

Faculty Development: Revised and Revamped

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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

Literature Review Results

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 (eg. 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

Environmental Scan

- 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?

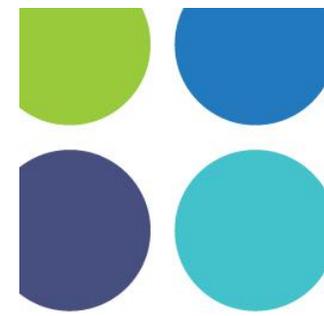
Scan of all Canadian family medicine departments

Medical School	Features
Dalhousie	Webinars, teaching guide, awards, certification
McGill	Workshops
McMaster	Academic pathways, peer coaching, PBSG-ED module series, Annual day in faculty development
Memorial	Training portals, workshops, seminars
Northern Ontario	Practice-based small group education modules
Queen's	Online self-directed learning, small and large group, peer mentoring, new faculty members orientation, multiple coordinators and a FD office
Universite of Sherbrooke	Adapted access, EMRs, supervision in the context of migrant care, neurocognitive disorders in learners, supervision of IMGs, evaluation feedback. Other FD: e-portfolio, new evaluation, progress milestones for IPS-PL, lab of simulation pedagogue.
University Lavale	Multiple workshops offered per month
Alberta	Seminars, workshops, lectures, peer coaching, online modules, games and activities based on frequent needs assessments. Annual department educational retreat for residents and faculty
UBC	Preceptor online learning modules, recourse page, webinars, case-based learning, medical education day, lunch and learn series, residents as teachers, ABC primer series (3-hr long workshops)
Calgary	Grand rounds, annual FD day, CFPC accredited half days offered 3 times/yr, self-directed studies (conferences, web based resources, podcasts, videos)
Manitoba	FM education retreat, PBSG-ED modules purchased by the dept., Teaching Improvement Program (2-day workshop including presentations, discussions, individual work), Noon Series (twice monthly lunch hour FD series), HaMLET Discussion Forum (quarterly meeting)
UofT	Workshops, mentorship network

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



qualtrics

Western University's chosen survey solution.

