
1d. Creating Administrative Structure for: Train the Trainer Models

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Transcript from session.

Faculty development programs of all types require multiple components to be successful: a skilled faculty developer; motivated faculty, a successful faculty development program, and administrative support to facilitate the implementation of the program into the lives of the faculty and the function of the institution. In this workshop, faculty and faculty developers first identified major challenges. These challenges reflected a consistent concern regarding two issues:

- How do faculty have their administration understand faculty needs?
- How can a faculty developer assist faculty whose morale is low?

These identified needs indicated that faculty may feel a lack of understanding from their institutional administrators and possibly visa versa. To become more aware of the different perspectives of faculty and administrators, the workshop participants were first divided into small groups of 3-5 members. Each group then two exercises: (1) They first took on the perspective of the administrators in their institution and identified several goals that administrators probably desired for their faculty. (2) They then resumed their roles as faculty and faculty developers and identified goals that they desired for themselves.

Each group then examined these two sets of goals, attempting to categorize goals that were common between faculty and administrators, and goals that might be unique to faculty. Each small group then reported the common and unique factors back to the larger group, and a sample of these conclusions are provided in the table below.

The results of the workshop exercise indicated that in today's climate there were areas of misunderstanding between administrators and faculty and that neither group may fully understand the situation of the other. Dr. Skeff pointed out that this situation is likened to a similar problem in teaching when the teacher and the student(s) do not understand the perspectives of the other, resulting in a problematical "learning climate." This type of situation can result in a sense of antagonism rather than understanding, markedly impeding the learning process. Dr. Skeff pointed out possible activities for both administrators and faculty could be taken from the learning climate category as defined by the Stanford Faculty Development Program. Types of activities could include: showing enthusiasm for the success of each other, involving each other in important activities and decisions, overtly showing respect for the situation that the other faces, and admitting one's own limitations in an effort to develop new ways of approaching challenging issues. In the follow up discussion in the workshop, participants identified unique approaches to the issues of faculty and faculty development including not only involving both groups in problem solving, but possibly having faculty consider doing a "needs assessment" of administrators to ensure that faculty were also functioning in a manner to facilitate institutional success.

Table 1

**REPORTED IDEAS FROM WORKING GROUPS REGARDING
ADMINISTRATION AND FACULTY GOALS FOR FACULTY**

Group #	Goals common to Administrators and Faculty	Goals possibly unique to faculty
1	To Improve buy-in from both groups a. Develop common language to discuss problems b. Needs assessment to avoid making assumptions c. Develop performance-based standards	a. Faculty need to be able to influence decisions b. Recognize problems of isolation in current environment c. Address quality of life issues for faculty
2	a. Individual needs assessment of what is important b. Develop a value scale for teaching rewards as opposed to clinical and research. c. Evaluate faculty and give feedback d. Provide faculty development to get faculty moving in the right direction for institutional success	None identified
3	<u>As a responsible administration:</u> a. Clear articulation of goals for the institution and the department b. Assist faculty to do what they do best (centers of excellence) <u>As a sensitive administration:</u> a. Do a needs assessment of faculty b. Recognize and foster talented individuals in the department <u>Beyond immediate environment:</u> a. Awareness of needs of community surrounding the institution, e.g. underserved population	a. Faculty may need new tools and new approaches to be more fiscally responsible (e.g., how to make a business plan) b. May need alternative delivery models
4	a. Business training programs, including managed care skills b. Emphasize: teaching, research and community service c. Support well-being core values	a. Allow choice of teaching or research emphasis b. Provide conference time for networking c. Provide resources for resident recruitment d. Provide general administrative support
5	<u>Position faculty where they can best perform by:</u> a. Assessing needs of institution (teaching, research, clinical care) b. Identifying faculty specialties and “passions,” desires, skills c. Allowing a majority of faculty to work where their talents and desires lie.	High revenue generating practitioners or researchers may not be willing to teach, thus preventing students from experiencing these areas. Examine effects of this loss.

