Objectives

• Differentiate curricula of entry-level acute care clinical education from curricula of acute care residency or fellowship
• Explore available resources for residency and fellow curriculum development
• Examine strategies for development of teaching and mentoring skills of clinical faculty

Curriculum Requirements

<table>
<thead>
<tr>
<th>Elements (min hours required)</th>
<th>Residency</th>
<th>Fellowship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total program</td>
<td>1,800</td>
<td>1,000</td>
</tr>
<tr>
<td>Education</td>
<td>300</td>
<td>150</td>
</tr>
<tr>
<td>Patient Care</td>
<td>1,500</td>
<td>850</td>
</tr>
<tr>
<td>Mentoring</td>
<td>150</td>
<td>100</td>
</tr>
<tr>
<td>---Mentoring hrs with learner as primary provider</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>---In-person mentoring hours</td>
<td>100</td>
<td>75</td>
</tr>
</tbody>
</table>
Curriculum Development

The elephant in the room...

What DO you teach?
- Musculoskeletal - yes
- Cardiopulmonary - yes
- Neurology - yes
- Geriatrics - yes
- Integumentary - yes
- Oncology - yes
- Multi-system - yes!

Curriculum

Focus On:
Advanced knowledge and skills
Latest evidence

Didactic Content

- Divide and conquer –
  - Use your faculty (esp. GSCs, NCSs, CCSs, etc) to help decide what should be included
  - There will be some information you'll want to make sure that your resident knows
  - Don't try to reteach what they learned in school
  - Teach toward latest evidence and advanced practice
  - Review analysis of practice (until Acute Care DRP)
- Decide how you plan to teach the content
Didactic Content Cont’d

- Classes
- Home study
- Articles review
- Outside courses
- Online courses (e.g., APTA Learning Center)
- Grand Rounds
- Courses offered in-house
- Independent study
- Collaborative – courses offered through university

Explore your Resources

- Classes currently being taught in your facility
- Content experts
  - Faculty
  - Other staff – physicians, pharmacists, radiologists, etc
- Grand Rounds
- Courses available commercially (APTA Learning Center, etc)

Resources (Cont.)

- University PT programs
  - Classes
  - Independent study
- Nearby facilities for clinical exposure
- Collaboration between programs
  - Journal club
  - Classes
Faculty Mentors

• Collectively, faculty must have:
  – Advanced clinical skills
  – Academic and experiential qualifications
  – Diversity of backgrounds appropriate to meet program goals
  – Expertise in residency/fellowship curriculum development and design
  – Expertise in program and participant evaluations

Faculty Mentors Cont’d

Residency - Must be PTs who are:
• ABPTS board-certified specialists in area of practice OR
• A graduate of an accredited residency/fellowship program in area of practice OR
• Have a minimum of 3 years significant and current experience in area of practice

Faculty Mentors Cont’d

Fellowship - Must be PTs who are:
• ABPTS board-certified specialists in the program's related area of practice with experience in subspecialty OR
• A graduate of an accredited residency/fellowship program in that area of practice with experience in subspecialty OR
• Have a minimum of 2 years of significant and current experience in the subspecialty area.
Mentoring

Training for Mentors:
- Successful Strategies for Residency and Fellowship Mentoring
- ABPTRFE Mentoring Resource Manual
- Educational classes for faculty mentors
- Video – One-Minute Preceptor  [https://vimeo.com/76395964](https://vimeo.com/76395964)
- Coaching:
  - Observations
  - Evaluations
  - Program Director
  - Residents/fellows

Challenges Unique to Acute Care

- “Too many cooks in the kitchen”
  - Many mentors in many areas
  - Who does the assessments/paperwork?
  - Continuity?
- No board-certified acute care specialists
- Learner may be “not-ready-for-prime-time” during independent practicum.

Overcoming the Challenges

- Consider diversifying faculty
  - Primary mentor
  - Adjunct mentor
  - Teaching faculty
  - Encourage good communication
  - Program director should work to develop team
- Support faculty to pursue specialization in field of choice
Overcoming the Challenges Cont’d

• Extend mentoring hours until resident is ready to work independently
• Mentor can assign “safe” patients.
• Allow practicum time to be spent in area where competency has been established

Tips from the Trenches

• Consult with other programs - You don’t have to reinvent the wheel.
• Always strive for improvement in the program
• Faculty must be onboard with annual module/class reviews/updates
• Faculty is key to continuously improving program
• Faculty should meet often - KEEP YOUR MINUTES!

Tips from the Trenches Cont’d

• Prepare your outcome assessments well.
• Establish an advisory committee
• Not every learner starts at the same level or progresses at the same rate.
• Program MUST be flexible to accommodate differences in learner’s performance and progress
Tips from the Trenches Cont’d

- Stay up-to-date with your paperwork/monitoring
- Faculty must understand and comply with paperwork requirements and help monitor learner’s compliance
- Program Director should meet with resident/fellow routinely
- Consider your learner’s assimilation into the community
- Research may be your biggest hurdle
- Explore software options for patient log

Questions?