

P8b: Paper – Education

The Teaching Leader Series: Interprofessional Faculty Development

Saturday, March 13, 2010 2:25p.m. to 2:50p.m. 208/209 Hamilton Bldg

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The purpose of the Teaching Leader Series is to assess and build workforce capabilities for teaching and competency-based education. The Series was initiated in 2008 and is intended for any and all network members interested in teaching and teaching methods.

Faculty preparation/development is vital in preparing the next generation of healthcare workers. Only 39% of teaching hospitals have ongoing faculty training programs. Furthermore, only 6% of non-university hospitals receive program funding. We found an interprofessional approach to be an effective and efficient strategy to sustain a faculty training effort, called the Teaching Leader Series.

A needs assessment conducted between 2006 and 2007 led to the creation of an interprofessional approach to faculty development. The Series assumed that an inclusive strategy would help ensure sustainability and that “untapped and unique” learning experiences would occur when two or more professions together learned with, from, and about each others’ teaching practice. The Series is evaluated by post-course evaluations, mid-year surveys and focus groups. Thirteen different topics are offered during the 2009-2010 series including Adult Learning, Narrative Medicine, and Teaching with Simulation and Standardized Patients.

More than 50% of faculty who attended the 2008 faculty development workshops said that their top teaching priority was to learn more about diverse teaching methods and how to more effectively deliver feedback.

Since its inaugural workshop in 2008, the Series has averaged 20 network members per workshop with the following demographics: 52% nurses, 28% physicians, and 20% other educators. At the conclusion of each workshop, participants are asked to complete a self-retrospective evaluation.

Participants provide feedback on the usefulness of the sessions and are asked to describe how they incorporated new skills in their teaching practice. For example, one participant stated: “Very useful techniques and ways to foster interdisciplinary teaching rounds”.