



ขอเชิญอาจารย์ นักศึกษา บุคลากร
และผู้สนใจเข้าร่วมฟังบรรยาย

กิจกรรมแลกเปลี่ยนเรียนรู้ Sharing AMEE 2023 Webinar

โดยคณาจารย์ และนักศึกษาแพทย์
คณะแพทยศาสตร์โรงพยาบาลรามาธิบดี
ผู้เข้าร่วม AMEE GLASGOW 2023

ในช่วงเดือนตุลาคม 2566 ทุกวันจันทร์ พุธ และศุกร์
เวลา 12.00 – 13.00 น. ผ่าน Zoom Meeting

สามารถเก็บหน่วยกิตด้านการศึกษา (CME) ได้ 1 หน่วยกิต

Sharing AMEE 2023: faculty development for course directors and mentors

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Wed Oct 4, 2023



UNIVERSITY OF MICHIGAN
MEDICAL SCHOOL
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KAISER PERMANENTE
BERNARD J. TYSON
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Washington University in St. Louis
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Par for the Course Director: A Comprehensive Approach to Faculty Development on Course Administration



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Learning Objectives

- Evaluate approaches to preparing faculty for course leadership and administration roles
- Develop tools and strategies that can be used in your context to prepare faculty for their roles as course administrators
- Describe strategies for collaboration in course administration

Q&A with Audience

- Are you currently a course director, or have you been in the past?
- Do you consider yourself a faculty developer (either by title or by your role)?
- Have you ever participated in Course Administration/Course Director training?
- Have you ever designed or delivered a Course Administration/Course Director training?

Why is this important?

- Ensure effective and engaging learning experiences
- Accreditation requirements for curricular governance
- Literature on preparing faculty for course administration is scant
- Clinician educator milestones now include administration skills as one of the competencies (ACGME, ACCME, AAMC, AACOM)

Administration Skills Milestones

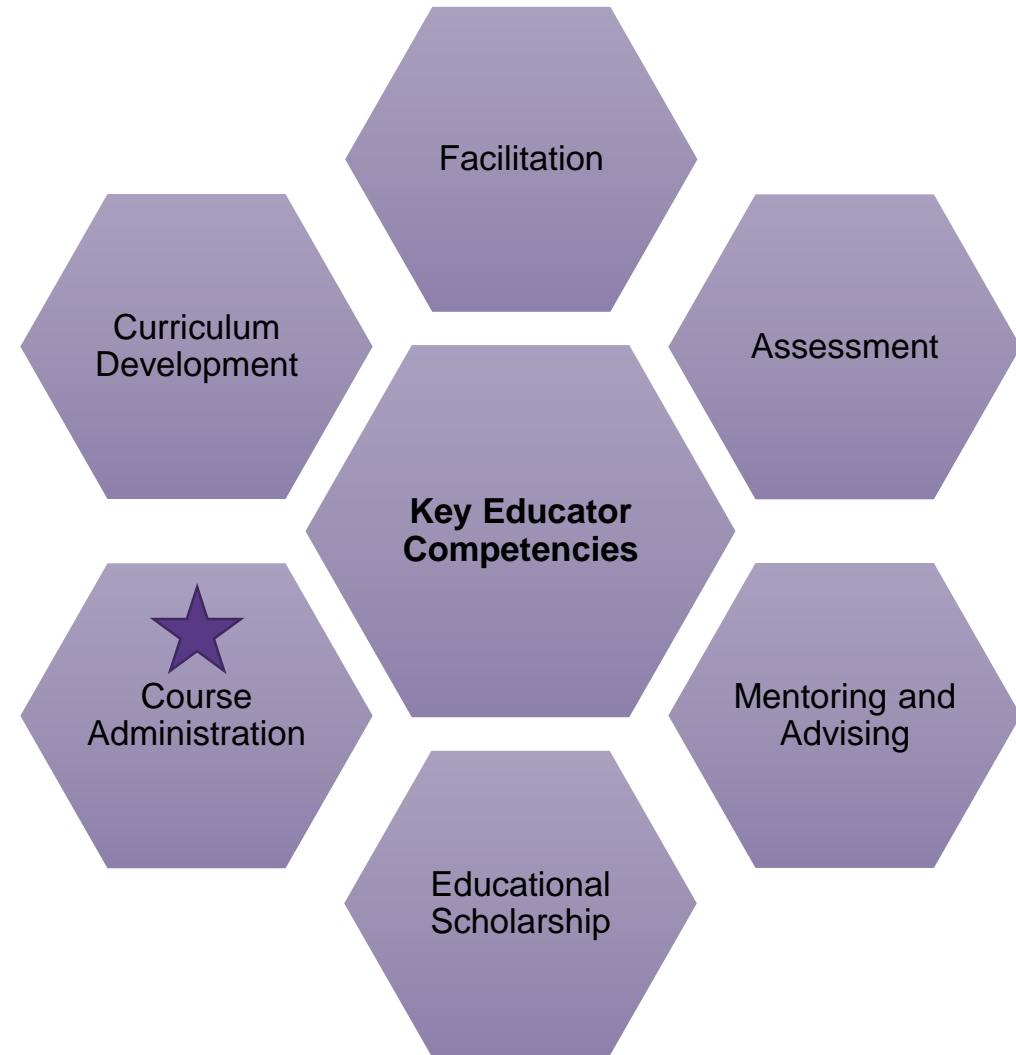
Administration 1: Administration Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes administrative domains of program management	Identifies best administrative practices for effective program management	Employs best administrative practices for effective program management	Consistently demonstrates best practices across administrative domains	Leads and guides others for best administrative practices for effective program management
Describes components of legal, regulatory, and accreditation functions	Identifies relevant resources for legal, regulatory, and accreditation functions	Employs effective approaches to perform legal, regulatory, and accreditation functions	Consistently integrates legal, regulatory, and accreditation functions into practice	Leads and guides others in legal, regulatory, and accreditation functions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> </div>				

