



Mahidol University
Faculty of Medicine
Siriraj Hospital



Cultivating Social Networks for Faculty Development

Symposium 9D

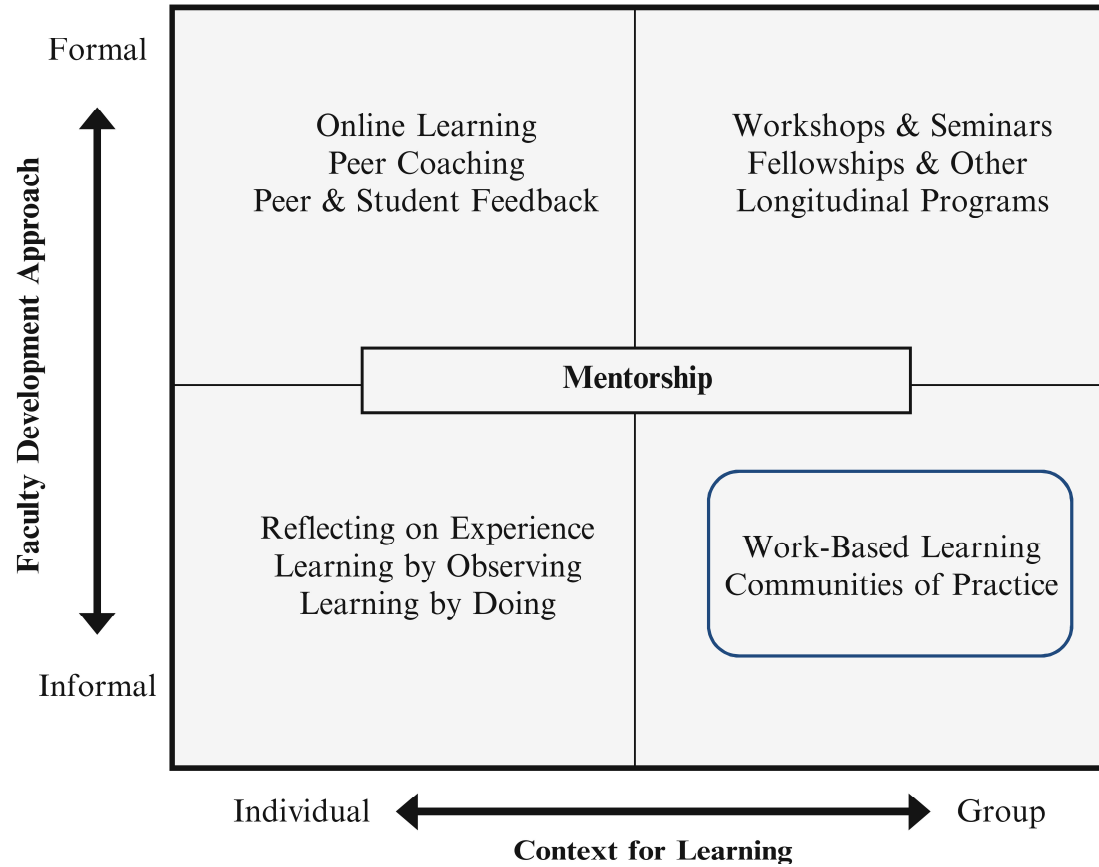
Suprapath Sonjaipanich

WHAT'S NEW IN



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Social Network Analysis (SNA)

“A family of approaches that mobilizes quantitative, qualitative or mixed-methods data for visualizing and exploring patterns and structures of social interactions”

Mortaz Hejri et al. Social Network Analysis in Medical Education. Academic Medicine 2023



focusing on patterns of relations and connections among people and among groups including such as organizations



WHY SNA important in FD?

