Building Faculty Capacity

An Innovative Workforce Initiative

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Disclosures

No relevant commercial relationships to disclose

Learning Objectives

At the conclusion of this session, participants should be able to:

· Identify resources for building a framework for faculty development programs

· Identify essential components of faculty development programs

Background and Purpose

Faculty Fellowship

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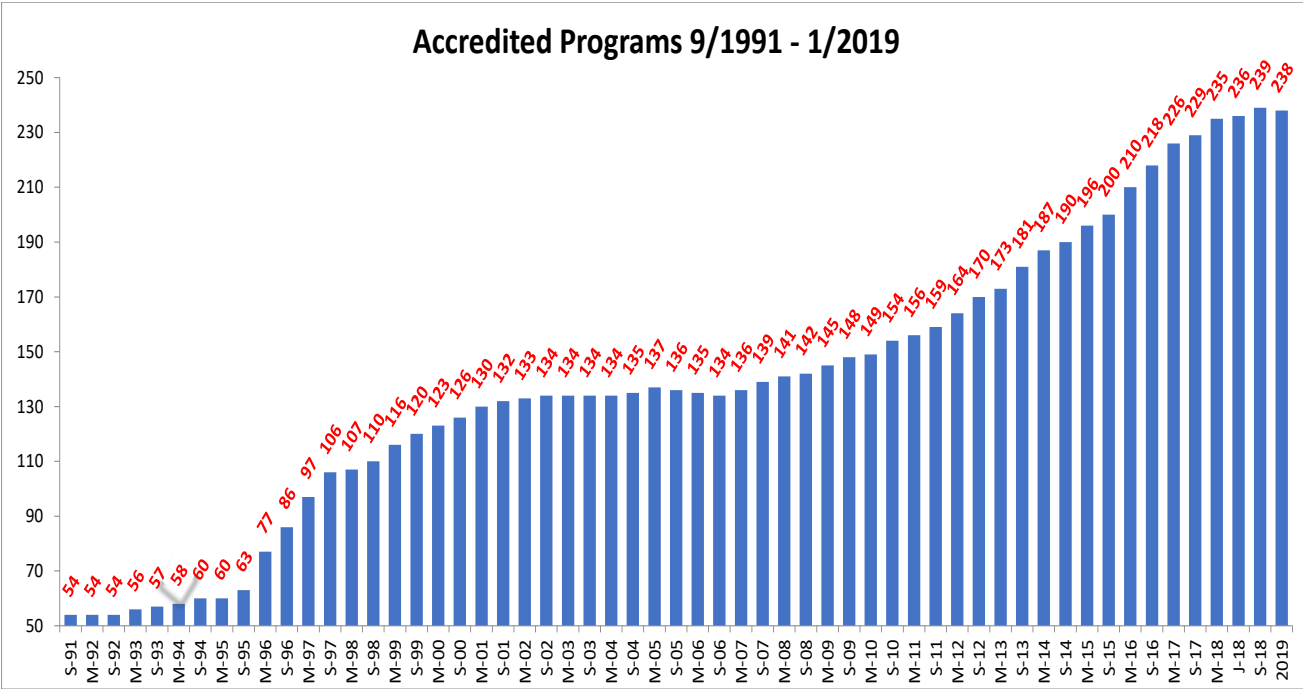LEADERSHIP AND LEARNING ACADEMY

Current Trends

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Trends – Impetus for PALLA Initiative

Explosion in # of PA programs

Accredited Programs 9/1991 - 1/2019

Physician Assistant Education Association, By the Numbers: Program Report 35: Data from the 2019 Program Survey, Washington, DC: PAEA; 2020. doi: 10.17538/PR35.2020
Cawley, J.F., Jones, P.E., Miller, A., Orcutt, V., T. Expansion of physician assistant education. *J Physician Assist Educ*. 2016;27:170-175.

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Trends – Impetus for PALLA Initiative

- High turnover PA leadership + Faculty
    - 44.1% of faculty report considering leaving academia
    - Difficult transition clinic to academia

Physician Assistant Education Association, By the Numbers: Faculty Report 4: Data from the 2019 Faculty & Directors Survey. Washington, DC: PAEA; 2020. doi: 10.17538/FR4.2020
Physician Assistant Education Association, By the Numbers: Faculty Report 3: Data from the 2017 Faculty & Directors Survey. Washington, DC: PAEA; 2018.
doi:10.17538/FR3.2018, https://paeaonline.org/research/pa-program-faculty-and-directors-survey/

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Building Faculty Pipeline → Mitigate Risks

Methodology

Development → Implementation → Evaluation

Faculty Fellowship

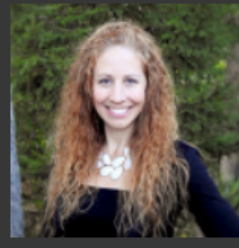PHYSICIAN ASSISTANT
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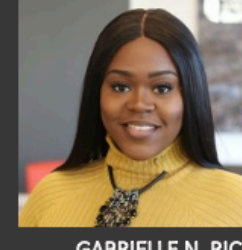PHD, MMSC, PA-C
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Development

