Faculty Development: Beyond Flexner

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- Recent reports and articles on the future of medical education are in general agreement as to diagnosis, but do not outline the prescription

- Two competing models of competence are being debated: time vs. achievement (outcomes)

- Resurrecting the “public interest” concept from Flexner
Faculty Development: Beyond Flexner

- **Four Questions to Answer:**
  - “What is the academic meaning to a faculty title?”
  - “Who are the core faculty and mission contributors?”
  - “What defines the scholarship of academic medicine?”
  - “How do we pay for the whole educational enterprise?”

The Future of Medical Education

**Sustaining Innovations in the Current Educational System**

- Integration of Science and Clinical Education
- True Rotations for Consistent Learning
- Variable Learning vs. Variable Time
Chronic Quadrangle: Behavior – Intensive Diseases with Deferred Consequences


Model of the Merging of Informal Technology Skills with Formal Professional Skills

A 2020 Vision of Faculty Education Development Across the Medical Education Continuum

- February 26-28, 2010
- Held at Baylor College of Medicine, Houston, Texas
- Funded by
  - The Medallion Foundation, Inc.
  - The Josiah Macy, Jr. Foundation

Presentations

- “A Brief History of Medical Education and Faculty Development”, Stephen B. Greenberg MD, Dean of Medical Education, Baylor College of Medicine
- “The Biology of Learning”, Michael Friedlander, PhD, Past Chair, Neurosciences, Baylor College of Medicine
- “Teaching Skills Throughout the Medical Education Continuum,” Charles J. Hatem MD, Director, Center for Teaching and Learning, Harvard Medical School
- “Decoding the Learning Environment of Medical Education: A Hidden Curriculum Perspective on Faculty Development as a Process of Tacit Learning”, Frederic W. Hafferty, PhD, Professor, Department of Behavioral Sciences, University of Minnesota Medical School
Presentations

• “Barriers to Effective Teaching”, Debra DaRosa, Professor and Vice Chair of Education, Department of Surgery, Northwestern University School of Medicine

• “Patient - and Relationship - Centered Care”, Richard M. Frankel, PhD, Professor of Medicine and Geriatrics, Senior Research Scientist Regenstrief Institute, Indiana University School of Medicine

• “How Do We Keep Practicing Physicians Up to Date?”, David Davis, MD, AAMC, Senior Director, Continuing Health Care Education and Improvement

• “Preparing for the Changing Role of Instructional Technologies in Medical Education”, Bernard Robin, PhD, Director, Masters of Education with an Emphasis in the Health Sciences Program, and Sara McNeil, PhD, Program Coordinator Instructional Design, University of Houston

• “Biomedical Informatics”, William W. Stead MD, McKesson Foundation Professor of Biomedical Informatics, Professor of Medicine and Associate Vice Chancellor for Strategy and Transformation, Vanderbilt University Medical Center

• “Faculty Development: The Missing Link in Competency - Based Medical Education”, Eric Holmboe MD, Senior Vice President for Quality Research and Academic Affairs, American Board of Internal Medicine and the American Board of Internal Medicine Foundation

• “Reframing Educational Research on Faculty Development”, David Irby, PhD, Senior Scholar, Carnegie Foundation, Vice Dean for Education, Professor of Medicine and Patricia S. O’Sullivan, EdD, Director, Educational Research and Faculty Development, University of California, San Francisco
Faculty Development Topics That Should Be Available to All Medical Teachers

Support from the Medical School or Academic Health Center for Faculty Development to Further the Educational Mission

Support at the National Level for Faculty Development

Recommendations Were Grouped into Three Categories (Searle, N and Greenberg, S)

- Biology of Learning
  - apply current knowledge of the neurobiology of learning in all faculty development practices including the development of lifelong learners
- Assessment
  - train faculty in learner assessment
  - support longitudinal, triangulated, and multi-modal learner assessments
  - foster and support learners who are actively engaged in the assessment process

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- **Educational Technology**
  - select technologies to meet specific needs and course objectives
  - use technology to provide/support experiences for learners that are not otherwise possible
  - support biomedical informatics as an essential foundational discipline

- **Change CME to ensure use of evidence-based methods in education**

- **Make faculty development programs at each institution more explicit**

Support for Faculty Development from the Medical School or AHC

- **Faculty**
  - fund a cadre of faculty whose central responsibility is to teach and value them on par with that of clinical care and research
  - provide adequate support to faculty for an academic career path in medical education
  - allocate institutional resources to support educational scholarship and research
  - include the relationship centered care curriculum into faculty development offerings
Support for Faculty Development from the Medical School or AHC

• Technology
  - support faculty members as they adopt new technologies
  - allocate resources to support appropriate use of instructional technologies

Teaching Competencies Across the Education Continuum

Faculty Development: If You Build It, They will Come
Steinert Y, et al.

- “Buddy System” for junior faculty
- Orientation workshop for new staff
- Increased role modeling and mentorship

AAIM Report on Master Teachers and Clinician Educators Parts I & II
SA Geraci, et al
American Journal of Medicine 123(8 & 9): 2010

- Master teachers will be career-dedicated clinician educators with enhanced skills in all areas of clinical medical education
- Focused faculty development will be required throughout their careers, as well as innovative resourcing models to support them
- Master teachers will be measured in part by redefined scholarship and tenure criteria to become full contributing members of medical school and academic medical center faculty
Support for Faculty Development at the National Level

• Establish Centers of Excellence in Faculty Development
  - consider the need for and feasibility of a national faculty development certification program to recognize and highlight programs that have successfully prepared faculty for teaching roles.

Support at the National Level

• Establish a National Institute for Health Professions Education Research with associated funding for training, career development, investigator initiated research, and center grants.

• Develop a national professional education institute whose aim is to advance the development of health professions educators
• Areas of educational faculty development which present unique challenges and will require a concerted effort to implement include:
  - new educational technologies,
  - bioinformatics, and
  - new information concerning the biology of learning.
• As models of care change, faculty development will also need to change
Five Factors Critical to the Success of Developing a Culture of Safety*

1. Explicit leadership from the top
2. Early engagement of health professionals with students
3. Having residents teach others about patient safety
4. The use of health information technology
5. Promoting teamwork among health professions

*Kirch, DG and Boysen, PG, Changing the Culture in Medical Education to Teach Patient Safety. Health Affairs, 2010 September; 29(9): 1600-4.

Examples of Interprofessional Learning Opportunities at the University of Washington Center for Health Sciences

- Freshman seminar introducing students to interprofessional health practice
- Convocation event for all entering health sciences students (called Chautauqua)
- Interprofessional certificates in specific focus areas such as in Emergency Preparedness and Response
- Didactic and practical courses involving medically-underserved populations
- Co-curricular program involving students and faculty providing education at the Salvation Army Adult Rehabilitation Center
- Student-operated primary care assessment clinics for the underserved
- Research training program (Institute of Translational Sciences NIH Roadmap Multidisciplinary Predoctoral Research Clinical Training program)
- An interprofessonal Objective Structured Clinical Examination (OSCE)

Interprofessional Initiatives at the University of Washington
Odegard PS, et al.

- Center for Health Sciences Interprofessional Education (CHSIE) - 1997

- Schools of Pharmacy, Medicine, Nursing, Social Work, Dentistry

Pyramid of Care for Long-Term Conditions

Type of Medical Practice Required to Diagnose and Devise Therapy for a Range of Chronic Diseases