

ABSTRACT: 2019 ELAM Institutional Action Project

Project Title: Utilizing an online platform for teaching leadership skills – an online curriculum for the Drexel Faculty Launch Program

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Topic Category (choose 1): Faculty Development

Background, Significance of project: Drexel University has created a faculty development program, Faculty Launch. This program brings together mid-level faculty across disciplines for this yearlong program. The program's goal is to promote the growth and development of these faculty into institutional leaders. However, with the busy clinical and research responsibilities of this group there is a limited amount of in person time available for the curriculum. To maximize the use of the in-person sessions and sustain faculty engagement we are employing a flipped classroom model with an online curriculum to cover some essential leadership skills which will be applied during the in-person sessions. In addition, these skills will be utilized by participants as they implement institutional projects for the program. Utilizing online curriculum to teach these skills is relatively novel in medicine.

Purpose/Objectives: To develop an online curriculum to teach leadership skills in the Faculty Launch Program.

Methods/Approach/Evaluation Strategy: The goals and objectives of the Faculty Launch program were reviewed. A curriculum map was developed to determine what skills and content should be delivered between sessions to maximize use of in-person time as well as facilitating development of institutional projects. Simultaneously, meetings were held with faculty and instructional designers to evaluate resources needed to develop the curriculum and develop a business plan to present to the university. For each online curricular element, a content expert will be identified, an instructional design plan will be developed to guide the online educational strategies chosen (e.g. video snippets, readings, case studies, asynchronous and synchronous discussions), and the content broken down to deliver using those strategies. The modules will be evaluated for ease of use and acceptability and the content evaluated through pre/post testing and case studies. The timeline is to have the first module ready for the summer session, with a goal of additional modules for the new cohort in January 2020.

Outcomes/Results: Reviewing the content, change management was selected as the pilot module for the curriculum and a national content expert willing to collaborate identified. The next steps are to develop the instructional design plan and build out the content leveraging different online educational strategies. We will then implement this in the Faculty Launch program and evaluate as outlined above.

Discussion/Conclusion with Statement of Impact/Potential Impact: Successful implementation of an online approach to teaching leadership skills will increase the ability to reach more faculty without the limitation of scheduling constraints. The ultimate goal will be to utilize this model to develop programming for ELUMs to continue to build their leadership skills as they advance in their careers.

Utilizing an online platform for teaching leadership skills: An online curriculum for the Drexel Faculty Launch Program

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Background

In 2017, the leadership of the offices of Faculty Development, Faculty Affairs, and Diversity, Equity and Inclusion of Drexel University College of Medicine developed a novel, part-time, year-long faculty development program modeled after ELAM called Faculty Launch. The aim of this program is to support emerging, mid-level school leaders in their advancement in academic rank and, ultimately, to higher level institutional leadership positions. The program brings together mid-level faculty across disciplines for this program. The program consists of a leadership skill building curriculum, creation of small groups for networking, and the charge of developing a Faculty Launch Individualized Project (FLIP) to fill an identified need of their department. Because of the Fellows' busy clinical and research responsibilities, however, there is a limited amount of in-person time available for the curriculum. The solution was to create an online curriculum that covers some of the essential leadership skills; in particular change management, decision making and conflict resolution. The use of the "flipped classroom" model enables us to maximize the in-person sessions and sustain faculty engagement. Utilizing online curriculum to teach these skills is relatively novel in medicine.

Approach

Clarify Problem

- Held meetings with stakeholders in faculty development
- Identified barrier of too much content in too little in person time

Identify Curricular Needs

- Evaluated curriculum for planned Faculty Launch program
- Created curricular map to identify online targets
- Utilized guiding principle to choose areas that would be further developed and utilized during in person time

Decide On Target Content

- Identified areas of online content
- Decided to start with change management for pilot
- Used guiding principles of topics not well covered during in person time but important for future leaders

Begin Implementation Process

- Met with experts in online education and instructional design
- Developed proposal with resources needed
- Identified content expert

Online Environment Considerations

Different Domains of Interactivity

- Instructors, Peers, and Content
- How much time will you devote to each type?

Discrete Objectives to Inform Design Plan

- Some Examples:
- List elements - accomplished by readings, quiz
- Apply elements - reflection, minicase
- Devise methods - solve a critical incident as an assignment

Instructional Design Plan

- Blueprint to map out strategies
- Informed by objectives

Choices of Strategies

- Video, Readings, Discussion Boards, Case Exercises
- Asynchronous vs Synchronous sessions

Purpose

To create online curriculum to complement in person teaching and learning experiences for a longitudinal, year-long, part-time mid-career leadership development program, Faculty Launch.

Proposed Curriculum

On reviewing the curriculum/skills map there were 6 topics that were identified as suited for online education. These topics were felt to be ones that would provide skills that would be further built on and utilized during in person time, modeling a flipped classroom approach. The decision was made to start with Change Management – a topic not well covered in other sessions but an essential skill for activities in the in person session as well as for their required FLIP project.

Skill	S1	PS2	S2	PS3	S3	PS4	S4
Leadership	X						
Organizations Strategy and Alignment	X						
Management and team building	X						
Self Assessment		X		X	X		X
Finance and Budget		X	X				
Change Management		X	X				
Decision Making		X	X				
Strategic Planning and Management				X			
Mentoring and faculty development	X				X	X	X
Negotiation and conflict management				X			
Effective communication				X	X	X	X
Unconscious Bias					X		
Scholarship and assessment (FLIP)	X	X	X	X	X	X	X

Figure 1 – Curriculum Map for Faculty Launch S=in person session, PS = in between sessions red X planned to cover at least partially or exclusively online

Next Steps

We are currently working on the instructional design plan for the content to create the Change Management module. We will evaluate modules through pre/post testing and surveys for ease of use, acceptability and content. First module is scheduled to be used in early summer, with a goal of additional modules for the new cohort in January 2020.

Potential Impact

Successful implementation of an online approach to teaching leadership skills will increase the potential to reach more faculty without the limitation of scheduling constraints. The long term goal is to utilize this model to create online ELUM programming focused on advanced leadership skills training.

Significance of Project

- Utilizing an online platform for leadership skills
- Maximizing in person time
- Increasing content able to be delivered
- Sustaining faculty engagement.
- Creating a platform for teaching these skills in the ELUM program in the future if the pilot is successful.

References

1. Chen, B Kern D, Kearns R, Thomas, P, Hughes M, and Tackett S. From Modules to MOOCs: Application of the Six-Step Approach to Online Curriculum Development for Medical Education. Academic Medicine January 2019 (online ahead of print).
2. Parker, R. E. (Ed.). Redesigning courses for online delivery: Design, interaction, media and evaluation. Emerald Publishing 2013.
3. Simonson M and Schlosser C. We Need a Plan: An Instructional Design Approach for Distance Education Courses. Distance Learning 1(4):29-39 2004.