Foundation Building Blocks
- PAEA Educator Competencies
  - 3 Pillars of Academe
- ARC-PA Education Standards

Process
Backward Design

Faculty Fellowship

Accreditation Review Commission on Education for the Physician Assistant I. *Accreditation Standards for Physician Assistant Education*. Johns Creek, GA; 2019. http://www.arc-pa.org/wp-content/uploads/2019/11/Standards-5th-Ed-Nov-2019.pdf.
PAEA Educator Competencies
https://paeaonline.org/wp-content/uploads/2018/10/paea-educator-competencies-20181005.pdf
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Terminal Goals

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Upon conclusion of the 10-month PALLA fellowship, fellows will demonstrate achievement of the fellowship program outcomes through their ability to:

1. Collaborate with colleagues using a backward curricular design model to build cohesive curricular content aligned with the ARC-PA accreditation standards for implementation into a PA educational program. (5, 6)
2. Design a cohesive and coordinated instructional unit grounded in best educational practice and aligned to program and course learning outcomes. (1)
3. Use educational theory and evidence-based literature to select appropriate learner-centered assessments and instructional methods aligned with course learning outcomes and instructional objectives. (1, 2)
4. Identify the associated accreditation standard(s) represented in presented case studies covering the topic areas of teaching, scholarship and service within PA education. (6)
5. Generate effective written and verbal feedback across (various engagement) platforms expected of a PA faculty member using communication styles that positively impact professional relationships and support diversity and inclusion. (3)
6. Generate a career map and academic portfolio that incorporates teaching, scholarship, service and leadership practice based on a reflective self-assessment and a deep understanding of the diverse internal and external factors that impact the PA profession currently and in the future. (4, 8)
7. Critically appraise current evidence to identify scholarship that advances the PA profession and enhances evidence-based teaching and learning. (7)
8. Generate the framework for a research activity to promote the scholarship of teaching learning. (7)
9. Articulate resources and effectively engage in role-play scenarios designed to support professional growth of learners and colleagues. (9)

*the numbers in parentheses demonstrate which PA educator competency the learning outcomes aligns with

References: Zaweksi, J., Quick Melcher, B., Sedrak, M., Von, M., & Fletchers, S. (2019). Physician Assistant Educator Competencies. Journal of Physician Assistant Education, 30(1), 47-53.
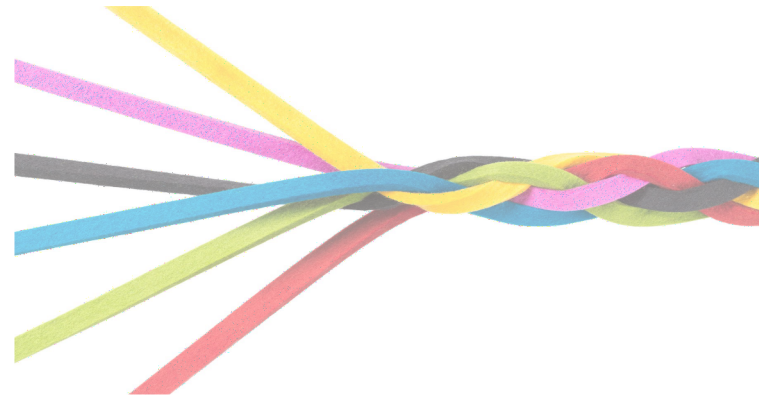
Design and deliver evidence-based education

Build Academic Professional Portfolio

Engage in and Promote Scholarship

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Curricular Mapping

PAEA Educator Competencies		PALLA Fellowship Outcomes				
1	Teaching	Collaborate with colleagues using a backward curricular design model to build cohesive curricular content aligned with the ARC-PA accreditation standards for implementation into a PA educational program. (5,6)	Design a cohesive and coordinated instructional unit grounded in best educational practice and aligned to program and course learning outcomes. (1)	Use educational theory and evidence-based literature to select appropriate learner-centered assessments and instructional methods aligned with course learning outcomes and instructional objectives. (1,2)	Identify the associated accreditation standard(s) represented in presented case studies covering the topic areas of teaching, scholarship and service within PA education. (6)	Generate effective written and verbal feedback across (various engagement) platforms expected of a PA faculty member using communication styles that positively impact professional relationships and support diversity and inclusion. (3, 9)
2	Learner-Centeredness					
3	Communication					
4	Professionalism and Role Modeling					
5	Program and Curriculum Design and Implementation					
6	Program Evaluation					
7	Scholarship Development					
8	Leadership					
9	Mentorship					
PALLA Learning Events						
Intro to Faculty Role					X	X
Adult Learning Theory		X	X	X	X	
Framing Curricular Design		X	X	X		
Developing Instructional Objectives		X	X	X		
Developing Assessments		X	X	X		
Giving and Receiving Feedback				X		X
Simulation in PA Education		X	X	X		

