

## The Teaching Leader Series: Interprofessional Faculty Development

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# Teaching Leader Series: Interprofessional Faculty Development

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## Background:

- Educators are asked to assume teaching duties and many have received little or no formal training.
- Lack of faculty preparation/development has been identified as a barrier to implementing the ACGME general competencies.
- Only 39% of teaching hospitals have ongoing faculty training programs<sup>1</sup>.
- Only 6% of non-university hospitals receive program funding<sup>1</sup>.

## Experiment:

- In order to support the preparation and development of these educators (nurses, physicians, pharmacists, etc.), interprofessional workshop sessions called, *Teaching Leader Series*, were initiated in 2008.

## Objective:

- The purpose of the *Teaching Leader Series* is to assess and build workforce capabilities for teaching and competency-based education.

## Target Audience:

- This workshop series is intended for all new and experienced network members who have teaching responsibilities.
- The *Teaching Leader Series* assumes that an inclusive strategy will help ensure sustainability and that “untapped and unique” learning experiences will occur when two or more professions together learn with, from, and about each others’ teaching practice.

## Methods:

- A needs assessment conducted between 2007 and 2008 led to the creation of the *Teaching Leader Series*.
- The needs assessment included surveys, focus groups, and ethnographic activities.
- These data led to the creation of interprofessional approach to faculty development.
- This CME/CNE accredited series is evaluated using a mixed methods approach that includes post-course evaluations, mid-year surveys, and focus groups.
- Data is used on an annual basis to plan the subject, content, and faculty to be used in the next academic year’s cycle of workshops.

## Outcomes:

- Over 700 educators participated in 42 workshops during AY08- AY10.
- Participants reported a 29% gain in teaching knowledge for the workshops delivered in AY09 and a 24% gain in teaching knowledge for workshops delivered in AY10.
- Twenty different topics are offered during the 2010-2011.
- Participants reported gains in their teaching knowledge and skill on key topics such as professionalism, learning styles, small group teaching, feedback, and simulation/standardized patients.

