Faculty Development: Revised and Revamped

Leslie Boisvert
Project Coordinator – Research

Lauren Siegel
Clinical Faculty Research Coordinator

Dr. Stephen Wetmore
Chair/Chief

September 13th, 2017
Overview

• Background and motivation – Lauren
• Needs assessment and results – Leslie
• 2017/2018 program plans – Dr. Wetmore & Lauren
• Facilitated discussion and program evaluation – Leslie & Lauren
Background

• FD in primary care was developed in the 1970s out of the demand for more innovative teaching

• Since then, the definition has broadened beyond teaching to include development in research, administration, career management, organizational and leadership development
Importance of FD in Family Medicine

• Supports the evolving roles of clinical faculty in Canada

• Ensures faculty are well-trained in the roles of educator, administrator, researcher, and clinician

• Facilitates personal and professional development

• Aids in the building of a community with repeated contact over time and ongoing collaboration with colleagues

• Encourages the commitment to self-directed and lifelong learning
A systematic review of faculty development activities in family medicine
(Sorinola & Thistlethwaite, Medical Teacher, 2013)

• **Aim:** To assess the evidence for the effectiveness of family medicine FD activities.

• **Methods:** Six electronic databases were searched from 1980 to 2010 and included all articles on FD interventions in family medicine with an evaluation.

• **Results:** A total of 4520 articles were identified, 46 fulfilled the search criteria.

**Recommendations:** (key features for program effectiveness)

- Use an explicit theoretical approach (e.g. adult learning theory, experiential learning)
- Relevant to practice
- Interaction in small groups
- Reduced constraint on time
- Tightly focused topics
- Self-directed/self-paced learning
- Interactive exercises
Effective programs result in:

• High attendance rates
• High ratings of participant satisfaction
• Self-reported changes in knowledge and skills
• Increased scholarly productivity
• Changes in professional practice
• Changes in organizational practice

(Sorinola & Thistlethwaite, 2013)
Implementing an evidence-informed faculty development program  
(Danilkewich et al., Can Fam Physician, 2012)

- **Setting:** University of Saskatchewan Department of Academic Family Medicine  
- **Design:** Needs assessment survey  
- **Results:** Top priorities rated by faculty were teaching, developing scholarly activities, career development, administration and leadership, teaching, information technology. Difference in priorities for faculty with less than 5 years experience. Used to shape a dynamic, faculty-centered, and evidence-informed program.

**Recommendations:**
- There is a strong need for consultation with faculty members in program development  
- “Top-down” programs seem paternalistic, predetermined needs of faculty, don’t actually meet their unique needs  
- Need a combination of quantitative and qualitative measures
Most medical schools now offer a variety of FD programs and activities.

Current scan of all Family Medicine departments in Canada shows a variety of FD activities in place including webinars, workshops, seminars, online learning modules, peer coaching, awards/certifications, etc.

What do our faculty need?
Dept. of FM Needs Assessment

• Evidence suggests that participation in the development of the program by faculty is critical for meaningful and well-attended FD

→ We wanted to hear from you!

• Mirrored a study conducted at the Department of Emergency Medicine at U of Calgary

• A National Faculty Development Needs Assessment in Emergency Medicine (Brown et al., 2016)
  • Purpose: to lay the groundwork for the creation of a faculty development curricular that are both relevant and considered important by you
Needs Assessment

• Online survey

• Current participation and future interest in activities relating to 5 main domains:

1. Teaching
2. Scholarship
3. Social accountability
4. Research
5. Leadership activities

• Potential barriers and motivators

• Preferences for type of activity (eg. lecture, workshop, online course, etc.), dates, times, and locations
Results: LEADERSHIP

- Negotiation and conflict management: 24%
- Stress management: 21%
- Developing sustainable practice: 20%
- Team building: 19%
- Emotional intelligence: 16%
Results: SCHOLARSHIP

- Presentation skills: 25%
- Dealing with the media: 22%
- Conducting literature reviews: 17%
- Writing for publication: 20%
- Public speaking: 16%
Results: TEACHING