Large Group Discussion (10 min)

- What are some challenges you have encountered with training faculty on course administration?

Challenges

- Limited education/training and relevant prior experience
- Lack of time required for training and/or mentorship
- Competing priorities
- Scope of knowledge required
- Challenges with integrated/cross-disciplinary courses
- Variable timing in onboarding of course leads



Small Group Discussion (15 min)

Please brainstorm at your tables what you think that **course directors need to know (e.g. educator skills, administrative/technical skills, soft skills, clinical teaching)**, recording your responses on the flip charts. After your list is complete, sort the topics into groups that make sense to your team. Be prepared to report out and we'll get to as many as we can.

Course Administration Faculty Development Brainstorm

Small Group Discussion (30 min)

Think about your buckets and **how you might teach them** (format and length of training, engagement strategies/pedagogy), including which structures best support teaching those skills. Consider both when you are launching a new curriculum or initiative and one off new course leaders as they come online to a stable curriculum. Be prepared to report out.

Sharing Our Experiences

Discuss how we are approaching this at each of our own institutions

Describe what has worked well for us/how we are doing things

Design

- In collaboration with the Clinical Curriculum Committee (CCC) and with approval of Committee on Oversight of Medical Student Education (COMSE), determine the appropriate content, learning objectives (knowledge, skills, behaviors), learning methods, and assessment tools for the clerkship.
- Consult with the Office of Medical Student Education (OMSE) and the Office of Education (OE) to ensure adoption of best practices in all areas of clerkship design, delivery, and assessment.
- Ensure robust vertical and horizontal curricular integration throughout all phases of the curriculum via collaboration with other courses, clerkships, and Thread Directors, under the oversight of OMSE leadership and CCC, and with the approval of COMSE where necessary.

Implementation

- **Teaching Faculty/Instructors (this includes faculty, residents, preceptors, house staff, physician assistants, and advanced practice nurses)**
- Recruit appropriate teaching faculty for delivery and facilitation of educational experiences.
- In collaboration with OMSE administrative staff, ensure all teaching faculty are included in the system of record, allowing for evaluation of teaching and accurate accounting in annual teaching effort reports provided to home departments.
- Assign teaching responsibilities for teaching faculty, and act as a liaison between the teaching faculty and OMSE administrative staff, **ensuring all necessary teaching materials (including objectives, resources, and assessments) are submitted in a timely manner and meet agreed-upon requirements.**
- Use OMSE resources to ensure goals, objectives, outcome measures, guidelines, and policies are communicated to all teaching faculty.

