

Building the team: Faculty Development in Undergraduate Psychiatry

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Background

Sussex Partnership hosts 210 year 3 undergraduate students each year. This number has increased over recent years with pressure on clinical placements. This - in conjunction with central curriculum changes - led us to develop a new, full-day teaching programme in psychiatry, running weekly over each 5-week placement.

This programme was largely delivered by psychiatry core and higher trainees who functioned as weekly tutors to a group of 10-12 students. Trainees had varied experience in teaching and there was no existing faculty development programme.

Developing our doctors' skills in teaching and simulation facilitation was a priority area, as our tutors they are essential to the success of the programme. It was also felt that building confidence through this training pathway would lead to improved tutor recruitment and retention.

Methods

A faculty development lead with two PAs per week to develop and deliver a rolling training programme for those involved in local undergraduate education was appointed.

Funding for this post was through Undergraduate Medical Tariff.

A rolling programme of five half-day workshops were delivered to small groups of 8-10 doctors:

1. Feedback 1: How to Give Diamond Feedback
2. Feedback 2: Tricky Feedback – Challenges and Solutions
3. Structure any Teaching Session
4. Death to Dry Lectures – Think VARK!
5. Engagement Masterclass

The sessions were evaluated via feedback surveys sent to participants and their impact will be gauged by reviewing undergraduate student feedback.

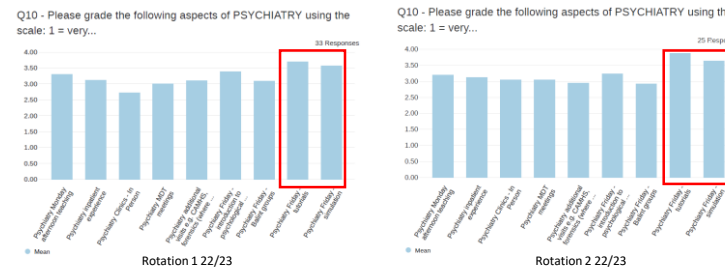
Results

Doctors gave overwhelmingly positive feedback with all reporting they would attend another session.



"I absolutely loved the planning exercise where we used our techniques/approaches and thought about how we might plan a future session. It was amazing!"

Student feedback on the teaching programme scored higher than any other component of the placement and scored higher than teaching sessions in any other specialty. Across the course scores over 3 are considered good and over 3.5 considered remarkable.



Students made particular reference to the tutors and their skills:

"Friday teaching is simply the most valuable teaching we have received....My facilitator was really encouraging and supportive - a credit to the teaching team"

"The Friday teaching was amazing, specifically the small group tutorials and simulation. The simulations were extremely helpful in building my confidence and taught me a lot. My tutor was also lovely and gave great feedback after each simulation."

Conclusion

Aside from the benefits to our trainees' skills and student feedback, this programme resulted in an energised faculty who are keen to deliver sessions. We have been able to consistently recruit to these sessions where formerly we had struggled.

This programme has now been rolled out to all junior staff with basic feedback training now part of the rotational training programme for Foundation Year and Core Psychiatry Trainees.

Additional benefits were in quality assurance, with our Faculty Development Lead providing Assessments of Teaching for tutors. Here, detailed feedback with specific suggestions for improvement allowed tutors to grow into more confident and able educators. This had the benefit of helping trainees demonstrate teaching competencies in their portfolios.



During Feedback 2 attendees practiced giving feedback to simulated anxious and over-confident students

Future directions and recommendations

Return on investment for our Faculty Development Lead role and the programme has a whole has been excellent. Staff costs came to under 2.5% of Undergraduate Medical Tariff and mapped to Health Education England's Annual Return under "Staff training and development relating to their educational role".

As a named area on the HEE Annual Return, Trusts should see this as an opportunity to develop or buy in their own faculty development programme.