- Increasing recognition of the need for faculty developers to explore how social relationships influence and shape learning in HPE
- The use of SNA to design and evaluate the impact of FD initiatives and assess change
- Educators need to conceptually reorient FD in the health professions as a dynamic social enterprise





- **SNA use in FD design and evaluation**
 - **Global application of SNA**

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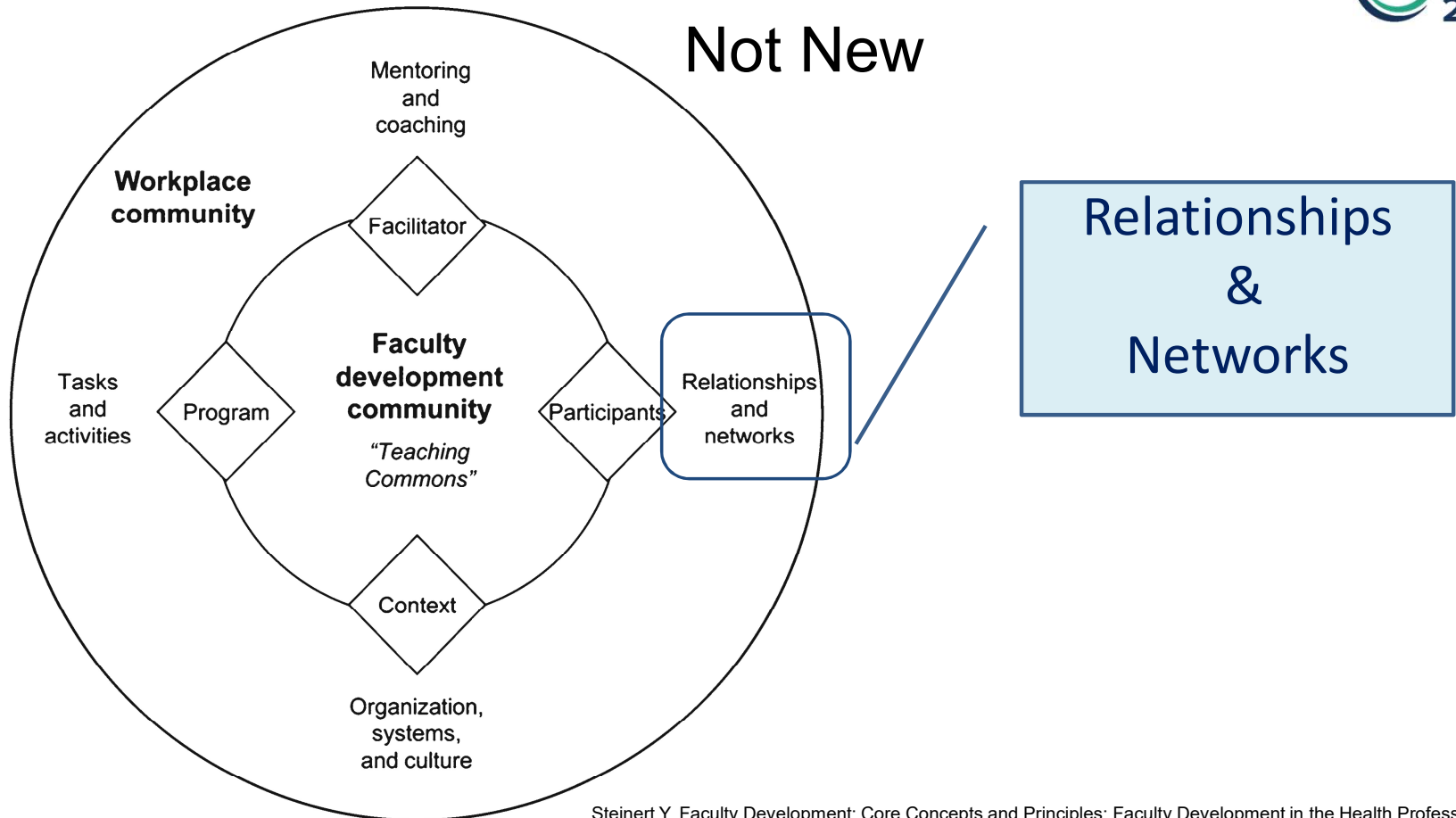


