Upskilling your faculty development planning committee to ensure high impact outcomes and high level evaluation of your programs

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Office of CPD, uOttawa
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This program has received no commercial financial support

Robert Parson

- I have no conflicts of interest and no relationship with commercial interests to disclose

Heather Lochan

- I participate in clinical research trials approved by OHSRN-REB and sponsored by industry (diabetes). This topic will not be discussed in this presentation.

Paul Hendry

- I have no conflicts of interest and no relationship with commercial interests to disclose
By the end of the session, participants will be able to:

- Lead a workshop designed to ensure planning committees have the competencies required to ensure high impact FD leading to practice change
- Incorporate tools for planning committees that will be provided in our planning committee workbook
- Describe best practices for planning committees
### CPD Planning Committee workshop: agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Intro</td>
</tr>
<tr>
<td>5</td>
<td>Overview of the process, of the workshop</td>
</tr>
<tr>
<td>20</td>
<td>Needs assessment, barriers to change</td>
</tr>
<tr>
<td>20</td>
<td>Learning objectives – and practice change</td>
</tr>
<tr>
<td>20</td>
<td>Teaching and learning for performance change</td>
</tr>
<tr>
<td>5</td>
<td>Follow-through, interaction with speakers</td>
</tr>
<tr>
<td>5</td>
<td>Audit, evaluations, curriculum mapping</td>
</tr>
</tbody>
</table>
Introduce your self to the other participants at your table.
Exercise - competencies

Go to www.menti.com and use the code 48 43 34

What competencies are required for a Fac Dev Planning Committee member?
Competencies we address:

The competencies we address in this workshop

(In general. Greater detail will follow):

- Assess needs
- Analyze gaps in knowledge, skill, or practice
- Plan and implement learning activities
- Evaluate outcomes
Overview of the process

Needs Assessment
(PC) Competency:

Conduct a needs assessment that identifies:

- Stakeholder concerns
- Gaps in knowledge or performance
- Existing problems
- Educational and/or organizational needs

...that the learning activity or program is meant to address.
Needs assessments?

The first step (*in creating a faculty development program*) is to agree on the purpose of the proposed faculty development (i.e. identify the problem) and the broad aim in terms of the institution, particular disciplines and individual faculty members (i.e. a general needs assessment).

(McLean, Cilliers & Van Wyk, 2008)

“Studies of successful continuing medical education (CME) interventions show that focused needs assessments are most likely to produce changes in physicians' behaviour and patients' outcomes.” (Davis 1995, Davis 1999)
4.5 Faculty Professional Development

A medical school and/or the university provides opportunities for professional development to each faculty member (e.g., in the areas of teaching and student assessment, curricular design, instructional methods, program evaluation or research) to enhance his or her skills and leadership abilities in these areas.

1. Instructional methods and classroom techniques
2. Professional affairs and career development
3. Research skills and abilities
4. Course or lesson planning
5. Managing programs or curriculum
6. Work skills
7. Library skills
8. Leadership skills
Topic or subject:

❖ Who is affected? Stakeholders could include...
  ▪ Teachers
  ▪ Learners
  ▪ Patients
  ▪ Society

❖ What are the different stakeholders doing?

❖ What other factors are contributing to the current situation?
Example

- **Topic or subject:** “Providing feedback to learners”

  Who is affected?

  What are the different stakeholders doing?

  What other factors are contributing to the current situation?

  - **Teachers:** not specific about what to say as part of the assessment, too vague, worried that a harsh feedback might upset the learner.

  - **Learners/Medical personnel:** not certain what they should improve, they might continue to repeat an action that they weren’t told to adjust.

  - **Patients:** possible inferior care

  - **Other factors:** lack of communication skills lead to poor listening and comprehension, for all.
Needs Assessment

- From the uOttawa assessment of accreditation form
  - identify the **perceived and unperceived** professional development needs of the target audience.