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Implementation

Faculty Fellowship

PALLA Fellowship Themed Progression

Multi-modal delivery
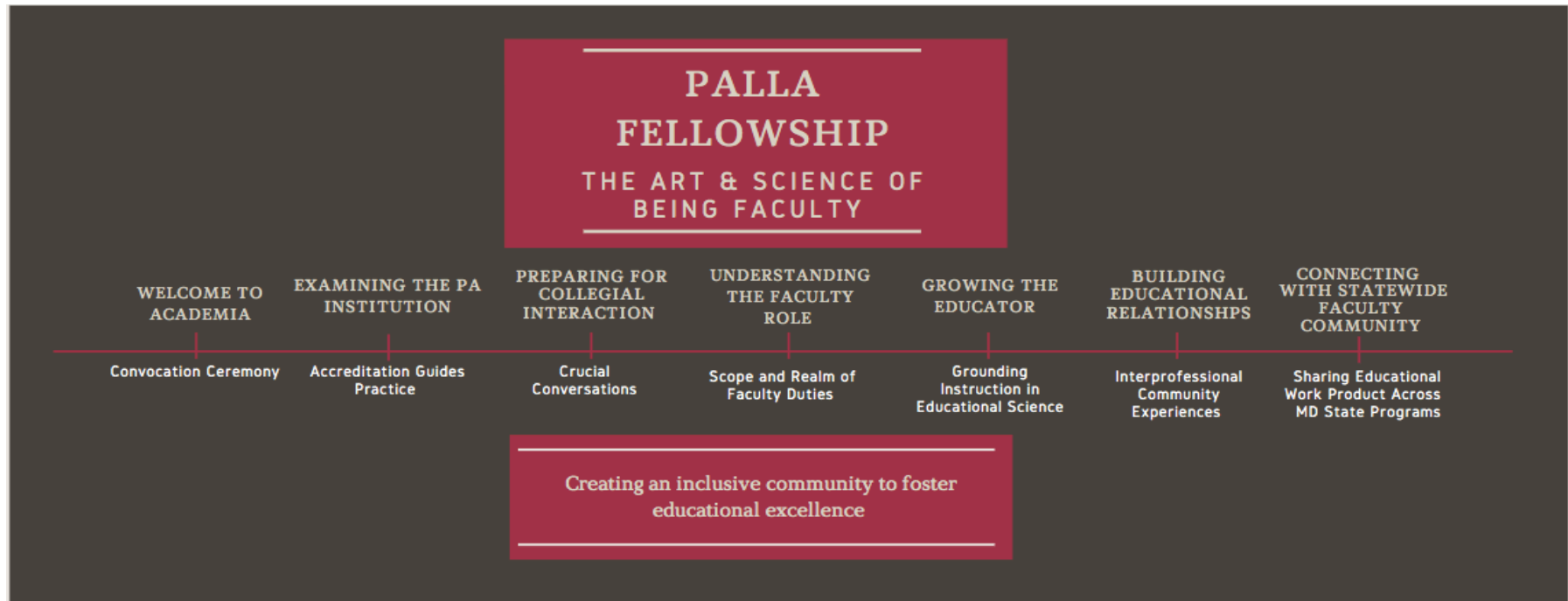
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Learning Event Topics - Format

Format Delivery	Topic
2 hour, synchronous workshops	- Introduction to the ARC-PA and Competency Based Education - Introduction to the Faculty Role - Beyond Bloom: Designing Learning Experiences to Foster Empathy and Care - Adult Learning Theories - Framing Curricular Design - Feedback in an Educational Setting - Becoming a PA Academic and the Scholarship of Teaching and Learning - Educational Unit: Instructional Objectives - Educational Unit: Assessments - Educational Unit: Instructional Strategies - Curricular Project: Presentation Development - Curricular Project: Presentation to Internal/External Stakeholders
Half day, in-person workshop	- Introduction to Academe - Crucial Conversations
Full day, in-person workshops	- Student-centered instructional strategies (theme: Team-Based Learning) - Interprofessional Education - Simulation in PA Education – Development of Simulation Experiences
Asynchronous, online course materials	- Adult Learning Theories - Curricular Design - Assessment - Simulation - Instructional Strategies - Interprofessional Education

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Individual Learning Event

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Creating an inclusive community to foster educational excellence

Session Topic: Adult Learning Theories and PA Education

PALLA Fellowship Outcome Goals:

(#1): Collaborate with colleagues using a backward curricular design model to build cohesive curricular content aligned with the ARC-PA accreditation standards for implementation into a PA educational program.

(#2): Design a cohesive and coordinated instructional unit grounded in best educational practice and aligned to program and course learning outcomes.

(#3): Use educational theory and evidence-based literature to select appropriate learner-centered assessments and instructional methods aligned with course learning outcomes and instructional objectives.

(#7): Critically appraise current evidence to identify scholarship that advances the PA profession and enhances evidence-based teaching and learning.