Washington University School of Medicine: Clerkship Director within the MD Curriculum

- Ensure all individuals participating in a teaching activity are familiar with the plans for clerkship activities and understand where the activity fits within the broader curriculum.
- In close collaboration with OMSE, evaluate teaching faculty and systematically review, provide timely feedback, and share student evaluation data with individual teaching faculty and the department chair(s).
- Identify teaching faculty requiring faculty development and work closely with that individual to encourage ongoing quality improvement (including improvements in content, refinement of learning objectives, and development of improved assessment instruments). When necessary, arrange for additional development opportunities offered through OMSE.
- Ensure that any faculty with supervising and evaluation responsibility have a faculty appointment at WUSM.

Students

- Ensure students are aware of and understand competencies and learning goals, outcome measures, and all guidelines and policies for the clerkship.
- Maintain regular communication with the medical education representative (MER) and course liaisons and respond promptly to their correspondence before, during, and after the clerkship.
- Within the context of WUSM/OMSE policies and guidelines, set clear expectations for student performance, including consequences for failing individual clerkship elements or the overall clerkship, and the specific approach to remediation.
- Ensure early identification of students with academic or personal difficulty, and refer identified students to the Office of Student Affairs (OSA) for development and implementation of appropriate support plans.

Assessments

- Ensure alignment between clerkship-level and session/topic-level objectives and assessment items.
- Ensure all students receive formative feedback by at least the mid-point of the clerkship (this provides opportunities for students to measure their understanding and progress towards meeting the clerkship objectives).
- Per WUSM/OMSE policies and guidelines, return all assessment results to students in a timely manner, to support student learning and ongoing development.

General Administration

- Ensure adherence to all guidelines and policies as developed by curriculum committees and WUSM leadership.
- Ensure [a professional learning climate](#) for both teaching faculty and students.
- Complete the OMSE-administered [annual clerkship questionnaire](#).
- Schedule and coordinate structured learning activities for the clerkship (both on-site and at extramural sites).

Washington University School of Medicine: Clerkship Director within the MD Curriculum

- **Oversee teaching activities** for the clerkship to provide continuity in the curricular element administration and to monitor quality and consistency.
- In close collaboration with OMSE administrative staff, ensure syllabi, clerkship materials, schedules, small group rosters (if applicable), and other content are current, of high-quality, posted in a timely manner, and reflect the educational objectives and desired content being delivered.
- **Actively participate in the development and maintenance of a curriculum map** that includes **goals, learning objectives, content, educational strategies, and assessments**.
- **Meet annually with the Associate Dean** for Medical Student Education or **designee to report progress of improvements in** the clerkship and **receive a performance evaluation** based on the responsibilities described in this document.

Continuous Improvement and Innovation

- Assume primary responsibility for **developing and maintaining a vision for the short- and long-term development and implementation of the clerkship.**
- Track, monitor, assess, and identify areas for improvement in the curriculum with the goal of continuous quality improvement, or as dictated by the curriculum oversight bodies, and develop an improvement plan when necessary.
- Communicate improvement plans to OMSE, teaching faculty, and students in a timely manner.

Washington University School of Medicine: Clerkship Director within the MD Curriculum

- In collaboration with the OMSE assessment experts, [evaluate the current curriculum in achieving learning outcomes](#).
- Modify existing or develop new curricula and methods of delivery based on needs, changing LCME requirements, and as charged by curriculum oversight bodies.
- In collaboration with the OMSE evaluation group, provide narrative data for the compilation of [clerkship reports or other program evaluation reports](#) and present data to the appropriate curriculum committees.
- Verify annual data collated by OMSE, including descriptive information and reports of clerkship content, instructional methods, assessments, and outcomes.

Leadership and Service

- Demonstrate and cultivate educational leadership in the clerkship and broader educational community.
- Serve on the CCC committee and attend scheduled meetings and retreats.
- As requested by OE/OMSE leadership, assume leadership roles in WUSM educational endeavors or serve as a leader in additional education committees or workgroups.
- Remain informed of trends and practices in medical education, pedagogy, technology, and administration.