- Models of **perceived** needs assessment (I know that I need to know)
  - Surveys
  - Questionnaires
  - Expert opinions
  - Previous year’s evaluation

- Models of **unperceived** needs assessment (I don’t know what I don’t know)
  - Analysis of Faculty Evaluations
  - Implementation of best practice guidelines
  - Unconscious bias
  - Performance and competency data
Needs Assessment

Identify and evaluate: what is the problem? what is the gap?

*In essence...*

| Current situation | Problem or gap | Ideal or "wished-for" situation |

*...the gap describes the need.*
**Example: Needs Assessment**

**Improving feedback**

*Based on your preliminary information and analysis, describe the gaps between the current and ideal situation.*

*Use the middle column of the worksheet table.*

*Share and discuss results*

**Example ...**

<table>
<thead>
<tr>
<th>Current situation</th>
<th>Problem or gap</th>
<th>Ideal or &quot;wished-for&quot; situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers offer minimum or unclear feedback to learners</td>
<td>Need feedback skills, coaching Need active listening skills Performance measurement tools?</td>
<td>Teacher communicates clear measurement of performance Constructive comments Learner agrees on current situation and goals for improvement</td>
</tr>
</tbody>
</table>

Office of CPD / Bureau de FPC  

uOttawa
Exercise: Needs Assessment

Based on your preliminary information and analysis, describe the gaps between the current and ideal situation, in the area of lesson or module design and delivery.

*Use the middle column of the worksheet table.*

<table>
<thead>
<tr>
<th>Current situation</th>
<th>Problem or gap</th>
<th>1. Ideal or &quot;wished-for&quot; situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons are rushed and sometimes unclear</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go to www.menti.com and use the code 48 43 34

Current: "Lessons are rushed and sometimes unclear". Describe the ideal.
# Results from focus groups, uOttawa: Gaps, “ideals”, wishes, suggestions

<table>
<thead>
<tr>
<th>Type of subject</th>
<th>#’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching methods- how to use a specific technique</td>
<td>33</td>
</tr>
<tr>
<td>- Review and enhance include low-fidelity simulation Bedside teaching workshop</td>
<td></td>
</tr>
<tr>
<td>- How to teach humanities, to integrate into courses</td>
<td></td>
</tr>
<tr>
<td>- How to teach critical thinking, integrate into courses</td>
<td></td>
</tr>
<tr>
<td>Teaching content- about specific content</td>
<td>23</td>
</tr>
<tr>
<td>- Career advancement – what, how, why, etc.</td>
<td></td>
</tr>
<tr>
<td>- Q 3 M+M Patient safety</td>
<td></td>
</tr>
<tr>
<td>- Healthcare systems and context</td>
<td></td>
</tr>
<tr>
<td>- More clinical / cases through iTraining</td>
<td></td>
</tr>
<tr>
<td>Course, lesson curriculum design</td>
<td>14</td>
</tr>
<tr>
<td>- How to do a needs assessment for a course</td>
<td></td>
</tr>
<tr>
<td>- Choose, evaluate and integrate technology in different situations</td>
<td></td>
</tr>
<tr>
<td>- Need clearer learning objectives</td>
<td></td>
</tr>
<tr>
<td>- Greater knowledge of correlation (and relationship) between AM+PM curriculum</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>- Be aware of research opportunities for students</td>
<td></td>
</tr>
<tr>
<td>- How to introduce research methodology</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>6</td>
</tr>
<tr>
<td>- Career advancement – what, how, why, etc.</td>
<td></td>
</tr>
<tr>
<td>- Leadership course</td>
<td></td>
</tr>
</tbody>
</table>
Our Faculty Development Needs Assessment results:
Survey Included: specific, multiple choice, grading and some open questions.
N = 256

Most popular topics for Fac Dev
>40% high interest

- Advanced lessons or lecture planning
- Integrating critical thinking
- Coaching /mentoring
- Teaching and presentation skills
- Time management
Resources – for more information...

