

ABSTRACT: 2015 ELAM Institutional Action Project Poster Symposium

Key Decision Points in Creating and Enhancing Health Science Education Faculty Development Models

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University of Utah Internal Collaborators: David Browdy, CFO, Health Sciences (UUHSC), Patrick Tripeny, PhD, Director Center for Teaching and Learning Excellence; Carrie L. Byington, MD, Associate Vice President for Faculty, UUHSC; Wayne Samuelson MD, Vice Dean of Education, UUSOM; David Perrin PhD, Dean, College of Health, Patricia Morton, RN PhD, Dean, College of Nursing; Jean Shipman, MSLS, Director, Spencer S. Eccles Health Sciences Library

External Collaborators: Eva Aagaard, MD (Univ. of Colorado) and Maryellen Gusic, MD (AAMC)

Topic Category: Faculty Development

Background, Challenge or Opportunity:

Many (if not most) health science educators have received little training in how to educate adult learners in their professions, yet they are called upon to teach the future generation of health professionals. Three main program models of providing professional education to faculty exist: 1) Graduate Certificate, 2) Masters of Health Science Education and 3) Educational Scholar Programs without a formal certificate. Each of these three models are structured differently, offering distinct content and focused to achieve varying outcomes, has an unique cost structure and may or may not result in a degree. The University of Utah Health Sciences Center (UUHSC) does not offer a program to faculty across professions to teach fundamentals of education and educational scholarship. In our region, there is neither a Masters in Health Science Education nor a Masters of Medical Education.

Purpose/Objectives: This project assesses:

1. The current interest of UUHSC Faculty in participating in health science education programs;
2. The education training needs of incoming faculty across the health professions;
3. The cost, benefits, resource needs and developmental key decision points in planning for each of the three models.

Methods/Approach:

We have conducted a literature review to understand the differing models across health professions. I have met with key leaders at the University of Utah to gauge interest and develop collaboration.

1. To assess the needs of our current UUHSC Faculty we will send a survey to all tenure line and career line faculty. Demographic information will be collected to evaluate differences across populations.
2. We will survey local health science leaders to assess their view of incoming faculty needs, and follow up with semi-structured interviews to further explore survey answers.
3. To better understand the nuances of program development, we will conduct semi-structured interviews with past participants and leaders of existing programs throughout the county. Probes will include a focus on decision points, costs, benefits and resources required.

Outcomes and Evaluation Strategy:

There are two main outcomes of this project. For UUHSC, we will utilize the information to select a model for our faculty development program and model the costs and funds flow by December 2015. In addition, we will disseminate the results of the qualitative analysis of the national stakeholder interviews to assist others in making similar decisions in program development.



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Presented at the 2015 ELAM® Leaders Forum

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OUTCOMES

KEY COLLABORATORS

University of Utah Internal Collaborators:

- David Browdy, CFO, Health Sciences (UUHSC)
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BACKGROUND AND OPPORTUNITY

- Many (if not most) health science educators have received little training in how to educate adult learners in their professions
- These educators teach the future generation of health professionals
- Three main program models of providing professional education to faculty exist:
 - 1) Graduate Certificate
 - 2) Masters of Health Science Education
 - 3) Educational Scholar Programs without a formal certificate
- No such program exists at the University of Utah Health Sciences Center (UUHSC)
- In our region, there is neither a Masters in Health Science Education nor a Masters of Medical Education

OBJECTIVES

This project assesses:

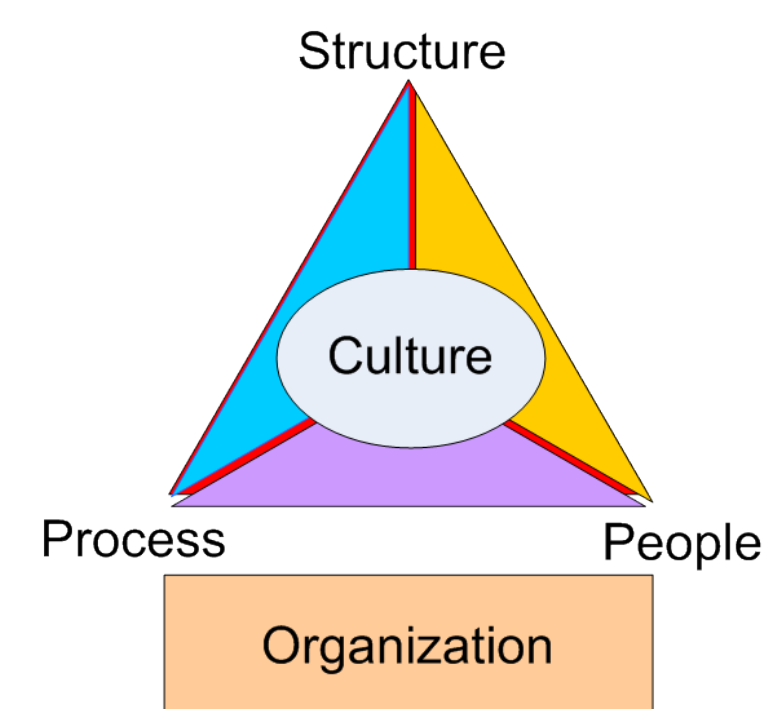
- 1) The current interest of UUHSC Faculty in participating in health science education programs
- 2) The education training needs of incoming faculty across the health professions
- 3) The cost, benefits, resource needs and developmental key decision points in planning for each of the three models

METHODS AND APPROACH

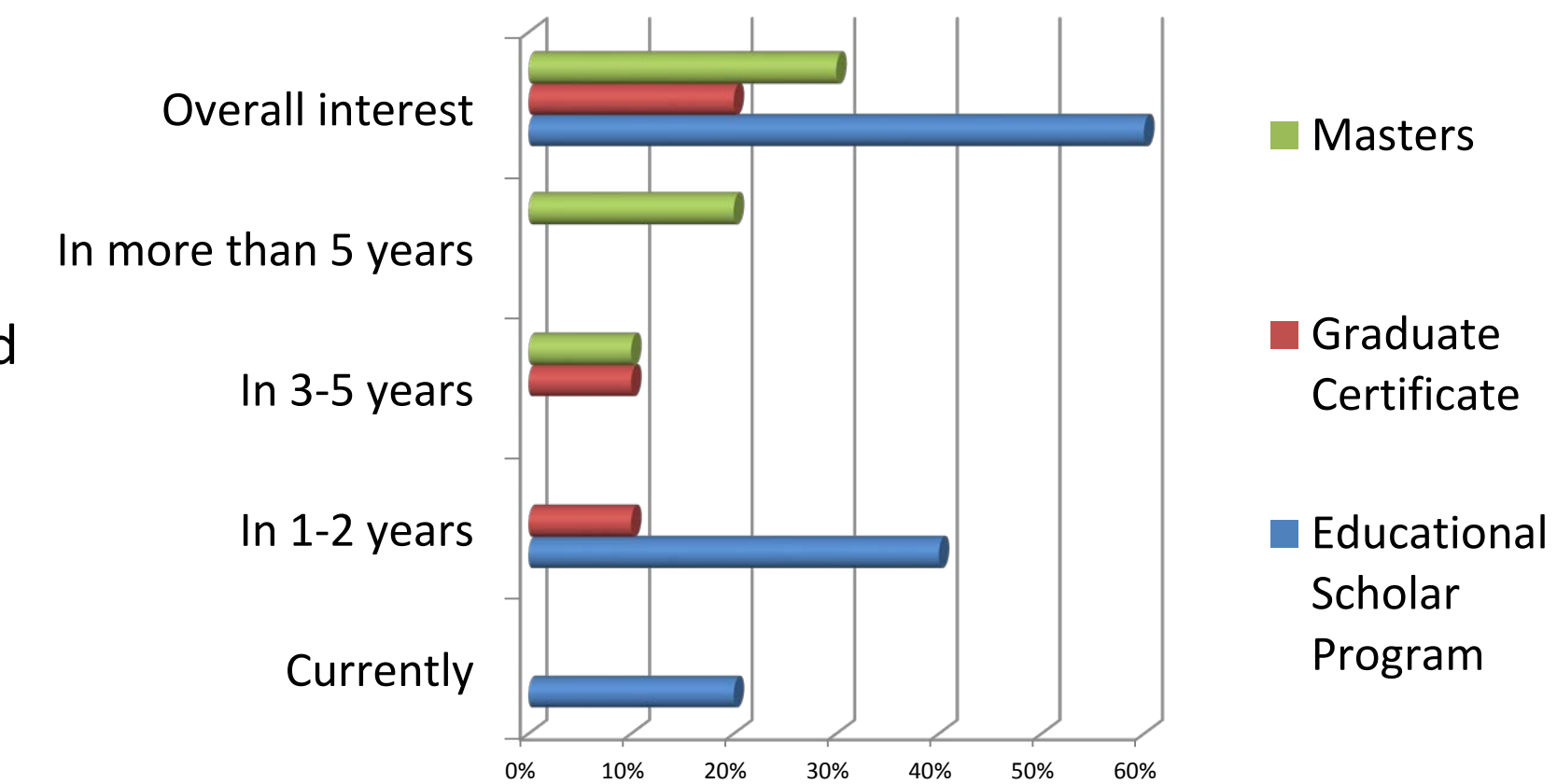
- Conducted a literature review to understand the differing models across health professions.
- Met with key leaders at the University of Utah to gauge interest and develop collaboration
- To assess the needs of our UUHSC Faculty
 - Survey all tenure line and career line faculty.
 - Survey local health science leaders to assess their view of incoming faculty needs
 - Follow up with semi-structured interviews to further explore survey answers
- To better understand the nuances of program development
 - Conduct semi-structured interviews with past participants and leaders of existing programs throughout the county
 - Probes will include a focus on decision points, costs, benefits and resources required

