

# Growing Your Own Faculty

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## Disclosures

- Dr. Blake: None
- Dr. Jenkins: None
- Dr. Wilson: None

Which title best describes your position  
in your program?

- A. Program Director
- B. Chairman
- C. Faculty
- D. Program Coordinator
- E. Program Administrator
- F. Nurse
- G. Resident

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How long have you been a faculty in  
your program?

- A.  $\leq$  3 years
- B. 4-6 years
- C. 7-9 years
- D.  $>$  9 years
- E. Not applicable

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## What was your background prior to joining your residency program?

- A. Graduation from residency program
- B. Non-academic practice for  $\leq 3$  years
- C. Non-academic practice for 4-6 year
- D. Non-academic practice for 7-9 years
- E. Non-academic practice  $> 9$  years
- F. Military medicine
- G. Other

## Does your residency program have a full compliment of physician faculty?

- Of all academic positions in medical schools, Family Medicine had the second highest vacancy rate (5.3%)

Barzansky B, Jonas HS, Eitzel SI. Educational Programs in US Medical Schools, 1997-1998. *JAMA*. 1998;280(9):803-808.

What are the reasons for less than a full compliment of faculty?

How have you sought to fill your faculty vacancies?

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Do you have a formal orientation program for new faculty?

A. Yes

B. No

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If you have an orientation program,  
what does it include?

## Practice Profile

1996	2017
Private practices with some group practices	Number employed by group or hospital increasing
Full-scope family medicine	Decrease in those doing full-scope practice to ambulatory models
	Decrease importance of national academies in physicians careers

# Market Changes

1996	1997
Private payers insurance best return for physicians	Increase in physician extenders
Medicaid/Medicare	Now with ACA and other federal/private initiatives impacting practice

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# Academic Changes

1996	2017
Accreditation duration – 5 year max	More flexible RRC-FM requirements
More detailed RC-FM	Now with 10-year accreditation and yearly data to ACGME
Best faculty felt to have private practice experience	Many private practices FP's limited practice experience

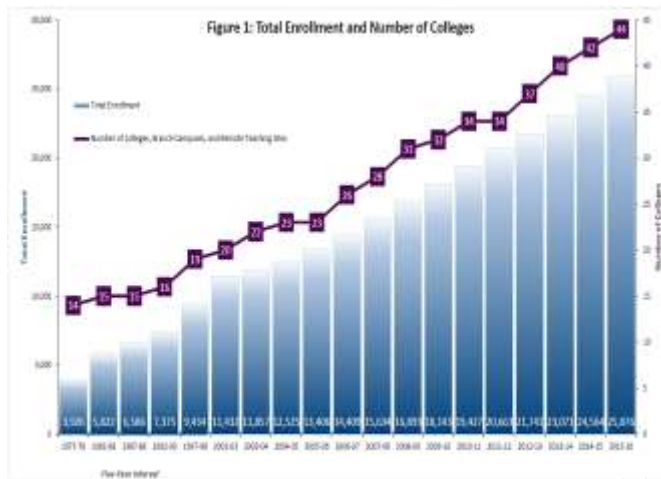
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# What's Changed

## August 5, 1997 Balanced Budget Act

Number	1996	2016
Family Medicine Residencies	452	491
PGY-1 Residency Slots	3,572	3,260
Medical Schools	124	141
Osteopathic Schools	19	44

## Osteopathic College Growth



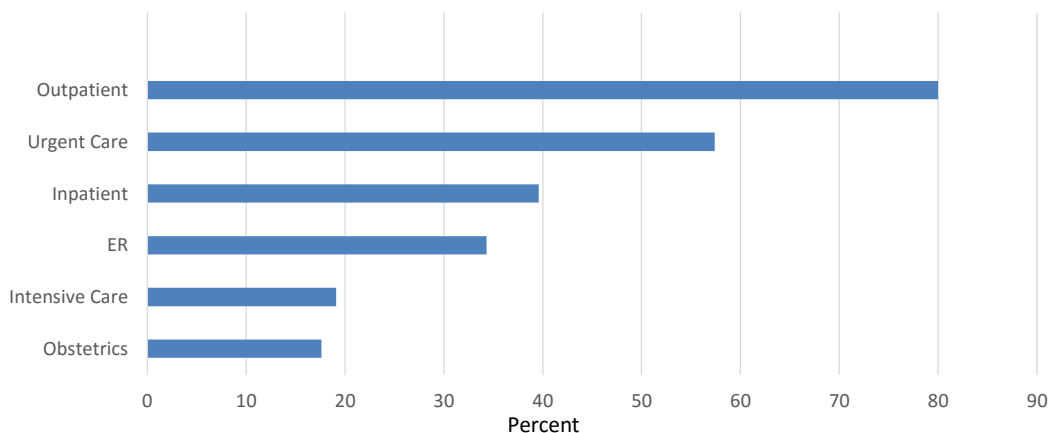
2016 AOA Commission on Osteopathic College Accreditation.