- Royal College - Accreditation Tool Kit

CFPC: Guide to Mainpro, (Appendix 2)
Learning Objectives
Competencies:

• Describe learning and performance needs for the overall program and individual sessions

• Create and write specific and observable objectives that relate to the needs assessment
Definition:

- A learning objective is a description of the skills, abilities and/or attitudes expected of the participant by the end of the program, session or learning activity.

“**What would you like to teach your participants by the end of your session?**”
Purpose and value of learning objectives

- **inform** learners what they can expect to achieve, so they can organize their time and efforts
- **guide** planning committees, faculty members and presenters in the design of their learning
- **communicate** curriculum/program goals in a meaningful way to a broader community

Hubball, and Burt, (2007)
Purpose and value of learning objectives

- Importance of linkage to the needs of the learner
- Opportunity to motivate change in practice (adopt new guideline, integrate new idea/skill)
- Opportunity to guide focus of presentation
- Opportunity to identify behaviour changing techniques
This workshop:

- Lead a workshop designed to ensure planning committees have the competencies required to ensure high impact FD leading to practice change
- Incorporate tools for planning committees that will be provided in our planning committee workbook
- Describe best practices for planning committees
Verbs that are Passive, Internal and/or Otherwise Unobservable

The most common verbs and phrases we see in learning outcomes are all unacceptable:

- Understand
- Appreciate
- Comprehend
- Grasp
- Know
- See
- Accept
- Have a knowledge of
- Be aware of
- Be conscious of

- Learn
- Perceive
- Value
- Get
- Apprehend
- Be familiar with

All of these are internal. In other words, they aren’t public and can’t be observed.
Revision of Bloom’s taxonomy of the cognitive domain following Anderson and Krathwohl (2000)
Learning Objectives (see guide on CPD website)

### Verbs for Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange</td>
<td>Classify</td>
<td>Calculate</td>
<td>Combine</td>
<td>Appraise</td>
<td>Arrange</td>
</tr>
<tr>
<td>Define</td>
<td>Describe</td>
<td>Construct</td>
<td>Figure</td>
<td>Argue</td>
<td>Assemble</td>
</tr>
<tr>
<td>Locate</td>
<td>Identify</td>
<td>Demonstrate</td>
<td>Find</td>
<td>Assess</td>
<td>Compose</td>
</tr>
<tr>
<td>Recall</td>
<td>Indicate</td>
<td>Estimate</td>
<td>Sketch</td>
<td>Defend</td>
<td>Create</td>
</tr>
<tr>
<td>Recite</td>
<td>Organize</td>
<td>Illustrate</td>
<td>Solve</td>
<td>Estimate</td>
<td>Design</td>
</tr>
<tr>
<td>Describe</td>
<td>Interpret</td>
<td>Interpret</td>
<td>Predict</td>
<td>Judge</td>
<td>Devise</td>
</tr>
<tr>
<td>Repeat</td>
<td>Illustrate</td>
<td>Appraise</td>
<td>Change</td>
<td>Predict</td>
<td>Formulate</td>
</tr>
<tr>
<td>Identify</td>
<td>Reorganize</td>
<td>Contrast</td>
<td>Survey</td>
<td>Qualify</td>
<td>Invent</td>
</tr>
<tr>
<td>Select</td>
<td>Translate</td>
<td>Criticize</td>
<td>Compare</td>
<td>Rate</td>
<td>Manage</td>
</tr>
<tr>
<td>Quote</td>
<td>Paraphrase</td>
<td>Diagnose</td>
<td>Diagram</td>
<td>Support</td>
<td>Modify</td>
</tr>
<tr>
<td>Label</td>
<td>Summarize</td>
<td>Identify</td>
<td>Examine</td>
<td>Critique</td>
<td>Organize</td>
</tr>
<tr>
<td>Copy</td>
<td>Transform</td>
<td>Classify</td>
<td>Test</td>
<td>Recommend</td>
<td>Plan</td>
</tr>
<tr>
<td>List</td>
<td>Discuss</td>
<td></td>
<td></td>
<td></td>
<td>Prepare</td>
</tr>
<tr>
<td>Name</td>
<td>Explain</td>
<td></td>
<td></td>
<td></td>
<td>Produce</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Set Up</td>
</tr>
</tbody>
</table>

Eberly Center for Teaching Excellence, Carnegie Mellon University
http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Objectives/BloomsTaxonomyVerbs.pdf
1. Identify the similarities and differences between case-based and problem-based learning.