- Learning styles: 24%
- Providing constructive feedback: 22%
- Technology in the classroom: 21%
- Assessing and evaluation: 17%
- Simulation and simulation environments: 16%
Results: RESEARCH

- Conducting literature reviews: 23%
- Scholarly writing: 26%
- Supervising research: 15%
- Securing research funding: 17%
- Techniques for critical appraisal: 19%
Results: SOCIAL ACCOUNTABILITY

- Public and health policy: 25%
- Health law: 24%
- Vulnerable/marginalized communities (frail/elderly care, French language communities, indigenous people, LGBTQ2S people, low income communities): 21%
- Political advocacy: 17%
- Community outreach: 13%

Schulich Medicine & Dentistry
Western
Results: Relative need

Relative need for 5 domains

- LEADERSHIP: 4% Relative Need, 78% Future FD Need, 82% Current Participation
- RESEARCH: 12% Relative Need, 62% Future FD Need, 74% Current Participation
- SOCIAL ACCOUNTABILITY: 12% Relative Need, 72% Future FD Need, 84% Current Participation
- SCHOLARSHIP: 4% Relative Need, 82% Future FD Need, 86% Current Participation
- TEACHING: -2% Relative Need, 84% Future FD Need, 86% Current Participation

Legend:
- Green: Relative Need
- Red: Future FD Need
- Blue: Current Participation
Results: BARRIERS

- Your current workload: 40%
- Topic/subject matter: 20%
- Timing of Activity: 15%
- Location of Activity: 15%
- Duration of Activity: 10%
- Cost of Activity: 5%

Percentage of respondents
Results: MOTIVATORS

- Financial compensation
- Recognition
- Awarded a degree
- Career advancement
- Achieving certification
- Career diversity & variety
- Improved clinical skills
- Personal satisfaction
- Financial compensation

Significant Motivator

Percentage of Respondents
Results: FACILITATORS

- Integrated into career goal discussions: 25%
- Mandatory FD: 20%
- Financial remuneration: 18%
- Awards: 16%
- Yearly requirements: 15%

Method of Encouragement

Percentage of Respondents
## 2017-2018 program

### Central Sessions 2017/2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 13, 2017</td>
<td>Stephen Wetmore, Lauren Siegel, Leslie Boisvert</td>
<td>Faculty Development: Revised and Revamped</td>
</tr>
<tr>
<td>Oct 11, 2017</td>
<td>Adrienne Wakabayashi</td>
<td>Supervising Residents in QI Projects</td>
</tr>
<tr>
<td>Nov 8, 2017</td>
<td>Emily Leighton, Crystal Mackay, Michelle Stubnya</td>
<td>Social Media Workshop for Faculty</td>
</tr>
<tr>
<td>Dec 13, 2017</td>
<td>Christina Cookson</td>
<td>Resident Assessment and Field Note Review</td>
</tr>
<tr>
<td>Jan 10, 2018</td>
<td>Dan Leger</td>
<td>E-Learning: Teaching Outside the Box</td>
</tr>
<tr>
<td>Feb 14, 2018</td>
<td>Laura Lyons</td>
<td>What’s New in Teaching Obstetrics</td>
</tr>
<tr>
<td>Mar 14, 2018</td>
<td>Possibly cancelled- March Break</td>
<td></td>
</tr>
<tr>
<td>Apr 11, 2018</td>
<td>CFSM</td>
<td>Research Incubator</td>
</tr>
<tr>
<td>May 9, 2018</td>
<td>Susan McNair</td>
<td>Trauma-informed Care</td>
</tr>
<tr>
<td>June 13, 2018</td>
<td>Cancelled- Resident Project Day</td>
<td></td>
</tr>
</tbody>
</table>
CAME Webinar Series

- Designed to bring practical, evidence- and experience based advice to Canadian health educators
- Sessions presented by experienced Canadian educators
- 10-15 minutes are reserved for live questions and answers
- Opportunity to engage online with an expert and with colleagues in a live discussion on a key topic in medical education
November 14, 2017, 12-1pm: Raters as the Unit of Analysis in Performance Based Assessment of Clinical Competence
Presenter: Dr. Walter Tavares.

