

## **ABSTRACT: 2014 ELAM Institutional Action Project Poster Symposium**

**Project Title:** Enhancing the Medical Education Infrastructure through Faculty Development

**Name and Institution:** Digna Saunders Forbes, M.D., Meharry Medical College (MMC)

**Collaborators:** Charles P. Mouton, M.D., M.S.; Cassandra Ward, EdD; Jacqueline Gardner, Fatima Barnes EdD; Susanne Tropez-Sims, M.D., MPH; Carol Freund-Taylor, PhD; and Cynthia Yeldell Anderson

**Background, Challenge or Opportunity:** Medical school faculty members are being asked to assume new academic duties for which they have received no formal training. In order to succeed at teaching tasks, faculty development is essential. Meharry's Plan for Action 2009-2014 (MPACT!) consists of seven pathways. Two of the pathways directly related to faculty development include: Education Excellence; and Faculty Recruitment, Retention and Development. While there are faculty development initiatives at MMC offered through Center for Education Development & Support (CEDS), and, Faculty Affairs and Development – presently there is no formal/structured program for educating faculty with some of their specific new responsibilities. This project creates an opportunity aligning with Meharry's strategic plan.

**Purpose/Objectives:** Project objective is creation of structured education program for faculty as follows:

1. To develop a web-based/online course for incoming faculty and community preceptors, orienting them to MMC School of Medicine (SOM) curricular and their full range of academic responsibilities.
2. To develop a Medical Education seminar and workshop series supportive to SOM teaching growth via collaborative efforts with offices of CEDS, as well as, Faculty Affairs and Development for current faculty to target - Course/Clerkship directors.
3. To develop multi-disciplinary and inter-professional teaching teams responsive to design and integrate activities throughout the four year curriculum.

**Methods/Approach:** Numerous meetings were conducted with stakeholders/collaborators to get support, feasibility and recommendations. Project will consist of three phases to begin in academic year 2014-15:-

**Phase 1** – use of existing resources offered through CEDS, Library Services and MMC Learning management system to create a web-based/online course with selected core material to include the following:

- Myers Brigg Type Indicator (MBTI) on all faculty
- Faculty identification of respective teaching philosophy
- Standards for curricular materials (SOM Educational Objectives, Course/Clerkship Objectives and Syllabus)
- Teaching to Transform the Brain(Dr. Pelley)
- Small group learning and personality types – construction of learning communities in the SOM using MMC Academic Societies via CEDS
- Small group management and facilitation
- Evidence Based Medicine – Library Services
- Evaluating students in small groups and the written narrative evaluation

**Phase 2** - Education seminars and workshops consisting of topics in medical education design, implementation and evaluation to occur the first Monday of every month; offered through CEDS and Office of Medical Education – with emphasis on instructional development to provide improved teaching acumen for faculty.

**Phase 3** - The Office of Medical Education will build upon its existing relationship with the School of Dentistry and Graduate Studies to foster multi-disciplinary and inter-professional teaching teams; this will be reinforced during upcoming Dean's Education Symposium- Theme: Interdisciplinary Education in Health Care, to be held on April 5, 2014. Didactic programs with inter-professional team building skills will be offered.

**Outcomes and Evaluation Strategy:** The Office of Curriculum Evaluation and Effectiveness will monitor course evaluations and provide competency based consultation. Through this process a plan will be developed to focus on areas needing improvement. Areas identified as deficient will dictate topics for the Medical Education seminars and workshops. The goal is to develop a sense of community and programmatic infrastructure.



# Enhancing The Medical Education Infrastructure Through Faculty Development

Digna Saunders Forbes, MD  
Meharry Medical College



## BACKGROUND

Medical school faculty members are being asked to assume new academic duties for which they have received no formal training. In order to succeed at teaching tasks, faculty development is essential.<sup>1</sup> Meharry's Plan for Action 2009-2014 (MPACT!) consists of seven pathways. Two of the pathways directly related to faculty development include:

- a) Education Excellence; and
- b) Faculty Recruitment, Retention and Development.

While there are faculty development initiatives at Meharry Medical College (MMC) offered through the Center for Education Development and Support (CEDS), and, Faculty Affairs and Development – presently there is no formal/structured program for educating faculty with some of their specific new responsibilities. This project creates an opportunity aligning with Meharry's strategic plan.

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“Presented at the 2014 ELAM® Leaders Forum”

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## APPROACH AND METHODS

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## DISCUSSION

The Office of Curriculum Evaluation and Effectiveness will monitor course evaluations and provide competency based consultation. Through this process, a plan will be developed to focus on areas needing improvement. Areas identified as deficient will dictate topics for Medical Education seminars and workshops.

The goal is to develop a sense of community and programmatic infrastructure which will aid in the development of teaching portfolios documenting experiences, growth, strengths and accomplishment as educators. The participation in the education program will be used as a means of self improvement to tract teaching and promotion incentives.

## CONCLUSIONS

Meharry's present system for faculty development as it relates to education is integrated with programs offered through CEDS and Faculty Affairs and Development. The structured education program in faculty development will provide completion certificate for the web-base/online course in Phase 1. With Phase 2 offering focused relevant topics in medical education and Phase 3 supporting interdisciplinary collaboration and integration throughout the four year curriculum. This project will begin the process of culture change – empowering faculty members to excel as educators who value teaching and learning. Next step in this project is to develop mentors through the addition of leadership development programs in education; and finally the interdisciplinary teams to pursue scholarly activities in medical education.

## REFERENCES

1. Wilkerson, L, & Irby, DM. Strategies for improving teaching practices: a comprehensive approach to faculty development. Acad Med. 1998;73(4):387-396.
2. Steinert, Y, Mann K, Centeno A, et al. A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME guide No. 8 Med Teach. 2006; 28(6):497-526.
3. Engbers, R, de Caluwe, L, Stuyt, P, et al. Towards organizational development for sustainable high-quality medical teaching. Perspect Med Educ. 2013;2(1):28-40.