2. Understand the concept of professionalism.

3. Distinguish between meta analysis and systemic reviews for evaluating the literature.

Go to www.menti.com and use the code 48 43 34

Which of the following learning objectives are fine and need no revision?
**Need:** teachers must improve their feedback skills. One method that has been shown to work is active listening.

This is the current learning objective:

By the end of the course, the participant will be able to...

...understand and appreciate the differences between active and passive listening in a mentorship relationship”.

Need: teachers must improve their feedback skills. One method that has been shown to work is active listening.

1. **Identify** the similarities and the differences between active and passive listening.

2. **Analyze** how active listening will modify the results when you are establishing a mentor-learner relationship.

3. **Practice** active listening techniques when establishing a mentor-learner relationship.
Kirkpatrick's hierarchy for medical education

- Learners' satisfaction or reaction
- Modification of attitudes and perceptions
- Learning has taken place – knowledge and skills acquired
- Change in professional behaviour
- Change in organisational practice
- Benefits in patient care
Table discussion:
What learning objective would you write for this need?

“Some teachers demonstrate a technique but the learners are sometimes unsure if they can replicate it.”
Teaching and Learning
Select a teaching method that is appropriate to the need, the learner and learning objective(s)

Design the appropriate learning activity and assessment method
Go to www.menti.com and use the code 48 43 34

Which of these methods of teaching do you use the most in FacDev workshops?

1. Lecture
2. Case studies
3. Group discussion
4. Audience response tools
5. Written materials
Evaluate the following in terms of how effective they are for teaching FacDev.
(1 is least effective, 5 is most effective)

1. Lecture
2. Case studies
3. Group discussion
4. Audience response tools
5. Written materials
Teaching methods and their effectiveness in CPD

Didactic techniques and providing printed materials alone clustered in the range of **no-to-low effects**

Interactive programs exhibited mostly **moderate-to-high beneficial effects**

- So you have the needs
- The learning objectives

- How do you teach it?
- Matching

**needs**

○ to the learning objectives

• **to the learning activities**
Learning Formats

FORMAL
- Using feedback/teacher assessment
- Online programs
- Organized reading programs
- Peer coaching

INFORMAL
- Self-reflection (guided self-reflection)
- Learning by observing
- Reading

GROUP
- Workshops
- Rounds
- Retreats
- Courses
- Degree/diploma/certificate programs

INDIVIDUAL
- Communities of practice
- Meetings
- Discussion groups
- Work-based learning

Adapted from: Steinert Y. Med Teach 2010;32(5):425-426
How do you teach it?

Consider

- What type of activity best complements the learning objective?
- What activity will best enable practice, reflection, analysis, self-assessment, memorisation, confidence?
- What is possible in the environment?
- What will the participants be able to do?
Interactivity through case studies

Applicable

• Can provide experiential learning

Integration of knowledge

• Can challenge the learner to integrate knowledge from a number of different domains in order to analyze the case

Clinical reasoning

• Can elicit step-by-step reasoning, formulating hypotheses and decision making

Self-learning skills

• Can promote engagement and self-assessment of learning needs

(Dunne, Brooks, 2004)
Basic narrative structure

- **Introduction:**
  The physician is
  The patient is a ...

- **Complications**
  The patient presents with...
  Contextual challenges
  Supporting information (history / physical)

- **Decision point:**
  Audience response (discussion) required:
  What would you ...?

