

CHAPTER 6: FACULTY DEVELOPMENT

Introduction

Faculty development is integral to successful teaching and assessment strategies. The QEP Steering Committee appointed a subcommittee to investigate and determine the most effective development programs to train the TCC faculty. Appendix II lists the subcommittee members.

Faculty development has been defined as that broad range of activities that institutions use to renew or assist faculty in their roles (Centra, 1978). Faculty development programs demonstrate that institutions value their workforce. Signs of successful faculty development are improved teaching performance and better learning outcomes for students. The focus of faculty development is to improve teaching practices and manage change in instructional and assessment methods through enhancement of individual strengths and abilities as well as institutional capacities and culture (Bligh, 2005).

The organizational outline of TCC’s faculty development program consists of three phases: planning, implementation, and evaluation/feedback. The “planning” phase identifies the activities and initiatives needed to improve the performance of faculty in instruction and assessment related to clinical reasoning. The “implementation” phase trains faculty in interactive learner-centered activities and educational strategies to support the educational outcomes. In the “evaluation/feedback” phase, information is obtained to identify the effectiveness of faculty development as illustrated in Table 6.1.

Table 6.1: Faculty Development Outcomes

| | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reaction | Participants’ satisfaction with the training as ascertained by a survey. |
| Learning - Changes in attitudes | Changes in the attitudes or perceptions among participant groups towards teaching and learning as assessed by a faculty questionnaire. |
| Learning - Modification of knowledge or skills | For knowledge, this relates to the acquisition of concepts, procedures and principles; for skills, this relates to the acquisition of thinking/problem-solving, psychomotor and social skills. This is assessed by a clinical skills exam at the completion of the training session. |
| Behavior | Documents the transfer of learning to the workplace or willingness of learners to apply new knowledge & skills. This is assessed by direct observation and questionnaire. |
| Results – Change in the practice | Refers to wider changes in the organization, attributable to the educational program as determined by a faculty climate survey. |
| Results – Change among the participants | Refers to improvement in student learning/performance as a direct result of the educational intervention as evidenced by the programmatic evaluation. |

Table adapted from Kirkpatrick’s model for evaluating educational outcomes (Kirkpatrick, 1994) as modified by Freeth et al (Freeth & Network, 2002).

Faculty Development

TCC faculty development related to clinical reasoning began in 2006. Table 6.2 is an outline of the workshops and presentations that have occurred during the past three years relating to teaching strategies, clinical reasoning, and assessment methods. Additional faculty development efforts will continue in Spring 2009 and will primarily target those instructors in the pilot phase of the QEP. Training will consist of workshops, journal reviews, and online tutorials. During the implementation of the pilot courses, on-going evaluations and feedback will be utilized to assess the effectiveness of faculty development in relation to achieving the course and programmatic outcomes. Based on faculty feedback, development strategies will be adapted and incorporated into subsequent training sessions involving the full complement of QEP-related faculty. All faculty development workshops will be video-recorded and a faculty development resource library will be assembled and maintained to provide support and follow-up training.

Table 6.2: Previous QEP Related Faculty Development Activities

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 2006, Dr. Alan Adams and Dr. Jason Flanagan presented “The Learning-Centered Course Syllabus”. This workshop emphasized differentiating and communicating learning objectives and outcomes in the course syllabus. |
| May 2006, Dr. John Littlefield of UTSA presented a workshop on writing good multiple choice questions. |
| August 2006, TCC’s Symposium on Contemporary Concepts in Clinical Assessment consisted of four presentations and five workshops related to clinical assessment. Speakers included: Drs. John Littlefield of UTSA, Karen Szauter of UTMB, Steven Downing of UIC, Delia Anderson of Tulane, et al. |
| January 2007, Drs. Charlene Dewey and Teri Turner of BCM presented a workshop on clinical teaching. |
| May 2007, Drs. Ruth Levine of UTMB and Paul Haidet of BCM presented a workshop on Team-Based Learning. |
| December 2007, Drs. Alan Adams, Jesse Coats, Jason Flanagan, Martha Friesen, John Mrozek and Dorrie Talmage attended the SACS Annual Conference in New Orleans, Louisiana. |
| January 2008, Dr. Frank Papa from TCOM presented information on Application-Oriented Curriculum. |
| July 2008, Drs. John Mrozek and Dorrie Talmage attended the SACS Summer Institute in Orlando, Florida. |
| September 2008, Dr. Robert Bulik of UTMB presented DAC, an online application for creating and using case studies to enhance learning and clinical reasoning. |
| September 2008, Dr. Dorrie Talmage attended a workshop on Application-Oriented Curriculum at TCOM presented by Dr. Frank Papa and colleagues. |
| November 2008, Drs. Terry and Daniel Wolpaw presented a workshop on the SNAPPS model of clinical teaching at the AAMC annual meeting in San Antonio. Drs. Amy Wright and Victor Benavides attended. |
| November 2008, Drs. Victor Benavides, Isis Zaki & Amy Wright attended a presentation on KBIT at AAMC. |
| November 2008, Dr. Steve Foster attended “Fundamentals of Assessment in |

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Medical Education” workshop at AAMC. |
| November 2008, Drs. Isis Zaki and Ezzat Mikhail attended a AAMC workshop, “Transforming Your Course from Content-Centered to Learning-Centered”. |
| December 2008, Drs. Alan Adams, Stephen Foster, John Mrozek, and Dorrie Talmage attended the annual SACS Annual Conference in San Antonio. |

Previous training in some teaching strategies may preclude the need for further faculty development. The following teaching strategies may be new or unfamiliar to the current faculty and training opportunities will be provided. Table 6.3 reflects the focus of future faculty development specifically related to teaching strategies.