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Focus on Networks..... Not New



Steinert Y. Faculty Development: Core Concepts and Principles: Faculty Development in the Health Professions 2014



SNA



A paradigm

- Social world is relational
- Unit of analysis is the relationship

Heterogenous

- Quantitative: statically measures positions & connections in networks
- Qualitative: subjective meaning of relationship

Theoretical

- Relationships influence learning



What is a social network?¹

- A series of nodes (e.g., individuals, organizations) that are linked by social ties (e.g., friendship, information-sharing).
- Analysis can take a whole network approach (i.e., from a “birds eye view,” Example 1) or an ego network approach (i.e., from the viewpoint of an individual, Example 2).

Why use SNA?

- To provide contextual insight into teaching, learning, and professional development (e.g., reveal dynamics of the hidden curriculum, identify role models and opinion leaders).
- To design and implement network-informed educational interventions (e.g., promote network-building among faculty; facilitate educational scholarship dissemination).
- To evaluate program outcomes and monitor longitudinal changes (e.g., assess the formation of communities of practice; evaluate student engagement in discussion forums).

What data can be used for SNA?¹⁻³

- Network surveys, participant-drawn sociograms, semistructured interviews, observations, documents.

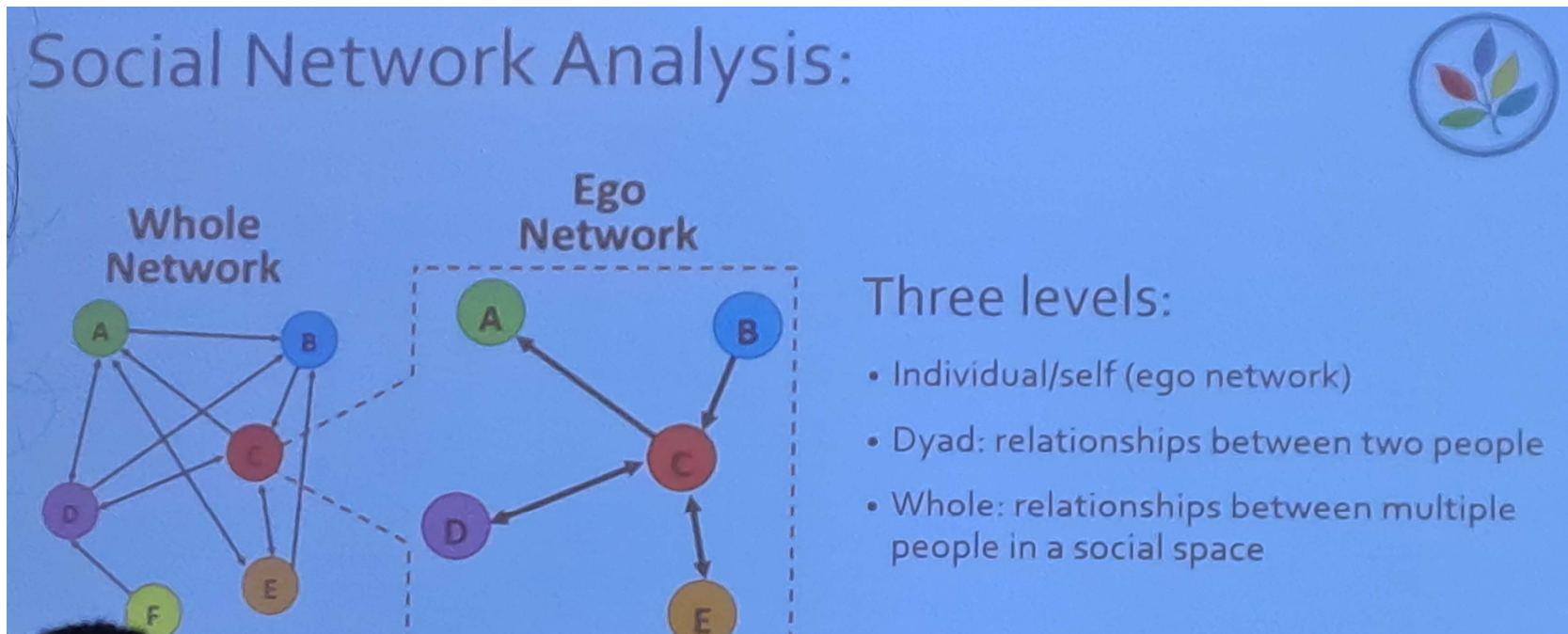
How to make sense of data through SNA?^{3,4}