Session Instructional Objectives:
Upon completion of the session, fellows will be able to:

1. Formulate rationales for linking specific adult learning theories to the educational instruction examples provided.
2. Identify the association between adult learning theories and your experiences in PA education (either as a student, preceptor or academic faculty member).
3. Explain the relationship between theories on adult learning and the outlined Competencies for Physician Assistant Educators.
4. Describe the framework for a scholarly project related to the scholarship of teaching and learning grounded in adult learning theory.
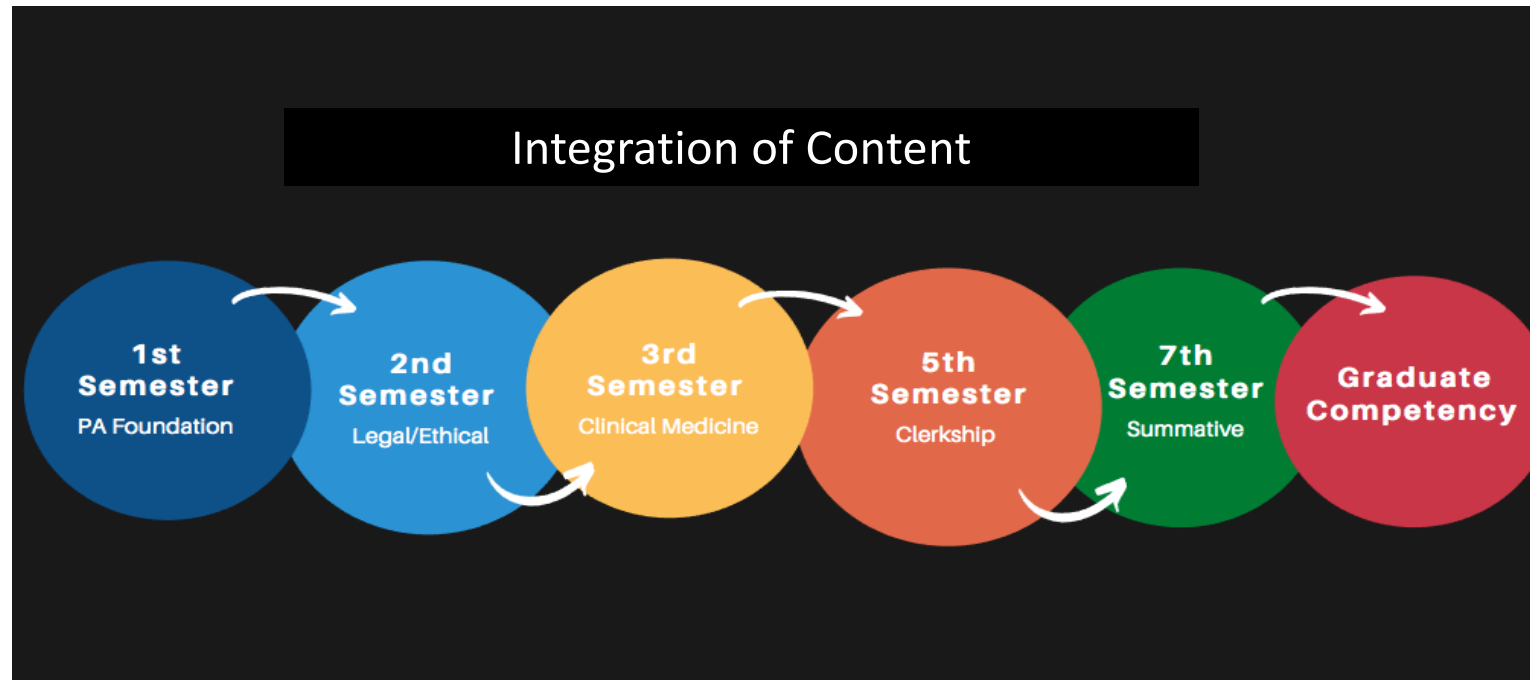
Pre-Session Activities:

1. View PowerPoint presentation with audio, titled: "Evolution of Learning Theories & Current Application to Adult Learning". https://youtu.be/ZplpJgDsPSA