Example

Proposing a New Course	Course Proposal and Revision Process Document	Mentimeter quiz about course proposal process as part of a larger faculty development	10 min
Course Director Roles & Responsibilities	Read CD Roles & Responsibilities Document	Whose Job Is It Anyway? Hands-on activity that asks course directors to sort a list of job responsibilities into categories of course director, curriculum coordinator, instructional designer, etc	30 min
Key Resources for Course Directors	Review OME Sharepoint with Key Curricular Resources	Virtual Scavenger Hunt--Hands-on activity that asks course directors key questions related to their role (e.g. how should unexcused student absences be handled?). They must locate the appropriate resource to find the answer to each question	30 min
Syllabus Construction	Review Syllabus Development Guide	Given a sample syllabus (probably an imperfect one) and ask them to go through it, using the syllabus development guide and checklist to recommend improvements	45 min
Curriculum Development	Articles on Kern's Curriculum Development in Medical Education	Workshop in which faculty identify a learning need, write LOs, suggest an assessment method, and design an activity that would support achievement of the LO	90 min
Key Assessment Responsibilities (Encouraging coverage of CLOs, constructing assessments in a timely manner, timely feedback provision, formative feedback, grading on time, student challenges of assessment data)	Manual for Assessment and Promotion	Develop a Jeopardy game that focuses on key assessment responsibilities	60 min

Managing students with accommodations	Article and/or job aid provided by the accessibility office	Give case studies (based off of real scenarios) and have small group discussions about the approach to each studies	30 min
Access to records and FERPA	Required FERPA/compliance training	Mini-cases that focus on appropriate use of records and student assessment data	15 min
Program policies that apply to all courses	Relevant policy documents (e.g., absence policy, workload, course modification, contact hours, video/audio recording of sessions)	Assign course directors a policy to teach their peers about using active learning strategies	60 min
Management of evidence of professionalism lapses in students, reporting, honor council	Read process for faculty response to student behavior	Use cases the focus on issues of student professionalism	45 min
Learning environment and mistreatment	Read Mistreatment Policy	Cases that focus on examples of behaviors that could be considered mistreatment	30 min
Academic support services, coaching, and remediation	Description of services/resources on Student Affairs website. Selection from <i>Remediation of the Struggling Medical Learner</i>	Case studies, role play	30 min
Course Evaluation Tools and Process	Read Course and Teaching Quality Feedback Guide; Review Kirkpatrick's Four-Level Training Evaluation Model	Have course directors craft sample questions for course evaluation at each of Kirkpatrick's levels	45 min

Course Review	Read Sample Course Review Report; Course-Specific Evaluation Data	Have course directors draft a section of a course review report based on evaluation data	45 min
Creating Inclusive and Collaborative Work Processes and Decision Making	Article on collaboration across differences	Cases that focus on interactions that require course directors to collaborate with other faculty in their departments or with course directors in other departments.	45 min
Usage of the learning management system and student communications	Read LMS How-To Guide	Scavenger hunt in the LMS; have course directors craft sample communications to students about course changes/updates	30 min
Leading through influence - getting buy in for your course. Overseeing course faculty and coordinators who may not directly report to you	Article on leading through influence	Small group discussion on strategies that have been effective and associated challenges	90 min
Management of student or faculty feedback	Read excerpt from Thanks for the Feedback	Cases that focus on student or faculty feedback about courses, learning experiences, or course faculty	45 min

Take home message

- อาจารย์ประธานและผู้รับผิดชอบรายวิชา เป็นผู้บริหารการศึกษา
- การพัฒนาอบรมหรือแลกเปลี่ยนเรียนรู้เป็นสิ่งจำเป็นเนื่องจากมีบทบาทหน้าที่ที่สำคัญมากในการทำให้หลักสูตรบรรลุวัตถุประสงค์ และถูกกำหนดให้มีเป็นมาตรฐานในหลายๆ accreditation
- การอบรม อาจเป็น **short course** หรือเป็น **longitudinal** เกิด **Community of Practice**
- บทบาทหน้าที่ ควรมีการกำหนดชัดเจน และมีการประสานงานกับกรรมการต่างๆ อย่างเป็นระบบ