Characteristic of Adult Learners

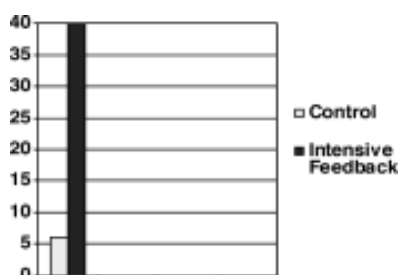
What we see depends, quite literally,
on the way we have been taught to see.

Langford (1985) from Gombrich 1959

Maslow's Hierarchy of Needs

- BIOLOGICAL - nutrition, sleep
- SECURITY - predictability in one's life
- AFFILIATION - feeling that one is a valued member of a group
- SELF-ESTEEM - feeling good about oneself
- SELF-ACTUALIZATION - maximizing one's potential

Improvement of Individual Teacher Problem Areas with Intensive Feedback



(% Improving -n +32)

P < .05
1983

Skeff, Am J Med,

Average Videotape Ratings from Intensive Feedback Study

	Pre-Seminar	Post-Seminar
Intensive Feedback Group	3.35	3.37
Control Group	3.36	3.09

P < .03

Skeff, Am J Med, 1983

Conclusions from Intensive Feedback Method

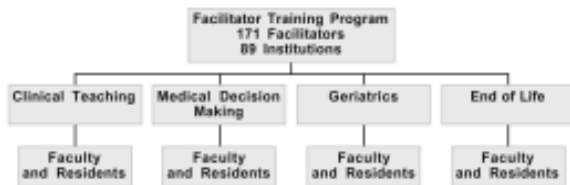
- Teaching will not improve on its own
- Teaching may deteriorate

Skeff, Am J Med, 1983

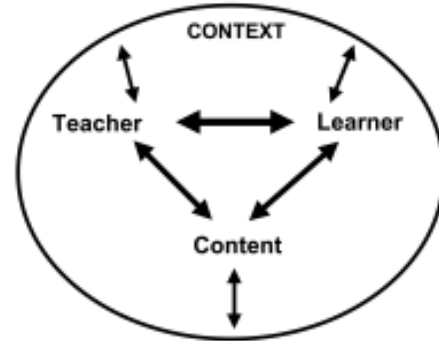
Stanford Train the Trainer Model

- Origin of Stanford Faculty Development Program
- Theoretical constructs Used
 - change agent model
 - generalizable knowledge, skills, and attitudes
- Results of Application of the model
 - 171 trainers from 89 institutions
 - Faculty training faculty and residents

Stanford Faculty Development Program



Critical Aspects of Clinical Teaching



Challenges to Learning: Promoting Understanding

Before training, I thought if I said something to my learners, they should know and remember it. Now I know it is simply not true.

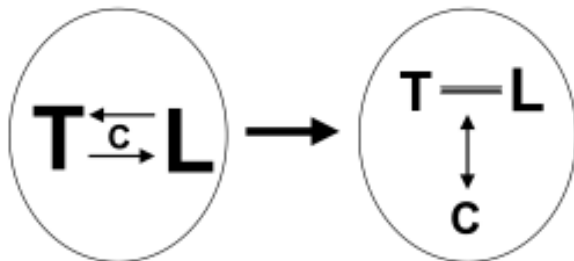
Deborah Proctor

Adversaries or Collaborators

“When spoken aloud, it makes complete sense, but the statement that teachers and learners should be “on the same team” was not obvious to me since, in previous teaching experiences, the adversarial nature was often more apparent.”

De. Jeff Wong

Adversaries to Collaborators



Teaching: A Recurrent Opportunity

It is said that one can count the seeds in an apple, but we can't count the apples in a seed. This is true of teaching - when you teach one person, plant one seed of knowledge, you can never know how many other lives will be affected.

-Harry Greene