   Upon completion of the PowerPoint presentation, you will be able to:
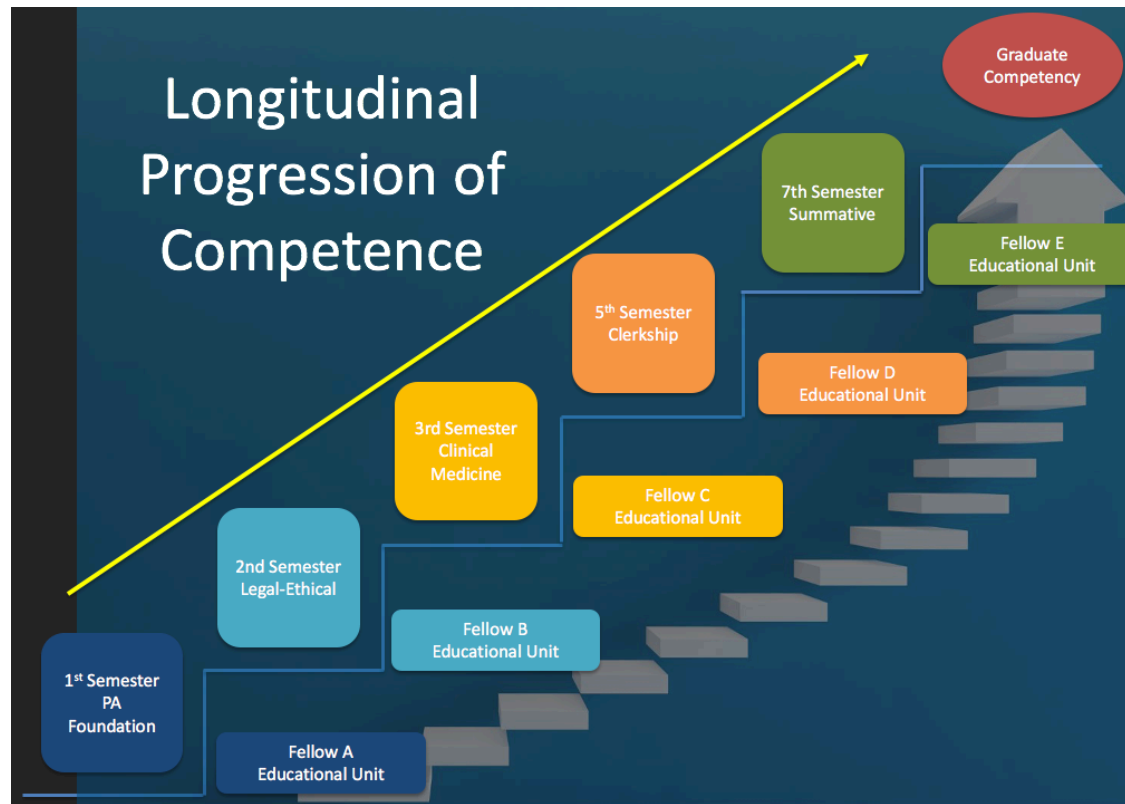   - Identify five paradigms of learning theories
   - Explain the evolution of learning theories and the influence on current teaching climate
   - Summarize the association between learning theories and educational instruction
   - Explain the influence of adult learning theories on PA education

2. Review the descriptions of the (two)learning experiences presented below.

   - For each learning experience described below reflect on the following: what theories or frameworks underpinned the described learning experiences? Identify the roles of the learners

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Longitudinal Curricular Project

Integration of Content

1st Semester — PA Foundation
2nd Semester — Legal/Ethical
3rd Semester — Clinical Medicine
5th Semester — Clerkship
7th Semester — Summative
Graduate Competency

