The Transition from Practitioner to Educator

Lisa M. Duddy, D.H.Sc., R.D.H.
Bergen Community College

Learning Objectives
Upon completion of the program, participants will:

- Recognize the need to create avenues for educational methodology for new clinical faculty
- Understand the need for faculty development in order to improve student learning
- Relate faculty development to student success in the “real world”
- Preview two presentation approaches for an educational methodology training program

Practitioners
Practitioners

- Oftentimes, healthcare practitioners find their way back to the educational environment
- Highly skilled technical professionals are those that are recruited as potential educators
- They possess a knowledge base of leading edge clinical practices and standards within their discipline

Practitioners (cont.)

- Clinicians may return to education with limited exposure to educational methodology
- Many post graduate degrees are heavily focused on topics/subject areas
- These new clinical educators need to be educated in the art and science of learning and teaching

How can we help?
Provide opportunities to assist faculty in developing comprehensive knowledge in educational methodologies.

Two methods of delivery

- Face to face instruction
- Hybrid delivery
Face to Face

- Interaction between inexperienced and seasoned faculty
- Seasoned faculty offer diverse range of experiences to reflect upon
- Works well with small faculty groups

Face to Face Model

- Required in person attendance
- Consisted of eight 3 hour sessions
Hybrid model

- Online format: Meets part time onsite and the rest of classwork is done online via the Internet
- Encourages peer and inquiry learning (active learning)
- Faculty gains experience in same learning format of students they teach
- Convenient and flexible
- Works well with large faculty group

Essential aspects to convey to transitioning faculty

- Mission statement of the program
- Student demographics
- Student learning styles
- Assessment practices/procedures
  - formative vs. summative
  - strategies for effective feedback
- Counseling techniques
- Conflict resolution
- Effective feedback
- Easy access to department protocol manuals
- Cultural factors
- Ethics
  - Clinical
  - Educational

Duddy/Mamatz2013
Demonstration of Hybrid Model

- Initial session was face to face – taking place at the pre-semester faculty conference.

- Required participation in an online case presentation where application of learned skills could be discussed.

- Culminated in an online quiz which provided proof of participation and comprehension of material presented.

- Impetus for program was an upcoming accreditation visit. Many programs are mandating that faculty be prepared with current background of educational methodology.

- The program and information was well received by the faculty with a high level of participation.
Why is this important???

- Important to reinforce the standards within professions and provide the necessary information in a uniform delivery
- Today, student learning is a critical driving force for educators
- Courses provide avenues for faculty to coordinate a unified approach to improve student learning outcomes

Educators

- No longer ‘givers’ of information
- Are facilitators of learning
- Allow for students to use personal expertise in the learning process
- Provide the mechanism to learn the ‘how to learn’ - in this case we are teaching the art and science of learning to teaching faculty
Reinforce current textbook and practice standards

- Courses provide the opportunity to calibrate faculty and reinforce educational standards and standards of care resulting in more homogenous student outcomes

Development of Critical Thinking

- Essential that healthcare professional have highly developed critical thinking skills-integral part of job
- Requires students to analyze situations and react accordingly
- Essential that teaching faculty possess the skills to foster this in students
- Methodology course provides opportunity to learn and hone this skill
End thoughts

- Programs can be adapted and customized to specific disciplines
- Hybrid version affords convenience and flexibility for participants

End thoughts (cont.)

- Hybrid program is still active and updated with current information continually
- Programs are an excellent way to foster departmental collaboration

Duddy/Mamatz2013

Duddy/Mamatz2013
Thank you!