Innovations in Faculty Development: Interprofessional Merging of Education and Medicine (A Model Program Developed by the Colleges of Education and Osteopathic Medicine)

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1. Discuss the strategies in the implementation of a 36-credit hour faculty development and M.S. degree program in medical education for health faculty.

2. Review the program leaning goals for faculty in a collaborative degree focused on excellence in teach, assessment, basic pedagogical research, and technological integration in the learning environment.

3. Summarize the results from the first cohort of faculty in the program

4. Discuss the future for the program based on lessons learned, and needs for program expansion.

5. Involve participants in a discussion focused on faculty needs in education.
Challenges to address for medical education

- Paucity of ongoing faculty development aimed at quality teaching methods in medical education
- Lack of experience in teaching, research, and the use of technology in education
- Assumption that if a health professional is knowledgeable and skilled in the professional discipline, they are a good teacher
- Identified need to keep university health professions faculty members and clinical preceptors to develop and enhance their professional education and teaching skills
- Identified need to heighten health professions faculty’s ability to facilitate their learning process of students and residents
Innovative Approach to Challenges

I. What you need
   a. Combining administrative with learning styles
   b. Diversity as a major factor in curriculum planning
   c. Improving communication styles

II. Collaborative Effort
   a. What health professionals need
   b. Translate that need into how it fits into effective educational delivery in health professions
Benefits of Format

I. Blended teaching
II. Collaborative interprofessional teaching
III. Collaborative relationships between students from interprofessional disciplines
Faculty development translated into good teaching styles including a teaching philosophy and collaborative project.
The master of science in medical education is designed to help university physician faculty members and community clinical preceptors develop and enhance their professional education and teaching skills, as well as heighten their ability to facilitate the learning process of students and residents.
Based on an identified need to better prepare faculty to teach in the health professions, a unique faculty development program was developed collaboratively by the College of Education and College of Osteopathic Medicine at Nova Southeastern University. After a pilot program was completed, a full 36-hour program was initiated in Fall 2011. The program provides faculty in osteopathic medicine, along with faculty from the other health professions colleges, to obtain a Master of Science (M.S.) degree in medical education.

Faculty from campus as well as those from the clinical community are involved in the program. The program was developed to enable faculty to enroll in a six graduate credit hour course for six semesters thereby enabling the faculty member to complete the 36-credit hour program in two years.

The program utilizes a blended format for instruction incorporating various learning strategies and emphasizing an evidence-based approach to learning.

The curriculum integrates emerging needs in health care including patient-centered outcomes research and evaluation of effective teaching approaches for students, residents, professionals, and patients.
Program Learning Outcomes

- Demonstrate the ability to employ multiple methods to facilitate learning in a variety of settings.

- Design learning opportunities that incorporate the use of multiple forms of current and evolving technologies.

- Employ assessment strategies to determine the degree to which learners have achieved specified education and training outcomes.

- Identify and employ multiple learning principles in the provision of a broad range of instructional activities.

- Demonstrate the ability to design and conduct research and engage in scholarly activities in health professions education.

- Develop a project that applies the knowledge concepts, skills, and attitudes acquired during the Masters of Science in Medical Education Program.
PROGRAM OF STUDY (36 CREDITS)

- Teaching Medical and Other Health Professions Students in a Diverse Learning Environment
- Implications of the Domains of Human Development on Health Profession of Students
- Technology Resources for Health Professions Education
- Effective Instruction Strategies in Health Professions Education
- Assessment and Measurement in Health Professions Education
- Research in Health Professions Education

*Students may elect to earn a certificate, instead of a master’s degree, by completing only 18 credits from the practicum*
Course Descriptions

HED 600 Practicum I: Teaching Medical Students and Other Health Professions Students in a Diverse Learning Environment (6 Cr): HED 600 will assist the participants in adapting instruction in their medical area of expertise to the ways in which their individual students learn best. Research in the field of education suggests that students’ academic performance improves when instructors match their instructional strategies to students’ learning styles. The practicum will include guidelines for identifying students’ learning preferences and identifying instructional strategies and environments to address these preferences.

HED 610 Practicum II: Implications of the Domain of Human Development on Health Professions Students (6 Cr): HED 610 will address the nuances of adult learning, with specific emphasis on the relationship between knowledge of diversity and human development as significant variables in devising effective learning environments. The course will address the theoretical and applied aspects of human development and learning theory as a means to incorporate such knowledge into academic planning and programming. Successful completion of HED 600 is recommended but not required.
HED 620 Practicum III: Technology Resources for Health Professions Education (6 Cr): This practicum will assist the participants to become familiar with current and emerging technologies used to deliver instruction. Participants will learn about the various computer technologies used in the classroom to enhance teaching and learning, such as multimedia and PowerPoint presentations. An important focus of the practicum will be the identification of appropriate online resources for health professions educators. Additional topics will include audio-conferencing, online instruction, and compressed video.

HED 630 Practicum IV: Effective Instruction Strategies in Health Professions Education (6 Cr): The practicum will address the relationship between medical content and contexts, adult learning, and general human development knowledge as a means to devise effective learning environments. The course will address the theoretical and applied aspects of human development and learning theory as a means to incorporate such knowledge into academic planning and instructional programming.
HED 640 Practicum V: Assessment and Measurement in Health Professions Education (6 Cr): The HED 640 course is designed to address the need for health services professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding.

HED 650 Practicum VI: Research in Health Professions Education (6 Cr): The practicum is intended to engage the student in a problem-solving experience designed to improve or enhance a medical or health profession educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation in implementation, and/or research, (c) evaluation of the project activities, and (d) submission of a final product.
Evaluation

- New Program Review and Assessment of Student Learning Outcomes (ASLO)
- Individual outcomes
  - Based on alumni and current student impact
- Challenges yet to be resolved
  - Cost
  - Time commitment based on dramatically different schedules