- 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



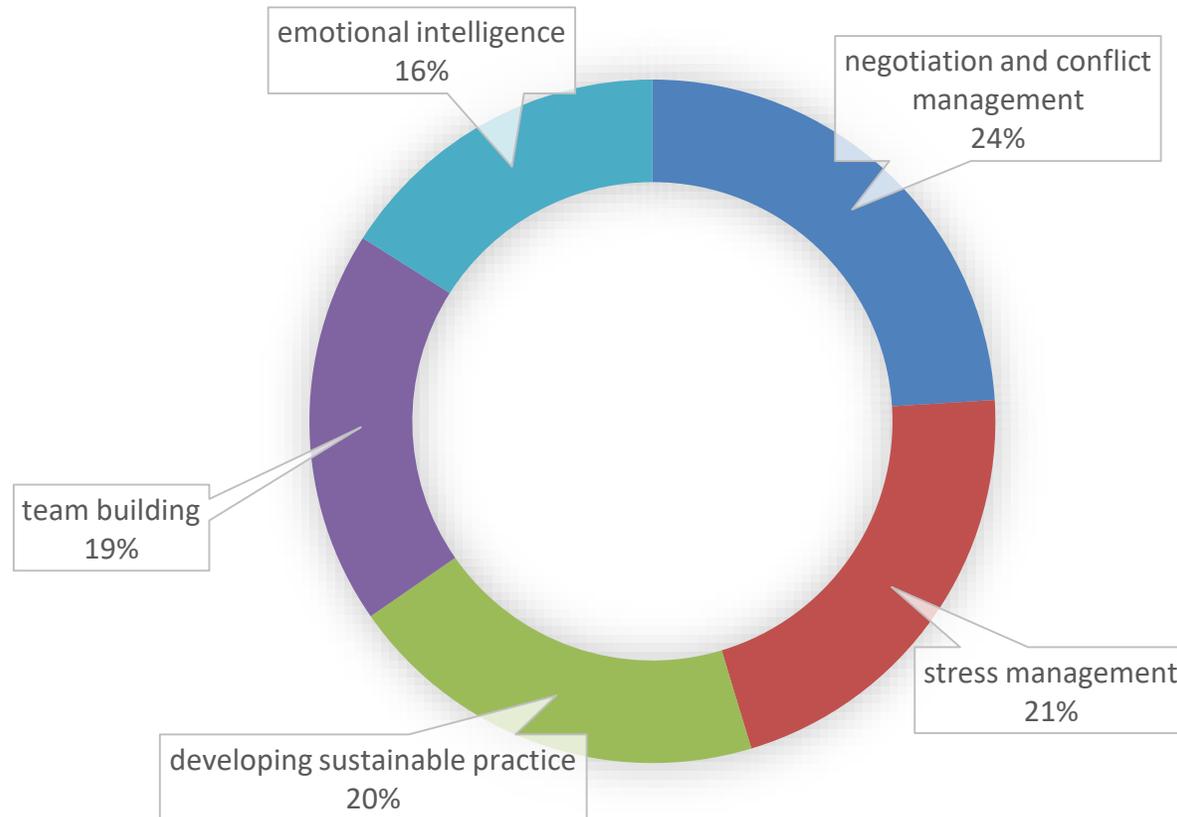
Family Medicine

