

Utilization of Program Management Tools to Support Faculty Development at the University of Liberia College of Health Sciences

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Background

- The Vanderbilt Institute for Global Health (VIGH) partners with the University of Liberia's College of Health Sciences (ULCHS) to strengthen capacity in health sciences education through a new Center for Teaching, Learning and Innovation funded by USAID (BRIDGE-U Liberia 7200AA21CA00010)
- Through utilizing research for development in Liberia's health sector, this grant aims to bring equitable improvements in health outcomes, inclusive economic growth, and increased financial independence in Liberia.
- One of the objectives of the grant is focused on enhancing faculty development at ULCHS.

Objectives

The objectives of this practicum was to support the grant by utilizing and strengthening my program management skills. My practicum projects focused on the Faculty Development Program.

Methods

- The practicum took place from May 2022 through July 2023.
- Between May 2022 to May 2023, the practicum was conducted remotely from Nashville, TN.
- In June 2023, the VIGH team traveled to Monrovia, Liberia for one week to meet with key stakeholders, facilitate trainings, participate in data collection, and expand understanding of project management and cross-cultural global health issues.

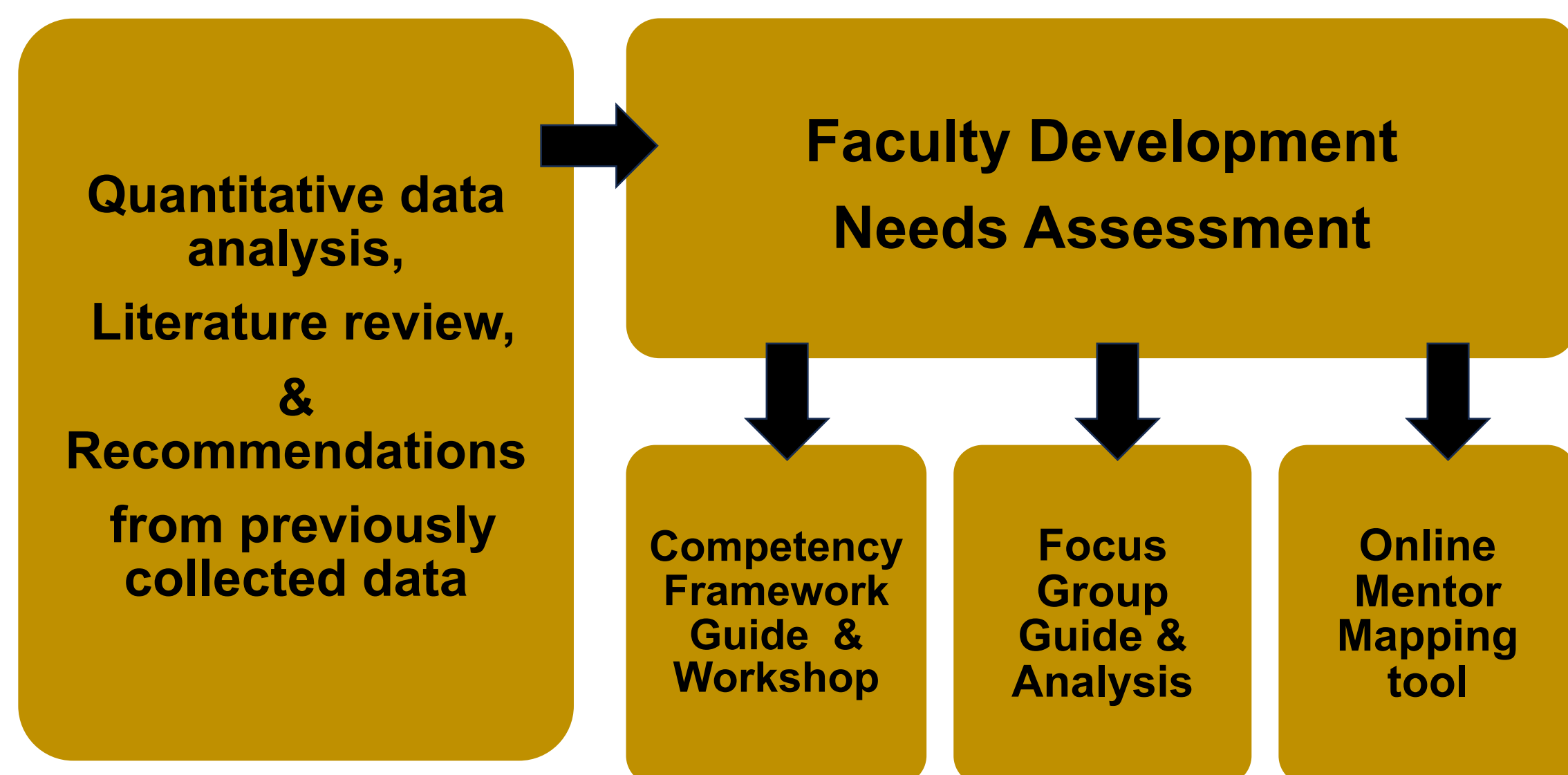


Figure 1. The practicum started with analyzing previously collected survey data, and from those recommendations, my practicum projects ensued. First, the needs assessment was developed which revealed further needed tools: establish accompanying focus groups, develop a Competency framework, and create a mentor mapping tool on REDCap.



Figure 2. ULCHS Campus, Monrovia, Liberia



Figure 3. Leading entrepreneurial training



Figure 4. Meeting with Liberian stakeholders

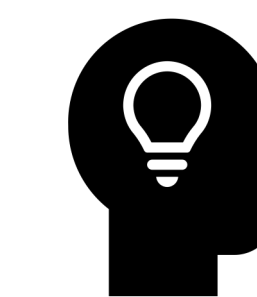
Findings & Implications

- The evaluation of previously collected data on faculty development needs led to the development of an annual needs assessment survey and focus groups to understand competency gaps.
- The needs assessment led to the development of a Faculty Competency framework and mentor mapping tool on REDCap.
- The focus group data aligned faculty desires on competencies, agreement on the Mission/Vision for faculty development, and faculty motivation for continued learning and development.
- Faculty development programs are known to improve and stay up-to-date on pedagogical knowledge and skills.¹
- FD may be even more effective if they also promote a focus on educational competencies to grow an awareness for educators' educational identity and personal mission to promote maturation.^{2,3}
- Studies have also show that FDP that conduct needs assessments and provide courses in response, are more likely to be successful.¹
- FDP provide the bridge between theory and practice for faculty as mentors and other educational roles.⁴

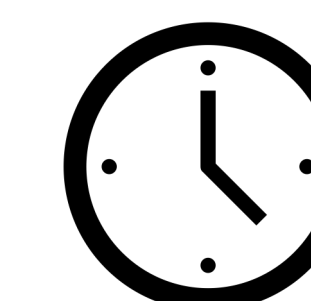
Lessons Learned



Practicing Cultural Humility



Program Development & Management Skills



Staying Flexible

Acknowledgements

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References

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