



# Didactic Curriculum Redesign

## A Leadership Journey

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### Fellowship Project

To Develop a Task Force to Redesign and Implement a New Didactic Curriculum with the Following Goals:

- Maximize Attendance for All Residents
- Maintain Consistency in Scheduling
- Determine a Centralized Location and Time
- Ensure High Quality of Lectures and Presenters
- Ensure Appropriate Variety of Topics and Relevance to Family Medicine
- Develop a System to Measure Quality and Efficacy

### Leadership Accomplishments

#### Inspire a Shared Vision

I have learned that many initiatives fail because they either fail to have vision or the vision is only apparent to a select few. Learning to communicate a vision as well as how to inspire and motivate others to support your vision is critical for success as a leader.

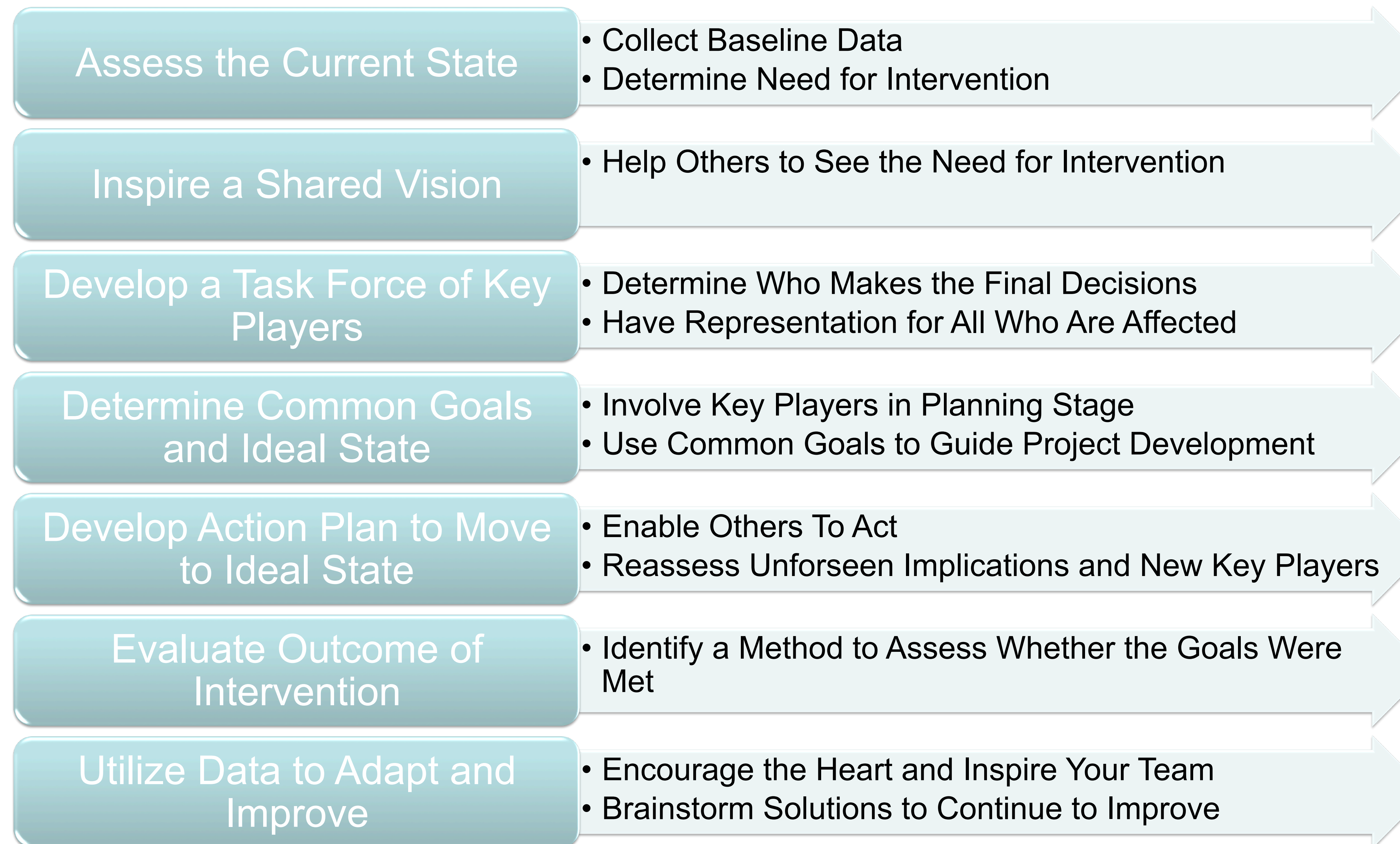
#### A Good Leader Doesn't Do It All Herself

