



INTRODUCTION

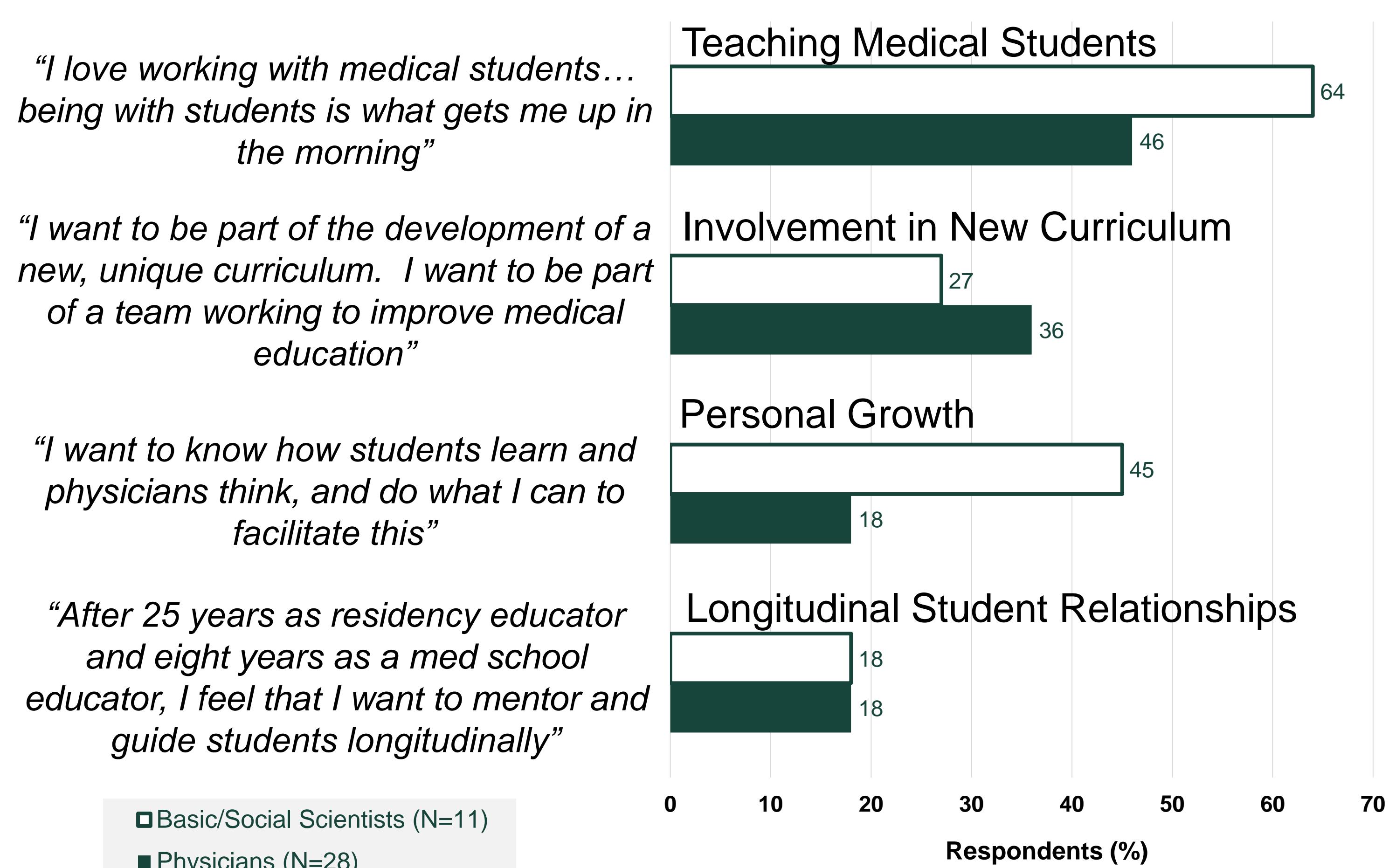
- In 2016, the medical school implemented a new integrated competency-based curriculum, with weekly learning society small groups where students debriefed their clinic experiences and learned basic, social and clinical science through modified problem-based learning
- The two-year longitudinal faculty-student relationships provided a context for coaching and mentoring
- The teaching assignment as a learning society faculty fellow was new to this curriculum, and required a wide range of skills including small group facilitation, coaching, mentoring and providing feedback
- This teaching assignment as a learning society faculty fellow was a .30 FTE commitment
- Interested clinical, basic and social science faculty had to apply to become part of the faculty academy, with .30 FTE dedicated time for teaching, mentoring, coaching and faculty development
- This study describes the motivations for faculty to join the academy

