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# Faculty Learning Community – An Innovative Approach to Faculty Development

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APPD Workshop 2008

# Objectives – Part I

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- Identify participant goals for this workshop
- Identify components of successful faculty development
- Define the concept of a Faculty Learning Community (FLC) as an effective means of faculty development within medical education

# Small Group Discussion

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- Introductions with current clinical and administrative duties and your role and interest in faculty development
- Successful components of faculty development program
- Barriers to faculty development program
  - Ways to overcome these obstacles
- Share current and past ideas and success



# Large Group Discussion

# Implementing Faculty Development

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- And how much will this faculty development cost?
- And what evidence is there that this faculty development in teaching actually results in better teaching?

# Faculty Development

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- Most medical school faculty with no formal preparation as teachers<sup>2</sup>
- Primary source of knowledge about teaching via observing teachers when they were learners<sup>3</sup>
- Changing theories, generations, financial constraints

2: Jason et al

3: Irby

# Faculty Development

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- “Faculty development is the key to academic vitality.”
- “...essential to the creation of a collegial learning community that values inquiry and innovation”
- “personal growth and leadership”
- “Empowers faculty to excel as educators and create vibrant academic communities that value teaching and learning.”

# Faculty Development

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- “teaching as a skill associated with, but separate from, content experience”
- 1975 – Gaff – Faculty Development
- Training physicians in all aspects of their academic careers

4: Wilkerson et al

5: Gaff

# Evaluating Faculty Development

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- Heterogeneity of programs
- Heterogeneity and changing models of teaching and learning
- Selection bias
- Overall paucity of outcome measures, data and evidence

# Evaluating Faculty Development

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- Stanford Faculty Development Program
  - Month long comprehensive program
  - Improved self-perception of teaching abilities
  - Improved participants' teaching as evaluated by their learners

# Evaluating Faculty Development

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- Reid et al: Full-time fellowships
  - Greater academic retention and research productivity
- Wilkerson et al
  - Increased knowledge of effective teaching strategies
- Nasmith et al
  - “Randomized” trial – increased observed teaching behaviors

# Evaluating Faculty Development

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- Barratt et al
  - Immediate and sustained benefits in teacher knowledge, skills, feedback and evaluation
- Griffith et al
  - Learner outcomes linked to individual clinical teachers

# Faculty Development

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- Friedman et al
  - Education literature - remedial algebra
  - Randomized with control group
  - Improved videotaped teaching behaviors
  - Intervention group – student pass rates improved from 45% to 59% compared to control group of 49% to 50%

# Faculty Development

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- “All clinicians remember those special clinical teachers who truly inspired us in our training, whose image we have kept in our hearts and minds as the clinician we aspire to be, and the enduring legacy of those teachers, our example for them to look up to, not easily measured, but no less palpable and real.”

- Dr. Griffith

# Pediatric RRC

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- “Since the faculty are expected to be role models for residents, they should demonstrate the knowledge, skills, and attitudes...”
- “To accomplish this there must be a structured program for faculty development that addresses clinical, teaching, research, and leadership skills.”



Faculty Learning Community –  
An Innovative Approach to  
Faculty Development



# Components of Successful Faculty Development Programs

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- Specific
- Sustainable
- Commitment
- Structured learning
- Accomplished “on the job”
- Flexible
- Evaluated and demonstrate outcomes

# Phoenix Children's Hospital: Faculty Development Goals

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- Provide a new opportunity for faculty development accomplished via a Faculty Learning Community (FLC)
- Develop and enhance scholarly teaching skills
- Foster a sense of community across institutions and departments
- Develop a growing group of pediatric medical educators dedicated to enhancing teaching and promoting learning

# Phoenix Children's Hospital: Faculty Development Goals

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- Encourage the production of scholarly activity including presentations and publications
- Continued improvement of pediatric medical student, resident and fellow education
- Stimulate future and expanded FLCs
- Association of Pediatric Program Directors

# Faculty Learning Community

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- “A cross-disciplinary faculty group...active, collaborative, yearlong program...curriculum about enhancing teaching and learning with frequent seminars and activities...learning, development, scholarship of teaching and learning and community building.”

