

**HANDS-FDF:**  
**Home / Away Nine-day**  
**Faculty Development**  
**Fellowship in Japan**

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# Background

- Family Medicine still in its adolescence in Japan
- FM teachers in great need
- FD way behind
- One time seminar / workshop not effective
- On-site FD fellowship not practical (time, cost)
- → Need for effective, workable model

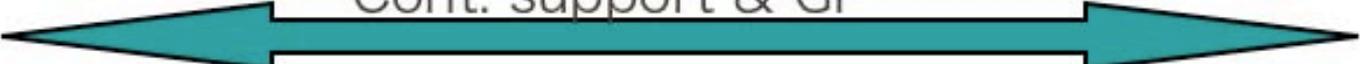
# Curriculum Development

- Participant: 12 FM physician (junior to senior)
- Pre-assessment: self administered 107 item questionnaire based on competencies defined by Bland et al
- measures mainly confidence / comfort level (6 level), some knowledge
- Faculty: the US trained Fam Physician with FDF, MPH (TO), others trained by TO

# Model / Scope / Feature

- Home / Away model
  - 7 2 day on-campus / home FDF
  - (Mich State U. OMERAD 1979-)
  - 5 Weekend National FM Fellowship Program
  - (U. of Toronto 1995-)
  - 5 Weekend FD (U. of Wisconsin 1996-)
- Scope: 4/5 area defined by Bland et al
  - Clinical Teaching Improvement (CTI)
  - Managing and Communicating Information (MCI)
  - Leadership and Organizational Skills (LOS)
  - Acquiring Professional Academic Skills (APAS)
- Unique Feature:
  - Use of Simulated Learner (lecture / workshop)
  - Visiting teacher (with area of expertise)

Cont. support & GP



Term		Home	Mar	Home	Jul (3d)	Home	Sep	Home	Dec
Location			FKC		NTCFM		KMC		UM
CTI	Theo	Pre-assessment and pre-homework	LD	Practice, homework, GP	LD	Practice, homework, GP	LD	Practice, homework, GP	LD
	Curri Dev		WS		SL, FD		SL, FD		SL, FD
	T & L		LD, RP, SL		SL, FD, WS, RP		SL, FD, WS		SL, FD
MCI				LD, RP			LD, WS, RP		
LOS				LD, RP			LD, WS, RP		
APAS						LD			

LD: lecture & discussion, WS: workshop, RP: role play, SL: simulated learner, FD: feedback & discussion, GP: group project

# Assessment

- Learner: self administered 107 item questionnaire, direct observation, reflective portfolio, satisfaction with the contents and needs
- Curriculum: qualitative & quantitative feedback from learner about the contents, usefulness of the topics, suggestions for change
- Process: follow through with plan, cost

# Results

- 9 out of 12 participants completed the course
- very high satisfaction
- most became confident and comfortable with most teaching situation and demand
- verified by direct observation and discussion

# Results

- Suggestions for some changes and improvement
- Some topics had to be omitted (time)
- Total cost: 1,302,800 yen (≒\$11,400 incl. travel & stay)

# Discussion

- Assessment of learning outcome is very difficult to design and implement, takes many resources
- Pre-defined curricula vs. tailored for group's interest
- Distance and travel, time and cost are still issue
- Still small impact (only 9 graduates, need resources)

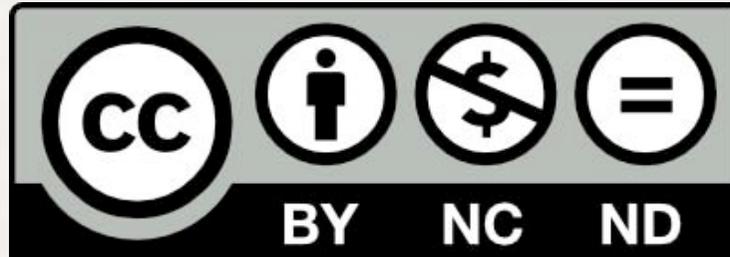
# Next Step...