Fellow A   Fellow B   Fellow C   Fellow D   Fellow E

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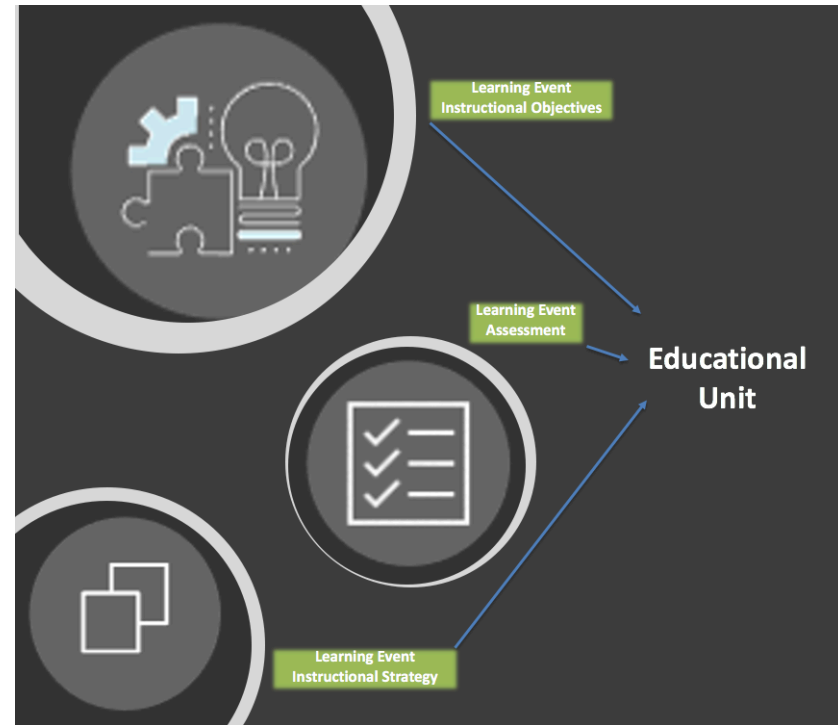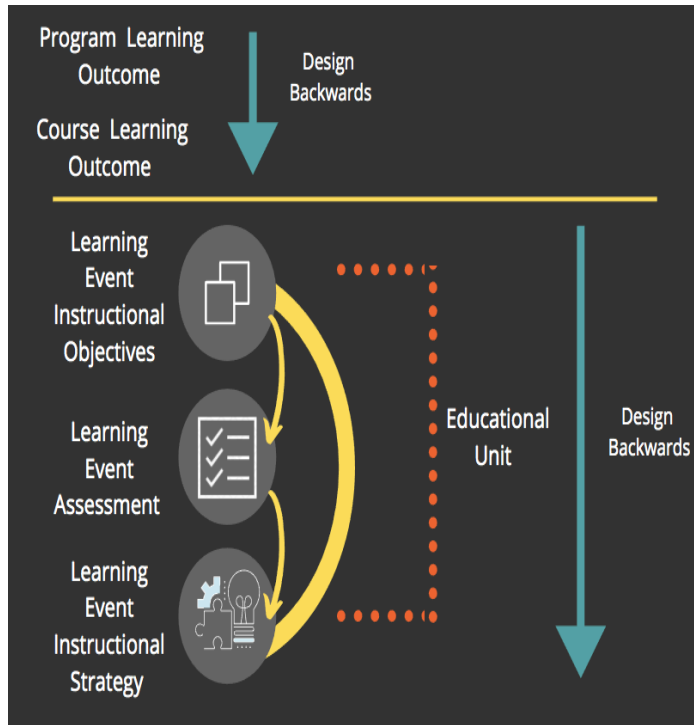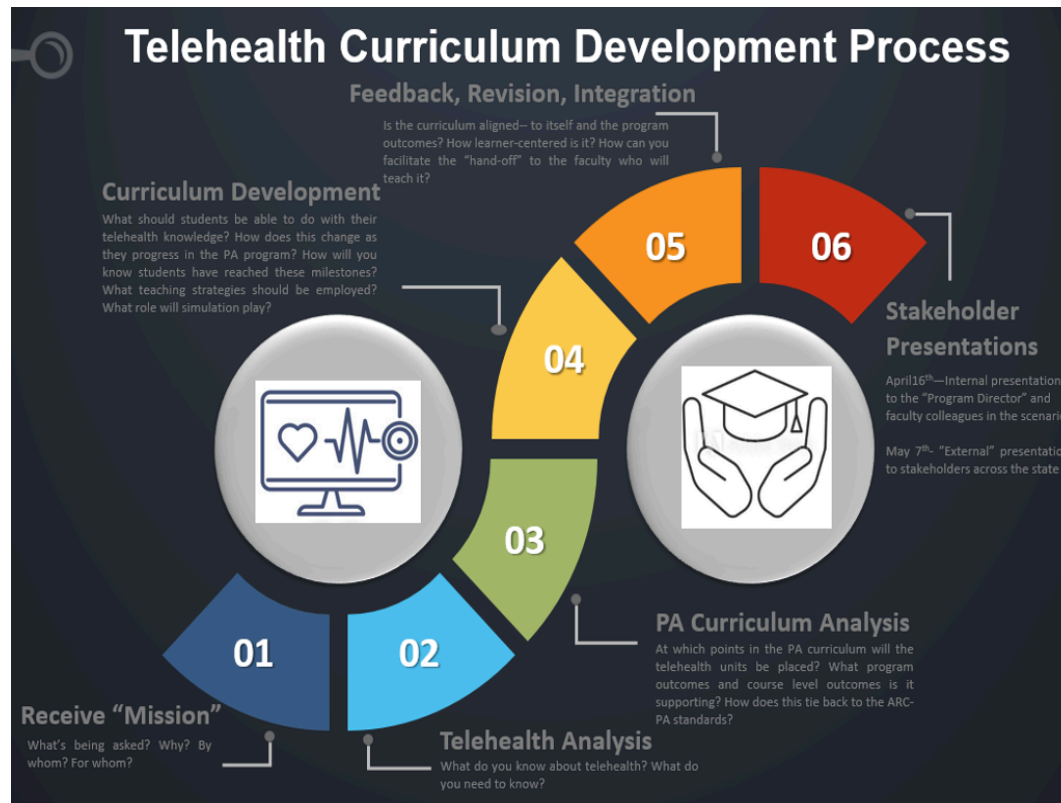
Longitudinal Curricular Project

Educational Unit

Longitudinal Curricular Project

Distribution Curricular Product

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Creating an inclusive community to foster educational excellence

Telehealth Curriculum

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Evaluation

Faculty Fellowship

Fellow Surveys – Post Workshops

Where did PALLA meet your expectations with this workshop?
Where are the opportunities for PALLA to improve with this workshop?
Are there any other resources PALLA could have provided to ensure the goals of the workshop were met?
Please identify one principle related to the topic of educational assessments that was new to you and how you will now apply this learned principle in your interactions with learners.

