
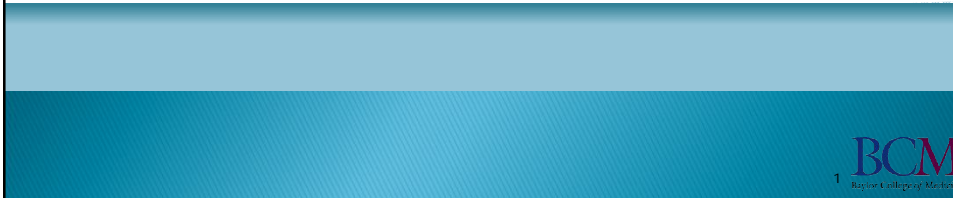


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- ▶ Faculty Development to Overcome the Barriers to Effective Teaching
- ▶ Faculty Development in Teaching Skills of Medical Teachers
- ▶ Faculty Development in Patient Centered Care




- ▶ Faculty Development to keep the Health Care Professional Up-to-Date
- ▶ Faculty Development in Instructional Technologies in Teaching
- ▶ Faculty Development in Assessment of Learners
- ▶ Educational Research on Faculty Development

- ▶ 7 groups generated 35 recommendations
- ▶ Survey to determine “agreement” with the recommendations was e-mailed to 63 people
- ▶ 57 people completed the 1<sup>ST</sup> survey (RR:90%)
- ▶ Survey to determine the “importance” of the recommendations was e-mailed to 63 people
- ▶ 39 people completed the 2<sup>ND</sup> survey (RR:62%)

Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

▶ For each of the items,
 

- the percentage of all of the “strongly agree” and “agree” responses were added together.
- 22 recommendations had a sum of 83% or higher.



  
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▶ Participants used the 2<sup>ND</sup> survey to determine the importance of the 35 recommendations
 

- “very important” to “not important”

▶ The 22 statements which received rankings of >82% percent (“strongly agree” and “agree”) were ranked for importance using a second on-line survey with a four point Likert scale:

Very Important	Important	Somewhat Important	Not Important
1	2	3	4


  
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**14 of the 22 recomn  
that ranked highest**

- ▶ 14 of the 22 recommendations by U21 were very similar to the recommendations at the BCM conference

### ▶ Barriers to Effective Teaching

- Break-down the hierarchal system of health professions education (1) to facilitate an equal exchange of ideas between teachers and learners and (2) to provide a positive model for interprofessional team-training.
- Reinforce and remind faculty members that they are role models, and they are accountable for their actions towards both patients and learners.

### ▶ Patient-Centered-Care

- Provide faculty development training in developing interprofessional teams to better serve patients.
- Use a quality assurance paradigm that places the patient central in all patient/healthcare provider interactions.

### ▶ Educational Technology

- Engage faculty, disseminate innovative learning technologies, share best practices for proper decision making, and recognize and support emerging and established champions.

▶ Keeping the Practicing Health Care Professional Up-to-Date

- The CPD should meet certain quality standards enforced by responsible institutions and should meet the frequency appropriate to the individual's environment and context.
- A system to monitor and evaluate the practice of the health professionals to insure quality and patient safety need to be in place.

▶ Keeping the Practicing Health Care Professional Up-to-Date

- The health system should insure that practitioners have access to evidence which is aligned to the health practice itself; and should encourage interprofessional, peer to peer collaboration to support mutual learning (for example community of practice).

Group	U21 (n=22)	BCM (n=15)
Barriers	4	2
Teaching Skills	2	2
Patient-Centered	5	1
CPD	5	1
Educational Tech	3	4
Assessment	2	3
Research	1	2

## Top Ranked Recommendation

### BCM

- A cadre of faculty whose central responsibility is to teach must be funded and valued on par with that of clinical care and research.

### U21

- The institution should instill a culture for lifelong learning. Continuous professional development is a shared responsibility of the individual, employer, professional association, and appropriate regulatory authority.

## Why the differences?

### BCM

- 10 groups
- Demographics
  - Only medical education
  - Predominately U.S.
  - Native English Speakers
  - Primary focus of participants – education

### U21

- 7 Groups
- Demographics
  - Many disciplines
  - International
  - Non-native English speakers
  - Emphasis on a variety of health science areas

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## Why the differences?

### BCM

- Time
  - Prep
  - Group/Meeting
  - Days to complete the surveys
  - Algorithm for determining top recommendations
  - Analysis of results (also 2 people)

### U21

- Time
  - Prep
  - Group
  - Hours to complete the surveys
  - Algorithm for determining top recommendations
  - Analysis of Results (only ME)

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This exercise highlighted the importance of faculty development, an area often neglected by many involved in *health sciences education*.

As models of care change, faculty development will also need to change.

*1<sup>st</sup> International Conference*  
on Faculty Development  
in the Health Professions

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