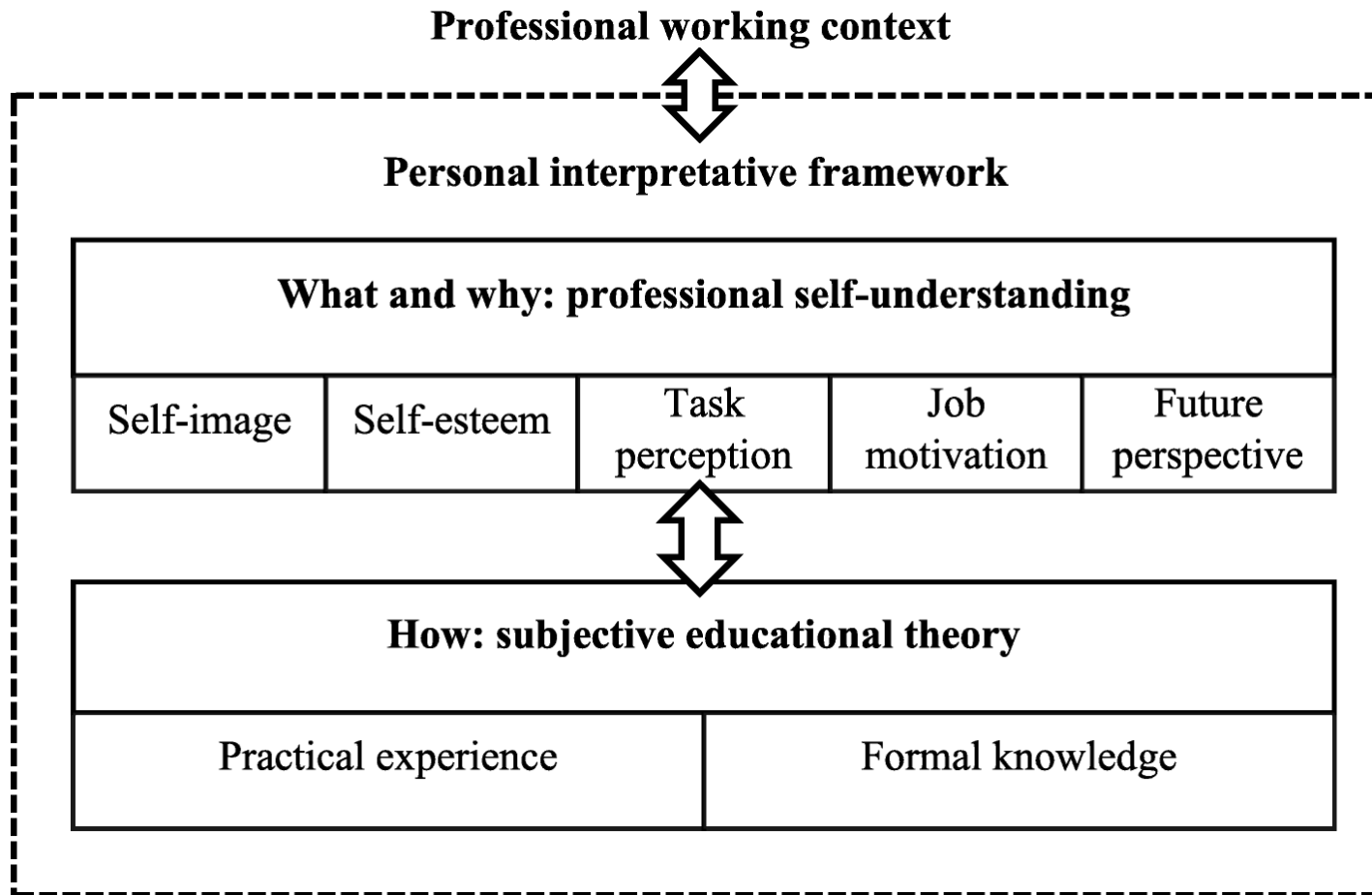
Do I **mentor** like I am, Like I want, or like I should?



Lianne Loosveld
Pascal van Gervan
Maastricht university, the Netherlands



The Personal Interpretative Framework develops from the continuous interaction between mentors and their professional working context.

