

#8N Short Communications: Faculty Development 2

Location: Carron 2, SECC

#8N1 (24039)

Assessing competency in distance learning master programs in medical education: A qualitative analysis of programs in UK and Pakistan

*Rehan Ahmed Khan**, Islamic International Medical College, Rawalpindi, Pakistan

Background: Master's programs in health professions education have recently increased in number and popularity across the globe. Outcome product of these programs is a qualified medical teacher. This study aims to investigate assessment tools used to assess the level of competency and to find the variability in assessment in these programs.

Summary of Work: It is a qualitative case study designed to provide an insight into the type and level of assessment tools used in MHPE programs. The study method chosen was archival research. Purposive and convenient sampling method was used to select 08 programs, 04 each from UK and Pakistan. Master's programs in medical education using the blended technique were included, as programs in Pakistan only offer this type. The data was collected from the websites of the program.

Summary of Results: Manifest conventional content analysis of the data was done using NVIVO 10. Common assessment tools used to assess competence in all the programs were assignments and dissertation submission. Programs in UK also used portfolios whereas in Pakistan summative examination using MCQ, SEQ's and OSTE was employed instead. All programs in the study assessed student at 'shows how' level except 02 programs in UK which assessed meta competency.

Discussion and Conclusions: Distant learning blended programs employ a variety of assessment tools to assess competency at different levels of competence. This results in variability of level of assessment and hence affects the eventual outcome

Take-home messages: A uniform method of assessment should exist for master programs in health professions education to ensure uniform learning and outcome.

#8N2 (24985)

Medical education in the digital age: the role of MOOCs in faculty development

*Veena C. Rodrigues**, Norwich Medical School, University of East Anglia, Medical Education, Norwich, UK

Helena Gillespie, Norwich Medical School, University of East Anglia, Norwich, UK

Background: In the UK, all postgraduate medical trainees are required to have named, accredited clinical supervisors in every placement from July 2016. Given the time pressures, difficulties of geographical access, and the national drive for professional standards for clinical educators, there is a need to identify appropriate solutions for faculty development. Massive Open Online Courses (MOOCs) have made online learning on a plethora of topics accessible to learners worldwide with several MOOCs suitable for postgraduate medical training offered by USA-based platforms eg. Coursera and EdX; faculty development via MOOCs is negligible. Our 2-week FutureLearn MOOC (March 2015) offers clinical supervision training for faculty development. This study will assess the potential role of MOOCs for faculty development.

Summary of Work: Data will be sourced from course analytics, discussion boards, learner feedback, and educators. The MOOC will be evaluated using a published framework for e-learning in health.

Summary of Results: Course analytics provide a rich source of quantitative and qualitative data (geographic reach, participant roles, motivation to undertake MOOC, etc). Samples of discussion board content will be used to illustrate specific points.

Discussion and Conclusions: This work will enable us to assess the role of MOOCs as a vehicle for faculty development. Clinical educators need to maintain and refresh their skills, to maximise patient safety. Could MOOCs provide a potential solution?

Take-home messages: There are significant time and other pressures on busy doctors resulting in a need to identify potential solutions for faculty development. MOOCs have potential to be an efficient solution by enabling learning, sharing and co-constructing knowledge without geographical boundaries.

#8N3 (26998)

Workplace community enhancement by a comprehensive Faculty Development program at the department of Family Practice specialty training

*Marie-Louise Schreurs**, Maastricht University, Family Medicine, Maastricht, Netherlands
Bas Maiburg, Maastricht University, Family Medicine, Maastricht, Netherlands

Background: A major curriculum change required commitment and contribution to the new plans from all staff members of the training institute. Based on the needs of the department to promote collaboration and exchange between teachers, a comprehensive FD program was designed for the department of Family Practice specialty training.

Summary of Work: A needs assessment among all teachers was completed to recognize performance gaps and instructional problems. The framework of O'Sullivan and Irby (2011) had inspired to identify the goals and formats of the FD program, tailored to the needs of the staff.

Summary of Results: A coherent FD-program, mainly based upon workplace learning, was implemented. It comprises several components: 1. Monthly meeting of teachers to discuss and decide upon educational topics, e.g. how to improve workplace learning; 2. Team work to exchange teaching strategies and to improve curriculum content; 3. Workshops to address teacher skills and competencies, e.g. mentoring skills; 4. Coaching session to stimulate reflection and support professional development by the use of a personal development plan.

Discussion and Conclusions: The program has stimulated personal growth as well as a more open climate to share ideas and collaborate more intensively regarding the new curriculum. Evaluations, to be held next summer, will provide more detailed outcomes.

Take-home messages: A comprehensive FD program integrated in the daily work of teachers established a positive learning climate of staff members in a department and promoted the implementation of curriculum change.

#8N4 (25550)

Who is my community? Academic leaders' conceptions of their social network

*Susan Lieff**, University of Toronto, Centre for Faculty Development, Toronto, Canada
Laya Poost-Foroosh, University of Toronto, Centre for Faculty Development, Toronto, Canada
Lindsay Baker, University of Toronto, Centre for Faculty Development, Toronto, Canada
Brian Castellani, Kent State University, Sociology, Ashtabula, USA
Frederic W Hafferty, Mayo Clinic, College of Medicine, Rochester, USA
Stella Ng, University of Toronto, Centre for Faculty Development, Toronto, Canada

Background: The dynamic context of academic health sciences begs for excellent leaders. Increasingly, conceptualizations of leadership as a social process are showing promise for the understanding of leadership impact; yet more knowledge about their utility within the academic health sciences is needed. In this study we begin to address gaps in knowledge about social networks and leadership in the academic health sciences context.

