Faculty Development during a time of Expansion

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Session Objectives

After attending the session on Faculty Development during a time of Expansion, you will be able to:

1. Describe the process to create a faculty development program that serves faculty at multiple locations.
2. Describe the benefits of a structured faculty development program for new hires at an additional COM location.
3. Describe the use of adult learning theory in the KCU faculty development program.

Growth in Osteopathic Medical Education

2005: 23 COMs and branch campuses

19 COMs and branches opened

2015: 31 colleges at 41 campuses in 29 states

2017: 48 teaching locations in 31 states

In the 2016-17 academic year, colleges are educating more than 27,000 future physicians

More than 25% of all first-year U.S. medical students are osteopathic medical students

http://www.aacom.org/become-a-doctor/us-coms
http://www.aacom.org/news-and-events/2015/06/26/a-decade-of-growth-in-OME

KCU-COM – KC and Joplin, MO

Students will matriculate to KCU-COM Joplin fall of 2017

Two sites, one curriculum

Challenges when starting a new COM campus:
- Communication
- Information sharing
- Assessment
- Recruitment of both students and faculty
- Curriculum delivery

Delivering the same curriculum at multiple locations demands fluid communication and training of faculty to ensure that all learners are adequately and appropriately trained at both locations under one curriculum
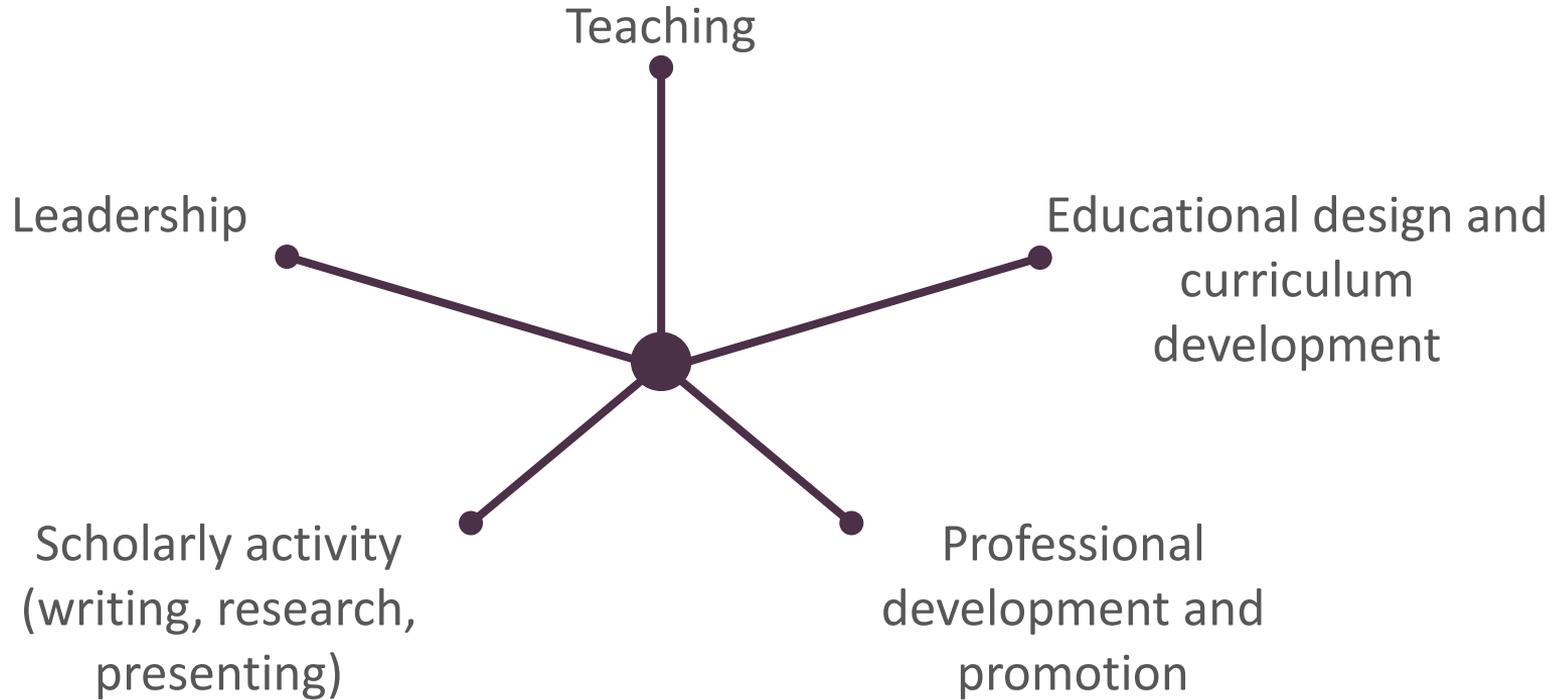
Separated by 160 miles of America
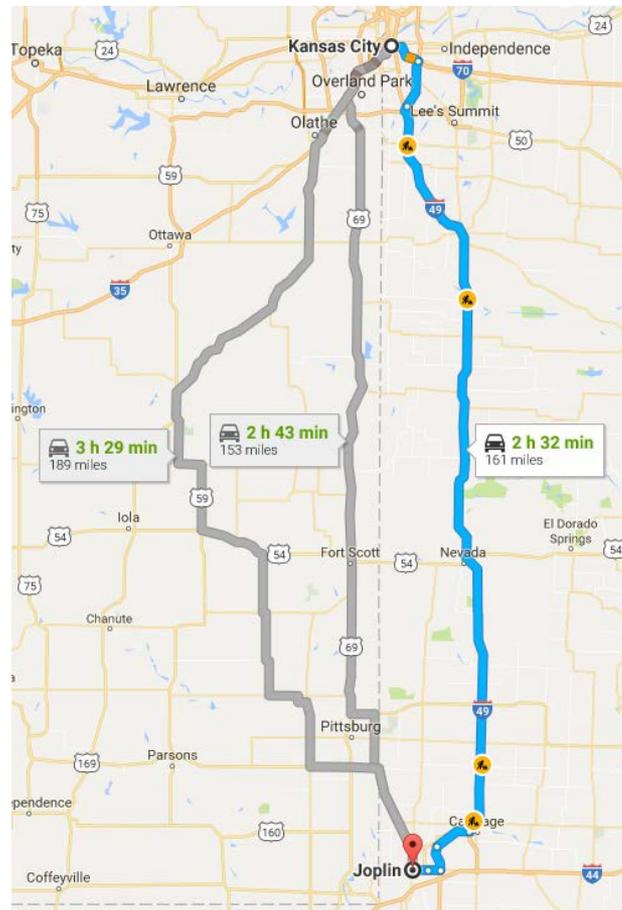
Mission of KCU Faculty Development

