

# Faculty Development Program

**Islamic International Medical College, Riphah International University Islamabad**

## *Introduction:*

Due to the ongoing globalization and internationalization in medical education, non-western countries undertaken a pedagogical reform, with adopting new educational strategies, being distributed all over the world e.g. integrated curriculum with problem-based learning and case based learning and team based learning etc. In response to educational reform, faculty development (FD) has become an increasingly important component of medical education and it has a pivotal role to play in promoting academic excellence and innovations. It is essential for advancement of faculty competence organizational vitality. Faculty Development refers to all activities that health professionals pursue to improve their knowledge, skill and attitude as teachers, mentors researchers, clinicians, managers and leaders (Steinert.Y) to perform their various academic roles at workplace successfully.

## *Background:*

- In response to medical education reform, our institute; Islamic International Medical College (IIMC) has constituted its own medical education unit i.e. department of medical education under umbrella of Riphah Academy of Research and Education (RARE) in 2006, which played a critical role in Faculty Development (FD) initiatives, not only for its own faculty but also for other national health professionals. Department of Medical Education of Islamic International Medical College, start working on curricular reform in 2006, with an aim to promote faculty development, to create awareness about the necessity for curricular reform in Pakistan and create a platform for educators, scholars and leaders in Health Professions education through its Certificate and Masters in Health Professions Education. This conference previously organized in Abu Dhabi, Turkey, Mauritius, Azerbaijan and Pakistan and upcoming will be in Malaysia in collaboration with IMU, a joint conference with IMEC 2025.
- RARE has broader mission to ensure quality of education and research for all faculties of Riphah International University including Health Sciences (Medical Dental, Pharmacy, Nursing, and Physical Therapy), Management Sciences, Engineering Sciences including Bio medical engineering and Social Sciences. RARE has its board comprised of Deans & Director from Riphah, members from other institutions, members from HEC (Higher Education Commission and members from the Industry. It conduct courses and workshops and develop internal and external faculty members. It also provide advice on Outcome Based Curriculum to all faculties. We also have Riphah Institute of Assessment which ensure the Quality in Students Assessment. We also have Quality Enhancement Cell for whole institution.
- RARE also organizes the **International Conference on Medical Education (ICME)** biannually. The first ICME was organized in 2009 in Pakistan. The event was patronized by the Federal Government, Higher Education Commission and Pakistan

Medical and Dental Council. The success of this conference encouraged Riphah International University to take the objective to other countries requiring such reforms. International Conference on Medical Education (ICME) is a platform conceived by Riphah International University to bring together World's leading experts on Medical Education and those who are preparing to introduce reforms in Medical Education in developing and developed countries. The Objective is to prepare the Health Professions Educators and Practitioners nationally and internationally, to adopt recent innovations and standards in health professions education. The ICMEs are graced by the international renowned scholars and leaders in health professions education, who bring their expert opinions and scholarly work for future challenges confronting medical education. ICME provide a forum for sharing the experiences, scholarly work and future challenges in health professions education by bringing together the individuals and organizations and creating the **communities of practice**. With this objective, in collaboration with Ministry of Health of UAE, ICME 2011 was organized in Abu Dhabi. It was again a big success. In 2013, 2015 the ICME was organized in Mauritius and in Istanbul Turkey respectively. In 2018 ICME was organized in Abu Dhabi as a joint conference with Ottawa 2018 i.e. Ottawa-ICME2018. ICME2019 was organized in Pakistan and then in COVID Era Online ICME2021 was organized with Indonesian Medical School. ICME2023 was organized in Baku Azerbaijan, it was a great success. Now the upcoming ICME 2025 will be in collaboration with IMU (International Medical School) Malaysia. It will be joined IMEC-ICME.

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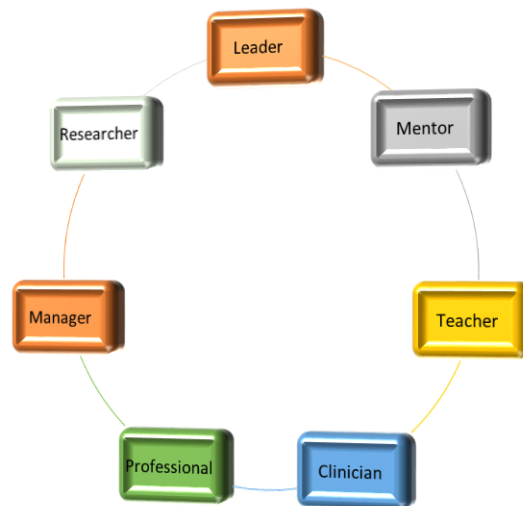
Please see appendix # 2 (ICMEs Flyers)

#### *Beginning of Curriculum Reform at IIMC:*

- To begin with the curriculum reform project at IIMC, a SWOT analysis was done in 2006 by a national consultant and advisor in Health Professions Education. In this activity all Heads of basic, clinical, behavioral sciences and Dean/Principal of our institution were participated. Consensus and plan of action was developed for the curriculum reforming & faculty development projects initiatives.
- Since 2006, department of medical education (DME) has planned, designed, implemented and evaluated myriad of faculty development programs which are being offered to health professionals (includes the faculty members who are teaching to undergraduate and post graduate students) to improve their knowledge, skills and attitude in areas of teaching, research, and educational leadership.