- Craft visual analysis and calculate network metrics to identify the structure and patterns of relationships.
- Test hypotheses on the relationships between network metrics, individual variables, and demographic characteristics.
- Use thematic qualitative analysis, mixed-methods analysis, and typology development to provide insights into the content, context, meaning, and impacts of relationships.



SNA

Networks as important mediators of learning



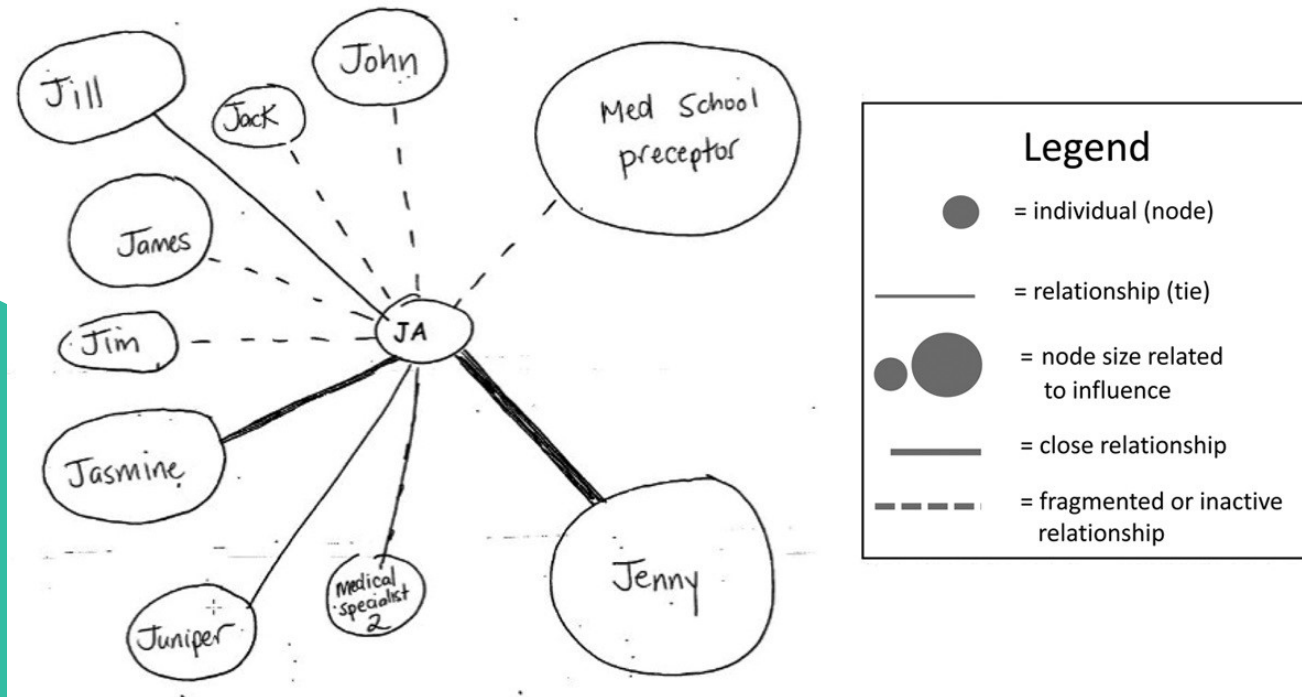


Ego Networks

- Participant is the focal point
- Relationships (ties) represented by lines
- Inclusion of ties determined by connections to focal participant
- Illuminates individual's perception
- Visualized by a sociogram



