Innovative Design Thinking Approach To Faculty Development

APPD FORUM FOR FELLOWSHIP DIRECTORS
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Objectives

DESCRIBE DESIGN THINKING

APPLY DESIGN THINKING METHODS TO FACULTY DEVELOPMENT CHALLENGES

GENERATE NEW OR IMPROVED PLANS FOR FACULTY DEVELOPMENT
Challenge

HOW MIGHT WE DESIGN FACULTY DEVELOPMENT TO MEET THE NEEDS OF OUR FACULTY/FELLOWS WHILE SATISFYING ACGME REQUIREMENTS?
Faculty Development

Structured programming developed for the purpose of enhancing transference of knowledge, skill, and behavior from the educator to the learner.

The ACGME Common Program Requirements expect faculty to participate in regular faculty development.
Faculty Development Best Practices

**Longitudinal programs**
Sustainable
Go beyond teaching effectiveness

**Evidence based methods**
applying principles of teaching and learning
experiential learning
opportunities for practice

Steinert et. al, Medical Teacher, 38(8):769-786.
Design Thinking

Design Thinking is a structured process of innovation that focuses on understanding people's real problems and experiences and then identifying and testing a variety of potential solutions.

**Use for Faculty Development Program**

We will apply a dynamic design thinking approach to faculty development programming with faculty member as end users.

**Ideate in Teams**

Working in groups, we will generate new ideas for programming methods.

**Refine and Share**

We'll refine those ideas further, sharing top ideas among the group.
Design Thinking Approach

Design Thinking structure consists of 4 main steps for developing innovative solutions to any type of challenge.

**Discover**
- Understanding the needs.
  - Contextual Interviews
  - Phone Interviews
  - Surveys
  - Secondary Research

**Define**
- Defining the problem.
  - Synthesis of Themes
  - Pain Points & Needs
  - User Journeys
  - Opportunity Identification

**Ideate**
- Generating ideas.
  - Concept Ideation
  - Concept Prioritization
  - Concept Refinement

**Prototype**
- Refining solutions.
  - Feature Identification
  - Iterative Feedback
  - Storyboard
  - Pilot Launch
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Design Thinking in Education

Educational Need and Tech-Driven Curriculum

1. Identify Educational Need
2. Develop Teaching Technology
3. Create Concepts
4. Fit Them to Learners

Design-Driven Curriculum

1. Create Concepts
2. Understand The Learners
3. Build New Curriculum
4. Develop Teaching Technology

Adapted from: I/O Design Methods, Vijay Kumar

Discover

• APPD Members value learning they get from informal conversations with peers

Define

• Need more opportunities for peer-to-peer discussion on high yield topics

Ideate

• How might we increase peer interactions?
  • Idea: Table-to-Able
Pre-Meeting Activities

In preparation for this meeting, we completed activities in the Discover and Define steps.

**Discover**

*Understanding the needs.*
Through a survey we asked fellowship leaders to describe their attitudes around creating faculty development programming.

**Define**

*Defining the problem.*
We applied affinity mapping to the survey feedback, grouping similar pain points, needs, and ideas.

**Ideate**

*Generating ideas.*
- Concept Ideation
- Concept Prioritization
- Concept Refinement
- Co-Creation Sessions

**Prototype**

*Refining solutions.*
- Feature Identification
- Iterative Feedback
- Storyboard
- Pilot Launch
Survey Themes
Record observations from survey

We documented individual pain points, needs, and solution ideas
Group similar observations into themes.

Then we grouped these observations by forcing comparisons to arrive at common themes or similar sentiments across respondents.
“Difficult to get all faculty to attend – everyone has competing demands and time is valuable”
Faculty buy-in and engagement

Cynicism

Lack of motivation to participate

One size doesn’t fit all; variable faculty needs

“Some faculty think they have been doing this for years and don’t need help”

“Finding something they are all interested in”
Resources for implementation

Finding/creating high value resources

Lack of time to create programming

“Coming up with the topics as well as time to execute the curriculum”
Concept Ideation
Ideation Activity

We will now ideate in small groups around these themes.

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Understanding the needs.
Through a survey we asked fellowship leaders to describe their attitudes around creating faculty development programming.

Define
Defining the problem.
We applied affinity mapping to the survey feedback, grouping similar pain points, needs, and ideas.

Ideate
Generating ideas.
Brainstorm ideas to solve thematic problems.

Prototype
Refining solutions.
• Detail idea through planning canvas
Ideation rules

‘Yes, And’
Build on ideas of others

Be Solution-Oriented
Don’t dwell on current limitations

Go for Quantity
Save quality for later – no idea is bad

Visualize
Write and sketch so others can see
Challenge

HOW MIGHT WE DESIGN FACULTY DEVELOPMENT TO MEET THE NEEDS OF OUR FACULTY/FELLOWS WHILE SATISFYING ACGME REQUIREMENTS?
Ideation Trigger Questions

HOW MIGHT WE CHANGE THE STATUS QUO?

HOW MIGHT WE TARGET BEST PRACTICES FOR FACULTY DEVELOPMENT?

HOW MIGHT WE BRING A KNOWN RESOURCE TO THIS PROBLEM?

HOW MIGHT WE APPLY EMERGING TRENDS IN MEDICINE AND EDUCATION?:

\{SOCIAL MEDIA, PERSONALIZED MEDICINE, COMMUNITY OF PRACTICE, QUALITY IMPROVEMENT, TECHNOLOGY\}
Concept Refinement
Concept Refinement Activity.

Let’s refine the ideas further.

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Understanding the needs. Through a survey we asked fellowship leaders to describe their attitudes around creating faculty development programming.

Define
Defining the problem. We applied affinity mapping to the survey feedback, grouping similar pain points, needs, and ideas.

Ideate
Generating ideas. Brainstorm ideas to solve a thematic problem.

Prototype
Refining solutions. Detail the idea through a planning canvas.
Canvas Concept Refinement

Review all your ideas and select the top idea you’d like to refine further.

Describe your idea in more detail using the canvas worksheet.

Identify 4 key elements of the idea.

If time allows, refine a second idea through the same process.
CONCEPT REFINEMENT

Share to Larger Group

Present

Present the refined version of your idea with the larger group.

Save one final canvas sheet for each concept to be collected and distributed to participants after the conference.