Figure 1: TLS 09-10 Presentation of New Knowledge  
N=357

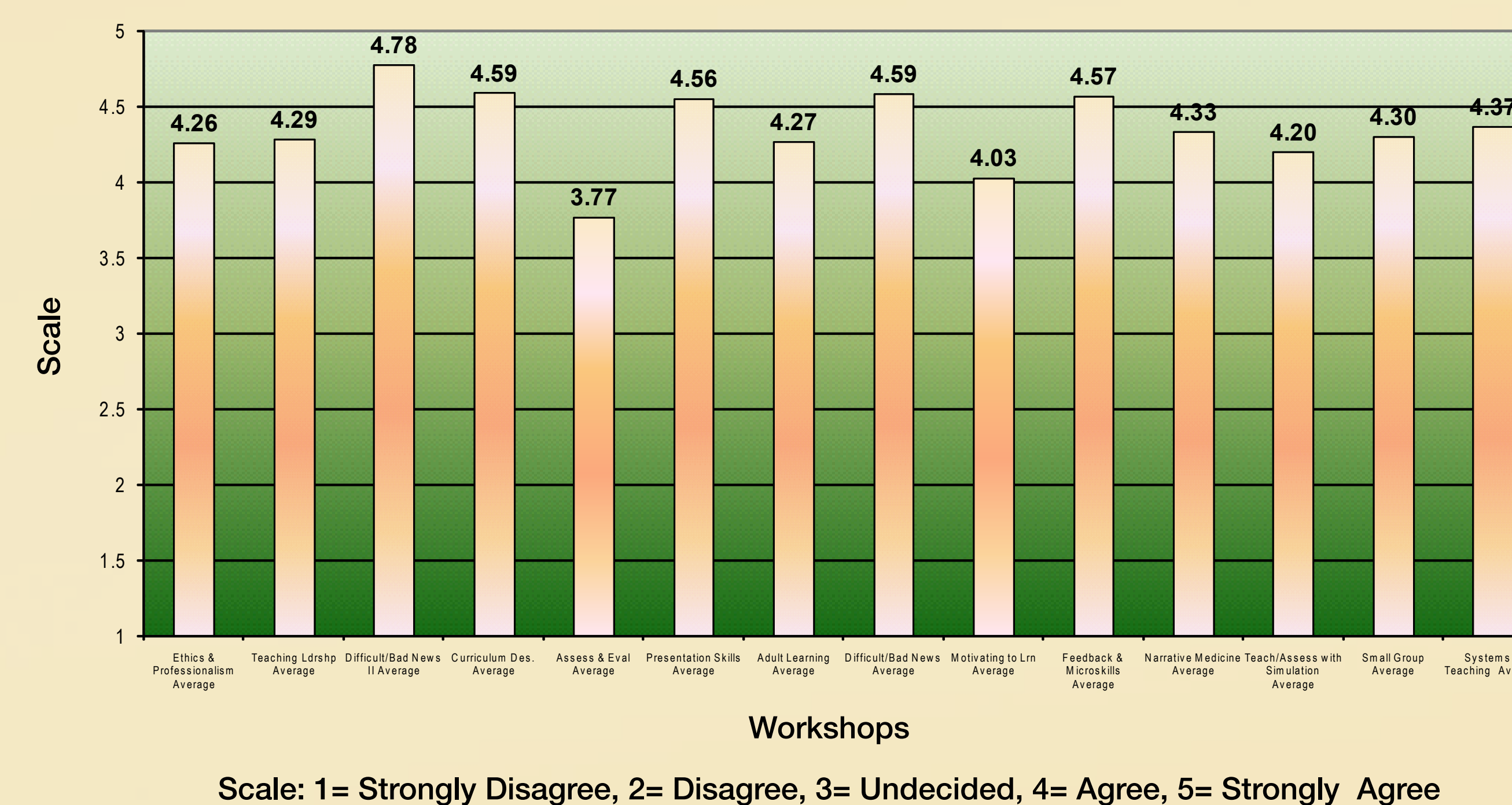


Figure 2: TLS 09-10 Knowledge Before and After  
N=357

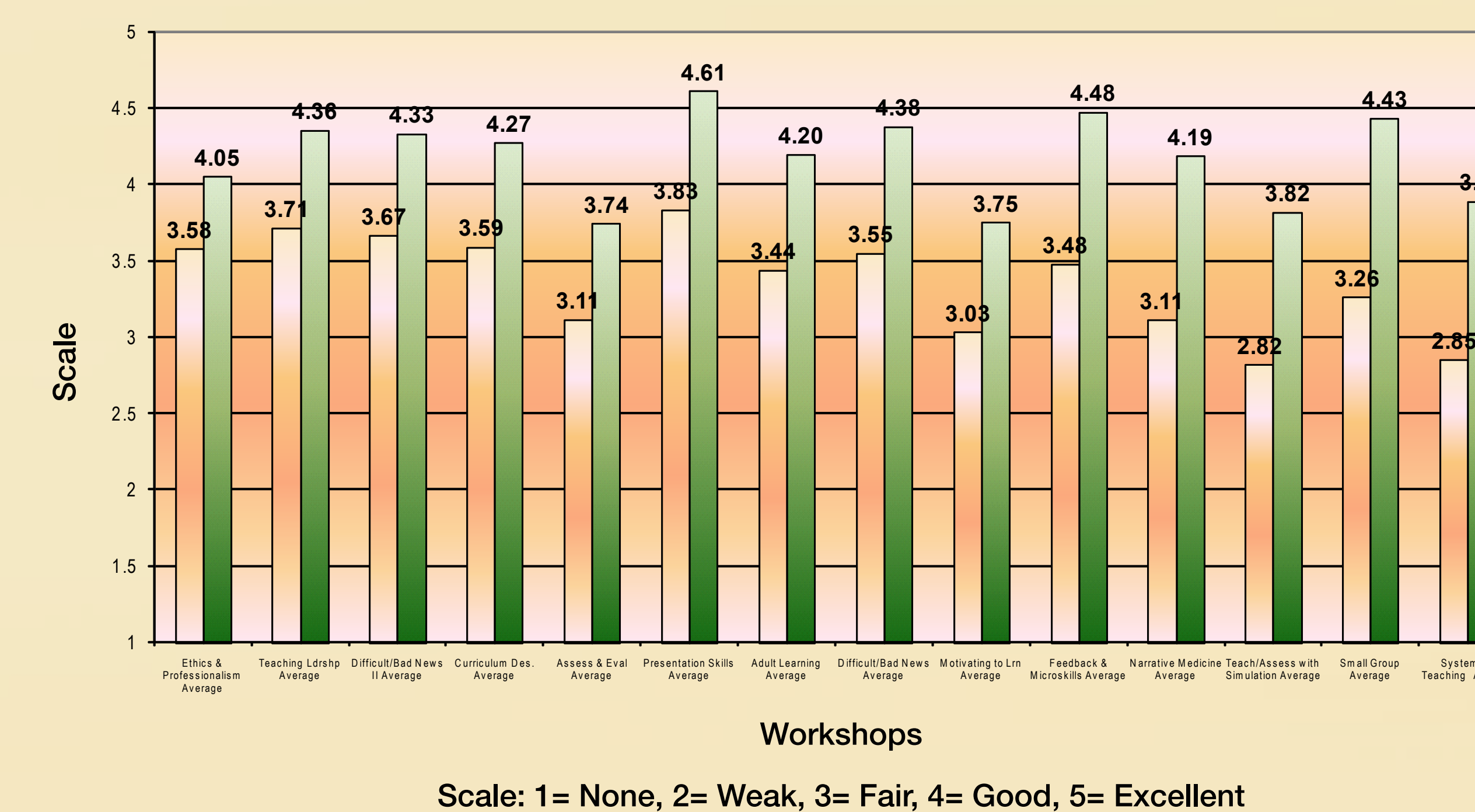
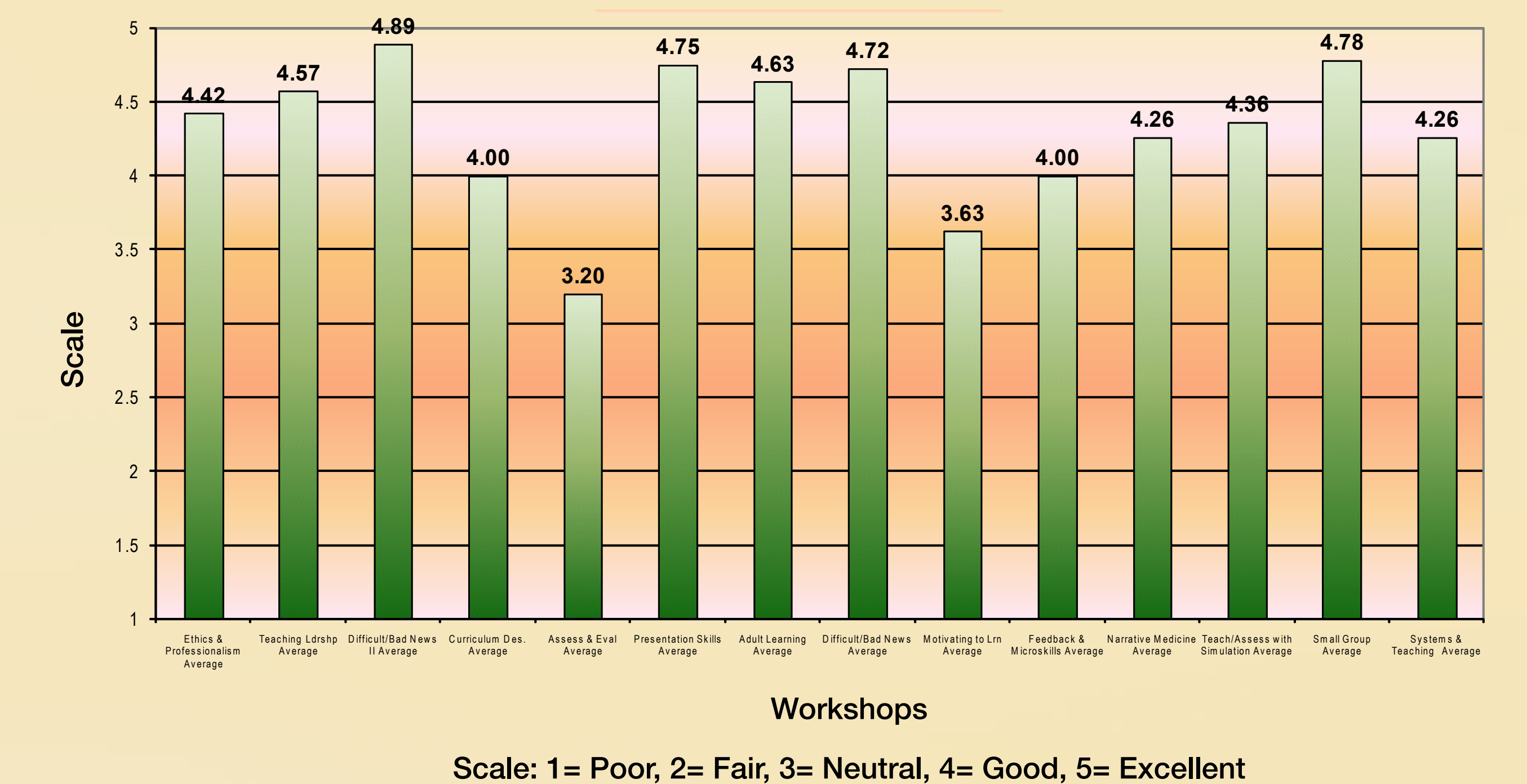


Figure 3: TLS 09-10 Likelihood to Recommend  
N=357



## Conclusion:

- Evaluation data from our efforts to design, implement, and evaluate a sustained model for interprofessional faculty development suggests that bringing healthcare workers together in forums other than clinical settings can foster an environment of sharing, networking, and reflective practice.

## Reference:

1. Clark, J. M., T. K. Houston, et al. (2004). “Teaching the Teachers National Survey of Faculty Development in Departments of Medicine of U.S. Teaching Hospitals.” JGIM: Journal of General Internal Medicine 19(3): 205-214.