Developing a Needs-based Faculty Development Workshop for Physicians

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Background

A needs-based analysis of Division of Medicine physicians identified the need for faculty development workshops focusing on practical skills rather than theoretical knowledge. We aim to develop a faculty development workshop focused on the practical aspects of evaluating and giving feedback to residents.

Methods

The workshop consisted of didactic sessions on pedagogy of assessment and feedback by educational experts from AMEI. A flipped classroom model was used, with reading materials circulated to participants before the workshop.

Participants watched videos of resident-patient interactions and individually evaluated the residents' performance using a standardized mini-CEX. We used an online platform (Pigeonhole) for faculty to complete evaluations and feedback using mobile phones. Narrative feedback was emphasized over rating scores.

Participants were mixed in small groups of different designations and departments. This diversity fueled interactive discussion within small groups who were tasked to debate the individual ratings and provide a consensus rating. A large group debrief then highlighted key learning points from the small group discussion.

Outcomes

Kirkpatrick's Level 1 outcomes (reaction) were positive, with 100% indicating that they had gained new practical skills and 89% indicating that they enjoyed the workshop and would recommend it to others. From the narrative feedback, participants enjoyed the "*open and varied discussions between clinicians of different levels*" and the "*collaborative approach*". Participants were tasked to complete a written reflection to demonstrate application of the skills learnt into their daily educational work to demonstrate Kirkpatrick's Level 3 outcomes (behaviour change).
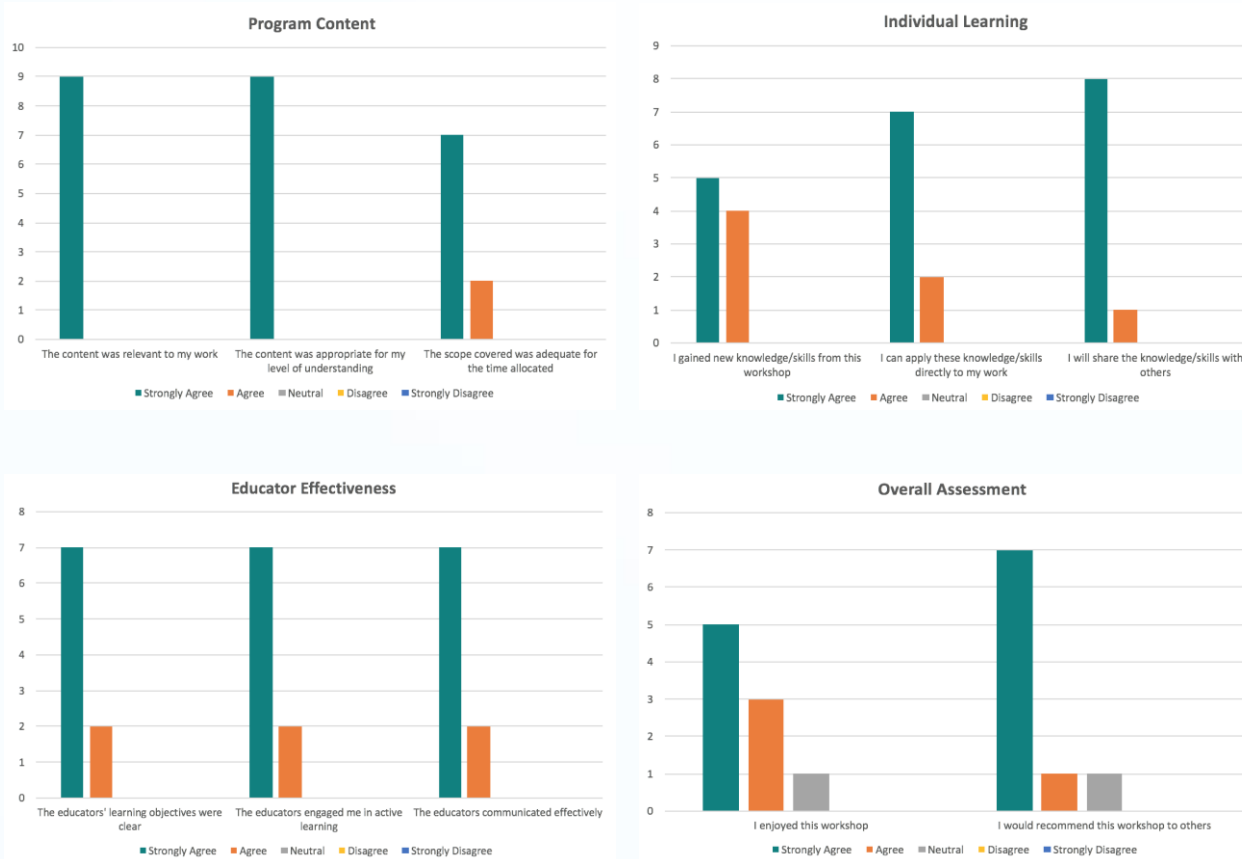
"The open and varied discussions between clinicians of different levels allowed us to view receipt of feedback from different perspectives."

"I've learnt that feedback from a single teacher can be biased and only multiple such sessions can give learners a balanced overview. I realize that it is time to abandon the current grading scale."

"I will apply this learning to my work by 1. Using the DESC framework to give meaningful feedback, 2. Actively think through feedback from peers/juniors and asking for feedback on my own performance."

"I like the opportunity to brainstorm various ideas. It was surprising to see difference in assessment opinion. I liked the collaborative approach. I will try to start my feedback session from asking questions rather than voicing my opinions."

Learning Points

A collaborative and interactive platform focused on practical skills helps to meet the specific faculty development needs of physicians. Faculty are supportive of performing assessment and giving real-time feedback through mobile online tools. The interactive format allowed faculty to develop an aligned frame-of-reference and promoted discussion of their expectations in controversial areas like medical professionalism.