- Refinement of the course
- Identify and recruit potential instructor candidates
  - hopefully grant support
  - publication!
- Questions & Collaboration: please e-mail: [familymedicine○kameda.jp](mailto:familymedicine○kameda.jp)  
(replace ○ with@)
- This is the last poster of the original presentation in 2006 conference

# As of 2009.7...

- HANDS-FD Fellowship has continued to thrive and develop
- produced the total of 47 graduates in 2006-2008.
- They are taking the leadership in their own field
- now recruiting about 10 new fellows for the season of 2009

# Copyright & reference



**Okada T**, Kise M, Tagashira H. Scholastic  
Poster: 「HANDS – FDF : Home / Away Nine  
Day Faculty Development Fellowship in  
Japan」 39<sup>th</sup>. STFM Annual Spring Conference.  
Society of Teachers of Family Medicine. San  
Francisco, CA, USA. April 26–30, 2006

# Abstract

HANDS – FDF : Home / Away Nine Day Faculty Development Fellowship in Japan. New Opportunity and Challenge

Faculty development in Japan is still done as one time weekend event and only covers teaching skills. Borrowed from well-established faculty development programs in the North America, we developed the first home / away faculty development fellowship. This fellowship covers four out of five area defined by Bland et al. which are education, professional academic skills, administration and communication. Away from their home institution, fellows spend four weekends (in total of nine days) together for didactic, workshops and in depth discussion. Between these weekends, they try out new skills and competence in their home institution. This format truly represents input-process-output learning cycle, thus enhances fellows' learning. We will discuss advantages and disadvantages of this format and compare it with other formats of faculty development.

**HANDS-FDE:  
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Faculty Development  
Fellowship in Japan**

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**Background**

- Only 100-150 FDE in attendance in Japan
- 100 teachers in total
- FDE only 100
- One-time seminar / workshop not effective
- Double FDE follows out practical (90% cost)
- Model for effective, workable model

**Model / Scope / Feature**

- Home / Away Model
- 1. Home / Away Model (FDE) (2004) (2005)
- 2. Home / Away Model (FDE) (2006) (2007)
- 3. Home / Away Model (FDE) (2008) (2009)
- 4. Home / Away Model (FDE) (2010) (2011)
- 5. Home / Away Model (FDE) (2012) (2013)
- 6. Home / Away Model (FDE) (2014) (2015)
- 7. Home / Away Model (FDE) (2016) (2017)
- 8. Home / Away Model (FDE) (2018) (2019)
- 9. Home / Away Model (FDE) (2020) (2021)
- 10. Home / Away Model (FDE) (2022) (2023)

**Assessment**

- Learner: self-administered 107-item questionnaire, direct observations, reflective portfolio, satisfaction with the contents and needs
- Curriculum: qualitative & quantitative feedback from learner about the contents, usefulness of the topics, suggestions for change
- Process: follow through with plan, cost

**Results**

- 90 out of 102 participants completed the course
- Very high satisfaction
- Most became confident and comfortable with exact teaching situation and demand
- Verified by direct observation and discussion

**Discussion**

- Assessment of learning outcome is very difficult to design and implement, takes many resources
- Workshop contents is, takes for growth, model
- Contents and travel, time and cost are still issues
- Will have impact only if guidelines, model, resources

**Curriculum Development**

- Participant: 12 PM physician course to return
- Pre-assessment: self-administered 107-item questionnaire based on competencies defined by board of A
- Assessment: mostly confidence / comfort level (3, 4, 5), some knowledge
- Verify: the 107 trained Fam. Physicians with FDE (100% (100), others trained by TG)

Item	Pre	Post	Mean	SD	Significance
Confidence	3.5	4.2	3.8	0.5	<.001
Comfort	3.2	4.0	3.6	0.4	<.001
Knowledge	3.8	4.1	3.9	0.3	<.001
Other	3.6	4.0	3.8	0.4	<.001

Two overlapping documents are placed over the table. The top document is a questionnaire titled "HANDS-FDE: Home / Away 9-day Faculty Development Fellowship in Japan" with sections for "Background", "Assessment", and "Results". The bottom document is a table with columns for "Item", "Pre", "Post", "Mean", "SD", and "Significance", containing data for Confidence, Comfort, Knowledge, and Other.

