performance as it relates to the educational program at least annually. (Core)

Background and Intent: The program director is responsible for the educational program and all educators. While the term "faculty" may be applied to physicians within a given institution for other reasons, it is applied to residency program faculty members only through approval by a program director. The development of the faculty improves the education, clinical, and research aspects of a program. Faculty members have a strong commitment to the resident and desire to provide optimal education and work opportunities. Faculty members must be provided feedback on their contribution to the mission of the program. All faculty members who interact with residents desire feedback on their education, clinical care, and research. If a faculty member does not interact with residents, feedback is not required. With regard to the diverse operating

environments and configurations, the residency program director may need to work with others to determine the effectiveness of the program's faculty performance with regard to their role in the educational program. All teaching faculty members should have their educational efforts evaluated by the residents in a confidential and anonymous manner. Other aspects for the feedback may include research or clinical productivity, review of patient outcomes, or peer review of scholarly activity. The process should reflect the local environment and identify the necessary information. The feedback from the various sources should be summarized and provided to the faculty on an annual basis by a member of the leadership team of the program.

Consequences should a Teaching Faculty not meet the standards as expected by SIU and ACGME Requirements:

- Should there be significant concerns about a teaching faculty members performance in the areas of knowledge, clinical care, professionalism, or other noted deficiencies the faculty will be notified of such concerns.
- Teaching faculty will have an opportunity to meet with the Residency Program Director to review the noted teaching concerns.
- Faculty may be offered opportunities to enhance / improve their teaching standards through educational resources at SIU through cHOP. A sample of these offerings include:
  - Clinical performance assessment and feedback
  - Coaching
  - Emotional Intelligence
  - Mentoring
  - Performance improvement
  - Team Building
  - Trauma informed approaches
  - Wellness
- Should a Teaching Faculty be unwilling to make efforts to meet the standard requirements or should they not be able to meet the expected requirements even with opportunities for correction they will be dismissed as a Teaching Faculty with SIU GME Programs.
- The final decision for approval and removal of faculty members for GME programs falls under the responsibility of the Program Director per ACGME Guidelines.

ACGME Background and Intent: The program director has the responsibility to ensure that all who educate residents effectively role model the Core Competencies. Working with a resident is a privilege that is earned through effective teaching and professional role modeling. This privilege may be removed by the program director when the standards of the clinical learning environment are not met.