



# **Faculty development in a New Medical school**

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# Outline

- **Definition**
- **Why do we need to develop?**
- **Who should be developed ?**
- **What should be developed?**
- **How is the result?**

# Definition

**Faculty development is a planned program designed to prepare institutions and faculty members for their various roles and to improve an individual's knowledge and skills in the areas of teaching, research and administration**

(Bland et al., Successful faculty in academic medicine: essential skills and how to acquire them. New York, Springer – Verlag. 1990).

# Why develop?

The changes :

- National policy; Community and holistic care
- Shift from conventional role of teacher to student centered learning
- Learning styles,
- Integrative curriculum models
- Changes in assessment philosophy, methods and tools
- Technology; Artificial Intelligence, Disruptive Technology, E- learning

# Who should be Developed

- **Every faculty members**
- **The most difficult part of faculty development is changing the attitudes of faculty members towards faculty development**

**(Prashanth Hegde. South East Asian Journal of Medical Education Vol. 7 no. 2, 2013)**

# **What should be developed?**

- **Teaching (curriculum development, instructions, evaluation)**
- **Health care services**
- **Research,**
- **Administration.**

# An Effective Teacher

Technical competency x Approach to teaching x Professionalism

Teaching  
Facilitating  
Planning  
Learning resource  
Assessing  
evaluation

Principle of  
education  
Appropriate attitude  
Ethical and legal  
awareness  
Appropriate decision  
making skills  
Evidence based  
education

Role of teacher  
Personal  
development in  
teaching

# Multiple roles for teachers

- **Facilitator,**
- **Curriculum and course planner,**
- **Resource developer,**
- **Mentor,**
- **Student assessor**
- **Program evaluator.**



# Principle of Education

- **Feed back** **F**
- **Activity** **A**
- **Individualisation** **I**
- **Relevance** **R**

# How is the result?

- An outcome based curriculum for 2019.
- Hand books
- Students involve in Inter-professional learning.
- The curriculum passed the accreditation of MUA and the Thai Medical Council
- The students pass the national licensing examination.
- Students won many national awards for presentation of research works.

The background features a network diagram of white nodes and lines on an orange gradient. On the left, there are several diagonal stripes: a thick grey one, a thinner light blue one, and two orange ones. A white rectangular area is positioned behind the text.

***Thank you.***