## Goals Faculty Development Program:

The overall goal of IIMC FD Program is to develop cadre of faculty members with competencies (knowledge, skills and attitude) as a Teacher including digital teacher, Mentor, Manager, Clinician, Professional, Researcher and a Leader through breadth of faculty development activities and at all level of the educational continuum for well being of society.



**Figure 1: Competencies for IIMC Faculty to be trained in.**

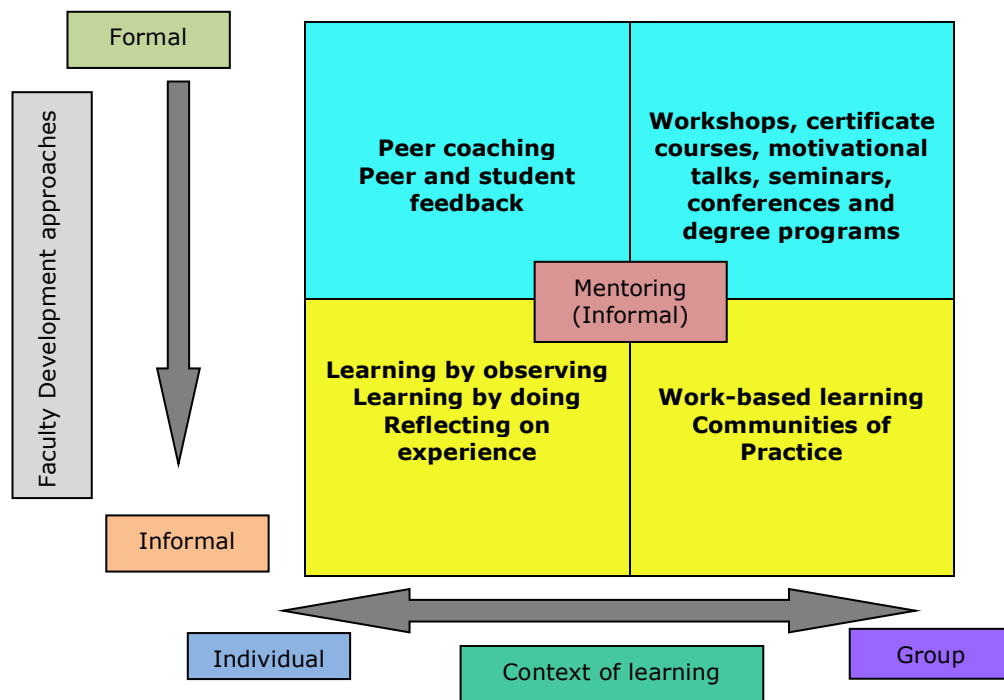
## Goals of faculty development program:

1. To plan annually, conduct and evaluate faculty development activities based on Training Need Assessment (TNA), which are '*MUST*' workshops and other approaches including informal approach at workplace.
2. To plan quarterly, conduct and evaluate faculty development activities based on current trends, which are '*SHOULD*' workshops and generate revenue.
3. To train the faculty for successfully demonstration of their role as a Teacher including digital teacher through workshops, certificates course (CHPE & COBE) refreshers.
4. To produce Educator, Manager, Researcher and a Leader through workshops and Masters in Health Professions Education Program (MHPE).
5. To produce good Clinicians and Clinical Teacher through workshops, CPDs, symposiums, CPC and different courses.
6. To produce *Researchers* to convert their teaching and clinical innovations into scholarly work through workshops and Research Courses.
7. To Produce Mentors through Riphah International University 'Mentoring Program', 'Professional Ethics' and 'Vision Workshops'.
8. To train newly inducted faculty through an Orientation Program, Riphah Teaching Competencies (RTC), Motivational Talks and Informal approach i.e. Cognitive Apprenticeship Model at workplace.
9. To disseminate and share the Innovations & Research in variety of areas including HPE through **Riphah RichPro Club / Journal Club**, publications and winning the internal & external research grant.

10. To ensure the learning of trained faculty through Reflective Critique activities in **Riphah RichPro Club** and take the lesson learned from trainings to workplace i.e. from workshops to community of practice.
11. To produce 'Master Trainers' through 'training of trainers' workshops series which are conducted by qualified national and internationally renowned faculty.
12. To assure quality of all faculty development activities through its evaluation plan including participants and all stakeholders' feedback.
13. To build community of practice through building & executing a national and international platform i.e. International Conference in Medical Education (ICME), world over.

