

Strategies for Strengthening Medical Director Engagement

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Conflict of Interest

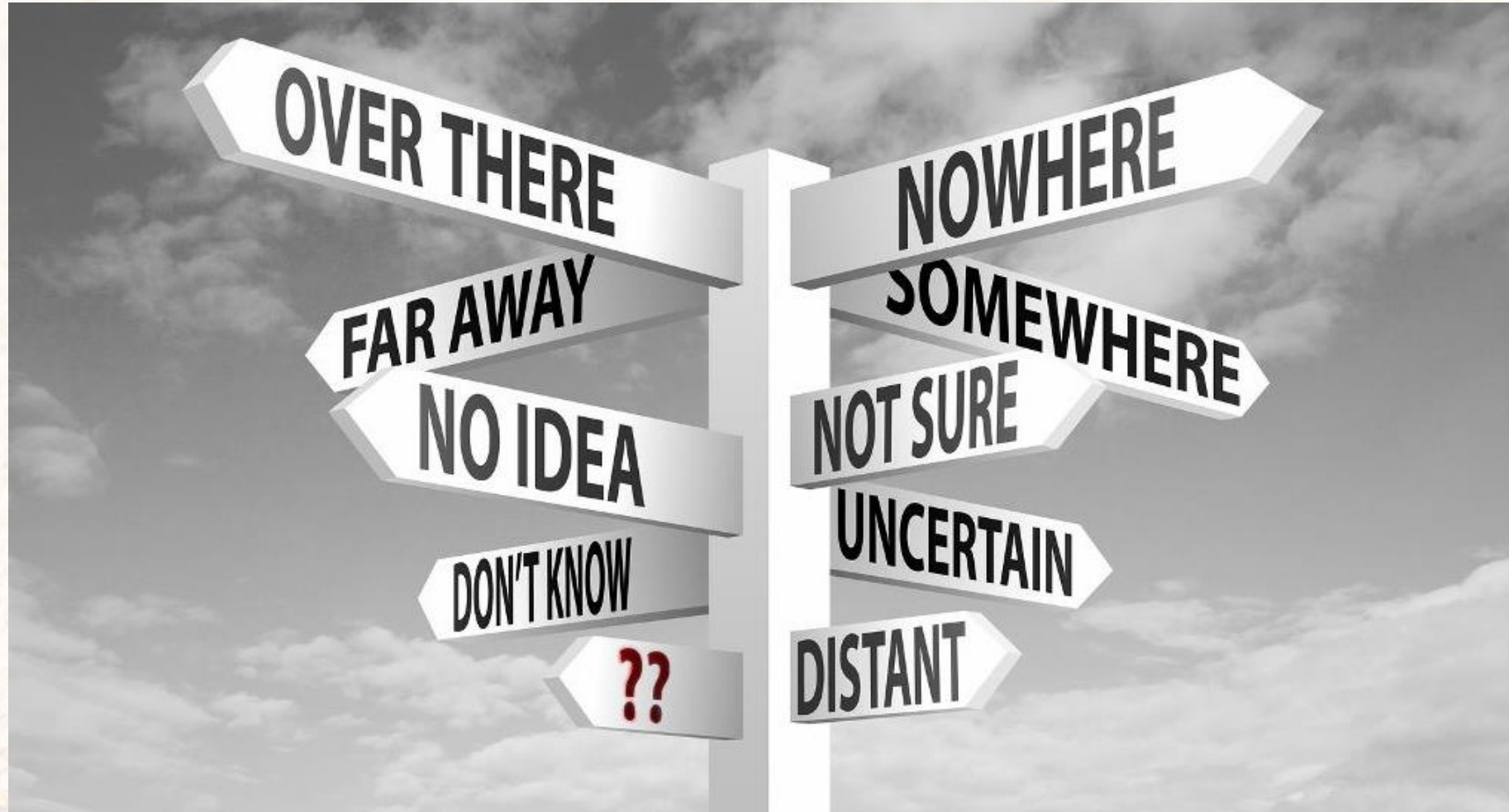
- **None**



Learning Objectives

- To evaluate the effectiveness of a program's medical director partnership.
- Discuss strategies that can improve medical director engagement.





Role of the Medical Director

- **CoARC Standard 2.11 - A Medical Director (MD) must be appointed to provide competent medical guidance, and to assist the PD and DCE in ensuring that didactic, laboratory and supervised clinical instruction meet current practice guidelines.**

Entry into practice standards. (2022). Commission on Accreditation for Respiratory Care.