Using Sociogram to explore faculty learning

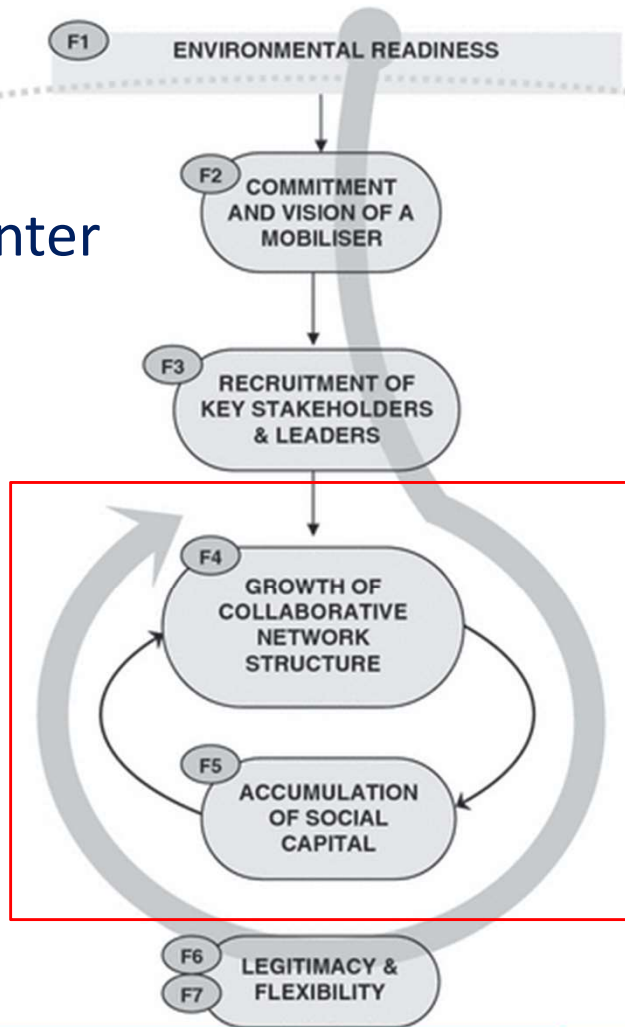


Learning in Faculty Development: The Role of Social Networks. *Acad Med* 2020.



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Creating a FD center



medical education in review

The ties that bind: a network approach to creating a programme in faculty development

Lindsay Baker,¹ Scott Reeves,¹⁻⁴ Eileen Egan-Lee,¹ Karen Leslie^{1,3} & Ivan Silver^{1,4}

“As new members form ties, they provided access to their own personal social networks and the associated information and resources, resulting in a network structure that continually expanded and evolved.”

Fishhook model
of FD programme formation



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Assessing the impact of FD

Perspect Med Educ (2019) 8:191–196
<https://doi.org/10.1007/s40037-019-0510-9>

SHOW AND TELL

Visualizing faculty development impact: A social network analysis

Yang Yann Foo¹ · James Moody^{2,3} · Sandy Cook¹



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Assessing the impact of FD



Context

12 month longitudinal FD program for clinical educators with significant teaching responsibilities.

Participants met 10 times, once a month. They worked on group projects. They also had their teaching observed for peer evaluation purposes.

Study included 47 participants from 3 cohorts of the program.



Hypothesis:

Collaboration among the program graduates, and their colleagues from the program and at work would increase via their advice-seeking and advice-giving behaviour around teaching and learning activities.