# FLC: Historical Perspective

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- Dr. Milton Cox at Miami University in 1979
- Expanded and adopted by multiple (60 at last count) institutions of higher learning
- Very little (if any) expansion into medical education

# FLC – Characteristics

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- Self-directed learning
- Creation of “educational experts”
- Honest educational self-disclosure
- Scholarly teaching project which is presented to other educators
- Evaluation and assessment

# FLC: 10 Necessary Qualities

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- Safety and trust
- Openness
- Respect
- Responsiveness
- Collaboration
- Relevance
- Challenge
- Enjoyment
- Esprit de Corps
- Empowerment

# FLC - Outcomes

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- Increased faculty interest in teaching and learning
- Greater retention
- Faster intellectual development
- Better academic performance
- More focus on student learning, assessment and learning objectives
- Increased support of faculty for scholarly activities

# University of Arizona College of Medicine FLC 2005-06

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- Adult Learning
- 13 physicians and 1 educator
- Monthly seminars
- Scholarly Projects
- Scholarly Teaching Symposium

# University of Arizona: FLC Outcomes

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- Survey data
  - Traditional pre/post self-assessment
    - Statistically significant improvement in 10 of 35 areas surveyed
  - Retrospective pre/post self-assessment
    - Significant improvement in 23 of 35 areas
  - Clinical Teaching Effectiveness Instrument
- Increased academic productivity
  - Increased from 24 to 41 in one academic year

# University of Arizona: FLC Outcomes

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- Expansion of FLC programs
  - 2<sup>nd</sup> City-wide U of A FLC
  - Good Samaritan
  - St. Joseph's Hospital
  - **Phoenix Children's Hospital/ Maricopa Medical Center Pediatric Residency Program**

# FLC Expectations

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- Year-long once a month commitment
- Facilitate a 25-30 minute seminar
- Pursue either individually, or as a group, a scholarly project
- Spread the word – promote current and future faculty development

# FLC – Monthly Seminars

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- Needs assessment survey
- Particular area of interest
- Two 25-30 minute sessions per seminar
- Work individually or as a team
- Facilitate and promote discussion
- Resources and references
- Seminar evaluation

# Monthly Seminars

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- Motivating Learners
- Effective Lecturing Techniques
- Case-Based Teaching
- Bedside Teaching
- Utilizing Direct Observation for Evaluation of Learners
- Mentoring
- Giving and Receiving Feedback
- Teaching Evidence Based Medicine
- The Web as a Teaching Tool
- Serving as an Effective Resident Advisor

# FLC – Scholarly Project

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- What is important for pediatric education?
- What is important/relevant to your career?
- What do you need to do anyway?
- Any unique observation is publishable
- Regulations → study opportunity
- Evaluate, assess, outcome data

# FLC – Scholarly Project

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- Identify your area of focus
- Explore your area – literature search
- Define your goals and outcome measures
- Define methods, materials and resources
- Implement your project
- Share your success – both within the FLC and outside



# Motivating Learners

FLC Workshop  
APPD Meeting 2008



**"What do you think . . . should we get started on that motivation research or not?"**

# Objectives – Part II

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- Define motivation
- Discuss case-based scenarios and interactive problem solving
- List educational techniques to facilitate students and residents' autonomous motivation

# Motivation Defined

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- *Webster Dictionary* – mental process that arouses an organism to action
- Initiation, selection, direction, intensity, purpose and persistence of behavior
- Motivation is your “WHY”



# What Do We Know About Motivation?

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- It's not a *static* quality of an individual
- It's a relationship between the individual and a particular action or behavior



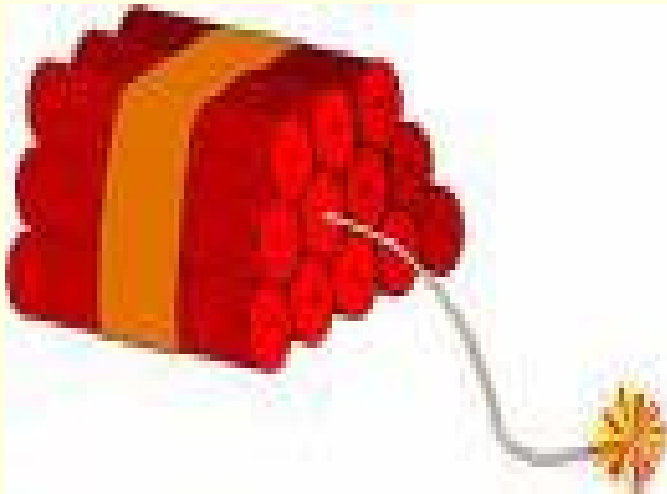
# Small Group Session

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- 2 cases
- Discuss with the larger group

