January 2019

TO: Working Party Participants
FR: Beat Steiner, MD, MPH
RE: Wicked Problem II: Administrative Burden: Drivers and Opportunities for Relief

Key Questions for Discussion:
- How can the family spread the word to preceptors about the availability of the Precepting Performance Improvement Program and activities that relieve some of their administrative burden?
- What is the “elevator speech” that helps preceptors and schools understand the value of this program

Post-Working Party Suggestions:
- Help spread the word to your preceptors about the availability of the Precepting Performance Improvement Program
- Encourage your school/department/program to become a sponsor in the program
- Details: https://theabfm.mymocam.com/precepting/

Other work with educational focus to provide relief to the administrative burden of physicians (Preceptor Expansion Effort http://www.stfm.org/Resources/ResourcesforMedicalSchools/PreceptorExpansionInitiative)

- Work with the Centers for Medicare and Medicaid Services to revise student documentation guidelines. TCMS changed guidelines to allow preceptors to use student documentation for billing in February 2018. Work is ongoing to help Medical Schools and Health Care Systems to change institutional policies to follow the new CMS guidelines.

- Develop standardized onboarding process for students and preceptors and integrate students into the work of ambulatory primary care settings in useful and authentic ways. Having a student into an office requires significant administrative work such as background checks, completing forms for faculty appointments, and filling out grading forms. This effort seeks to streamline these tasks. STFM is convening educational collaboratives across departments, specialties and professions to work together on this effort.
Focus of discussion at Working Party: Precepting Performance Improvement Program. This ABFM program allows preceptors to get performance improvement credit for teaching

In 2018, the tactic team worked with ABFM to create a pilot program that allows academic units (Sponsors) to develop and oversee the completion of performance improvement projects that meet the ABFM Family Medicine Certification requirements (formerly called Maintenance of Certification, Part IV).

To receive credit, a teaching physician must complete at least 180 1:1 teaching hours and implement an intervention, approved by the Sponsor, to improve the teaching process. The pilot launched on April 2, 2018 with 41 participating academic units. The Precepting Performance Improvement Program—with modifications based on the results of the pilot—will be open to all interested Sponsors in early 2019.

Overview of How the Precepting Performance Improvement Program Works

- School/department/program signs up with ABFM to be a sponsor.
- Sponsor works with preceptor to identify an area in need of improvement and a “project” for improvement. This could be done individually or as a group. There must be baseline and post measurement.
  - Example: Preceptor does a self-assessment of teaching skills. Sees that giving feedback is an area of opportunity for improvement. Preceptor reads information on TeachingPhysician.org about giving feedback and tries a new technique with student. Preceptor does a follow-up self-assessment.
  - Example: Student evaluations of preceptor indicate preceptor could do better with ____________. Preceptor attends a faculty development session at the department and tries some of the things he/she learns. School and preceptor look at the next round of student evaluations to see if there’s improvement.
- Preceptor completes 180 1:1 teaching hours within an ABFM certification cycle
- Preceptor signs a form saying they were involved in the improvement project. Sponsor keeps that on file.
- Sponsor reports completion of credit to ABFM.

More details here: https://theabfm.mymocam.com/precepting/