

Providing Faculty Development for Health Professions Education



Efforts to reform health professions education and better prepare our nation's health professionals to provide high-quality, patient-centered, value-based care cannot succeed unless we also invest in our educators—the academic leaders and innovators who will drive this change.

CREATING CHANGE AGENTS

If we are to truly transform health care and improve the public's health, we must change the way we train our health professionals. That means making sure health professions faculty members have the skills and knowledge needed to teach new curriculum content and new models for clinical education, and ensuring there are leaders and innovators equipped to spearhead educational reform. Given the growing diversity of our nation, ensuring these leaders in health professions education include underrepresented minorities is a critical piece of this work.

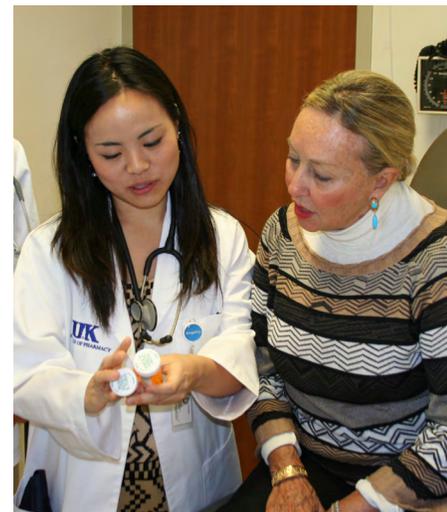
BUILDING NEW SKILLS AND EXPERTISE

Many of today's health professions students are learning new skills which are quickly becoming fundamental to healthcare practice. For example:

- Teamwork, collaboration, and interpersonal communication
- Patient safety and quality improvement
- Health policy, economics, and advocacy
- Community outreach, patient engagement, and relationship building
- Population health, culturally competent care, and healthcare disparities

They are also developing new teaching skills and methods, including:

- Curriculum design and evaluation
- Online and virtual learning, simulation, and other new technologies
- Working with faculty members and teaching students from other disciplines



Developing abilities in these areas will help academic leaders design and implement timely and relevant instructional programs for both health professions students and other faculty, nurture culture change in health professions education, and help build a more diverse workforce—one that has had the experiences and looks like the public it serves.

OVERCOMING HURDLES TO IMPLEMENTATION

There are both practical and philosophical challenges involved in developing leaders and innovators in health professions education, including:

- Developing, testing, and disseminating new faculty training programs, or adapting/expanding existing programs to include new topic areas.
- Finding time for career development and training opportunities in the already full schedules of young faculty and emerging leaders.
- Disseminating and scaling-up small pilot programs that introduce new ways to develop faculty.
- Overcoming skepticism and inertia, and nurturing cultural change at health professions schools, which have a rich history and tradition of educating professionals in established ways.

PROMISING MODELS

UNIVERSITIES OF WASHINGTON, MISSOURI, AND VIRGINIA

Using a “train the trainer” model, these schools will be helping faculty from across the nation develop skills in facilitating interprofessional education and collaborative practice. Faculty who attend a training at one of three regional centers will return to their home institutions to implement and teach interprofessional curricula.

AMERICAN BOARDS OF FAMILY MEDICINE, INTERNAL MEDICINE, AND PEDIATRICS

The three boards are working together to design a curriculum to help faculty in these three primary care disciplines acquire the requisite teaching skills to prepare students for work in patient-centered medical homes.

EMORY UNIVERSITY

In clinical settings, medical students and residents observe and learn from the behaviors and attitudes of their supervisors. Emory has created a national training program to equip medical school faculty with humanistic skills and help them be better role models.

HARVARD MACY INSTITUTE

Since 1994, the Harvard Macy Institute has been an incubator for leaders and innovators in healthcare education. Among its activities, the Institute provides continuing education and professional development to leaders and innovators in health professions education. More than 3,500 scholars from 800 institutions around the world have completed courses at the Institute.

REFERENCES FOR RELEVANT MACY SUPPORTED WORK

The Macy Faculty Scholar Program: <http://macyfoundation.org/macy-scholars>.

Harvard Macy Institute. *Twenty Years of Innovation*: <http://www.harvardmacy.org/20th-Anniversary.aspx>.

[Thank you to grantees who provided the photos used here.](#)