

## International Forum for Teacher Scholars

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### **What is the impact of faculty development on teaching and learning (teaching success and learning outcomes)? How do we know about this impact?**

In my attempt to answer this question, and within my comfort zone as a basic science faculty member within a Faculty of Medicine, I began with an ad-hoc email query to directors of Faculty Development in School's of Medicine across Canada. I asked quite simply for each school to supply me with a) their Faculty Development website and b) what published evidence they had of the impact by their programs on teaching success and learning outcomes. I heard back from eight universities (Table 1). If you scan through the list of programs offered from the various schools you will see many commonalities. Virtually every school offers some form of "teaching Effectiveness" training to both faculty and (in the case of medical schools) residents. There are also a variety of short one to three hour workshops on topics such as Multiple Choice Exam Question Writing, Advanced PowerPoint for Presentations, Clinical Teaching at the Bedside, Distance or Online Learning, and Problem Based learning Tutor Training or Case Writing. One and more schools are also now offering either Medical Education Research Forums or Medical Education Grand Rounds which is a wonderful forum for gathering together basic and clinical scientists who are developing research programs in medical education.

The striking, although I suspect not uncommon, finding was that few of the schools have published studies describing the efficacy of their programs. Of the eight schools that responded to this survey there were only three published papers (one in press, two already published) and one abstract. Let me stress this is not meant to be an exhaustive literature review, and if your published work has not been included it is an oversight, rather than any selectivity on my part. With that disclaimer, the published work I came across was as follows:

1. Pandachuck et al. described the impact of a two-day Teaching Improvement Workshop (TIPS) on the rating by students of teaching effectiveness. They compared student ratings of classroom effectiveness pre and post workshop attendance and this was compared to a cohort of teachers who did not attend the TIPS workshop. The study showed that attendance at the TIPS workshop was helpful in improving the faculty's teaching skills.
2. D'Eon described the impact of their TIPS workshop on the ability of medical residents to acquire and then use key teaching skills in "real world" settings. Residents were video-taped teaching before and after attendance at the TIPS workshop. D'Eon showed that the residents that attended the workshop made significant and positive changes in two key areas taught in the workshop (delivering a set or introduction to the teaching and the use instructional objectives) as compared to residents who did not attend the TIPS workshop.
3. Wood et al. reported a study documenting the development of a reliable and valid questionnaire designed to measure the quality of Continuing Medical Education (CME) presentations. The resulting questionnaire was shown to be valid and reliable with as few as eight evaluations per presentation, thus creating a tool which is useful in a variety of settings (both large and small group presentations).

The question which I am left with is, and I would love input from other Teaching Scholars, why do we routinely do so much in Faculty Development, so well, but publish so infrequently? Is it because most faculty running and participating in FD do so as an add-on otherwise over-filled academic positions and have no time to write up and publish their FD work? Is it because in Canada it is proportionally more difficult to get research funding in Medical Education with which to support research in FD? Is it because the culture of professional medical/dental schools is one of primarily promoting research in the biomedical

field, while innovative, cutting edge work in education goes under-recognized? Is it possibly a lack of recognition by faculty participating in FD that work they are carrying out in that capacity is indeed “publishable” in widely recognized journals of medical education. I suspect it is a mixture of all of these (and likely some I haven’t thought of). I look forward to hearing from scholars from other countries that have tackled this question to push forward towards potential solutions to this dilemma.

Table 1

University	Published Evaluations	Ongoing Evaluations	Programs/Services Offered
<a href="#">UBC</a>	Effect of teaching workshop on clinicians' teaching beliefs and behaviours: <b>Abstract at AFMC 2005</b>	Post-workshop evaluations	<ul style="list-style-type: none"> <li>• Teaching and Learning Workshops</li> <li>• Hot Topics Workshops</li> <li>• Personal Career Development Workshops</li> <li>• Med. Ed. Research Grand Rounds</li> </ul>
<a href="#">Saskatchewan</a>	Effect of teaching workshop for Residents: <b>Academic Medicine 79:791-797, 2004</b>	Post workshop evaluations	<ul style="list-style-type: none"> <li>• Using competencies</li> <li>• Active learning workshops</li> <li>• MCQ workshop</li> <li>• Student Assessment</li> </ul>
<a href="#">Alberta</a>	Effect of brief workshop designed to improve teaching performance: <b>Academic Medicine 79: 798-804, 2004</b>	Post workshop evaluations	<ul style="list-style-type: none"> <li>• Teaching Enhancement Workshops</li> <li>• Teaching Dossier Template</li> <li>• Annual Meeting on Medical Education</li> </ul>
<a href="#">Memorial</a>		Post workshop assessment forms	<ul style="list-style-type: none"> <li>• Teaching Dossier</li> <li>• Teaching in Ambulatory Setting</li> <li>• Advanced PowerPoint</li> <li>• Orientation</li> <li>• Medical Education Journal Club</li> <li>• Peer Consultations</li> <li>• Grad Diploma (Health Professional Education)</li> </ul>
<a href="#">Western Games TSC</a>		Post workshop surveys and questionnaires	<ul style="list-style-type: none"> <li>• Clinical Teaching Workshop</li> <li>• Advanced PowerPoint Workshop</li> <li>• Evidence-Based Medicine Workshop</li> <li>• Teaching in Ambulatory Setting Workshop</li> <li>• Faculty Career Enhancement Fellowships</li> <li>• Education Grand Rounds</li> <li>• The Group for the Advocacy and Advancement of Medical/Dental Education Scholarship (GAMES)</li> </ul>

<a href="#">Laval</a>		Evaluation Forms plus follow-up	<ul style="list-style-type: none"> <li>• Formation pédagogique pour les médecins cliniciens</li> <li>• Formation par visioconférence</li> <li>• Réalisation de modules d'auto-apprentissage</li> <li>• Formation à distance</li> <li>• Microprogramme crédité de 2<sup>e</sup> cycle en supervision clinique dans les sciences de la santé</li> </ul>
<a href="#">Ottawa</a>	<b>Medical Education 2005 (in press): Authors:</b> Wood, Marks and Jabbour	Speaker Evaluation Forms Qualitative Analysis of Impact of Leadership program	<ul style="list-style-type: none"> <li>• PBL Tutor Training Workshops</li> <li>• Omega Rounds</li> <li>• MCQ workshop</li> <li>• Leadership Workshops</li> <li>• Faculty Development Day</li> </ul>
<a href="#">McMaster</a>		Post Workshop Survey's	<ul style="list-style-type: none"> <li>• PBL Role of the Tutor</li> <li>• Clinical Teaching</li> <li>• Feedback in the Clinical Setting</li> <li>• Promotion Workshop</li> </ul>