

FACULTY PERCEPTIONS AND OBJECTIVE IMPACT OF FACULTY DEVELOPMENT WORKSHOPS

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ABSTRACT

Objective: To document the perception of participants and the impact of faculty development and related educational workshops arranged in a public sector medical education setting.

Place and Duration of Study: The departments of Medical Education (DME); Army Medical College and Armed Forces Post Graduate Medical Institute, Rawalpindi, Pakistan from 2013 to 2014.

Study Design: A descriptive study.

Subject and Methods: During 2013 to 2014, nine faculty educational workshops were arranged by the faculty members of the departments of Medical Education (DME), Army Medical College and Armed Forces Post Graduate Medical Institute, Rawalpindi, Pakistan. Both clinical and pre-clinical teaching faculty members attended the workshops. Proper consent was taken from each participant to document their perceptions for this study.

Results: Two hundred and forty of the teaching faculty members of the Army Medical Corps participated in different proportion for the workshop arranged during a period of one year. At the end of each workshop a questionnaire was completed by each participant. The study addressed the perceptions of the participants regarding impact of workshop, the facilitator's knowledge about the workshop topic and his/her communication skills. The responses of the participants were documented for each question and the percentages were calculated.

Conclusion: The planning efforts of professional development workshops by the departments of medical education at Army Medical College and Armed Forces Postgraduate Medical Institute resulted in a satisfactory implementation of the set objectives for faculty development.

Keywords: Faculty development, Medical education, Workshops.

INTRODUCTION

Over the period of time educational scientists have elaborated several methods of teaching and learning¹. The advantages of these methods have been realized by majority of faculty members of the teaching institutions. This awareness has motivated the facilitators to apply these educational principles to their teaching programs for better outcomes. Teacher trainings can be arranged by a variety of methods but a workshop is by far the most convenient². The latest Pakistan Medical and Dental Council (PMDC) curriculum stresses the application of the current innovative training methodologies. This has drawn the attention of the teaching and

training faculty holding various academic positions. Moreover, the academic council felt the necessity to address the requirements on one hand and eagerness of the faculty for giving time for their own knowledge, enhancements of skills and attitude building³. For the above reason a well organized plan was arranged for faculty development. This comprised of a series of workshops. By the end of each workshop, documentation of the perceptions was arranged from all the participants. The cumulative feedback from these workshops was presented to document the level of overall satisfaction achieved by the participants enrolled in these workshops.

SUBJECT AND METHODS

During 2013 to 2014, through descriptive study nine faculty educational workshops: "Integrated Modular Curriculum", "Construction

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of MCQs", "Case Base Learning", "Continuous Professional Development (CPD)/Continuous Medical Education (CME)", "Group Dynamics and Faculty Development", "Supporting Learners In Difficulty," "Medical Literature Research", arranged by the qualified medical education faculty of the departments of Medical Education (DME), Army Medical College (AMC) and Armed Forces Postgraduate Medical Institute

RESULTS

A total of 240 participants (belonging to clinical and preclinical teaching faculty) attended in different numbers, as participants, the nine different educational workshops. The various numbers of participants out of the total participants are presented in figure-1 as percentages.

The perceptions and the responses of the

Table-1: Participants responses regarding the impact of the workshops.

Parameters	Workshop titles								
	Integrated modular curriculum n=17	Construct- ion of MCQs n=22	Case base learning n=26	CPD/CME n=14	Group dynamics n=41	Faculty development n=38	Teaching methodology- lecturing skill n=48	Supporting learners in difficulty n=37	Medical literature research n=55
Objective were clear	(85.71%)	(68.18%)	(38.46%)	(85.71%)	(48.78%)	(47.37%)	60.52%	(64.20 %)	(88.20%)
Contents met the defined learning needs	(57.14%)	(63.64%)	(34.62%)	(38.46%)	(48.78%)	(40.54%)	(58.33%)	(64.20 %)	(85.20%)
Principles can be applied at my workplace	(28.57%)	(59.09%)	(50.00%)	(35.71)	(53.66%)	(54.05%)	(64.58%)	(64.20 %)	(88.20%)
The slide presentations used were helpful in elaborating the learning objectives	(42.86%)	(72.73%)	(38.46%)	(71.43%)	(42.50%)	(36.84%)	(60.42%)	(60.70 %)	(76.40%)
Scheduled activities enhanced my learning	(71.43%)	(68.18%)	(34.62%)	(58.33%)	(48.72%)	(43.24%)	(52.08%)	(64.20 %)	(88.20%)