**Results**

- Suggestions for course changes and improvement
- Some topics had to be omitted (50%)
- Total cost: 1,300,000 yen (US\$11,400 incl. travel & stay)

**Next Step**

- Refinement of the course
- Identify and recruit potential instructor candidates
- Successfully grant support
- Evaluation
- Students & Collaborators please email: hands.fde@kameda.jp



## Topics covered

### March (2days)

- Orientation
- Giving effective presentation
- Adult learning, active learning, supportive environment
- Instructional design & Curriculum development (Objective setting, Strategy, Assessment)

### July (3days)

- Review of March session
- Mock teaching with simulated learner followed by feedback and discussion
- One minute preceptor (outpatient teaching)
- Overview of FD
- Teaching philosophy
- Leadership and management
- Reflective practitioner
- Outcome based education
- Assessment revisited in detail
- Negotiation skill

### September (2 days)

- Mock teaching with simulated learner followed by feedback and discussion
- Facilitating case conference (small group discussion)
- Career development
- EQ and assessment form
- Difficult teaching encounter

### December (2days)

- Mock teaching with simulated learner followed by feedback and discussion
- Educational research
- Meeting management
- Organizational management and team building
- Exit assessment

### Homeworks

- Curriculum development and preparation for mock teaching with simulated learners
- Reflective writing
- Reading requirements
- Creating admission assessment form / criteria

Okada T, Kise M, Tagashira H. Scholastic Poster: 「HANDS - FDF : Home / Away Nine Day Faculty Development Fellowship in Japan」  
39<sup>th</sup>. STFM Annual Spring Conference. Society of Teachers of Family Medicine. San Francisco, CA, USA. April 26-30, 2006

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Faculty Development Goals (or Major Responsibilities) developed by  
Bland et al

Education

1. Design educational programs (curricula) with appropriate scope, sequence, and focus for intended learners
2. Develop courses, presentations, and course materials using a systematic approach
3. Teach individuals and small groups in clinic and at bedside
4. Deliver instruction to small and large groups in classroom settings, using a variety of strategies
5. Assess student performance
6. Evaluate program effectiveness both formatively and summatively

Administration

7. Understand how environmental pressures and (e.g, economic, political, societal, consumer, and organizational) affect academic medical centers
8. Understand the formal structures of and relationships between the organizations they serve (e.g., department, medical school, and university)
9. Participate in and provide leadership for small and large group academic tasks (e.g., plan residency programs, conduct strategic planning, serve on research committees)
10. Manage self, others, money, and time on various projects/programs

### Research

11. Access and critically read the research literature in medicine, education, and other domains
12. Understand theory and empirical findings in one's own research area
13. Formulate a research question and operationalize variables
14. Design descriptive and/or explanatory studies
15. Collect and analyze data
16. Evaluate and discuss study findings
17. Conduct and manage research projects

### Written Communication

18. Communicate effectively to different audiences
19. Develop process strategies for organizing and drafting written material
20. Prepare material according to general and specific format guidelines
21. Apply rules of English usage, style, and composition

### Professional Academic Skills

22. Understand the underlying values, traditions, and unwritten behavior codes of academia
23. Effectively manage a productive career in academia
24. Establish and maintain a network of professional colleagues in academia

### Reference:

Bland CJ, Schmitz CC, Stritter FT, Henry RC, Aluise JJ. Successful Faculty in Academic Medicine: Essential Skills and How to Acquire Them. Vol 12. New York: Springer Publishing Company, Inc; 1990.

TABLE 2.1 Faculty Development Goals (or Major Responsibilities) for Four Types of Primary Care Faculty Members

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Assembled by Tadao Okada, MD, MPH 2006/4/26