# What Motivates Adult Learners?

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**“Welcome to my motivational seminar. If you are here tonight instead of home on your sofa, then you’re already a motivated person and don’t need me! Good night and thank you for coming.”**

# Motivating Learners

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- 10-20% of delivered training material is actually learned and applied on the job
  - Learner deficiency
  - Teacher deficiency
  - Program deficiency
  - Learner motivation
- “Impossible to motivate people, but it’s not difficult to get them to do something”

**Intrinsic Motivation**

Highest level of motivation; where motivation is internally generated.

**Integrated Regulation**

Regulations are adopted into one's values and needs but is also contingent upon reward.

**Regulation Through Identification**

Behavior is personally important, but contingent upon an external reward.

**Introjected Regulation (Ego)**

Behaviors not fully accepted as one's own.

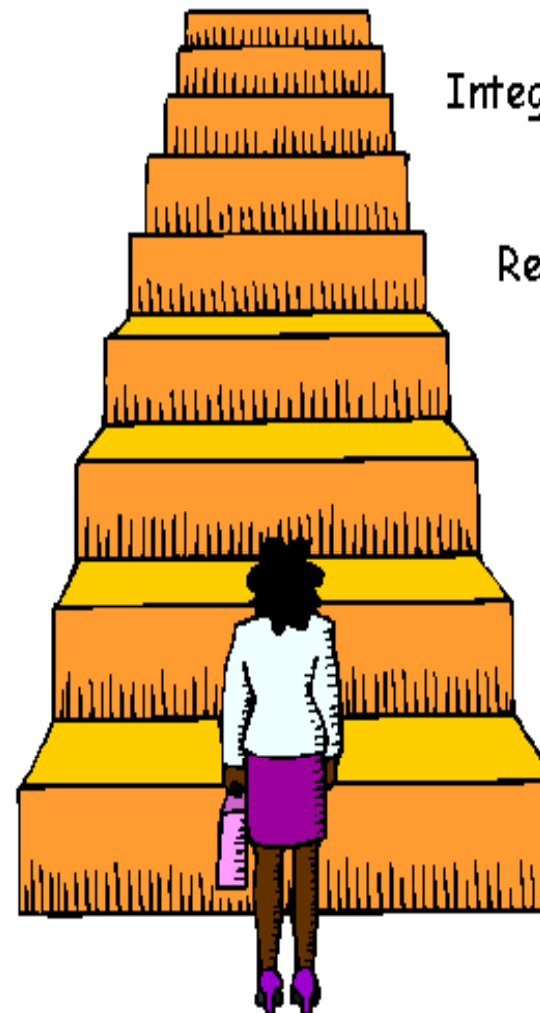
**External Regulation (Operant Conditioning)**

Behaviors performed to satisfy external demand or reward.

**Amotivation**

Lack of intent to act.

Intrinsic Motivation



Integrated Regulation

Regulation Through Identification

Introjected Regulation (Ego)

External Regulation (Operant Conditioning)

Amotivation

# Educational Techniques Promoting Autonomous Motivation

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- Autonomy
  - Responsibility
  - Conflicts with trends in medical education
- Student Perspectives
- Competence
- Relatedness
- Teaching Strategies

# Educational Techniques Promoting Autonomous Motivation

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- Make Learning Fun
- Role Modeling
  - Bedside teaching
- Feedback
- Self Assessment and Goal Setting
- Goals and Curriculum

# Benefits of Autonomous Motivation

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- Greater conceptual understanding
- Improved academic performance
- Enhanced creativity
- Higher academic achievement
- Stronger feelings of competence