Develop KCU faculty skills in five domains of faculty development to help foster an organizational environment in which faculty feel empowered to continually work toward improved educational scholarship. This mission will help to improve the well-being of the communities we serve by directly improving the skills of the faculty with a focus on KCU learners. Faculty development will maximize every student's potential to provide outstanding and compassionate patient care and to achieve excellence within the healthcare field.

Five domains of faculty development

Teaching

Educational design and curriculum development

Leadership

Scholarly activity (writing, research, presenting)

Professional development and promotion

Faculty survey to establish baseline

Prior to enrolling in faculty development, each faculty member will be provided a questionnaire to self-rate their expertise in the following areas.

- Curriculum design and implementation
- Curriculum evaluation
- Facilitating small groups
- Assessing student performance
- Giving effective feedback
- Giving effective lectures
- Mentoring
- Advising
- Delegation
- Supervision
- Writing learning objectives

- Negotiation
- Time management
- Research design
- Conducting research
- Grant writing
- Lesson planning
- Test question writing
- Evidence based medicine
- Risk management
- Using technology in the classroom
- Cultural competence

What do faculty want?

	Novice	Advanced beginner	Competent	Proficient	Expert	Desire to Improve*
Using active learning strategies	2	7	9	12	0	16
Giving effective presentations	1	3	6	16	4	15
Using technology in the classroom	1	5	12	12	0	14
Writing exam questions	1	6	9	12	2	13
Development of professional portfolio	6	8	7	7	2	13
Cognitive/learning science	9	7	7	6	1	12
Curriculum design & implementation	8	4	11	6	1	10
Curriculum evaluation	7	5	10	14	1	10
Learning theories	7	9	8	3	3	10
Giving effective feedback	3	2	9	13	4	10
Mentoring	2	1	9	10	8	10
Time management	2	3	7	15	3	10
Statistical analysis	9	9	6	6	0	10
Writing learning objectives	1	5	11	10	3	9
Small group facilitation	1	4	10	9	6	9
Skill - Teaching	3	1	12	10	4	9
Using simulation & standardized patients in class	14	6	5	5	4	9

