

Assessing motivations and barriers to knowledge transfer and competence gain of young experts as future faculty members

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Introduction:

- Scientific faculty members have an important role as educators in lifelong learning programs preparing their peers to be competent in their field and meet the demands of evidence-based practice¹. Whilst in the past it was assumed that healthcare professionals could automatically learn or rely on their previous education², there has been a push towards faculty development programs attached to regulatory bodies³.
- Our qualitative study examined the motivations and barriers to effective knowledge transfer and application of skills and knowledge following an industry-supported educational program for young experts in urology and oncology as future faculty members.

Ref.: ¹Swanwick T. (2013) Understanding Medical Education: Evidence, Theory and Practice, The Association of the Study of Medical Education; ² Miller G (1980) Educating Medical Teachers. Harvard University Press, Cambridge, MA; ³ Purcell N and Lloyd-Jones G (2003) Standards for medical educators

Methodology:

- Qualitative research through structured in-depth interviews March and May 2021.
- Two conceptual frameworks applied (the Moore Model and the COM-B model).
- 360° view, including interviews with 9 learners (young experts), 4 faculty members and 5 medical affairs staff members

Results:

- The general meeting feedback revealed high satisfaction with the program, confirmed by the young experts, senior faculty and medical affairs staff.
- Main drivers for satisfaction, recall of the content and subsequent behavioral change were
 - Relevance of the content
 - Opportunity to apply the new skill or knowledge
- Main barriers identified were
 - A gap between the understanding of the young expert and the program set-up with regards to their role as future educators

Conclusions: The concept of relevance stands out as the main driver for the impact of the educational program. The opportunity to apply new skills and knowledge and understanding of the own role, both determinants of “relevance”, are critical factors to achieve competence gain (Moore Level 4) which was confirmed for elements our program.

Main drivers of behavioral change	Quotes
Relevance of the content	<ul style="list-style-type: none"> • “... it’s such a frequent problem that we face..” (learner) • ... I remember about all those parts about maybe the the one that impacted me more, or I remember it more because it’s very linked to our practice...“ (learner) • “it was very relevant, especially for the ones I know.....(staff)
Opportunity to apply new knowledge and skills	<ul style="list-style-type: none"> • „...And I remember I applied the information“ (learner)
Main barriers	Quotes
Lack of understanding of role	<p>„ ...I get invited to educational meetings, but I’m not so much involved in the planning...“ (learner)</p>
Gap between actual needs and perceived needs by faculty	<p>„...we all do the same thing we are mixing what we don’t know as speakers and what the audience doesn’t know... (faculty)</p>