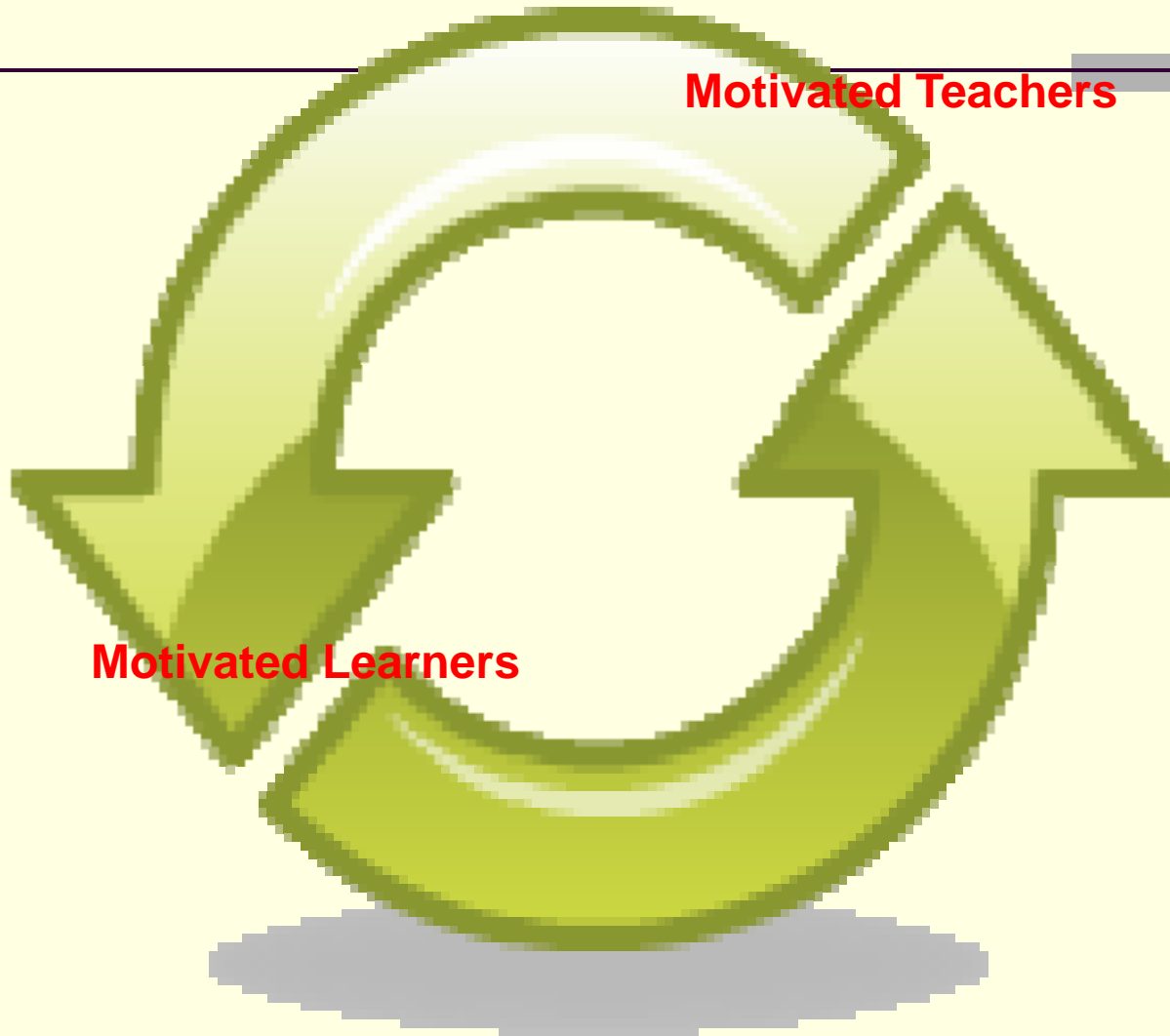
# What did you learn today?

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- Carrots and sticks don't work!
- It's the *autonomy*,...
- It "ain't" just the residents!

**Motivated Teachers**

**Motivated Learners**



# Wrap-Up

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- Questions
- Comments
- Evaluation

# Questions and Comments

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