*31 respondents

Phases to address the five domains of faculty development

- Phase 1: Teaching (initial focus)

- Phase 2: additional areas of focus to address Leadership, Educational design and curriculum development, Scholarly activity (writing, research, presenting), Professional development and promotion

Experiential learning: learning occurs through experience

There are two parts to every good learning encounter:
1. Grasping (perception) – take in information
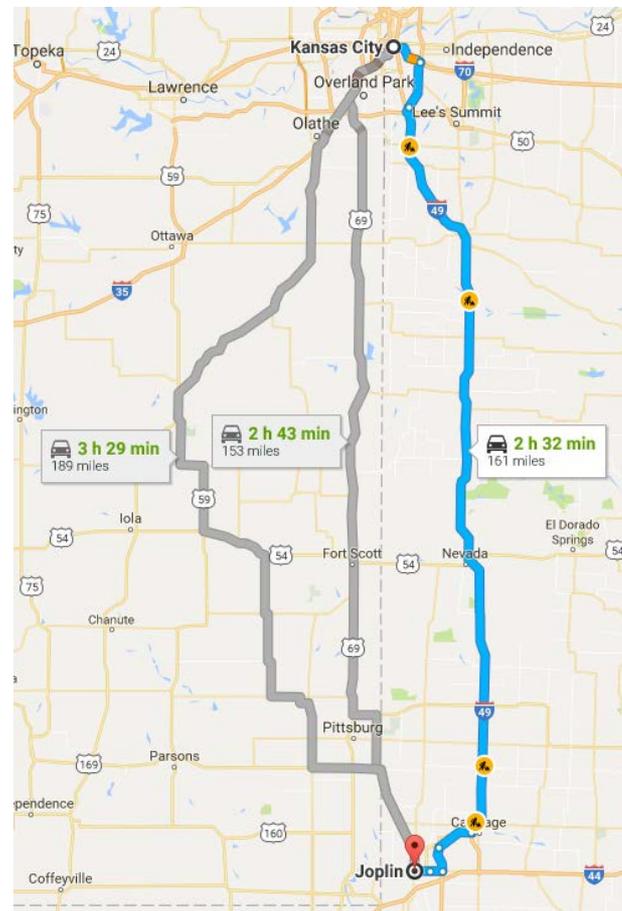2. Transformation (processing) – do something with the information

- David Kolb

The Cone of Learning

After 2 weeks, we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Passive

Active

Reading
Hearing Words
Seeing
Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location
Participating in a Discussion
Giving a Talk
Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing

Source: Edgar Dale (1969)

sparkinsight.com

Separated by 160 miles of America

Faculty development sessions: Teaching

Course Directors and Teaching Faculty: Roles and Responsibilities
- Pre-course
- During course
- Post-course

KCU curriculum architecture

Introduction to basic learning theories (socialist, constructivist, behaviorist)
- Behaviorism
- Constructivism
- Socialism

Utilizing audience-response systems in the classroom

Faculty development sessions: Teaching

Osteopathic philosophy

Advising students
- Board prep
- Residency match

Item writing workshop

Grant writing for Medical Education

IAMSE Webinars
- Burnout
- Remediation

Bi-monthly journal club with a focus on educational publications

Faculty development sessions: Teaching

Kolb learning styles inventory and Experiential Learning Theory
Writing instructional objectives
Writing Multiple Choice Assessment Items
Metacognition and cognitive science (spacing, testing, interleaving, blocking etc.)
Utilizing active learning strategies for effective teaching
New teaching methods – Microteaching
Skills teaching (medical and non-medical)
Teaching Perspectives Inventory (TPI) http://www.teachingperspectives.com/tpi
Education in the digital age
Introduction to Biostatistics
Using biostatistics to improve faculty mentoring
Basic curriculum design principles (Kern 6 step guide to curriculum design)
Art of observation

Benefits and challenges...

+ Alignment of one faculty at 2 campuses
+ Faculty 101 material for new and experienced faculty

Distance learning
- 1 faculty at 2 campuses (KCU-KC and KCU-Joplin)

Lack of equal access to dedicated time
- Clinic, teaching, labs, etc.

Culture of curriculum

Recorded content

Opportunities

Protected time

Peer review process to evaluate teaching

360 evaluation process

Thank you

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