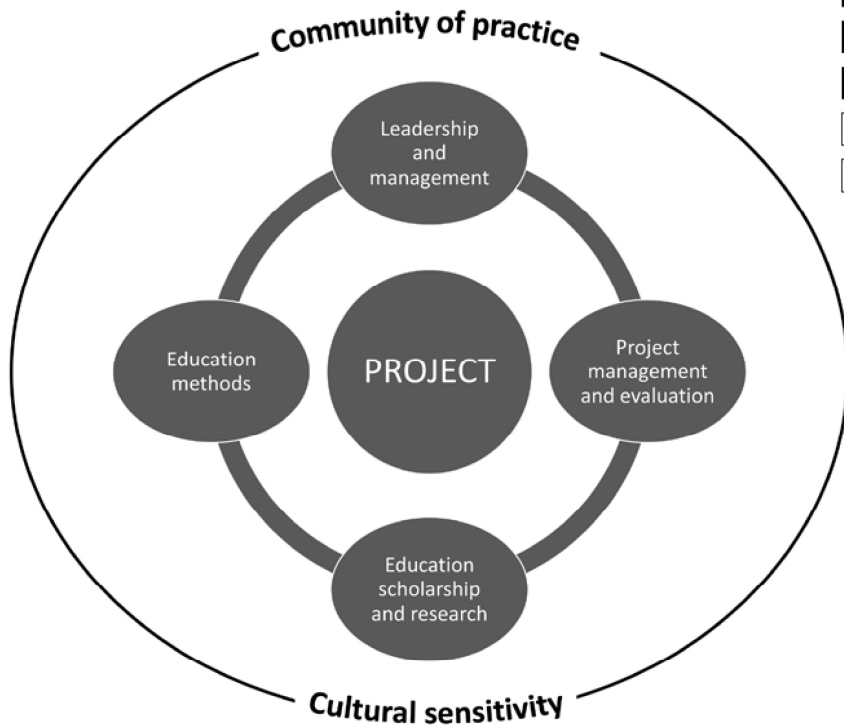


Program evaluation:

Used social network analysis concepts of social cohesion to assess the impact of the year-long fellowship program

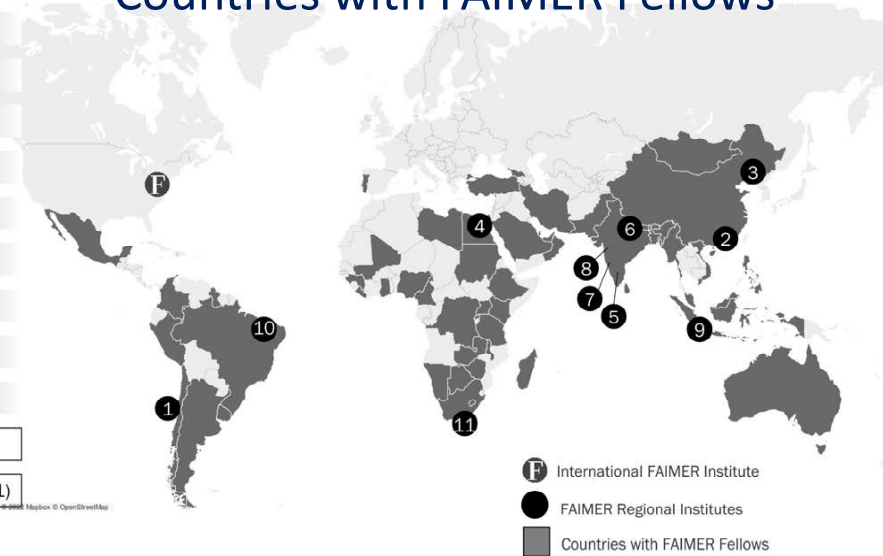
Key metrics of connectedness and betweenness centrality to assess the changes in the participants' information and collaboration networks post-fellowship.