Q6. LEADERSHIP

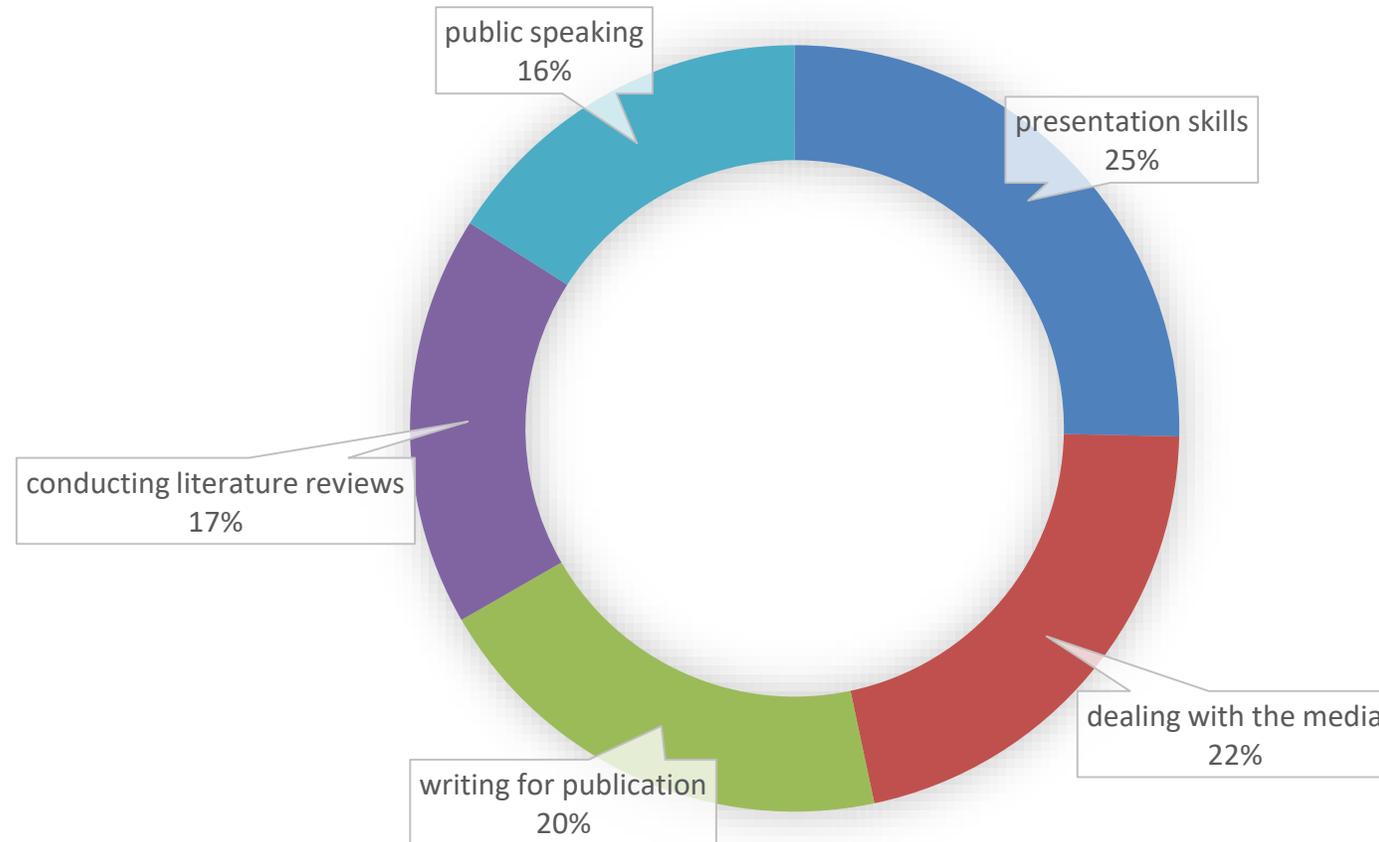
Indicate up to 5 topics you would be interested in learning about:

management skills	negotiation and conflict management
project management	stress management
budgeting	mentoring
resource allocation	administration
emotional intelligence	health care finance
interpersonal skills	quality assurance/management
professionalism committees	strategic planning

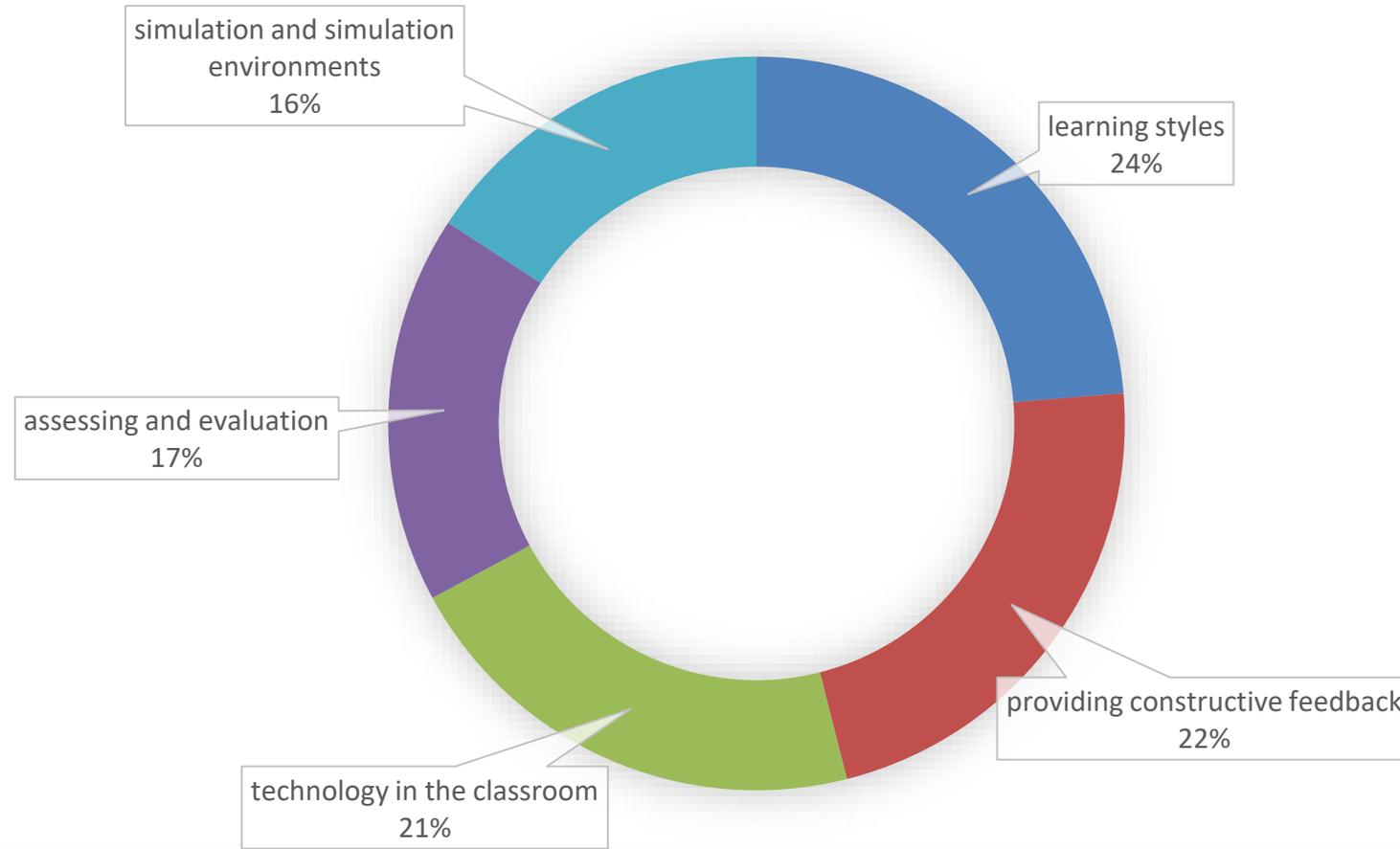
Results: LEADERSHIP



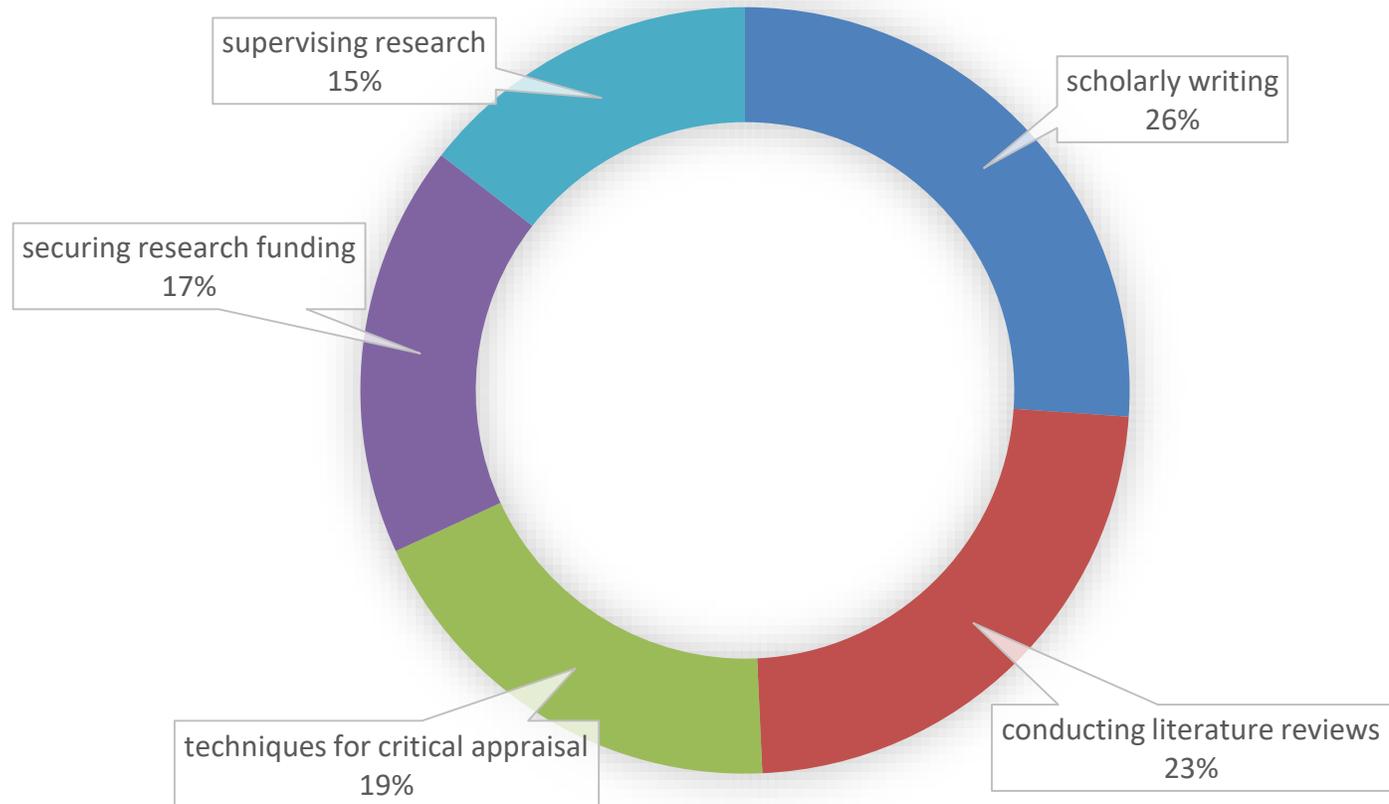
Results: SCHOLARSHIP



