How Faculty Development Influences Emerging Trends in Canadian CPD: A Scoping Review

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Sept 25, 2019
Research Team

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Disclosures

• None
Outline

• Background
• Research Question
• Summary of Work
• Summary of Results
• Future Work
• Take Home Message
Background

• Widespread calls for health care system reform

• Reports from
  • IOM
  • Carnegie Foundation
  • AAMC
  • Royal College of Physicians and Surgeons of Canada
  • AFMC
Background

• Faculty Development and Continuing Professional Development
  • Change agents
  • Large target groups (practicing health care professionals)

• Concept of Change Agents
Research Questions

• Explore the landscape of and influencing forces shaping CPD

• Explore the relationship between CPD and Faculty Development

• Examine the degree to which Faculty Development Influences CPD trends identified
Summary of Work

- Arksey and O’Malley Framework (2005)
  - Identify Research Question
  - Identify Relevant Studies
  - Study Selection
  - Charting the Data
  - Collating, Summarising and Reporting Results
  - Consultation Exercise

- Coded independently and consulted between pairs
Summary of Work

• Literature Review of White (Scholarly) Literature

• Search Parameters
  • Physicians
  • English and French
  • Research conducted in Canada
  • 2008 - 2019
Summary of Results

• Selection and Coding Refinement
  • 3761 Articles
  • Selected 43
  • Coded individual
  • Reviewed in pairs
## Target Audience

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample</th>
<th>Full Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Interdisciplinary Team</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Interprofessional Team</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>Physicians</td>
<td>70%</td>
<td>63%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>CPD Leaders</td>
<td></td>
<td>4%</td>
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</table>
Summary of Results

CPD Techniques and Approaches 40%

Discussed Clinical Areas 23%

Teaching / Instructional Techniques 30%
Techniques and Approaches Discussed

<table>
<thead>
<tr>
<th>Approach</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Competency Based CPD</td>
<td>7%</td>
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<tr>
<td>Distance Education</td>
<td>4%</td>
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<tr>
<td>Faculty Development</td>
<td>10%</td>
</tr>
<tr>
<td>Information Needs, Seeking and Use</td>
<td>11%</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>29%</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>25%</td>
</tr>
<tr>
<td>Self-Directed Learning</td>
<td>7%</td>
</tr>
<tr>
<td>Other, Please Specify</td>
<td>7%</td>
</tr>
</tbody>
</table>
**Instructional Strategy / Techniques**

<table>
<thead>
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<th>Method</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Simulation</td>
<td>38%</td>
</tr>
<tr>
<td>Workshops</td>
<td>31%</td>
</tr>
<tr>
<td>Academic Detailing</td>
<td>8%</td>
</tr>
<tr>
<td>Case-Based Instruction</td>
<td>8%</td>
</tr>
<tr>
<td>Printed Educational Messages</td>
<td>8%</td>
</tr>
<tr>
<td>Seminars</td>
<td>8%</td>
</tr>
</tbody>
</table>
Lessons Learned

• Conducting a sample review essential
  • Refining coding
  • Identified missed key words

• Multiple reviewers provide depth
  • Discussions re codes
  • Discussion re inclusion / exclusion of articles
Next Steps

• Compare and contrast results between pilot and full review

• Complete scoping review of grey literature

• Compare and contrast trends identified between white and grey literature

• Finalize overall trends from scoping review
Comparison of Results

Full review

• Faculty Development 8%
  • Fourth most frequent topic addressed

• Workshops and Case Based Learning
  • Most frequently described
Take Home Messages

• Current Trends:
  • Updating physician knowledge
  • Informing CPD developers of gaps
  • Clarifying roles of multiple stakeholders
  • Identifying gaps for future research

• Opportunity to review alignment between CPD and Faculty Development
Take Home Message

• Faculty Development and CPD influence each others work

• Clarify understanding of Faculty Development and CPD in relation to
  • Licensing
  • Regulatory Bodies
  • Policy Makers

• May Inform Future Alignment between CPD and Faculty Development
Contact

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