Course Summary
Faculty development programs designed to improve teaching and/or administrative skills of academic and community-based faculty are critical to the future successes of the academic medical center. One of the major roles of clinician-educators, therefore, is to develop and lead successful faculty development programs. This course is aimed at enhancing the clinician-educators’ skills in creating and carrying out faculty development programs for a variety of learners and learners’ needs. The course will consist of didactic sessions and a practicum. In didactic sessions, we will survey the wide range of areas in which faculty development plays a role; review methods for assessing the learning needs of specific groups of faculty learners; conduct a literature-based exploration of the methods that have been used in specific faculty development programs; and discuss ways to assess the short- and long-term outcomes of faculty development efforts. In the practicum portion of the course, participants will be required to design their own faculty development activity, complete with developing a needs assessment survey, instructional materials and tools for assessing its effectiveness. In this context, small group discussions will focus on how to design and run a successful one-day faculty development workshop, highlighting common problems and potential solutions.

Teaching objectives
1. To identify and define the broad range of faculty development needs in the academic environment.
2. To review methods for performing needs assessments for any given group of learners.
3. To identify the various options and methods for implementing successful faculty development programs.
4. To understand methods for critically evaluating faculty development programs.
5. To design and carry out a faculty development activity.
6. To be able to design and run a faculty development workshop.
7. To identify barriers to successful faculty development programs and strategies for overcoming these barriers.

Course mechanics: 1.0 credit, 16 hours. Class will meet once weekly for 8 weeks, two hours per session. Didactic and practicum sessions are mingled during these meetings, as described below.

Course type: 8 hours Small Group Seminar; 8 hours Practicum on developing and running a faculty development activity.

Grading: Honors/Satisfactory/Unsatisfactory, based on seminar participation and successful completion of Practicum.

Location: TBA

Prerequisites: none

Texts: None. Will use literature published in medical and medical education journals (e.g., See suggested readings below).

Topics List:
Session 1: Understanding the range of faculty development needs (didactic, 2 hrs)
Session 2: Targeting your teaching: Methods for needs assessment of learners (didactic, 1 hr)
  Choosing a group of learners and developing a needs assessment instrument (practicum, 1 hr)
Session 3: Successful methods for faculty development, a literature-based survey (didactic, 2 hrs)
Session 4: Designing a faculty development workshop (didactic, 1 hr)
Choosing a topic and format for your faculty development activity (practicum, 1 hr)
Session 5: Overcoming Barriers to implementing faculty development programs (didactic, 1 hr)
Developing your faculty development activity (practicum, 1 hr)
Session 6: Critical evaluation of faculty development efforts: methods for assessing outcomes (didactic, 1 hr)
Developing an assessment tool for your faculty development activity (practicum, 1 hr)
Session 7: Presentation and discussion of faculty development activities (practicum, 2 hrs)
Session 8: Presentation and discussion of faculty development activities (practicum, 2 hrs)

SUGGESTED READINGS:


Wilkerson L et al. Using cases about teaching for faculty development. To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development 1992;253-62.