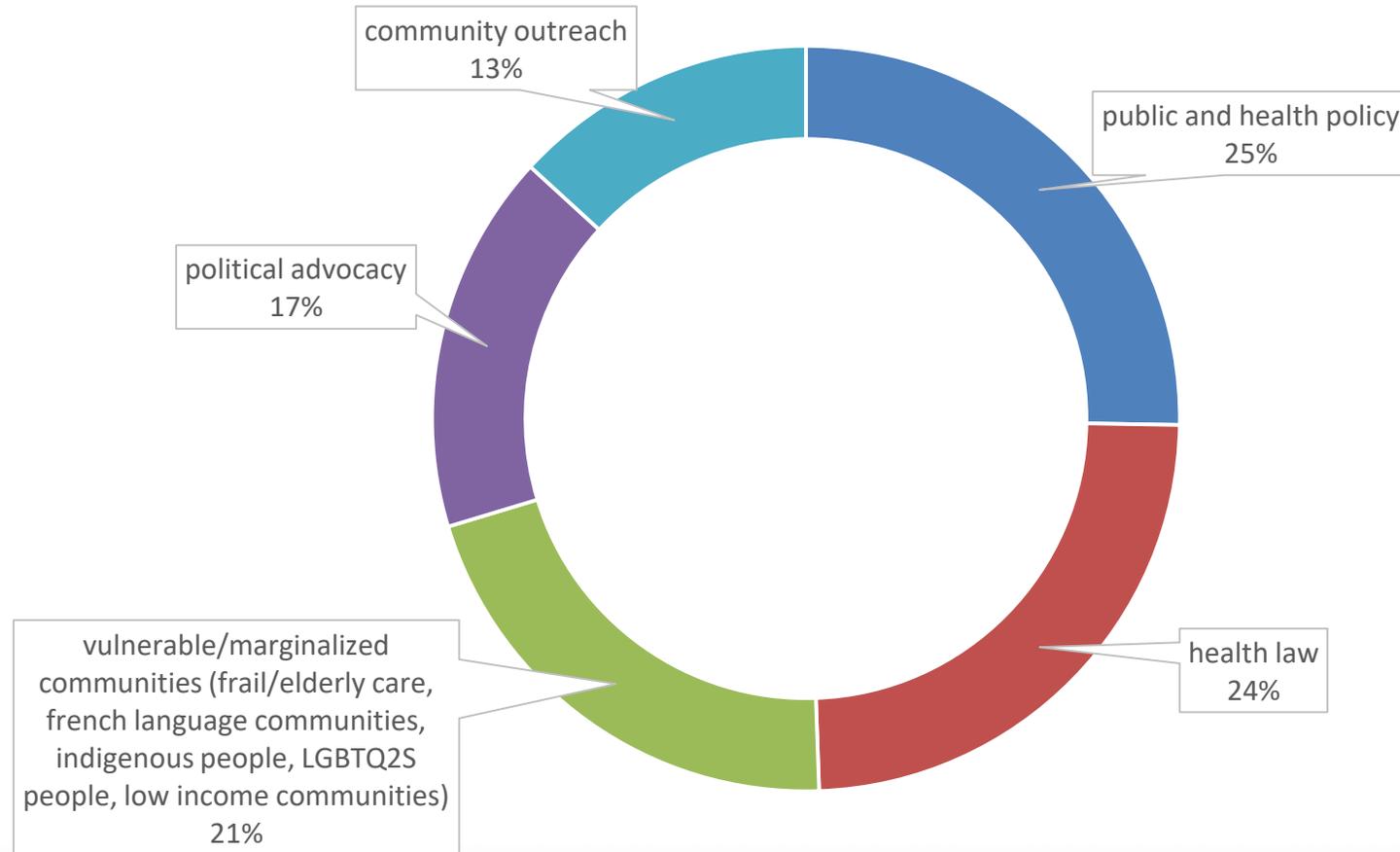
Results: TEACHING



Results: RESEARCH



Results: SOCIAL ACCOUNTABILITY

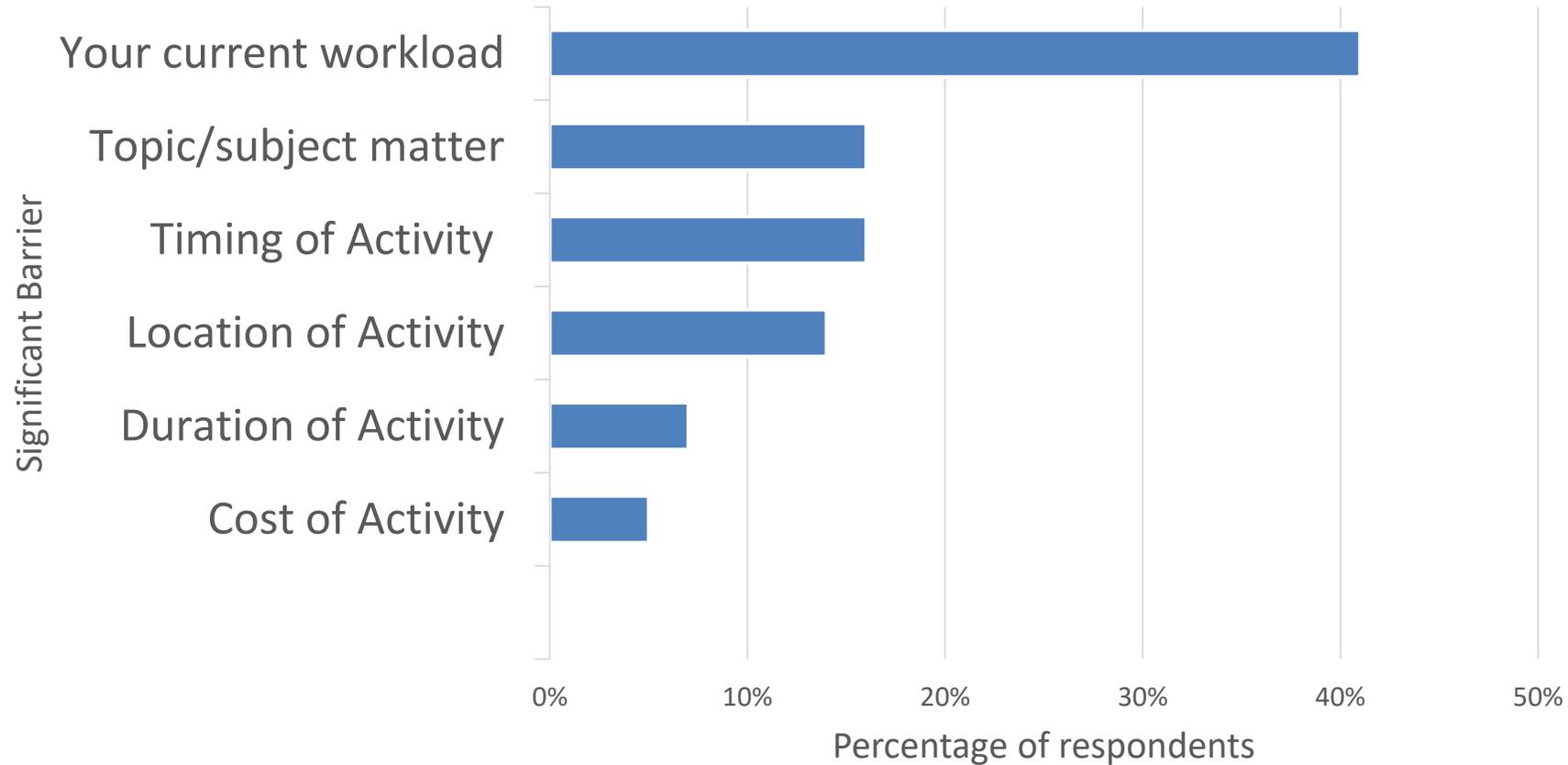


Results: Relative need

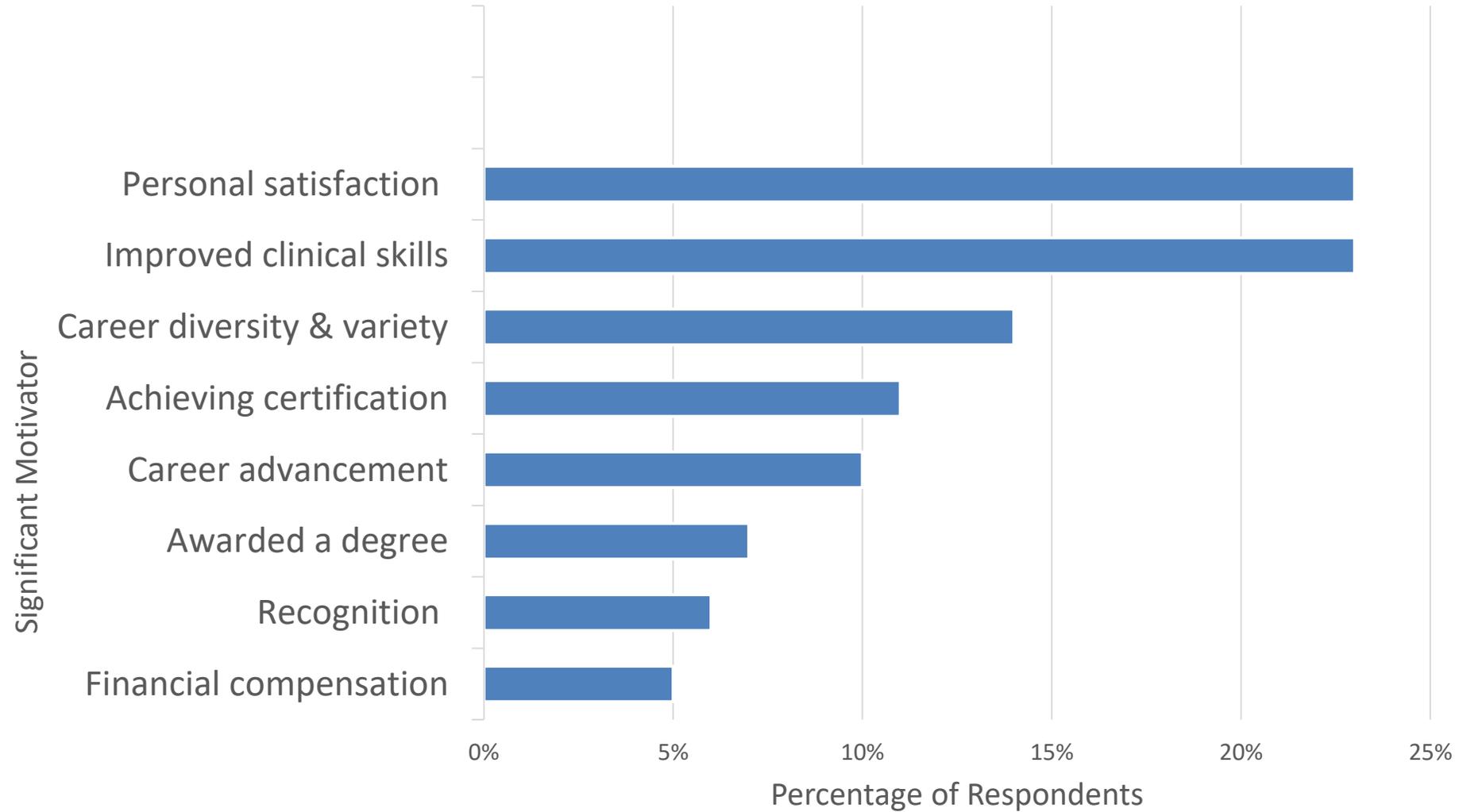
