

Clinician to Academician: A New Approach to Early Career Faculty Development

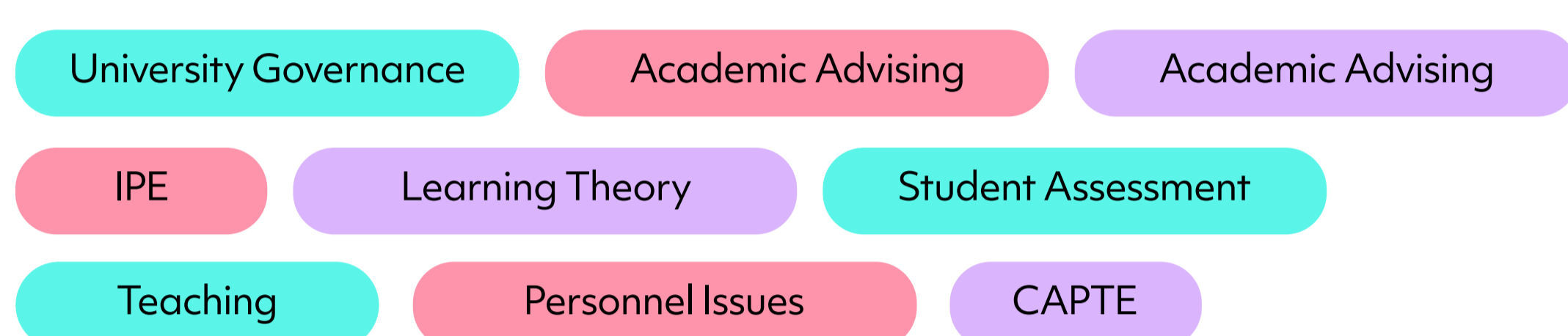
Angela Felker MacCabe¹ PT, DPT, PhD, Kathleen Cummer² PT, DPT, PhD; Barbara Tschoepe³ PT, DPT, PhD, FAPTA; Jennifer Green-Wilson⁴ PT, EdD; Christina Odeh⁵ PT, DHSc, PCS; Kerry Volansky⁶ PT, DSc, EdD, OCS; Kristen Johnson⁷ PT, MSPT, EdD, NCS; David Denton⁶ PT, DPT, EdD

1-Northwest University, 2- University of Washington, 3- Education Consultant, 4- SUNY Brockport, 5- South College Atlanta, 6- Hanover College, 7- Hawai'i Pacific University

Background

- Increased demand for Doctor of Physical Therapy (DPT) faculty
- Clinicians transitioning into academia may have little foundation in the essential elements within the academic environment
- An early career faculty development program (ECFD) was informed through previous research⁶
- Domains identified and included: Governance, Interprofessional Education, Advising, Student Assessment, Teaching, Learning Theory, Scholarship, CAPTE, Personal Issues
- A unique, online, 6-month, multi-institutional program was developed, and pilot tested in 2022
- Purpose of this research is to assess the content, structure, and delivery model the ECFD pilot program through assessment of participants baseline and post-program knowledge, skill, and confidence

DPT Faculty Development Domains



Methodology

Subjects:

- 32 participants from 13 institutions with less than 4-years of experience in DPT education participated in a 6-month pilot of the ECFD program
- Participants were invited to participate in research surrounding the pilot program, no financial compensation was provided
- 20 of the 32 participants (62.5%) enrolled in the research

Program:

- 13 modules in two-week time frames
- Modules had objectives and included asynchronous video recordings, readings, resources, and discussion board prompts
- Synchronous sessions led by faculty every 4 wks. to facilitate participants application

Assessment:

- Assessment of the program was framed by Kirkpatrick's Model
- Data Collection:
 - Pre and post program assessment via REDCap survey questions
 - Surveys were completed anonymously, then matched with unique identifiers to allow for pre-post data comparisons

Demographics

Months as Core Faculty		Degree*		Has your university/program assigned you a faculty mentor?					
Mean	15.81 mo.	DPT	15.81 mo.	Yes	10	No	9	N/A	1
Std Dev	12.58 mo.	PhD	12.58 mo.						
Range	1-42 mo.	EdD	1-42 mo.						
		DSc	15.81 mo.						
		DHSc	12.58 mo.						