Select the Right Fit

- Related to program needs / expectations
- Knowledgeable about RT / appreciates our value
- Interest in teaching / mentoring
- Willing to communicate
- Weigh experience vs recent residency
- Consider non-pulmonology specialty
- Practice expectations / service requirements
- Don't just ask – interview and evaluate



Communicate Expectations

- Job Description for main expectations
- Faculty appointment letter
- To pay or not to pay?
- Assess your need:
 - Physician interaction
 - Classroom lectures
 - Reinforcing bedside instruction
 - Critical thinking, decision-making, IP practice.
- Negotiate the details



Form a Strong Partnership

One thing most medical directors don't have...

- Communication is key
- Written job description
- Consistent interaction
- Provide relevant, timely information
- Faculty meeting summary
- Monthly huddle
- Meet before the advisory committee meeting



Utilize MD as an Advocate

- Valuable resource for program directors
- Liaison between program and providers, hospital staff, administration, specialty areas, and affiliate partners.
- Access, reinforcement, demonstration of support
- Help facilitate an interprofessional learning experience with other disciplines



Increase Student – MD Contact in Academic (Non-Clinical) Setting.

- Teach class / unit / lecture
- Monthly Lunch-N-Learn sessions
- Research Roundtable
- Clinical Simulation
- Interprofessional Learning Experiences
- Capstone / Project Evaluation (1 on 1)
- Evaluate Student Presentations



Curriculum Review Plan

- ***CoARC Standard 2.11 – MD role in academic support***
- MD review of lab and didactic content
 - Syllabus; class schedule; SLO's / objectives; LMS course shell; sample unit content; project; final exam
- MD review of clinical practicum objectives
 - Schedules/ SLO's;
- Evaluate over time / rotate courses
- Review with Faculty / Evaluation
- Document for evidence of compliance



Curriculum Review Plan

UAMS College of Health Professions Department of Respiratory Care Medical Director Curriculum Assessment

Course Number	<input type="text"/>	Date	<input type="text"/>
Course Title	<input type="text"/>		
Semester Taught	<input type="text"/>	Type of Course	<input type="text"/>
Grading Method	<input type="text"/>	Format	<input type="text"/>
Elements Reviewed	<input type="checkbox"/> Blackbaord Shell <input type="checkbox"/> Syllabus <input type="checkbox"/> Course Schedule <input type="checkbox"/> Module / Unit Content <input type="checkbox"/> Online / Interactive Content <input type="checkbox"/> Proficiency Checklist <input type="checkbox"/> Unit Quiz / Exam <input type="checkbox"/> Project / Assignment <input type="checkbox"/> Final Exam <input type="checkbox"/> Other <input type="text"/>		

Program Goal: Graduates of the program will achieve the level of competence expected of an entry-level, registered respiratory therapist in knowledge, skills and professional conduct.



Curriculum Review Plan

Do the course objectives (student learning outcomes) support the program goal?

☐ Yes

☐ No

Does the course content support the course objectives (student learning outcomes)?

☐ Yes

☐ No

Does the content address the scope and depth of knowledge and competencies expected of an entry-level RRT?

☐ Yes

☐ No



Curriculum Review Plan

Does the content reflect current, evidence-informed guidelines for entry-level RRT practice?

☐ Yes

☐ No

Do the student evaluation / assessment methods (assignments, quizzes, exams, projects, etc.) measure achievement of the stated learning objectives or competencies?

☐ Yes

☐ No

Do the instructional methods promote achievement of the stated learning objectives or competencies?

☐ Yes

☐ No

Describe the Blackboard learning management system shell.

☐ Blackboard shell appeared organized and easy to navigate.

☐ Blackboard shell appeared organized, but it was difficult to locate course material.

☐ Blackboard shell appeared organized and key elements / content was missing.

☐ Blackboard shell was not available for me to evaluate.

Suggestions for Enhancement / Additional Notes



Summary

- Evaluate MD effectiveness
- Selecting the right fit is important
- Consistent communication is essential
- Goal: transition from paper MD to partnership
- Several strategies can improve MD engagement
- Engagement requires consistent effort to maintain
- MD is a valuable advocate for the program
- MD has a role in academic support (didactic / lab)



Thank You...Let's Connect

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