METHODS

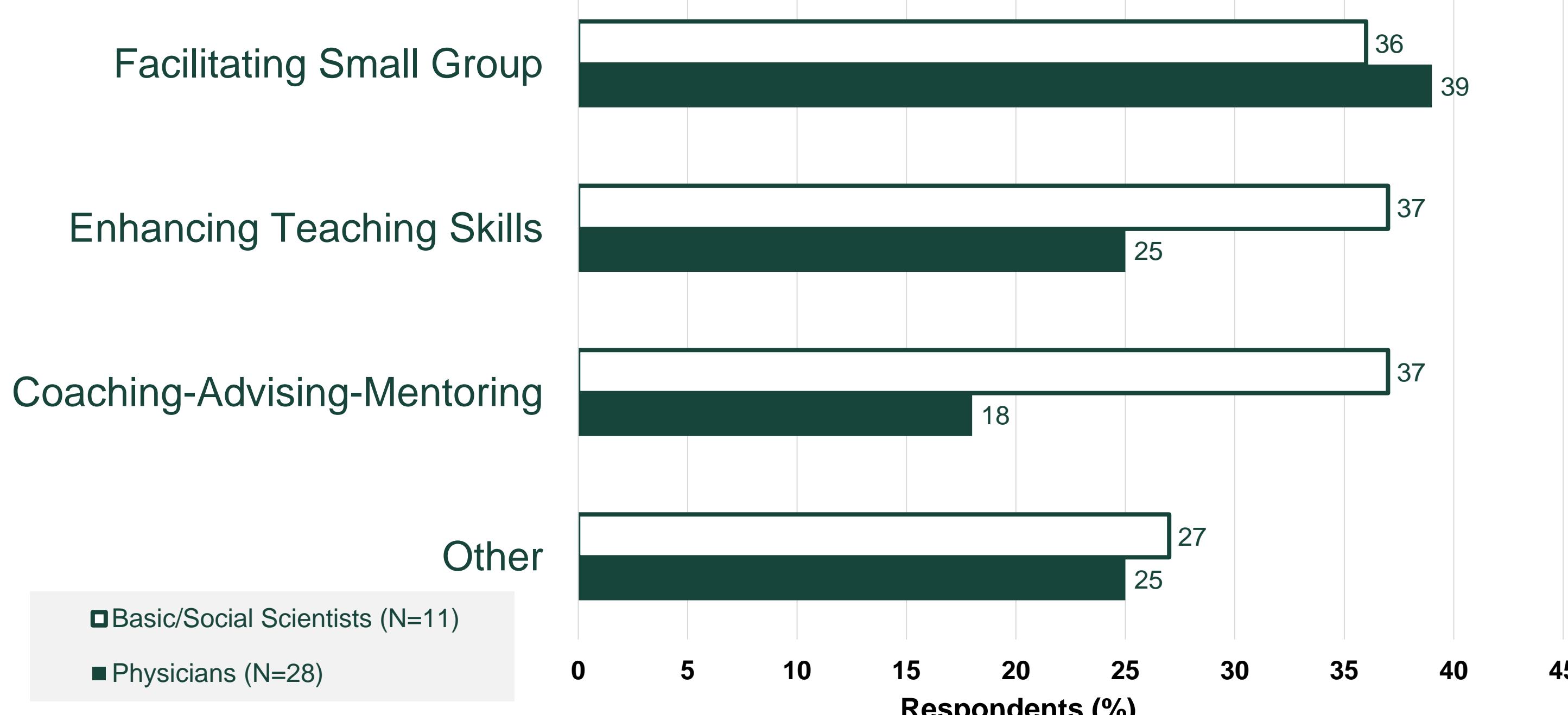
- During the first month of faculty development in the summer prior to the curriculum implementation, learning society fellows were asked to complete an anonymous self-assessment
- The questionnaire included 18 skills; respondents were asked to rate their confidence in their abilities using an 11-point scale from 0% confident to 100% confident with 10% increments
- Included in the self-assessment were two open-ended questions:
 - Why did you choose to become a learning society fellow?*
 - What kinds of competencies or skills do you hope to gain as a learning society fellow?*
- The open-ended responses to these questions were coded for consistent themes across the cohort. Responses could be coded in more than one category
- Comparisons were made in the responses of physicians and non-physicians (basic and social scientists combined due to small numbers of participants)

RESULTS

Why did you choose to become a learning society fellow?