N=20 of 32 total program participants (62.5%) completed pre and post program surveys

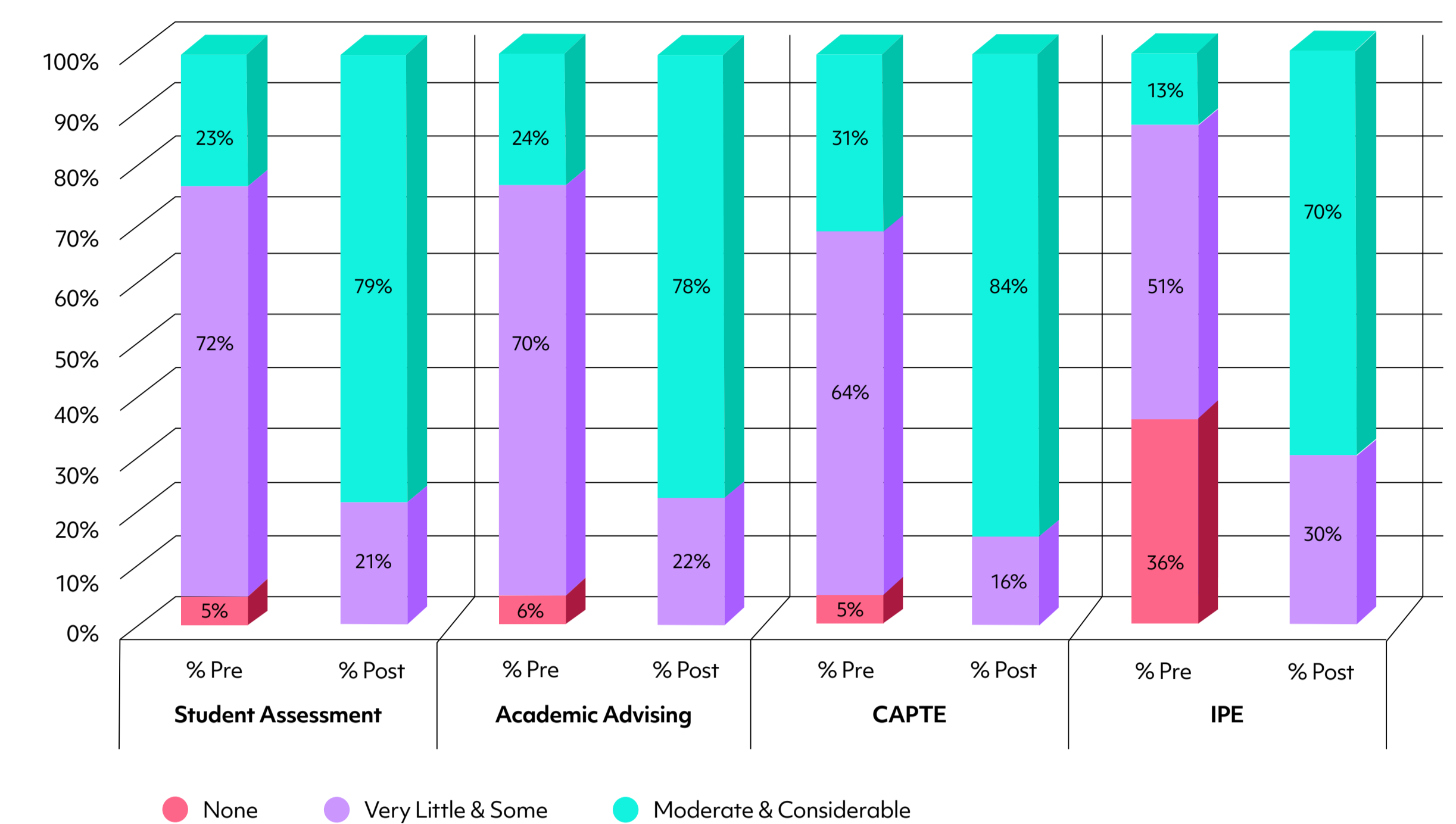
*Some participants had multiple degrees

Discussion

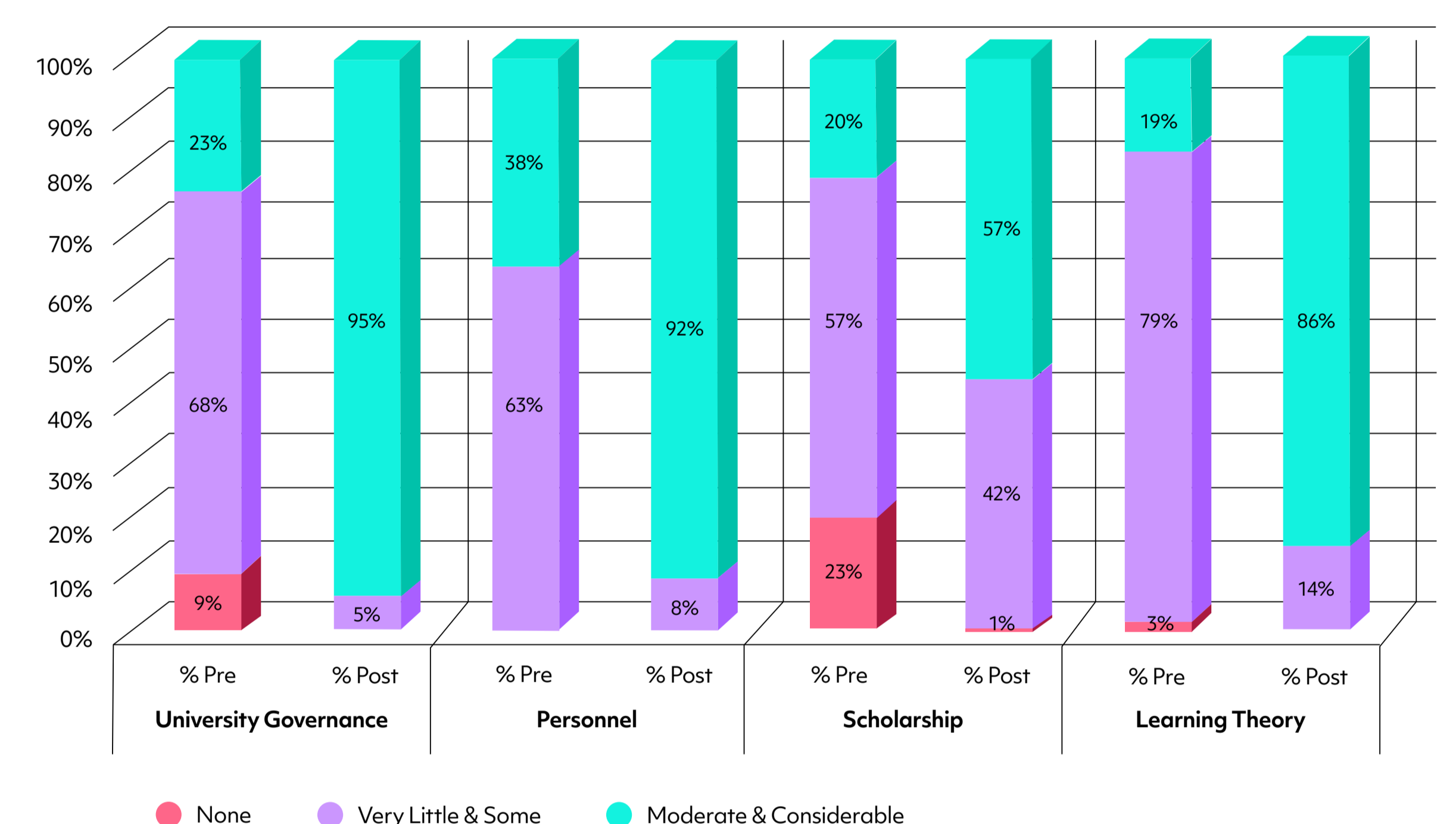
- Currently, there are 273 accredited¹ and 15 DPT programs in development²
- There is a deficit of qualified faculty to meet the needs in DPT education^{3,4,5}
- Many DPT faculty arise directly from clinic with limited knowledge of the academia, accreditation standards, and pedagogy⁵
- Literature reinforces the importance of faculty development
- Innovative 6-month pilot program directly reflects leadership's views on the essential elements of faculty development⁶
- This study indicates a significant ($p < .001$) increase in all 13 domains of faculty development identified as essential by DPT education leadership⁶
- Greatest areas of growth on a 4-point Likert Scale included IPE +1.75, University Governance +1.60, Learning Theory/Teaching Methodology +1.23, Accreditation +1.18, Scholarship +1.17, and Assessment +1.13

Results

ECFD Pre- and Post- Ratings



ECFD Pre- and Post- Ratings



Mean Positive Change by Module (4-point Likert Scale)	Mean Value Change **Significant ($p < .001$)
University Issues: legal and ethical, shared governance, faculty workload, rank promotion and tenure	**1.60
Leadership: leadership development, confidence to lead, knowledge of conflict management, applying feedback	**0.95
Scholarship: research design, analysis, dissemination, mentoring student capstone/research	**1.17
Curriculum: learning theory, curricular design, learning strategies, methodology, course design, objective creation	**1.23
Assessment: exam writing, metric analysis, rubric creation, remediation	**1.13
Advisement: developing leadership and professional empowerment in students, managing a student in crisis	**1.01
Accreditation: CAPTE, SSR, outcomes assessment, strategic planning	**1.18
Overall Impact of the Program	**1.25

Conclusion

- Data confirm the limited knowledge of essential academic elements in clinicians transitioning from the clinic to DPT education
- Results indicate this faculty development model creates positive changes in knowledge, skills, and confidence for early career faculty to transition into academia
- Early career entry-level DPT faculty demonstrate limited knowledge of essential academic fundamentals for DPT education
- Early career entry-level DPT faculty demonstrate an increase in knowledge, skills, and confidence through structured professional development
- More research is needed to determine the effects of faculty development programs within the academic setting

References

