Introduction

- Arnot Ogden Medical Center is a 250 bed community hospital located in the rural Southern Tier of New York State
- Most faculty members were hired before the institution incorporated medical training into its mission
- Training during medical school and residency does not necessarily offer physicians the proper skillset to be competent teachers
- Gaps in knowledge exist around core competencies at community academic sites
- Prior research has demonstrated that a dedicated approach to fostering a scholarly environment is effective at community-based academic hospitals
- To enhance the academic environment at our hospital, a mandatory one-day faculty development retreat for all core faculty was developed

Objective: To measure the effect of this conference on faculty members’ perception of their competence and comfort with teaching skills, and to identify future areas for faculty development

Methods

- A survey was distributed to faculty members within the Arnot Health system prior to a one-day faculty development conference conducted in late 2019
- Faculty rated themselves using a 5-point Likert scale regarding perceived competence in various teaching skills
- Skills were picked to coincide with the topics to be covered during the faculty development conference
- Teaching day was organized prior to the creation of this study and result of the initial survey
- After conclusion of teaching day, the survey was re-distributed to faculty members, questioning them on the same self-assessments
- Demographic information was collected from the faculty (years in practice, specialty, role in resident education, previous training in medical education)
- Surveys data were collected anonymously using SurveyMonkey, and statistical analysis was performed using Microsoft Excel

Survey Results

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<th>Survey Question</th>
<th>Pre-event response</th>
<th>Post-event response</th>
<th>Results of t-test</th>
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Results

- Twenty-three respondents completed the initial survey, and twelve completed the post-event survey (52% response rate)
- Satisfaction with the teaching day was high, with a mean approval of 4.67 (S.D. 0.19)
- Faculty who responded to the survey covered a range of disciplines and practice durations
- Half the respondents had been in practice for more than 30 years, and less than one-fifth of the respondents were practicing for less than five years
- Two respondents had significant training in medical education (one had done a fellowship, and one had completed a residency focus in medical education)

Discussion

- Study suggests that a one-day faculty development conference may be an effective method for helping faculty adjust to the academic environment
- Majority of our faculty have been at our facility far longer than we’ve had learners
- Faculty self-perception of their ability as medical educators generally improved across all domains after the conference

Limitations:

- Sample size is small, especially in the post-event responses
- Lack of a higher response rate to the post-event survey may reflect one of the challenges of generating scholarly activity in a community hospital setting
- Using faculty self-perception as our metric for conference effectiveness is speculative and requires further investigation

Conclusions

- This study, while limited, suggests such a faculty development event can be effective
- Day-long retreat format was well-received and viewed as beneficial by the respondents
- Continue incorporating this format into our faculty development efforts as we further develop a more robust academic environment at our hospital

References


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