

Faculty Development Across the Continuum: How to Preach to More Than the Choir

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Workshop Agenda

- Introductions/Icebreaker
- Objectives
- Literature Review
- Reeling in the Singing Impaired
- Running a Faculty Development Program
- Maintain enthusiasm for teaching
- Measuring outcomes
- Reflect on Process
- Evaluation

Objectives

- Discuss process details of how to implement a faculty development program
- Formulate unique and innovative strategies to maintain faculty (non choir and choir) enthusiasm for teaching
- Describe methods to measure outcomes of faculty development programs

Prelude – Literature Review – Focus on Education!

- What is faculty development?
 - Professional Development
 - Instructional Development
 - Leadership Development
 - Organizational Development

Wilkerson and Irby, *Academic Medicine*; 1998:73(4): 387-396

Why do we need faculty development?

- LCME Standard ED-24
 - 2004 AAMC report stated 38% of med schools received a citation for violating this standard
- ACGME Outcome Project
 - Practice Based Improvement and Learning – residents need to know how to teach

What type of programs work?

- Workshops
 - Followed up w/practice, feedback and reminders
- Students' ratings of instruction
 - Followed up w/individual consultation
- Intensive Fellowship Programs
 - 81/140 med schools did survey
 - Over half of respondents sponsor

Wilkerson and Irby, *Academic Medicine*; 1998:73(4): 387-396

Searle and Hatem, *Academic Medicine*; 2006: 81(11): 936-940

Reeling in the singing impaired – Common barriers

- Clinical workload
- Lack of direction from/connection to the academic medical center
- Lack of recognition/financial reward for teaching
- Geographic logistics

Solutions to Overcoming all those Barriers

What do I need to consider to run a faculty development program?

- Needs Assessment
- Workshop Planner
- CME
- Food
- Topics
- Carrot (or stick)

Maintain enthusiasm for teaching among faculty

- Teaching Awards
- Grand Rounds
- Newsletters/Flyers
- Certificate of Faculty Development
- Teaching Consultations

Measure Outcomes

- Increased faculty participation
 - Attending faculty development sessions
 - Developing own sessions
- Improved learner outcomes
- Improved evaluations of faculty
- Improved faculty and learner satisfaction with education office
- More interest in educational projects

Reflect on the Process

- What will you take home and use?

Thank you!

- Evaluation
- Please put sticky on the door to give quick review of this workshop
 - Use a scale of 1 – 5 with
 - 1 = Poor
 - 5 = Great! I'd tell a friend to come next year!

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