

Project title: Faculty Development in Medical Education at St. Christopher's Hospital for Children

Departmental affiliation: Pediatrics

Co-authors: None

Mission category (choose 1- Clinical, Education, or Research): Education

Background: The field of medical education has grown and evolved over time. Examples include the transition to milestones and entrustable professional activities for evaluations and the move from large-group lectures to flipped classroom workshops for delivering information. Medical educators now need a strong background in educational theory, curriculum design and assessment to succeed, but no standardized training model exists for faculty to gain competency in these areas.

Many medical schools have developed their own faculty development programs to address the variable training of faculty in medical education practice and scholarship. In these programs, faculty meet peers with similar interests, learn about institutional resources, and create a community of likeminded individuals to engage in shared problem solving and social support. These faculty development initiatives have been shown to be effective in improving knowledge and self-perceived changes in teaching behavior.

Significance of project: There is currently no formalized curriculum for faculty development or medical education at SCHC.

Hypothesis/Objectives: The development of a robust faculty development curriculum focused on medical education practice and research will develop new leaders at St. Christopher's Hospital for Children (SCHC).

Methods/Approach/Evaluation Strategy: Kern's Six-step approach to curriculum development was used to create a medical education curriculum for the pediatric faculty at SCHC. Goals and objective for the curriculum were developed based on the results of global and targeted need assessments that included reviewing ACGME and institutional policies, and surveying faculty. The implementation of the curriculum will begin in May 2019. Broadly, this faculty development curriculum in medical education will provide resources for the faculty at large, along with targeted interventions for those who demonstrate a strong interest in medical education practice and scholarship.

Outcomes/Results Discussion/Conclusion with Statement of Impact/Potential Impact:

From a process standpoint, the curriculum will be a success if the faculty at large receive quarterly medical education practice and scholarship workshops beginning in May 2019. Attendance and completion of evaluations of these workshops will be tracked over time.

Longer term outcomes will track the medical education special interest group. First, we plan to enlist an initial cohort of medical educators and then see this group expand in size. Overtime, we expect to see

more medical education research projects conducted by this group. We will track promotions in this group, and hope to see faster times to academic promotion compared to the faculty at large. Finally, we hope to see an increase in the number of SCHC faculty in undergraduate and/or graduate positions at SCHC and DUCOM.