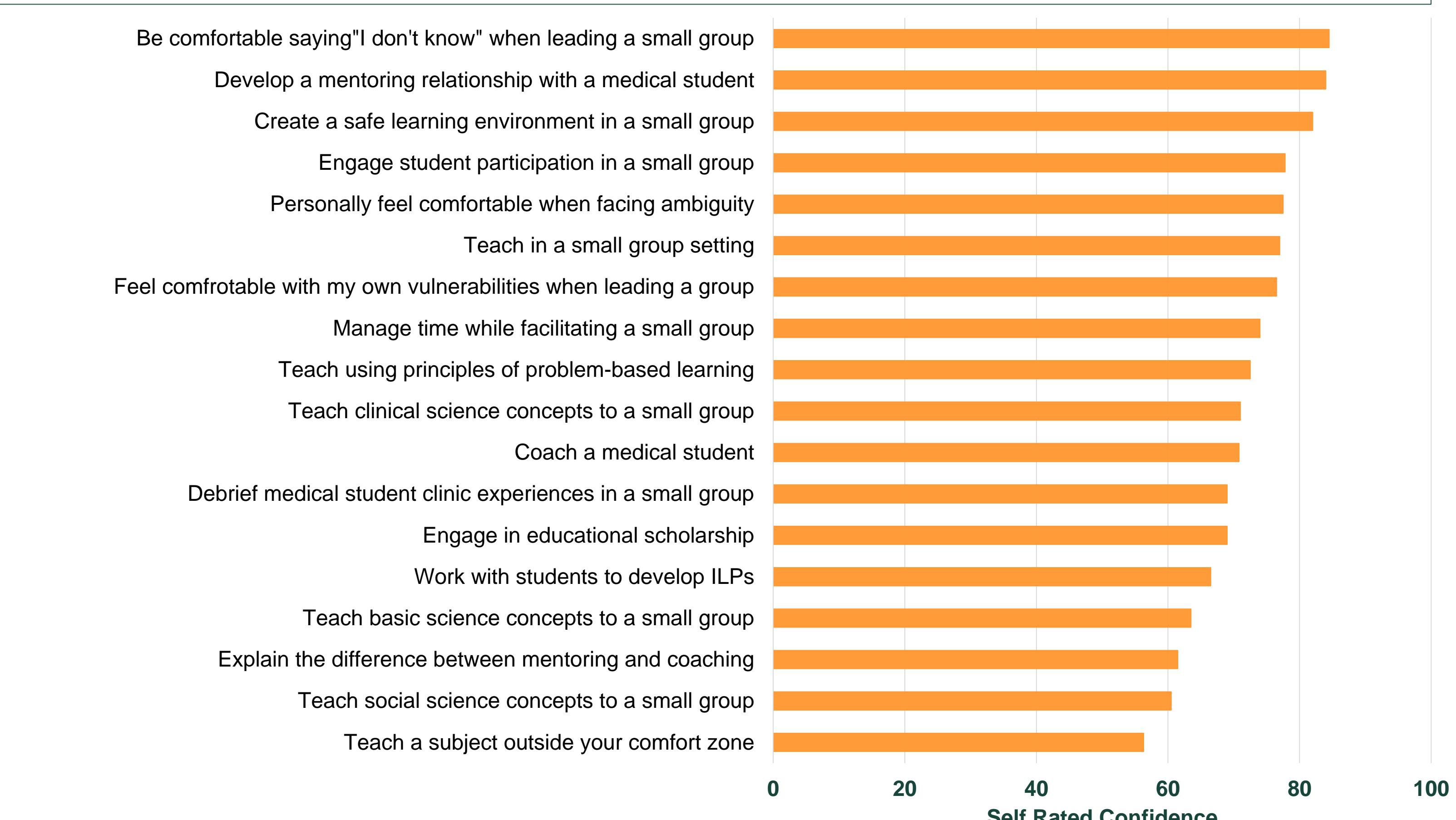


What kinds of skills or competencies do you hope to gain as a learning society fellow?



- 28 physicians (88%) and 11 basic or social scientists (85%) completed the self-assessment for an overall response rate of 87%
- Thirty-nine (87%) fellows provided 65 reasons for joining the learning society. Twenty fellows (51%) wanted to teach and interact with students; thirteen fellows (33%) wanted to be part of the new curriculum, ten fellows (26%) for personal development and 7 fellows (18%) for the opportunity to build longitudinal relationships with students
- The skills of most interest were small group facilitation (N=15; 39%), teaching skills (N=10; 26%), advising, coaching and mentoring (N=8; 21%), facilitating student learning (N=5; 13%) and working with challenging students (N=5; 13%)
- There was no statistical difference between non-physicians and physicians in terms of motivations for joining learning societies or for skill development expectations

Faculty ratings of "degree of confidence in my ability to..."



DISCUSSION

- Relationships with students—as teachers or longer term mentors—was a primary motivation for faculty
- Skill expectations were broad and consistent for physicians, basic scientists and social scientists
- Many small group skills, such as small group teaching and engaging students were among the top self-rated areas of confidence

- Skills related to mentoring—coaching—advising and learning plan development were areas where faculty were less confident in their abilities
- All faculty were least confident teaching content (clinical, social science or basic science) outside of their disciplines; this presents major challenges for a curriculum integrated around patient problems and concerns