# Practice Models and Activities of Family Medicine Physicians Here Today

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# Practice Models and Activities of Family Medicine Physicians



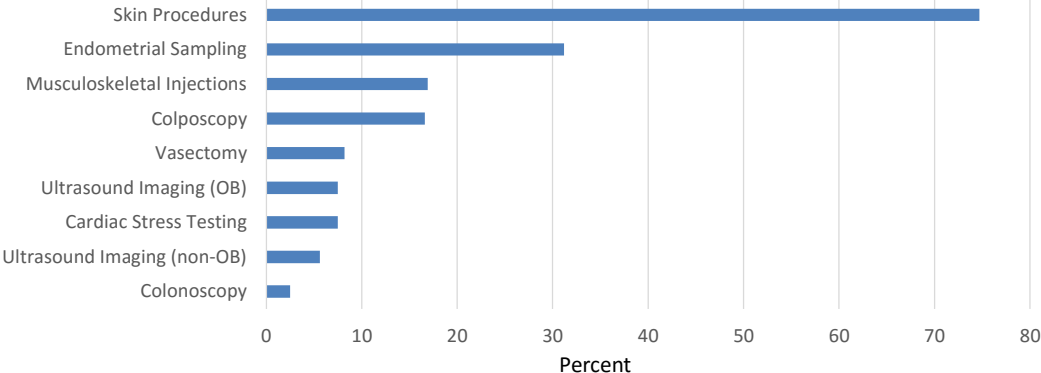
Source: American Academy of Family Physicians Member Census, December 31, 2015

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# Procedures Performed By Family Medicine Physicians Here Today

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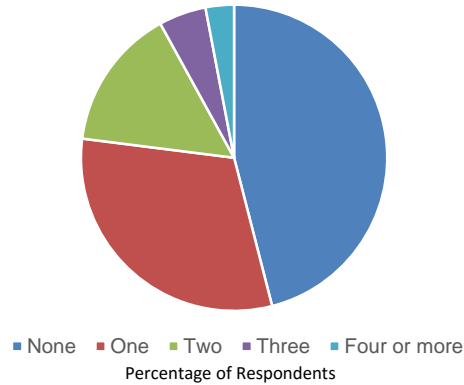


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# How many family medicine physician faculty are you currently recruiting?

2012

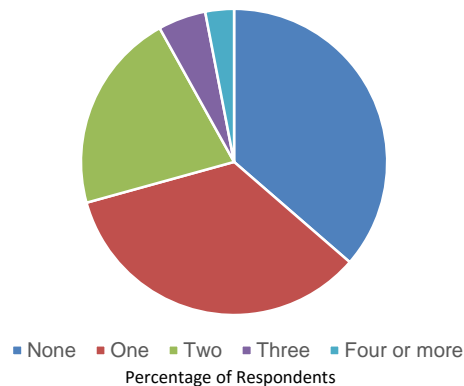


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

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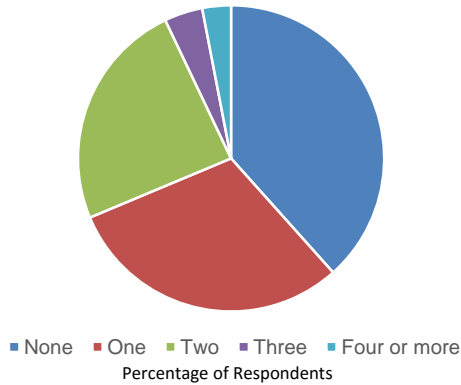


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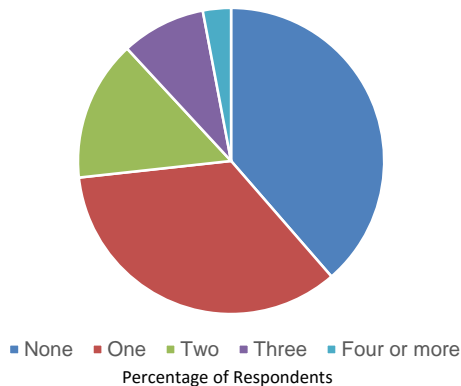


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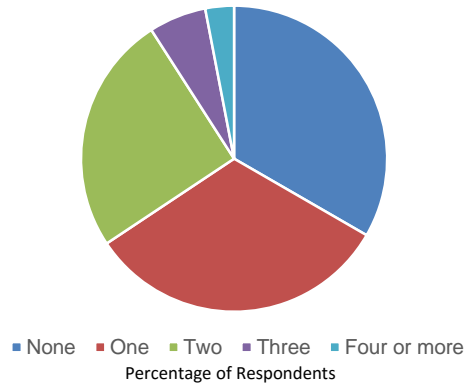


