

# Curriculum Development for Capacity Building of Senior Academicians in Medical Institutions

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## Introduction

The opportunities for formal training in administration and leadership skills for medical professionals who become teachers in medical colleges are limited, as they are recruited directly after graduation. During the recent challenge of Covid-19, there was a paradigm shift in the medical education and healthcare system globally. The need to empower senior academicians to tackle complex administrative situations related to their day-to-day work with evolving changes, was strongly felt at Maharashtra University of Health Sciences (MUHS), which would enable them to be effective academic leaders in medical education and healthcare system.

### Objectives:

- To enhance administrative skills of senior faculty in medical institutions
- To create proficient academic leaders
- To build a Community of practice through a training program designed in leadership for senior faculty in medical institutions.

## Methodology

An online needs assessment with questionnaire for faculty and students (1005) was done. Based on the survey findings the key areas for training depending on their various roles and responsibilities were identified. Experts from diverse backgrounds were invited for a one-day workshop at MUHS, where brainstorming and focused group discussions were conducted for the relevant content preparation.

A blended competency based training program (3 day synchronous and 2 weeks asynchronous) was prepared for piloting at MUHS Postgraduate Institute in Nashik.

Twenty seven (27) senior faculty members with more than 10 years of teaching experience participated in a one day workshop.

Feedback was taken using a structured questionnaire.

Asynchronous component is ongoing.

### Program of the workshop included sessions on:

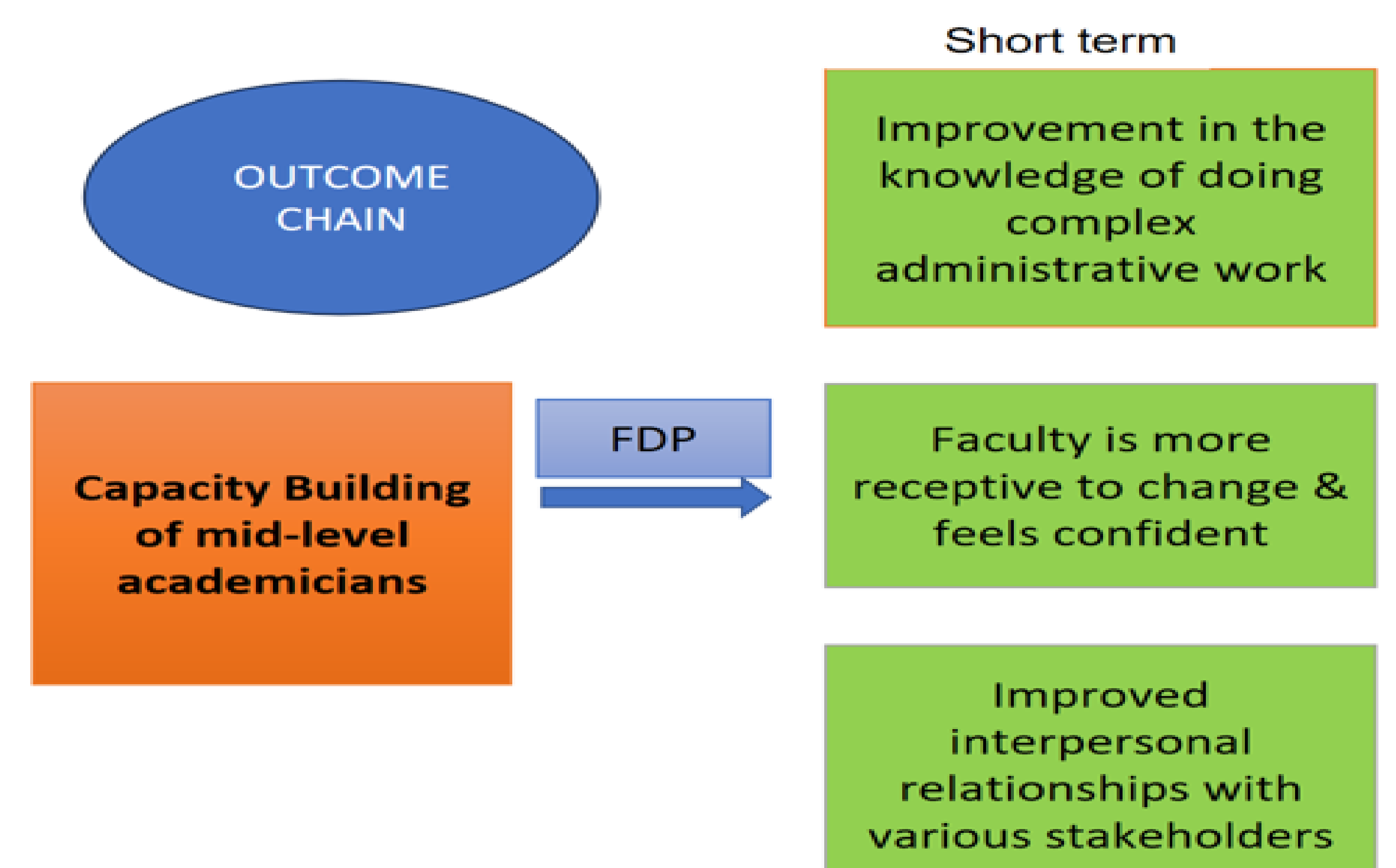
- Concept of Appreciative Enquiry
- Change Management
- Interpersonal Relationships
- Value based Leadership
- Conflict management
- Feedback



- **Asynchronous (Ongoing)**
- Online Basic Digital Health Course
- Assignments

## Results

The feedback showed 100% faculty satisfaction, improved knowledge, skills, ease and confidence at work thus creating a positive impact. Retro-pre self-assessment was done. Suggestions of topics were also taken from faculty which aligned with the designed curriculum.



## Conclusion

The pilot project showed that the application based transformation approach was appealing, doable and relevant to the identified needs of the curriculum as it was well accepted by the participants. Educational networking took place through the building of an intentional Community of Practice at workplace.

### Challenges:

To get senior faculty for an on-site training was challenging. The initial resistance of some faculty gradually faded as they found that the application based approach was relevant to their current work-place scenario.

### Way forward:

Implementation phase: 3 day on-site with 2 weeks asynchronous activities to be completed

Community of practice to solve real - time challenges at work place.

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