**BACKGROUND**

- Direct observation and feedback is crucial for professional development but opportunities for feedback are limited by high attending physician workload and other clinical demands.
- A local Pediatric Hospital Medicine (PHM) needs to enhance the educational experience of learners.
- In response, we developed the Teaching Excellence Among Medical Providers ("TEAM") Program to enhance the educational experience of learners.

**OBJECTIVE**

To describe the development, implementation, and preliminary evaluation of a teaching hospitalist program using an Outcomes-Based Logic Model.

**METHODS**

- Developed and implemented TEAM using the Logic Model in Figure 1.
- Departmental leadership provided FTE support for 9 TEAM hospitalists.
- Created a TEAM handbook, novel direct observation form, electronic database to track educational activities, and surveys for feedback from learners.
- TEAM launched September 2019 and covers 4 days/week divided into morning and afternoon shifts.
- TEAM faculty participated in a 2-day workshop and monthly meetings that served as opportunities for faculty development and to provide feedback about the program.
- Obtained preliminary evaluation of outcomes through informal feedback and surveys of learners and PHM faculty.

**RESULTS**

- 206 TEAM shifts completed over 7 months
- 99 small group discussions/teaching sessions conducted
- 703 learners attended small group sessions
- 185 written evaluations completed
- 612 learners received feedback from TEAM on various observed skills

**DISCUSSION**

- An innovative teaching program was successfully developed and implemented, with initial feedback being highly positive.
- Minor modifications to workflow have been made to optimize learner and faculty experience.
- Next steps include continuing to evaluate outcomes and outputs by quantifying educational activities, mapping evaluations to milestones, and surveying stakeholders.

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**Figure 1: TEAM Program Logic Model**

**Table 1: Illustrative Comments from Learners and Faculty**

**Students, Residents, and PHM Fellows**
- The chalk talks are amazing and super helpful! Especially when there is not a lot happening in the afternoons. Getting feedback on rounds presentations was also super helpful and very beneficial.
- Versatile in what TEAM provides feedback for including admissions, notes, presentations, handoff, etc. Very helpful. Appreciate 1 on 1 real time feedback.
- Always helpful and positive. Great at spending the time watching presentations, H&Ps, etc. and giving constructive feedback in a kind and constructive way.
- I really appreciated getting individual feedback from the [TEAM faculty] who observed me doing rounds. They provided very specific and helpful suggestions on how to improve and what I am doing well.
- I greatly appreciate the TEAM program! I found it incredibly helpful to have an extra person to give very specific feedback to the students and to myself. I also didn’t worry as much about whether the students/interns were getting enough structured educational time because I knew that the TEAM attending was available for chalk talks, etc.

**PHM Faculty**
- They are great enthusiastic teachers and make me want to step up my teaching game! So much more attention for learners! This is a fantastic program!
- It’s great to know that there is extra help for making sure residents and other trainees get regular teaching while on service. I also really appreciate getting personal feedback as an attending, so I appreciate when a TEAM attending offers to look out for anything in particular I am looking for feedback on.
- Having team was an AMAZING resource. They took on learners and did 1:1 pre-rounding, rounding/assessments, teaching, note feedback, and practiced presenting patients. It was a huge help and the students/APPs also were very thankful. The NP student said that she had never gotten as much education and guidance in a clinical setting until being on Hospital Medicine.

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