Summary of Work: The context for this research was the New and Emerging Academic Leadership (NEAL) program, a year-long faculty development program aimed at enhancing academic leaders' in the health sciences effectiveness. We conducted pre- and post-program social network mapping interviews to elicit rich descriptions of leaders' understanding of their social networks. We analyzed interview transcripts and social network maps using an interpretive qualitative approach, first conducting inductive coding and next applying social network leadership theory as a sensitizing concept.

Summary of Results: In pre-program data, leaders' broad conceptions of connections with others fell into two categories: compulsory relationships, and voluntary relationships. Leaders' relational approaches included: pursuing relationships purposefully and strategically, maintaining or strengthening relationships over time, and managing or minimizing difficult relationships. Leaders described a variety of reasons for discerning which approach to take to these relationships, including access to resources or fulfilling formal roles. In post-program data, leaders' approaches to these relationships shifted in terms of how they categorized particular relationships and their rationalizations for their shifting perspective.

Discussion and Conclusions: This research begins to address the gap in the academic health sciences knowledge base of academic leaders' understanding of social networks. Importantly, these findings contribute theory-building knowledge about how leaders' understanding may shift over time through formal leadership development.

Take-home messages: A network perspective on leadership development is a promising direction for faculty development, moving beyond an individualistic focus toward systemic impact.

#8N5 (26961)

Reflecting on and developing leadership skills for postgraduate students in a clinical-experimental medical sciences programme: Can Health Professions Education be the key?

*Henrique L.C. Sa**, Universidade de Fortaleza, School of Medicine, Fortaleza, Brazil
Jeova Keny B Colares, Universidade de Fortaleza, Graduate School of Medical Sciences, Fortaleza, Brazil
Olivia A, A, C. Bessa, Universidade de Fortaleza, School of Medicine, Fortaleza, Brazil
Renata R. B Giaxa, Universidade de Fortaleza, School of Medicine, Fortaleza, Brazil

Background: An ongoing debate is considering the role of postgraduate programmes in faculty development beyond the usual training of researchers and experts in the various fields of knowledge. Only few experiences in masters and doctorate programmes in health sciences properly explore faculty development.

Summary of Work: Three 30 hours elective modules were inserted on an educational track of a Postgraduate Programme in Medical Sciences, aiming to develop researchers-leaders. Core competences presented included evidence-based strategies for educational practices in multiple settings; needs assessment for contextualized and interdisciplinary learning experiences; collaborative educational models in clinical settings, besides learning assessment in professional environments.

Summary of Results: The appropriation and application of covered concepts were high, as appeared on the intervention projects designed by students. Participant feedback revealed high influence of experiential educational methods, and from peers, on individual and group learning. Most participants recognized the educational strategies and leadership skills as relevant tools to change in professional practice, and 90% of the class chose to enroll the following module.

Discussion and Conclusions: Despite their focus on research, it is undeniable the role of graduate students on leadership development in the health field, regardless of assuming teaching functions in the future. Training in education for the health professions during the academic education can predispose to durable competences development, which gives meaning to technical training and allows disruptive innovations in health and social organizations through educational interventions.

Take-home messages: We strongly believe that empowerment of postgraduate students with concepts, methods and experiences of education can lead to better faculty but also transformative leaders for health communities.

#8N6 (26684)

PhDs in Biomedical Research and Health Sciences as “Case Writers” and “Curriculum Developers” for Undergraduate (MD) Programs

Sergo Tabagari, David Tvildiani Medical University, Tbilisi, Georgia
Paata Tsagareishvili, David Tvildiani Medical University, Tbilisi, Georgia
Tamar Ediberidze, David Tvildiani Medical University, Tbilisi, Georgia
Presenter: **Nino Tabagari***, David Tvildiani Medical University, Tbilisi, Georgia

Background: David Tvildiani Medical University (DTMU) PhD Program in “Biomedical and Health Sciences” includes formalized courses totaling 6 months in parallel with the PhD project. Among others, it includes the mandatory course in “Pedagogy” for PhDs in DTMU. Course assessment is performed through successful presentation of teaching case for PBL and review (PhDs) of relative (to PhD’s specialization or subject) courses of curriculum with presentation of “new” (PhD’s vision) ones.

Summary of Work: In cooperation with DTMU Medical Education Center, which was established in the framework of the TEMPUS project “ePBLnet”, the PhD teaching course was modernized, which was focused on significance of PBL teaching and development of capacity to construct own PBL cases.

Summary of Results: To keep the interest of a diverse group of PhD students several types of problems were used: clinical, laboratory research-based, real-life scenarios and published research articles. The majority of students have responded enthusiastically. Best examples (cases; “new” teaching courses syllabi) were prepared for testing with students at PBL sessions and evaluation by curriculum committee.

Discussion and Conclusions: The new teaching strategy in the PhD program formalized course enhances skills in medical education, engages more students in class discussion; increases understanding of significance of inter-disciplinarity of MD Program, and creates a community of future medical educators. So, PhD students see the PBL process, case writing, curriculum development (important issues of ME) in action and, most importantly, try it themselves.

Take-home messages: PhD Program in Biomedical and Health Sciences can create community of medical educators.