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Self-Perceived Efficacy

Clinical Teaching Effectiveness Questionnaire

SD = Strongly disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly agree

Learning Experience	SD	D	N	A	SA
Objective Efficacy					
1. I write individual behavioral objectives for learning experiences in the cognitive domain.					
2. I write individual behavioral objectives for learning experiences in the psychomotor domain.					
3. I write individual behavioral objectives for learning experiences in the affective domain.					
Experience Creation					
4. I plan learning experiences for the student based on behavioral objectives and overall objectives for the affiliation.					
5. I plan learning experiences that challenge the student and clinical instructor's preferred learning/teaching styles.					
6. I match the learning experiences and opportunities with the student's learning needs.					
7. I am effective at individualizing and tailoring learning experiences for the difficult student.					
8. I am effective at individualizing and tailoring learning experiences for the exceptional student.					
Learning Environment					
9. I consciously provide a learning environment that fosters the student's development of clinical skills.					
10. I consciously provide a learning environment that fosters the student's professional development.					
11. I use high level questioning to apply knowledge to decision making.					

Wormley, M.E., Romney, W., Greer, A. (2017). Development of the clinical teaching effectiveness questionnaire in the United States. *Journal of Educational Evaluation for Health Professions, 14(14).*

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Survey Evaluation Longitudinal Curriculum by Faculty and National Recipients

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The PALLA fellows generated a Telehealth curriculum that is learner-centered					
The PALLA fellows generated instructional objectives for an educational unit that is in alignment with PA course and program learning outcomes.					
The PALLA fellows generated assessment strategies aligned to the instructional objectives identified for an educational unit.					
The PALLA fellows selected instructional strategies that prepare learners to succeed on the selected assessments for an educational unit.					
The PALLA fellows generated a simulation experience for Telehealth that can be integrated into PA education.					

Results

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Post Workshop Survey Responses

SAMPLE SUMMARY OF COMMENTS	
Where did PALLA meet your expectations with this learning activity?	Are there any additional resources you need to meet the learning objectives outlined for this workshop?
Great information on furthering careers in PA education that most educators may not know when entering an adjunct faculty position.	If articles are provided as PDF's instead of hyperlinks
PALLA once again exceeded expectations.	It would be useful to have a printed copy provided at the very beginning of PALLA.
I think that more careers should have programs like this to teach about what exists behind the scenes.	
As expected, the activity helped me understand the accreditation process, SOPs, and how to approach ambiguity all with regards to didactic and clinical curriculum writing and assessment.	
It was a well thought out presentation with beneficial points of wisdom for a clinical provider that has transitioned into academia.	

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Post Fellowship - Clinical Teaching Effectiveness Questionnaire

Question	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I write individual behavioral objectives for learning experiences in the cognitive domain.	75%	25%			
I write individual behavioral objectives for learning experiences in the psychomotor domain.	75%	25%			
I write individual behavior objectives for learning experiences in the affective domain.	75%	25%			
I plan learning experiences for the student based on behavioral objectives.	75%	25%			
I plan learning experiences that challenge the student and clinical instructor's preferred learning/teaching styles	75%	25%			
I match the learning experiences and opportunities with the student's learning needs.	75%	25%			
I consciously provide a learning environment that fosters the student's development of clinical skills.	75%	25%			
I use high level questioning to apply knowledge to decision making.	75%	25%			
I am effective at communicating with the difficult student.	75%	25%			
I am effective at communicating with the exceptional student.	75%	25%			

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Post Fellowship - Clinical Teaching Effectiveness Questionnaire

Question	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I am effective at modifying the solution to meet the needs of the exceptional student.	75%		25%		
I am effective at creating a learning environment for an exceptional student.	75%		25%		
I am effective at individualizing and tailoring learning experiences for the exceptional student.	75%		25%		
I am effective at individualizing and tailoring learning experiences for the difficult student.	75%		25%		

Fellows' Perceived Attainment of Fellowship Goals

Question	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I am prepared to take on the responsibilities of a PA faculty member.	75%	25%			
I am knowledgeable of the ARC-PA standards and how the standards relate to PA education.	75%	25%			
I am able to generate instructional objectives for an educational unit that are in alignment with course level/program level learning outcomes.	75%	25%			
I am able to create a learning experience that promotes mutual respect, patient-centered care, and patient safety.	75%	25%			
I understand the principles of learner centered pedagogy and feel confident I am able to apply these principles in practice.	75%	25%			
I am able to engage in communication styles that positively impact professional relationships.	75%	25%			
I am able to generate a career map that incorporates academic service and leadership practice.	75%	25%			
I understand the value of scholarship for the advancement of the PA profession.	75%	25%			
I understand the relationship between scholarship, service and teaching as it related to promotion and tenure in higher education.	75%	25%			
I understand the value of scholarship of teaching and learning for the advancement of PA education.	75%	25%			