Relative need for 5 domains



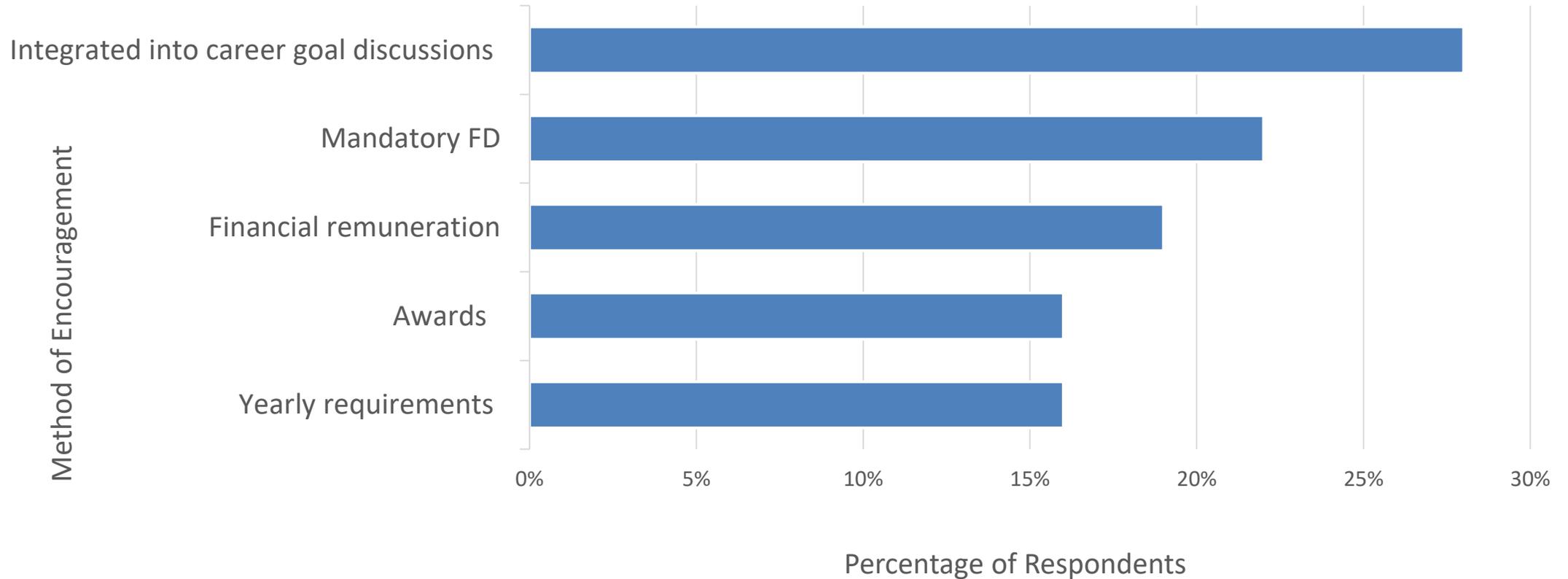
Results: BARRIERS



Results: MOTIVATORS



Results: FACILITATORS



2017-2018 program

Central Sessions 2017/2018

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

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

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



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