Competency-based Faculty Development Program for Clinical Educators

Olivares Olivares, S.L.; López Cabrera, M.V.; solivares@itesm.mx
School of Medicine, Tecnológico de Monterrey, México.

ABSTRACT

Background: The School of Medicine of Tecnológico de Monterrey is a private university in Mexico, which is highly interested in developing teaching skills in their teachers. The original training program offered by the university was designed for teachers of higher education of all the disciplines, but not specific for medical doctors. For a year, the Competency-based Faculty Development Program for Clinical Educators was designed using a competency-based model, appropriate to promote the learning in the medical context.

Aim: A model for teaching physicians considering various proposals found in the literature as well as the skills desired on the residents, was created. Participants in the program are required to reflect on teaching strategies and improve their courses considering educational trends, learning practices, assessment methods and interpersonal skills. The competences of the model are: basic skills teaching, learning in clinical settings, competency-based assessment, educational technology, bioethics and citizenship, quality and patient safety.

Methodology: The new program has been offered for 3 consecutive semesters, with a total of 78 teachers who have completed it. After graduating from the program, teachers have been invited to answer a questionnaire in order to provide valuable feedback for continuous improvement of the program. The instrument has been applied in paper, during the last session of the program and it was answered anonymously.

Results: The information of 39 teachers was collected. Most teachers believe they have made major changes that have improved specific skills in their teaching.

Conclusions: It is possible to implement short training courses for medical teachers if the contents are specifically designed for their needs. In the reported implementation, most teachers perceive they have improved their teaching, and are more satisfied with their profession after they completed the program.

BACKGROUND

The School of Medicine of Tecnológico de Monterrey has as a strategic priority to train their teachers as highly qualified professors to apply innovative teaching and learning methods. The Educational Model of Tecnológico de Monterrey includes the development of teaching skills for professors in order to involve the student as a manager of their own learning. The School of Medicine offers an educational model based on practice communities and patient-centered, in which converge:

- Clinical training
- Medical Knowledge
- Research
- Medical education
- Quality and safety

Figure 1. Training model of the School of Medicine

AIM

A model for teaching physicians considering various proposals found in the literature as well as the skills desired on the residents, was created. Participants in the program are required to reflect on teaching strategies and improve their courses considering educational trends, learning practices, assessment methods and interpersonal skills. The competences of the model are: basic skills teaching, learning in clinical settings, competency-based assessment, educational technology, bioethics and citizenship, quality and patient safety.

RESULTS

A 72% of the educators reported that they are having major changes in their teaching practice in the competence of Basic skills teaching. A 23% of the teachers indicated a minor change in their teaching practice in the competence Educational Technology.

Table 1. Changes reported by competences.

<table>
<thead>
<tr>
<th>Competences</th>
<th>Major changes</th>
<th>Minor changes</th>
<th>No changes</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills teaching</td>
<td>72%</td>
<td>21%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Learning in clinical settings</td>
<td>54%</td>
<td>31%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Competency-based assessment</td>
<td>56%</td>
<td>26%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Educational technology</td>
<td>46%</td>
<td>26%</td>
<td>23%</td>
<td>5%</td>
</tr>
<tr>
<td>Bioethics and citizenship</td>
<td>59%</td>
<td>33%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Quality and patient safety</td>
<td>59%</td>
<td>28%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Overall satisfaction</td>
<td>79%</td>
<td>5%</td>
<td>9%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Figure 2. Competences of the model

CONCLUSION

In the future, it is necessary to develop:
- A validation of the survey with a larger number of teachers.
- Incorporation of an asynchronous and distance training sessions to achieve flexibility in the program.
- Diffusion in national and international forums of the educators’ products obtained in the program.
- A course of the topics of interest of the teachers.

REFERENCES