Faculty development program evaluation: A need to embrace complexity

Prof. Marie-Claude Audétat, Ph.D.
Unit of Development and Research in Medical Education (UDREM)

Prof. Nicolas Fernandez, Ph.D
Centre de Pédagogie Appliquée aux Sciences de la santé (CPASS)
Conflicts of interest

I have no actual or potential conflicts of interest related or unrelated to the content of this presentation.

Marie-Claude Audétat, september 2019
Introduction

FD programs need to be longitudinal in nature and expose participants to a broad range of teaching methodologies and be subject to continuous quality improvement.

Little has been published on faculty development program evaluation =) little is known about FD's effective impact on clinical teaching or in the learning environment in general

Most of the time, we focus on FD curriculum and implementation and we might often neglect evaluation.

What do we mean by program evaluation?

- Frye and colleagues define program evaluation as the

  “systematic collection and analysis of information related to the design, implementation, and outcomes of a program for the purpose of monitoring and improving the quality and effectiveness of the program”.

A real challenge:

FD is about:
• knowledge and skills acquisition
But should be also about:
• supporting teachers’ identities development
• playing a critical role in curricular and organizational change

Given the complexity of medical education, we have to develop new approaches and methodologies to evaluate FD programs with the view to yielding more relevant information.

A focus on FD as an actor of change

• If we agree that FD programs should endeavor to initiate and sustain change within our institutions, ...it follows that effective program evaluation should focus on change and evaluate such outcomes:

• *Is change occurring?*
• *What is the nature of the change?*
• *Is the change deemed “‘successful’”?*
Aim and methodology

✓ provide an overview of the existing models of educational program evaluation
✓ suggest a conceptual framework for the specific case of evaluating Faculty Development (FD) programs

• We achieved an iterative process by contrasting and discussing the evaluation frameworks that have been offered in the education field as well as the medical education one.
Existing models: three approaches: linear, systemic and complex.

1. The Linear approach implies that the outcome of a training program can be predicted by observing the cumulative contributions of its constituent parts.

2. The Systemic approach posits that a system is composed of various parts, and of the relationships among these parts.

3. The Complexity theory points to the multiple and reciprocal relationships between the parts and the outcomes, and that the parts mutually impact each other as well as the outcomes.
This third approach can help us to situate faculty development within a dynamic process that evolves in time.

Medical education evolves, so too does FD. What are the impacts of FD interventions

- not only on the knowledge, attitudes and skills of clinical teachers, but also
- on their dual professional identity development,
- on their interactions with other professionals, students and patients and, finally,
- on the institutions in which they work collectively
We suggest that FD Program evaluation focus on

• how professional roles evolve, on

• how new practice/collaborative models emerge and on

• how agents for change challenge accepted norms and practices.

This offers comprehensive and dynamic insights into the evolution of teaching practices.
Thank you!


marie-claude.audetat@unige.ch

September 2019