From lit to lightbulbs: A comprehensive approach to needs assessments

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Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Self-Evident Truths

- Continuing Professional Development (CPD), Faculty Development (FD), Education Scholarship (ES) and Global Health (GH) offices need to produce programs in compliance with the national standards.

- The foundation of every program should be a comprehensive and representative needs assessment.
Questions we pondered

- What constitutes a comprehensive needs assessment?
- Does this help a planning committee function optimally and achieve better outcomes?
Why we are here?

- In this presentation, we offer answers and a paradigm for consideration.
Summary of the Work

• Collaborative union of several offices (CPD/FD/GH/ES)
  • Array of scholars and professionals
  • Common goal of growing into a comprehensive research centre that simultaneously develops immersive professional education
Why we did this?

- Our strength is having different talents housed in interconnected teams
- We instituted a process where every program or product to be developed begins with a thorough literature review spearheaded by ES
- This review synthesizes themes and isolates educational opportunities for development.
Step-by-Step Guide to the Process of the Faculty Development Needs Assessment

Step 1: Literature Review
- Database searches
- Grey literature searches
- Recommendations by found authors and scholars
- Previous events program evaluations and needs assessments

Step 2: Designing a representative system of stakeholder consultations
- Adapting interview and focus group instruments to elicit the perceived and unperceived needs of the group
- Interviews/focus groups/surveys

Step 3: Integration of Sources
- Triangulating data to form themes to guide committee
- Literature review, stakeholder consultations, past needs assessments, and program evaluations
- Isolate opportunities for research dissemination

Step 4: Program planning committee to enact findings in forming a program
- Present findings to the program planning committee
- Integrate findings throughout the presentations
- Integrate into our strategic plan guide the CPD and FD Plan
Summary of Results

• These opportunities are converted to avenues for scholarship activities using representative stakeholder data sources including:
  • focus groups
  • Interviews
  • Surveys
• We integrated the sum of the findings from these sources
  • Combined with relevant past program evaluations and needs assessments
• Present the findings to planning committees in CPD/FD/GH/ES to inform program/product designs
Discussion - Part 1

• We have been using this structure for the better part of a year (20 events, 322 evaluations in the sample)
  • Program Evaluation Scores improved
    – Satisfaction increased
    – Utility of Content increased
    – Detection of Bias decreased
      » (MANOVA; 99% Confidence; p = <0.01; d= 0.81; large effect size)
  • Diversity of attendees improved
    » More interprofessional than before
    » (Chi-Square; 99% Confidence; p = <0.01)
  • Office synergy increased (Anecdotal; see picture)
Outcomes

• Improved Events and Receptions
• Surge in Scholarly Publications
  – ~25% surge since last year
• Our process provides: a rigorous, representative foundation for our CPD/FD/GH events
  • Thank you, Ed Scholarship!
• Generates opportunities for Scholarship
  • You’re welcome, Ed Scholarship!
While expending vast resources on scholarship might seem counter-intuitive for an education office, the two are cross-pollinating for offices that prioritize doing education well.
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