Overview: Competency based medical education, broadening conceptions of competence and the need to assess competence in complex clinical settings has placed an increased reliance on rater judgment. Whether it is to formulate feedback for learner development, make point-in-time decisions regarding competence or contribute information to competence committees in order to formulate summative or progress decisions, rater behaviour, performance and contributions (numerical or narrative) is a critical element in contributing to (or threatening) validity arguments...

Learning Objectives:

(1) Position rater contributions in common validity frameworks;
(2) Describe the act of rater based assessments including points of threat to assessment frameworks;
(3) Describe organizing frameworks in rater cognition research;
(4) Discuss the role of rating demands on rater performance / behaviour.
2017-2018 NIH IPPCR Course

• Introduction to Principles and Practice of Clinical Research

• The course trains registrants on how to effectively and safely conduct clinical research

• Highlighting biostatistical and epidemiologic methods, study design, protocol preparation, patient monitoring, quality assurance, ethical and legal issues, and much more

Course Objectives:

➢ Provide an overview of basic biostatistical and epidemiologic methods involved in conducting clinical research

➢ Describe the principles involved in the ethical, legal, and regulatory issues in clinical human subjects research, including the role of Institutional Review Boards (IRBs)

➢ Describe principles and issues involved in monitoring patient-oriented research

➢ Describe the infrastructure required in performing clinical research and the steps involved in developing and funding research studies
Logistics:

- Free course
- Runs from September 18, 2017 - June 15, 2018
- Western as a “remote site”
- Register with us at any time
- Watch self-paced, online lectures on various topics related to clinical research
- Optional course readings and participation on discussion boards
- Optional online multiple choice final exam
- Score 75% or higher on the exam and receive a certificate from the NIH
“FaMed” Certificate

- Dr. Wetmore
- We will track your attendance
- Must attend 6/8 (75%) core sessions to receive a certificate
- If live streaming, log in so we can see you are attending
- Can supplement up to 2 core sessions with webinars or another FD activity
- Will create a group email for all FD inquiries
Take Home Message

• Recent changes to health care systems have altered faculty members’ work life by increasing clinical, research, and educational demands

• These pressures can lead to decreased satisfaction, less engagement and burnout

• We want to provide relevant resources to support you in your roles!

• We are incorporating aspects of adult learning theory, evidence from the literature, and your input, into the design of the program

• Most importantly, we want to hear your thoughts and suggestions!
Facilitated Discussion

• Evaluative tool
• Sometimes the program/service/product designer believes they understand what the users need and want, but these assumptions may not be true
• Purpose: To discover beneficiaries’ (faculty members) perceptions, opinions, beliefs and attitudes towards faculty development which can be used to deliver program activities that are of relevance to them

• DISCLAIMER: We intend to use the information gathered in this section in our program evaluation. We will be taking notes of this discussion. If used, information will remain anonymous and no personal information will be shared. If you would like to leave the session at this time, or prefer to stay but not participate, you are welcome to do so.
Program Evaluation

• We are conducting a process evaluation

• Purpose: to inform decisions and identify improvements in the program’s operations

• General question: is the program being implemented as intended?
## Evaluation Framework

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Indicator</th>
<th>Data Source</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the current faculty development needs within the Department of Family Medicine?</td>
<td>Faculty members’ opinions and preferences</td>
<td>Needs assessment</td>
<td>Online survey will be sent to all faculty within the Department of Family Medicine</td>
</tr>
<tr>
<td>What recommendations do program beneficiaries offer?</td>
<td>Faculty members’ open-ended opinions and preferences</td>
<td>Open discussion</td>
<td>Discussion will be held following FD presentation</td>
</tr>
<tr>
<td>How do program beneficiaries describe their program experiences?</td>
<td>Faculty members’ experiences and perceptions of the program</td>
<td>Focus groups</td>
<td>Focus groups will be held following the program</td>
</tr>
</tbody>
</table>
Suggested Topics

1. What does “faculty development” mean to you?
2. What would you like/dislike to see this year?
3. Do you have any feedback for program developers so far?
4. Other comments/questions