### **Scope of offerings and Model of FD Program:**

- The DME- IIMC has offered a wide range of faculty development programs which includes; from formal to Informal approaches of faculty development for individual to groups. Formal approaches /programs include motivational lectures by national and international scholars, workshops, seminars, orientation sessions for newly inducted faculty, certificate programs, postgraduate diploma-PGD in professional ethics meeting the compliance with 'Mission Statement' of institution and graduate degree program (Masters in Health Professions Educations-MHPE) to produce educational Leader & Scholars. . **List and details are attached in Criterion 2.1**
- These formal faculty development Approaches/Program are being conducted away from the faculty/medical teacher's workplace and expecting from them to take their lesson learned and experiences from 'faculty development community' back to their own context. Literature review has revealed that faculty development approaches, which usually pull faculty/ participants out of their work environment, rarely address the challenges of 'transfer of new learning/skill' into the workplace (Y. Steinert, 2010). Faculty development can occur in a variety of contexts and settings, and often begins with '*informal learning*' in the workplace (Y. Steiner, 2010).
- Hence, RARE is also working on creating an environment and approaches that help faculty/medical teachers to see every day experiences as 'learning experiences' and encourage to reflect with colleagues/Peers and students on learning experience that has occurred in classroom or clinical setting, in order to promote the '*learning transfer*' of teaching skill - all embedded in the workplace.
- Informal approaches include the learning at '*workplace*' (in the class room/skill lab/ clinics/wards) through observing the seniors/peers while they are teaching, then performing and reflecting on the experiences. Informal peer coaching (trained) is also available for the faculty members who are new on board.
- At the workplace the feedback is provided by the senior peers, students and expert in health professions education to the novice faculty member.



**Figure 2: Model of faculty development approaches/programs**

**Resources and expertise: RARE budget**

**Faculty Development Program Evaluation:**

**Functions of Faculty Development committee:**

There are Medical Education Committee in DME, Faculty Development committee is one of the committee. These committee quarterly report to the Principal & Dean Faculty of Health and Medical Sciences about its progress. Committee comprised of qualified members (with MHPE Degree) and a chairperson.

1. Develop a complete Yearly 'Plan' / roadmap for IIMC faculty development/ training (MUST & SHOULD) in phases purely based on the faculty 'need' with timelines, starting from orientation program, motivational talks, seminars & symposiums,

refreshers, workshops, certificate courses to informal training of faculty at workplaces.

2. Based on '*Need Assessment*' identify the core areas/issues in medical education on which faculty will be train and arrange it in priority.
3. Identify the national and international Consultants & Master Trainers in medical education for faculty training.
4. Plan, coordinate and implement faculty development programs in liaison with RARE.
5. Identify the 'Master Trainers' from the institution and international to be train in major areas of medical education to conduct workshops for faculty.
6. FDC will arrange and conduct the 'training of trainers' workshops.
7. Work in close liaison with all other committees to identify the faculty '*needs*'.
8. Help the faculty in conducting & disseminating the educational research on various essential issues in medical education in liaison with Assistant Dean RARE.
9. Orient and help the faculty about the process of requesting the research grants, conference participation policy, publications policies from the HEC and RARE through Assistant Dean RARE.
10. Identify & Train faculty & students in Moellim (LMS) use and motivate them for its use. Help the IIMC administration in creating Login ID for students & faculty for Moellim.
11. Generate report on the committee's progress and presents it to Dean/principal IIMC and RARE quarterly.
12. Develop trainings calendar for 'MUST' (Free) for faculty to cope with Online teaching and assessment during & post Covid era (06 months duration).
13. Conduct need Assessment survey 6 monthly for faculty trainings for MUST (Free) category. Facilitators can be identified by the different committee's chairs. They will be from IIMC/IIDC and MHPE/MCPS-HPE, DCPS-HPE qualified. These trainers will be approved by the FDC.
14. Develop a roadmap with timeline for ASPIRE FD Project in coordination with RARE.
15. Develop and implement Orientation program for IIMC newly inducted faculty twice in a Year.
16. Develop list of 'Should' (Paid) category trainings be plan and implement in collaboration with RARE.
17. Develop, plan, conduct and evaluate MHPE & CHPE Programs.
18. Plan ICMEs with RARE.

### **SOP's of Faculty Development e:**

1. Trainings will be planned on identified Area/ Theme/Topic based on '*Need Assessment*' by '*Faculty development committee*'.
2. Annual plus monthly calendar will be prepared by the FDC and approved by the Dean FHMS.
3. 'Trainers' will be mentioned in the monthly calendar.
4. Every member of the FD committee will involve in coordination of the activities with mutual understanding, this will reflect in Calendar of the trainings.
5. FDC will provide the template for the workshop schedule, prepare the Flyer, arrange the sessions, set the pre requisite and registration system, administer, evaluate (pretest, posttest, evaluation form) and generate the post event report.

6. If any committee chair, or any department want to conduct any training, please route through FDC. These trainings will be 'MUST' (Free) type. In order to ensure the quality a member of FDC will be there. Before and during the event the organizer must follow the FDC SOP.
7. Any change or addition must be approved by Faculty development committee.