PD/Faculty Survey Responses to Fellow Generated Longitudinal Curriculum

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The PALLA fellows generated a Telehealth curriculum that is learner-centered	6	1			
The PALLA fellows generated instructional objectives for an educational unit that is in alignment with PA course and program learning outcomes.	6	1			
The PALLA fellows generated assessment strategies aligned to the instructional objectives identified for an educational unit.	6	1			
The PALLA fellows selected instructional strategies that prepare learners to succeed on the selected assessments for an educational unit.	6	1			
The PALLA fellows generated a simulation experience for Telehealth that can be integrated into PA education.	7				
Comments:	Looking forward to seeing how fellows implement their work and mentor others The development of this module is needed in every PA curriculum. I appreciated most the "plug and play" aspect of the module as compared to an individual/additional course. This module fits into any PA course - most appropriate! Thank you. Well done, you have done a great service to the PA profession and PA education through your collective work. Our students needs this preparation to practice in a new health care environment				

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National Survey Responses to Longitudinal Telehealth Curriculum

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The PALLA Telehealth curricular product is learner-centered	57%	43%			
The instructional objectives for each educational unit are aligned with the defined PA course and program learning outcomes.	71%	14%	14%		
The assessment strategies are aligned with the instructional objectives.	57%	43%			
The instructional strategies are designed to prepare learners to succeed on the selected assessments for an educational unit.	57%	29%	14%		
The outlined simulation experiences for Telehealth can be integrated into PA education	71%	14%	14%		
I would recommend the Telehealth curricular product to PA programs	57%	43%			
Comments: How have you used the Telehealth curricular product?	Integrated in sequence with clinical phase of program Used for preparing students for clinical year during COVID As part of a 1 credit Telebehavioral health interprofessional course				

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What did the fellowship mean to you?

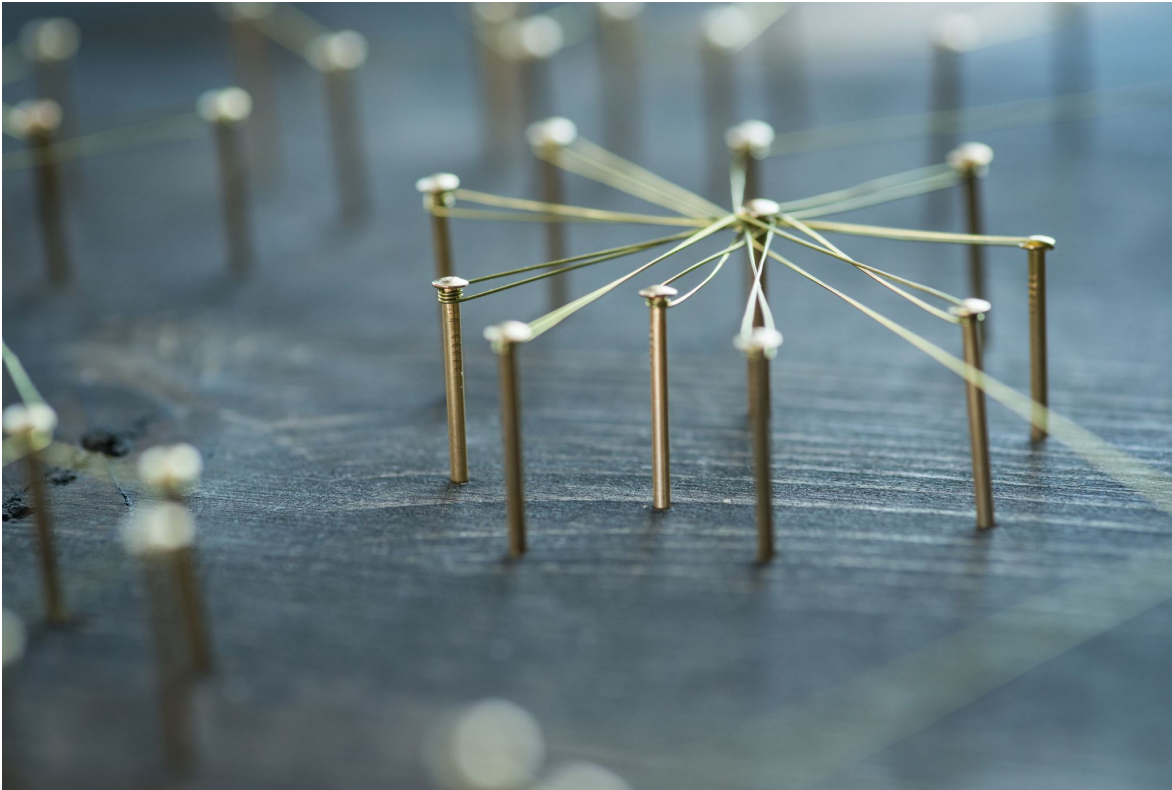# Discussion

Faculty Fellowship

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Impact on Workforce

Pipeline
Connection Built

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Moving forward

Individual Projects

Infusion Case-Based Instruction

Pairing Scholarship

DEI thread

Mentorship Network

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Summary

To learn more about PALLA and the faculty fellowship, please visit here:
https://www.youtube.com/watch?v=tv0pju2413M&feature=youtu.be

Web: https://graduate.umaryland.edu/PALLA/

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Core competencies for new Physician Assistant Graduates
https://paealearning.org/wp-content/uploads/2019/09/core-competencies-for-new-pa-grads-097119.pdf

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