

OCPD FREE*

*Faculty Resource for Educational Excellence

Office of Continuing Professional Development (OCPD)

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“Continuous improvement is better than delayed perfection.”

-Mark Twain

Faculty Development Check-In

The Office of Continuing Professional Development values offering timely, relevant, and meaningful faculty development. As the needs and intricacies of faculty development continue to grow and evolve with changing accreditation requirements and a growing number of faculty, we strive to accommodate the continued needs of our users. In an article written by LuAnn Wilkerson and David Irby they state, “faculty development has a critical role to play in promoting academic excellence and innovation, and it is a tool for improving the educational vitality of our institutions through attention to the competencies needed by individual teachers and to the institutional policies required to promote academic excellence.” (1) Providing faculty development opportunities that allow faculty to better respond to their challenging roles and diverse responsibilities is paramount to the improved teaching performance of our faculty and ultimately enhanced outcomes for our learners (2,3). Accordingly, we strive to improve the performance of our faculty in the areas of teaching, research, promotion, recognition, and leadership.

Our annual faculty development needs assessment helps us to target the specific needs for professional development of our own faculty. All of our series and activities have been developed to fulfill our faculty’s specific developmental needs. Our current main series include: **OCPD** – Research (monthly), Current Topics (quarterly); **TEACH** – Education Day (yearly), Education Grand Rounds (quarterly), Health Professions Educator (monthly), Dean’s Forum (ad-hoc), and GME Program Director Series (bi-monthly). We recognize that given the wide ranging locations and busy schedules of our faculty, attending a live session can be challenging. In order to best accommodate our diverse audience, we have explored and instituted several changes to enhance the opportunities for receiving faculty development.

- **Varying Session Locations:** Finding space in which to comfortably and conveniently host our sessions is a never-ending struggle. We do our best to at least rotate between the Riverside and CRMH buildings. Last year we also piloted a rotating location schedule for our Education Journal Club to include JCHS. We have found that CRMH meeting rooms tend to be the best bet for the majority of our attendees, hence why we end up holding most of our sessions there. We will continue to explore our options in these regards.
- **Live Session Timing:** We use our needs assessment feedback to identify the best times for in-person sessions. We are fortunate to be able to offer repeated sessions at varying times for our bigger sessions. If our set days/times do not work for you or your program, let us help! Talk with us about our [Faculty Development on Demand](#) opportunities through which we bring the content to you (contact OCPD@carilionclinic.org to learn more)!
- **CME and CEU:** Nearly all of our formal sessions offer the opportunity to receive CME credit. Depending on the accrediting body, CME credit hours are often accepted in place of other CEUs. We recommend that you check with your accrediting body to be sure.
- **Asynchronous Learning Opportunity:** While not always an ideal learning model, we offer the opportunity to receive our programming content asynchronously with archived session recordings posted on our TEACH and OCPD webpages.
- **Webinars:** We are now offering new (and expanding) opportunities to participate in our sessions remotely via live WebEx webinars. Be sure to check the ‘Notes’ section of our Outlook appointments to see which sessions offer this option.
- **Faculty Development Related to Teaching Hours:** Attending or remotely watching most of our OCPD & TEACH sessions both allow you to receive your faculty development related to teaching hours required for VTC SOM maintenance of appointment (MOA). Eligible sessions are indicated on our webpages and include instructions for tracking within Digital Measures.

Through your continued feedback and review of our evolving needs, we will continue to improve to best prepare our faculty for their varied roles. Through our planned programming, consultation services, monthly newsletters, and on-demand training opportunities we hope to provide faculty with the knowledge and skills necessary to best teach our learners. Please always feel free to contact us with feedback. We hope to see you at one of our upcoming sessions!

References:

1. Wilkerson, LuAnn, and David M. Irby. "Strategies for improving teaching practices: a comprehensive approach to faculty development." *Academic medicine: journal of the Association of American Medical Colleges* 73.4 (1998): 387-396.
2. Leslie, K., Baker, L., Egan-Lee, E., Esdaile, M., & Reeves, S. (2013). Advancing faculty development in medical education: a systematic review. *Academic medicine*, 88(7), 1038-1045.
3. Steinert, Y., Mann, K., Centeno, A., Dolmans, D., Spencer, J., Gelula, M., & Prideaux, D. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical teacher*, 28(6), 497-526.



Dean's Corner

Cynda Johnson, MD, MBA

It's always rewarding to announce when major milestones are met.

I am happy to report that the Institutional Self Study, part of the [LCME accreditation process](#), is officially complete with the chairs wrapping up their review of the subcommittees' reports and compiling a final Self-Study Report last November.

This final document would not have been possible without all of the committee members' hard work from this summer and into early fall. The 68 subcommittee members evaluated 93 element responses with appendices that totaled 3,432 pages – that is a tremendous amount of work! I want to thank each of the committee members for their tireless effort that set-up our chairs for a successful review that is now complete.

So, what's coming up for the integration process with Virginia Tech and our accreditation?

First, in terms of integration, I have asked Barbara Walsh, the consultant who has helped the school from its inception with accreditation and strategic planning, to help develop a new three-year strategic plan for the school after integration into Virginia Tech on July 1, 2018. Earlier this month, deans and department chairs met to discuss opportunities that integration will bring to both VTCSOM and Virginia Tech. Next month, similar discussions will be held with administration in each of the university's eight colleges.

In terms of next steps with accreditation, work is being done to look at the [LCME Data Collection Instrument \(DCI\)](#), the Independent Student Analysis (ISA), and the final self-study report and synthesize them into a 35-page executive summary. That will set us up to submit everything to the [LCME](#) on July 1, 2018 with their site visit scheduled for Oct. 21-24.

The accreditation process and integration with Virginia Tech are lengthy, detail-oriented, and require many of our stakeholders to be engaged. I appreciate the hard work of many who are helping us with these two important events.

Cynda