CONTROL ID: 2475784
TITLE: Please Don't Make Me D.O. it, barriers and solutions for increasing direct observation (D.O.) within a faculty.
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SUBMISSION ROLE: Emerging Solutions and Workshops
PRESENTATION TYPE: Emerging Solution
CURRENT CATEGORY:
ABSTRACT BODY:
Short Description: Direct observation is a necessary task by faculty to assess the degree by which a medical student has acquired a particular skill especially in the age of EPAs. Unfortunately medical students are not being observed with the frequency necessary to assess and develop their skills as physicians. Often students are not observed at all. The reasons for the lack of observation of learners are many including departmental/cultural limitations, lack of skill by the faculty in how to perform effective direct observation of a learner, immediate availability of tools for recording an observation and faculty facilitility with those tools resulting in observations that yield valid and reproducible results. Because of this, faculty development is needed to prepare educators to be good observers. Good observation is the "currency" for good feedback in medical education. Faculty leaders will need to be aware of and continue to develop effective strategies to improve the quality and quantity of student observations. This workshop will address the need for observation, the qualities of effective observation both at the departmental level (macro-skills) and the observer level (micro-skills), and discuss how to leverage technology to record observations.
Abstract: Title: Please Don't Make Me D.O. it, barriers and solutions for increasing D.O. (direct observation) within a faculty.

Topic: Direct observation is a necessary task by faculty to assess the degree by which a medical student has acquired a particular skill especially in the age of EPAs. Faculty development will be needed to educate the faculty as to the proper skills related to direct observation. Faculty leaders will need to be aware of and continue to develop effective strategies to improve the quality and quantity of observation.

Conceptual Viewpoints:
Direct Observation of the learner as they apply their skills is integral in virtually all types of education be it learning to play the piano, swim freestyle, or solve a complex puzzle. For the medical learner it is no less important. However, what is clear is that the medical learner is infrequently being observed in the practice of their, still developing, medical skills. The cause of this includes time pressures on faculty, volume of patients to be managed and competing duties of the medical student. In addition to time pressures faculty also suffer some discomfort with their lack of expertise on how to perform good direct observation. This session will discuss the importance of direct observation, the challenges to performing direct observation of the medical learner, and provide some solutions to overcome these obstacles. We will also discuss tools to facilitate direct observation including how to refine and improve those tools and the observers employing them.

Session Plan:
We suggest a 90 minute workshop to address this topic. We will divide this into three 30 minute sections. The first section will focus on macro-skills (departmental level) for improving and increasing observations of students. We will present a brief primer on departmental barriers and interventions to improve direct observation including interventions such as dedicated observers discussed in the medical literature and employed at our facility. After this brief presentation we will facilitate development of strategies by the audience.
The second session will focus on micro-skills for specific observers (how to perform effective direct observation). During this session we will present the behaviors presented in the literature associate with effective observation. We will then lead the participants in a facilitated discussion on pitfalls for practicing these effective micro-skills and ways to maintain them.
The final section will focus on leveraging ubiquitous tools for increasing and improving direct observation. We will present the limited literature on the topic for tools to use in direct observation and then conduct a focus group with the attendees on the advantages and disadvantages of each one to assess the medical learner.
**Outcome:** The Presenters will disseminate the innovations developed at this session via a white paper. This medium would allow for brief presentation of the necessity for direct observation, concepts of effective observation, and the solutions for improving faculty observation both in quality and quantity presented in the medical literature.

**Level of Audience:** Mid-career

**Focus of Presentation:** UME, GME, CME

**References:**

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