FAIMER learning model



FAIMER Regional Institutes	
1.	Santiago, Chile
2.	Guangzhou, China
3.	Shenyang, China
4.	Cairo, Egypt
5.	Coimbatore, India
6.	Ludhiana, India
7.	Manipal, India
8.	Mumbai, India
9.	Yogyakarta, Indonesia
10.	Fortaleza, Brazil (till 2017)
11.	Cape Town, South Africa (till 2021)

Countries with FAIMER Fellows



The Foundation for Advancement of International Medical Education and Research (FAIMER) offer longitudinal faculty development programs in HPE

<https://www.faimer.org/global/>



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FAIMER Global Faculty Development: A Sustainable Partnership Model to Advance Health Professions Education



Rashmi Vyas, MD, MHPE, Page S. Morahan, PhD, Shiyao Yuan, MS, MEd,
Eliana Amaral, MD, PhD, Vanessa Burch, MD, PhD, Henry H. Campos, MD, PhD,
Snigdha Mukherjee, PhD, Jessica Salt, MD, MBE, Avinash Supe, MBBS, MS, MHPE,
Marta van Zanten, PhD, and Jeanette Mladenovic, MD, MBA

- In Brazil, South Africa, India, China, FAIMER fellows influenced or changed existing national & joined international HPE organizations.
- Numerous FRI fellows now held leadership position.
- Fellows introduced successful local & and national FD programs in their countries and regions

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The Role of Faculty Development in Advancing Change at the Organizational Level

Yvonne Steinert, PhD, Patricia S. O'Sullivan, EdD, and David M. Irby, MDiv, PhD

Examples of How FD Leaders and Programs can advance change at the organizational level in 4 Domains

- Promoting individual and group development
- Advocating for infrastructure and resources
- Influencing policies and procedures
- Contributing to organization-wide initiatives

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Cultural differences on T & L from FAIMER experience: Not a barrier to learning, but a bridge to cultural awareness and network-building

Understanding and Embracing Culture in International Faculty Development



	GOAL	STRATEGIES
Program developers	<ul style="list-style-type: none"> • To foster respect for other cultures • To facilitate explicit communication around culture • To facilitate network building • To develop cultural competence 	<ul style="list-style-type: none"> • Planning meals for different diets, providing facilities for prayer, and considering religious practices when scheduling • Establishing and communicating specific ground rules • Talking explicitly about cultural differences, their influences, and the common responses toward them (adaptation, modification, and mediation) • Devoting specific time to share personal stories (like “learning circles”) • Forming heterogeneous small groups
Faculty developers	<ul style="list-style-type: none"> • To experience cultural diversity • To respond effectively to cultural differences 	<ul style="list-style-type: none"> • Visiting other countries • Being aware of different interpersonal communications and working styles in different cultures • Speaking slowly and clearly, addressing participants directly, asking individual questions, using “parking lots” • Asking an experienced person to “mediate” and help with “decoding” cultural differences
Participants	<ul style="list-style-type: none"> • To get prepared for a new situation • To respond effectively to cultural differences • To implement educational projects successfully 	<ul style="list-style-type: none"> • Developing a fresh mindset • Being aware of different interpersonal communications and working styles in different cultures • Asking an experienced person to “mediate” • Considering cultural differences in home countries (hierarchy, collaboration, documentation, and spontaneity)

Table 2 Educational implications for IFDP developers, faculty developers, and participants.



*“ Cultivating Social
Networks for Faculty
Development ”*

CONNECT , GROW and INSPIRE

Conclusion

- Faculty developers need to conceptually reorient faculty development in the health professions as a dynamic social enterprise.
- It is important to get new insights into social network approaches to faculty development activities and how this can be applied in practice.

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“Faculty development should be tailored to suit the needs of individuals, disciplines and the institution.”



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Thank You.

For Your Attention

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