The most challenging thing I learned was how important it is to empower others to succeed rather than doing it all myself. By learning to inspire others, I was able to see members of my team flourish and develop the project to a new level that I hadn't even planned on. Delegating tasks to your team in a meaningful way will also allow you to focus on your task as a leader, rather than getting bogged down in the details.

#### Feedback – Both Positive and Constructive – Is Crucial

Be consistent about providing feedback to members of your team and inviting feedback for your own performance. As a leader, you set the stage for the culture of the team. When feedback and accountability is the standard, your team is more comfortable being honest about the project and more likely to succeed as a team.

### Leadership Journey



Assess the Current State

- Collect Baseline Data
- Determine Need for Intervention

Inspire a Shared Vision

- Help Others to See the Need for Intervention

Develop a Task Force of Key Players

- Determine Who Makes the Final Decisions
- Have Representation for All Who Are Affected

Determine Common Goals and Ideal State

- Involve Key Players in Planning Stage
- Use Common Goals to Guide Project Development

Develop Action Plan to Move to Ideal State

- Enable Others To Act
- Reassess Unforeseen Implications and New Key Players

Evaluate Outcome of Intervention

- Identify a Method to Assess Whether the Goals Were Met

Utilize Data to Adapt and Improve

- Encourage the Heart and Inspire Your Team
- Brainstorm Solutions to Continue to Improve

### Lessons Learned

Do Your Homework and Come Prepared to a Fight

Assess and Re-assess Your Key Players Frequently

Enable and Inspire Your Team

Always Address the Elephant in the Room

### Next Steps

Further develop skills in empowering and enabling others

Seek more feedback and coaching on my own leadership skills

Provide more consistent positive feedback to team members

Develop different leadership skill sets for different leadership roles

### Project Status

Spring 2013 Identify a Need for Intervention

- Informal Subjective Concerns About Didactic Curriculum
- Survey of Residents on Topics Covered, Typical Presenters, Attendance
- Objective Review of Conference Schedule, Topics Covered, Attendance
- Concerns Identified Including Resident Attendance, Consistency of Lectures, Lack of Correlation of Topics of Lectures to Topics on Board Exams

July 2013 Develop Task Force

- Data Presented to Faculty and Decision Made to Implement a Task Force to Redesign Curriculum
- Met with Program Director, Clinic Director and Curriculum Director to Determine Non-Negotiables
- Recruited Task Force of Faculty and Residents From Each Year
- Examined Schedule Limitations, Other Didactic Curriculums and Content of Board Exams to Determine Ideal State
- Task Force Developed Action Plan to Move to Ideal State and Tools to Measure Progress Toward Goals

Sept 2013 Finalize Implementation Plan

- Presented Final Structure and Schedule to Residents and Faculty
- Coordinated Scheduling of Didactic Time with Clinic Scheduler
- Coordinated Community Specialists and Core Faculty Lectures into Final Schedule
- Developed Tools to Monitor and Evaluate Lectures

Nov 2013 Go-Live of New Didactic Structure

Spring 2014 Assess Outcome of New Structure

- Survey Showed Improved Attendance But Identified New Issues with Time Management and Scheduling
- Developing a Method to Provide Feedback to Community Specialists on Lectures
- Developed Methods to Introduce Flexibility Into Scheduling to Improve Time Management
- Plan to Repeat Survey and Evaluation Process May 2014