(AFPGMI), Rawalpindi, Pakistan were included in the study. Both clinical and pre-clinical teachers attended the workshops. The main instrument questionnaire was first reviewed for evaluation and measurement by the medical educationist. The participants were explained the contents and the values of the various items in the questionnaire. All the queries regarding the various items in the questionnaire identified by the participants were addressed on spot. The participants were asked to rate their perceptions of the items related to presentation using a scale of five categories: excellent, very good, good, fair and poor. The data was analyzed using SPSS version 17. Descriptive statistics were used to describe the results. The descriptive statistics of presentation items is presented in table-1.

participants were regarding: the impact of the workshops, role of the facilitators in the workshops. In our faculty development program, more than 85% of the participants were ready to accept medical education workshops as a part of their regular training. They agreed through documenting their responses in reply to the items in the questionnaire provided to them for completion, that these workshop sessions empowered and helped the faculty members to evolve new approaches with regards to their teaching and training. The organization of the workshops is presented in the tabulated forms in tables 1,2 and 3 respectively.

DISCUSSION

Faculty development is essential, to enable medical institutions to acquire and update the

existing medical knowledge and skills after completion of their formal training courses⁴. Workshops alone, or as a component of multifaceted interventions, can result in small to moderate increase in the adoption and implementation of desired behaviors by health-care professionals⁵.

The integrated modular curriculum workshop was aimed at orientating the teaching faculty of armed forces medical educational institutions as a whole, for a change to increase the level of competence in educational

facilitators 15 (40%) by a predominant number of medical institutes⁶.

Participants were guided to use strategies for working through and resolving teaching challenges to develop more effective and efficient teaching lessons and plans. The participants mentioned that the workshop objectives were clear, workshop contents met their learning needs with achievement of all of the training goals of the workshop through activities. This workshop session enhanced learning in 68.18%, 63.64% and

Table-2: Participants response's regarding the facilitations of the workshops sessions.

Parameter	Workshop title								
	Integrated modular curriculum n=17	Construction of MCQs n=22	Case base learning n=26	CPD/CME n=14	Group dynamics n=41	Faculty development n=38	Teaching methodology-lecturing skill n=48	Supporting learners in difficulty n=37	Medical literature research n=55
Contents were well organized	(28.57%)	(52.38%)	(38.46%)	(78.57%)	(53.66%)	(57.89%)	(79.17%)	(75 %)	(82.35%)
Venue was comfortable and had adequate teaching and learning facilitates	(71.43%)	(59.09%)	(50%)	(85.71%)	(51.22%)	(71.05%)	(77.08%)	(85.70%)	(41.17%)
The staff was well trained and courteous	(42.86%)	(57.89%)	(46.15%)	(78.57%)	(51.22%)	(67.57%)	(79.17%)	(85.70 %)	(76.47%)
Refreshments were good	(33.33%)	(58.00%)	(36.00%)	(85.71%)	(44.44%)	(68.57%)	(58.33%)	(89.20 %)	(64.7%)
The course duration and timings were suitable	(33.33%)	(52.38%)	(37.04%)	(71.43%)	(53.85%)	(54.05%)	(70.83%)	(67.80 %)	(61.76%)

curriculum design and evaluation. The participants documented that the workshop objectives were clear, workshop contents met their learning needs to achieve all of the training goals and enhanced the learning of the participants as 85.71%, 57.14%, 71.43% respectively. The barriers to faculty training were identified as lack of incentives 20 (54%), lack of faculty interest 15 (40%) and dearth of trained

68.18% respectively.

In the case based learning workshops the concepts of case based learning were introduced. The participants mentioned several deficiencies and identified weaknesses in this workshop. Their suggestions for improvement helped the organizers in arranging better workshop activities with more clear objectives. The participants documented that the workshop objectives were clear, workshop contents met

their learning needs and the activities met their learning needs with achievement of all of the training goals of the workshop, moreover such activities also enhanced learning in, 38.46%, 34.62% and 34.62% respectively.

The perceptions and the objective impact of the CME-CPD⁶⁻⁸ (Continuing Medical Education, Continuing Professional Development) workshop were to enhance the development of skills, and building of attitudes related to competencies in medical profession. Eighty five percent (85.71%);

said that the workshop contents met their learning needs and 43.24% documented that the workshop activities met the learning needs with achievement of all of the training goals and enhanced their learning.

Teaching methodology lecturing and procedural skills workshop was the most significant. The main achievement of this workshop was that many teaching faculty members of both clinical and preclinical disciplines began to examine alternative

Table-3: Participant responses regarding the facilitator's organization of the workshops.