- **Resolution**
  How the case was resolved...
Examples of questions for various case studies

– Should you be concerned? (Yes or No) Why, why not? (open text)
– What would you do next? (A. B. or C?)
– Which of these symptoms would you be wary of?
– Which symptoms could be misleading?
– Rate the following according to which would require a quick response? (Scale of 1-5)
– What is wrong with this picture, procedure, diagnosis? (multiple choice, open text)
– What elements are the most important for this approach? (Word Cloud, MC)
– How would you rate these responses in terms of appropriateness, on a scale of one to five?
Planning Committee Follow-Through
Planning Committee Follow Through

- Competency: Effectively coach tutors/presenters through the preparation for the learning activity, including the purpose of the learning objectives, suggested teaching methods and appropriate evaluation strategies

Actions:

- Contact speakers
- Review, discuss the intent of the LOs,
- Audit the program to ensure that the LOs were addressed
• Program Evaluation
Example survey questions:

• Principal Instructional Approaches?
• What method(s) do you use to evaluate your learners?
• What do you use to measure the success of your learning activity?
• Does your learning activity address this topic or competence?
• If so, at what level of difficulty?
Excerpt from curriculum map, below
Horizontal Row: titles of learning activities
Vertical Row: Areas of competency
Map key:
I = Introduction
R = Reinforcement
A = advanced

<table>
<thead>
<tr>
<th>Learning Activity Title // Areas of competency</th>
<th>Mentorship Program</th>
<th>Community PSD Program</th>
<th>Professionalism</th>
<th>PS and QI in your teaching</th>
<th>Online resources</th>
<th>Engage your learners</th>
<th>Promotion Workshop</th>
<th>The Teaching Dossier</th>
<th>Lecture Tools on Campus</th>
<th>Student Motivation</th>
<th>Narrative Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Instructional methods and classroom techniques</td>
<td>R</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
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<td>I</td>
<td>R</td>
</tr>
<tr>
<td>2.Professional affairs and career development</td>
<td>A</td>
<td></td>
<td>R</td>
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<td>I</td>
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<tr>
<td>3.Research skills and abilities</td>
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<tr>
<td>4.Course or lesson planning</td>
<td>R</td>
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<tr>
<td>5.Managing programs or curriculum</td>
<td>I</td>
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<tr>
<td>6.Work skills</td>
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<td>R</td>
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<td>7.Library skills</td>
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<tr>
<td>8.Leadership skills</td>
<td>R</td>
<td></td>
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<td>I</td>
<td>I</td>
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</tr>
</tbody>
</table>
Go to www.menti.com and use the code 48 43 34

What changes in your Faculty Development will you make following this session?
Resources

- Committee on Accreditation of Medical Schools, CACM Standards and Elements, 2019
- Michelle McLean, Francois Cilliers & Jacqueline M. Van Wyk (2008) Faculty development: Yesterday, today and tomorrow, Medical Teacher, 30:6, 555-584,
Resources

- uOttawa OCPD Office
- http://www.med.uottawa.ca/cme/eng/accreditation.html
- www.royalcollege.ca/cpdaccreditation
- CFPC-Guide to Mainpro Accreditation

Communities of practice
- CPD office (s)
- Colleagues within hospital/university/city
Resources: uOttawa Office of CPD


Templates and Guides

This section contains accreditation resources, such as templates and guides, to help you complete your application.

- Needs Assessment Guide
- Developing Smart Learning Objectives
- Template for Inviting a Speaker for a Family Physician Event
- Distance and Online Learning Programs CPD Criteria
- Storyboard Example for an Online Course
- Guide to Designing Lessons or Courses in the Health Professions
- Guide to Developing a CPD Group Learning Event
- Budget Template
- Disclosure of Conflict of Interest Form *New*
- Overall Evaluation
- Session Evaluation
- Agenda Sample
- Simulation and Self-Assessment Reflection Tool
Please complete your evaluation form!
Thank you,
Paul Hendry, Heather Lochnan, Robert Parson