EVALUATION STRATEGY

- 1) Will utilize the information gained to select a model for UUHSC faculty development program and build a business plan by December 2015
- 2) Disseminate the results of the qualitative analysis of the national stakeholder interviews to assist others in making similar decisions in program development



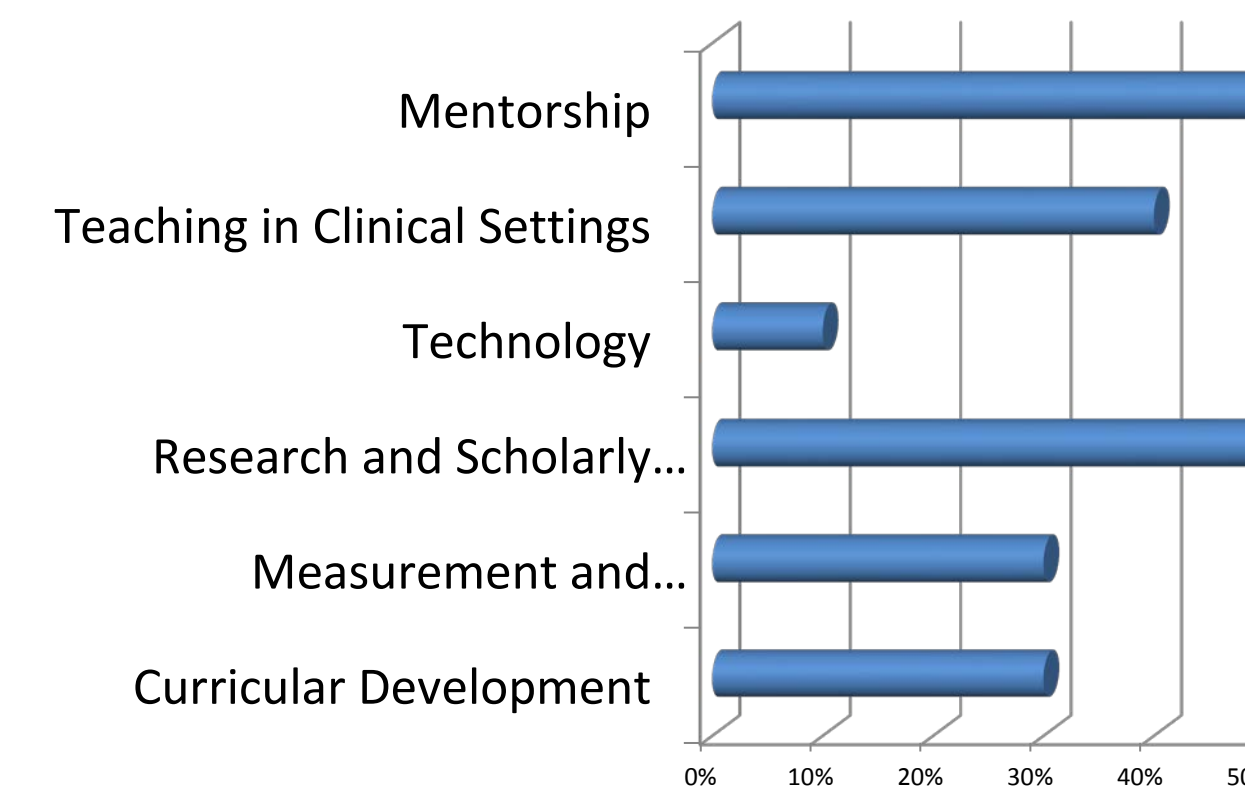
UUHSC Faculty Respondents interest in models



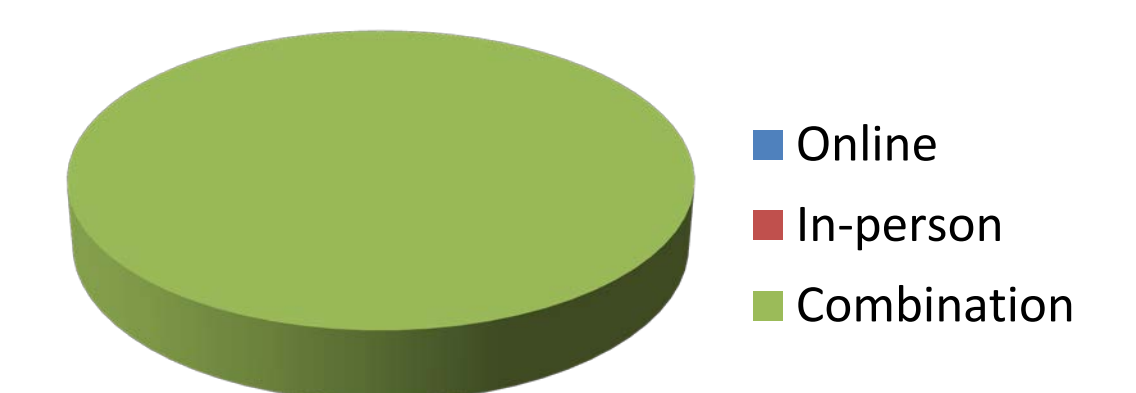
UUHSC Faculty Survey

Response Rate:
Total Respondents:
School of Dentistry
College of Health
School of Medicine
College of Nursing
College of Pharmacy
Career Line - %
Tenure Line - %

Curricular topics most appealing to UUHSC faculty respondents



Method of delivery of program



DISCUSSION

- Preliminary discussions with UUHSC leaders indicates a need for a comprehensive faculty development program in education
- UUHSC faculty desire further training
- A combination of online and in person training is preferred
- Online models will be developed in conjunction with main campus
- Online models will be one hour credits to provide maximum flexibility in scheduling

NEXT STEPS

- Conduct qualitative interviews of national leaders
- Model funds flow to account for tuition and teaching time