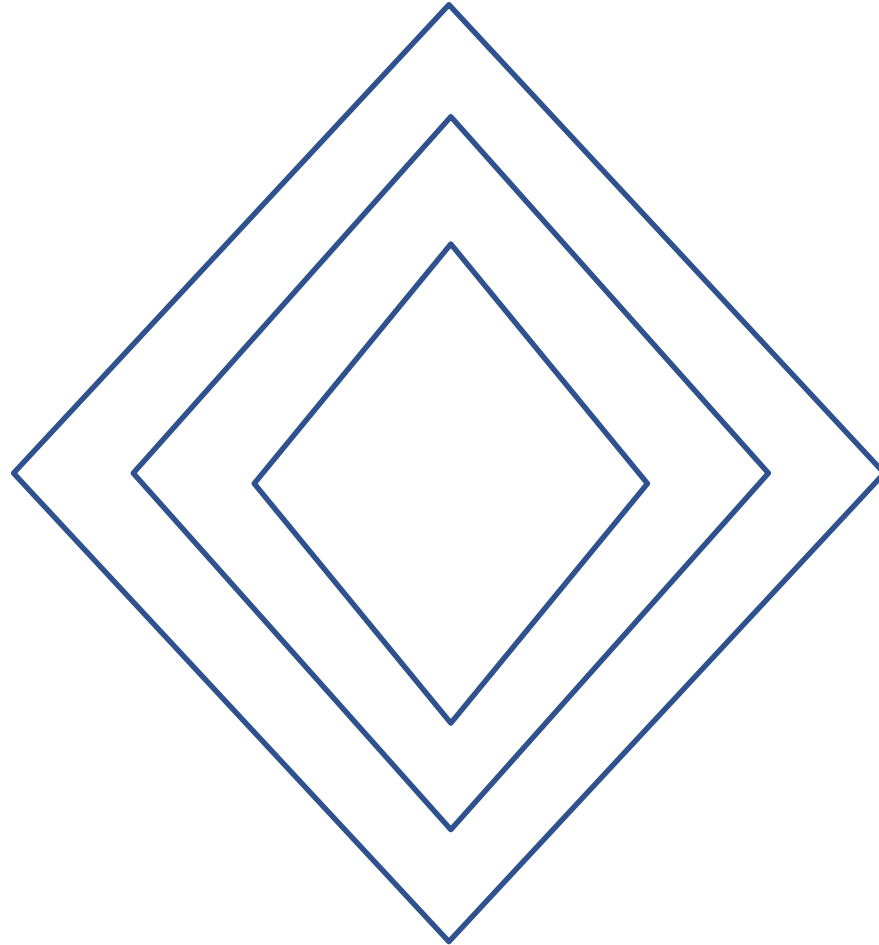


It consists of two dimensions:

- professional self-understanding and subjective educational theory, which consistently interact, as indicated by the double-headed arrows.

1. Supporting personal development

2. Modelling
professional
development



4. Monitoring
performance

3. Fostering autonomy

**EXPECTATION
vs
EXPERIENCEs ?**

1. Supporting personal development

- ✓ Helping my mentees develop into their **own individual person** is my reason to mentor.
- ✓ Helping my mentees **optimize their wellbeing** is my reason to mentor.
- ✓ Helping my mentees become **better learners** is my reason to mentor.
- ✓ Helping my mentees **envision what kind of professional they want to be in the future** is my reason to mentor.
- ✓ The **personal development** of my mentee is extremely important for me as mentor.

**EXPECTATION
VS
EXPERIENCEs ?**

**When focusing on the personal development
of their mentees**

2. Modelling professional development

- ✓ I provide my mentees with insights into **how the academic world works**.
- ✓ I advise my mentees what they should do **based on**
- ✓ If my mentees want feedback on how they are doing **for it**.
- ✓ I want my mentees to **adhere to my professional norms**.
- ✓ I am a sort of **“help desk”** for my students, providing them with information or referring them to resources.

**EXPECTATION
VS
EXPERIENCEs ?**

When helping mentees socialize into the academic world, norms and values

3. Fostering autonomy

**EXPECTATION
vs
EXPERIENCEs ?**

- ✓ I cannot solve problems for my mentees, they have to **do that themselves**.
- ✓ There is a **limit to the amount of support** I am prepared to give to my mentees.
- ✓ It is my mentees' **own responsibility to ask me** for advice if they have any questions

Focus on advice-seeking behavior and problem solving

4. Monitoring performance

**EXPECTATION
vs
EXPERIENCEs ?**

- ✓ For me as mentor, having **access to progress indicators** of my mentee is critical.
- ✓ If my mentees **fail to meet expected performance** standards, I will let them know.
- ✓ I help my mentees gain better **understanding of the results of their actions**.
- ✓ I am my mentees' **trusted person** within the university.

Use of performance results and discussing meeting standards

Questions after MERIT

- ✓ Where there any surprises in your MERIT foci
- ✓ Can you think of an example situation of your highest and lowest score
- ✓ Are there any discrepancies between actual and preferred mentoring you would like to decrease?
- ✓ How to decrease a possible discrepancy?

Take home message

- ✓ Expectation between mentee-mentor is important
- ✓ Set our expectation and reflect our real experiences
- ✓ Are there any tools to help mentor?

Discussion ?

- การคิดภาระงานตามบทบาทหน้าที่ course director
- การประเมิน reward recognition incentive
- คอรัส์ผู้บริหารรายวิชา?
- Expectation: role of mentor-mentee?