Questions	Workshop titles								
	Integrated modular curriculum n=17	Construction of MCQs n=22	Case base learning n=26	CPD/CME n=14	Group dynamics n=41	Faculty development n=38	Teaching methodology-lecturing skill n=48	Supporting learners in difficulty n=37	Medi-cal literature resea-rch n=55
Good knowledge of the topic?	(85.71%)	(61.54%)	(61.54%)	(85.71%)	(58.54%)	(68.42%)	(83.33%)	(64.20%)	(82.35%)
Good communication and presentation skills?	(100%)	(72.73%)	(61.54%)	(85.71%)	(73.17%)	(71.05%)	(83.33%)	(64.20%)	(41.17%)
Teaching methods and techniques?	(59.52%)	(63.16%)	(61.54%)	(61.54%)	(60.98%)	(63.16%)	(68.75%)	(64.20%)	(76.47%)
Interactive participation	(57.14%)	(63.64%)	(61.54%)	(85.71%)	(53.66%)	(63.16%)	(68.75%)	(60.70%)	(64.7%)
Integration of various theoretical concepts with practical applications	(57.14%)	(63.64%)	(50%)	(78.57%)	(58.54%)	(50%)	(54.17%)	(64.20%)	(61.76%)

of the participants documented that contents of the workshop objective were clear, however 38.46% expressed that the contents met their learning needs and 58.33% said that the workshop activities were relevant to the topic and enhanced the learning as to how to embed the CPD/CME activities despite their busy schedule.

Workshop on group dynamics helped them to identify the increased engagement among the learners, the instructor, and the contents. The 47.37% of the participants mentioned that the workshop objectives were clear, while 40.54%

educational methodologies besides the traditional teaching approaches. In 1977 a workshop focused on the construction of performance assessment instruments; with emphasis on area of professional competence rarely measured¹⁰. Maximum number of participants attended this workshop. These workshop activities also enhanced the learning, 60.52%, 58.33% and 52.08% respectively.

In general, workshops held during this phase had in common the goals of training participants to: define educational objectives in terms of performance; define a programme of

studies, or an educational unit, in accordance with the objectives: and construct, test case based learning, group dynamics, integrated modular curriculum to ensure that the educational objectives have been attained. At the National School of Public Health in Lisbon, Portugal, one - day workshop in 1978 for twenty-four members of the faculty was followed by one day evaluation workshop one year later. In this follow-up participants listed the objectives they had achieved and those not achieved, described in detail the obstacles they had encountered and devised common strategies to overcome them, set up new individual lists of objectives to pursue for the following 12 months, all prepared a detailed plan of-work to achieve them¹¹.

Supporting learners in difficulty¹² was also a very successful workshop. This workshop identified that supporting learners in difficulty was a fundamental professional role of a teacher. It was elaborated during discussion that the students struggle for a broad and complex range of reasons. Majority of faculty members attended this workshop; they documented their perceptions with regards to the impact of the workshop. Sixty four percent (64.20%) expressed that the objectives of the workshop were clear, while 60% said that the workshop contents met their learning needs, and 64.20% expressed that the workshop activities met their learning needs with achievement of all of the training goals and enhanced the learning.

Medical literature research workshop was designed to introduce the process of planning, researching, and drafting a literature search and variety of organizational patterns for literature reviews¹⁰. Eighty eight percent of the participants expressed that the course objectives were clear, while 85.20% said that the contents met the learning needs of the learners, 88.20% documented that the workshop activities met their learning needs with achievement of all of the training goals and enhanced their learning.

CONCLUSION

The planning efforts of professional development workshops by the departments of medical education at AM College and AFGMI resulted in a satisfactory implementation of the set objectives for faculty development.

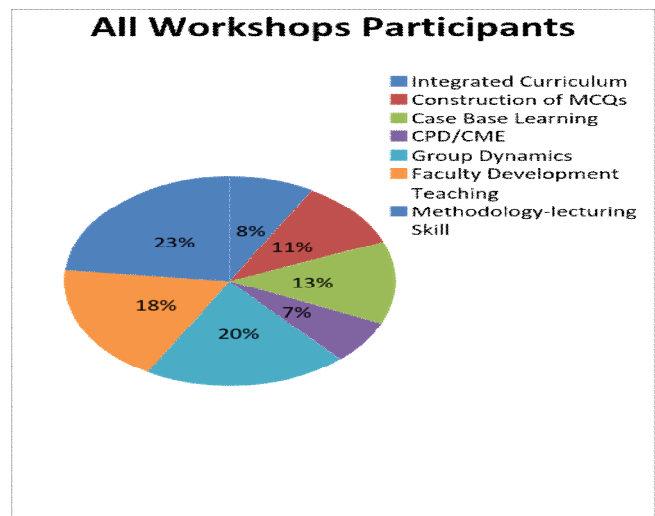


Figure-1: Percentage proportions of participants out of the total participants attending the various faculty development workshops.

Conflict of interest: The authors declare no conflict of interest with regards to any issue related to this article.

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