Table 6.3: Faculty Development of Teaching Strategies

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Topic: Case-Based Learning (CBL)</p> <ul style="list-style-type: none"> • Design-A-Case (DAC) • Paper Cases |
| <p>Focus: DAC training will focus on tailoring existing cases in the program to the College’s basic science courses. Dr. Robert Bulik is a source for altering the cases; TCC faculty member, Dr. Jeffrey Weiss, is a source for developing the cases. Paper Cases: Dr. Jeffrey Weiss will hold workshops on case development and modeling of appropriate methods to facilitate case discussions.</p> |
| <p>Schedule: Spring 2009 and follow-up as needed.</p> |
| <p>Target Audience: DAC = Basic Science Faculty Paper Cases = All faculty who may utilize this strategy</p> |
| <p>Topic: Electronic Real Time Student Feedback (I-Clickers)</p> |
| <p>Focus: Training on the successful implementation of the I-Clicker in courses for both formative and summative use. I-Clicker offers daily on-line/teleconference training sessions and a downloadable resource guide on its use.</p> |
| <p>Schedule: Spring 2009 and follow-up as needed.</p> |
| <p>Target Audience: All faculty who wish to utilize the clickers</p> |
| <p>Topic: Team-Based Learning (TBL)</p> |
| <p>Focus: Training on the appropriate utilization of TBL will continue. External resources are Drs. Ruth Levine and Paul Haidet. Dr. Dorrie Talmage is the onsite resource for additional training.</p> |
| <p>Schedule: Training has been implemented and will continue through the Spring of 2009</p> |
| <p>Target Audience: Case Management I Instructor</p> |
| <p>Topic: Application-Oriented Teaching (AOT)</p> |
| <p>Focus: Training for AOT has already occurred. Dr. Frank Papa is a resource if further help is required.</p> |
| <p>Schedule: Training has already occurred.</p> |
| <p>Target Audience: Orthopedics III Instructor</p> |

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic: Knowledge Based Inference Tool (KBIT) |
| Focus: Training on the utilization of KBIT. Dr. Frank Papa is an external resource and Drs. Victor Benavides & Amy Wright are onsite resources if further training is required. |
| Schedule: Training has already occurred. |
| Target Audience: CCA, Clinic I, and Orthopedics III faculty members |

| |
|--------------------------------------------------------------------------------------------------------|
| Topic: Standardized Patients |
| Focus: TCC has utilized SP's for approximately 7 years. Most faculty will not require training. |
| Schedule: Training has already occurred. |
| Target Audience: Pre-clinical faculty |

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic: SNAPPS |
| Focus: TCC clinicians, Drs. Victor Benavides and Amy Riman-Wright, will provide training on the implementation and benefits of the SNAPPS model. |
| Schedule: Spring and Summer of 2009 |
| Target Audience: Clinic Faculty |

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic: Faculty Modeling |
| Focus: Dr. Jeffrey Weiss will present workshops that will train faculty on how to convey their decision-making processes as they are examining, diagnosing and managing a patient. |
| Schedule: Spring 2009 |
| Target Audience: Clinical Science faculty, especially those involved in the CCA courses. |

| |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Topic: Reflective Practice |
| Focus: Dr. Dennis Baker from FSU will be invited to present a faculty workshop on facilitation of student self-reflection. |
| Schedule: Spring 2009 |
| Target Audience: Clinical Science and Clinic Faculty |

TCC currently utilizes several of the identified assessment methods, including standardized patient encounters, OSCE format assessments and global rating scales. Many faculty members have working knowledge of these methods. However, additional training in these methods may become necessary as new faculty members are incorporated into the QEP process. Certain methods are new or unfamiliar to the current faculty so development opportunities will be held to ensure adequate training in the use of all assessment methods related to the QEP. The additional training topics are listed in Table 6.4.

Table 6.4: Faculty Development of Assessment Strategies

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic: Writing Script Concordance Questions |
| Focus: TCC faculty member, Dr. Stephen A. Foster, will train the participants to develop, implement and score script concordance type questions. Emphasis is placed on when these questions should be used and the process for developing questions by group consensus. Time is also spent on interpreting scoring methods and the relevance of those scores to clinical reasoning. |
| Schedule: Initial training in Spring 2009 with annual follow-up training as needed. |
| Target Audience: Faculty teaching clinically based courses |
| Topic: Writing Extended Matching Questions |
| Focus: This training, presented by TCC faculty member Dr. Stephen A. Foster, focuses on the development and educational usefulness of extended matching questions. Topics include psychometric properties, construction methods and techniques to write questions aimed at evaluation of clinical reasoning. |
| Schedule: Initial training in Spring 2009 with annual follow-up training as needed. |
| Target Audience: Faculty that utilize written format questions |
| Topic: Writing Key Features Questions |
| Focus: TCC faculty member, Dr. Stephen A. Foster, will teach the design and use of key features type questions. Topics include the necessary elements of a key feature question, identifying key elements in a case and interpreting clinical reasoning for the answers. |
| Schedule: Initial training in Spring 2009 with annual follow-up training as needed. |
| Target Audience: Faculty that utilize written format questions |
| Topic: Case-based Discussion |
| Focus: This training will present the elements of a case based discussion including use of a scoring rubric and how to give effective feedback. |
| Schedule: Initial training in Spring 2009 with annual follow-up training as needed. |
| Target Audience: Clinic faculty |