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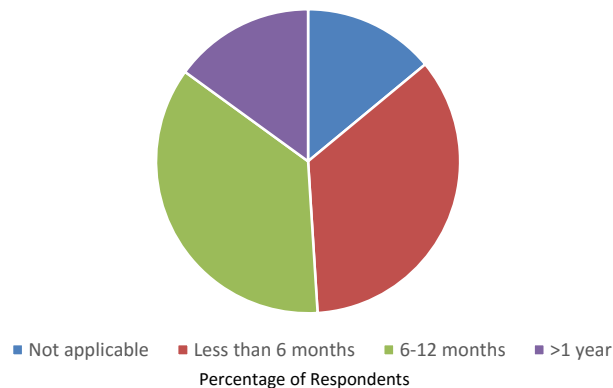


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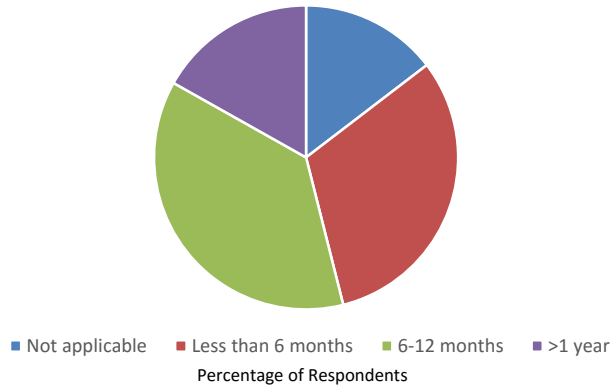


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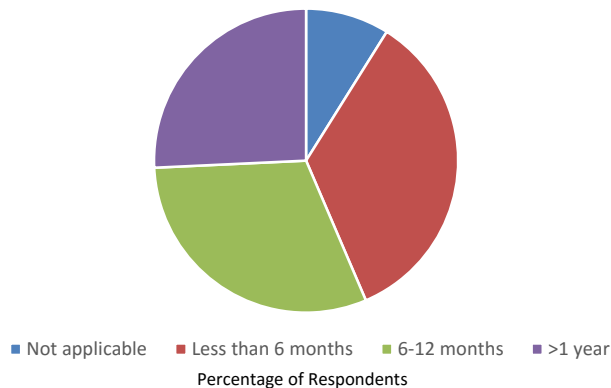


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## Benefits of Recruiting Faculty from Within the Residency Program

- Known academic performance
- Known teaching ability
- Familiarity with:
  - Healthcare system and people
  - Full-scope practice
  - Scholarly activity

## Challenges of Recruiting Faculty from Within the Residency Program

- Timing
- Changing priorities
- Limited 'real-world' experience
- Supervising former resident colleagues

## Our Approach

- Identify students and residents interested in an academic career
- Ensure “good fit” for the department
- Allow shadow precepting (an attending and a “pretending”) on inpatient service and in clinic for up to a month
- Make elective opportunities available to introduce academic roles
- Critique lectures
- Upon appointment as faculty, designate a faculty mentor
- Attend a faculty development fellowship

## Workforce Challenges In Modern Family Medicine

- What is one word to describe healthcare at this time?



## Workforce Challenges In Modern Family Medicine

- Aging 'baby boomer' patient population
- Aging 'baby boomer' physician population

At what age does the average Family  
Medicine physician retire?

- A. 55
- B. 60
- C. 65
- D. 70
- E. 75

- Family Medicine Physicians retire from direct patient care at mean age of **65.1**
- Negligible differences in location, time, and gender

Petterson S, Rayburn W, Liaw W. When Do Primary Care Physicians Retire? Implications for Workforce Projections. Ann Fam Med July/August 2016 14:344-349

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## Workforce Challenges In Modern Family Medicine

- Aging 'baby boomer' patient population
- Aging 'baby boomer' physician population
- Supply / Demand imbalance
- Need for robust family medicine faculty is established

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## My Story – What Am I Going To Do?

- LMU-DCOM 2013
  - Dual DO/MBA
  - Focus on holistic primary care and healthcare management
- Family Medicine @ UTMCK 2016
  - Recruiting chief
  - Chief resident
- After graduation...
  - Outpatient primary care
  - Hospitalist
  - Fellowship?
  - EVERYTHING!

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## My Story - You mean I can actually do that?!

- Approached by faculty mentor in late second year
- “AHAH!” moment
- Re-focusing of third year
  - Elective in junior faculty role
    - Supervised supervision of residents
    - Large and small group teaching
    - Committee exposure
    - One-on-one meetings with organization leadership
    - Away rotation with UT Chattanooga Family Medicine Department
  - Enhanced experience with scholarly activity
    - National presentation

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## My Story – Now I get to do (all of) that!

- Full time faculty member and associated privileges
  - Inpatient/Outpatient/OB
  - Resident supervision
  - Scholarly Activity
  - Quality Improvement
  - Department / Hospital Committees
  - Protected time
- Faculty mentor guidance
- UNC Chapel Hill Faculty Development Fellowship

## Growing Your Own Faculty – Development Resources

- The Grant Generating Project
- The Medical Student Educators Development Institute
- The CAFM Educational Research Alliance
- The Emerging Leaders Fellowship
- The Residency Accreditation Toolkit
- “Faculty for Tomorrow” project

## Growing Your Own Faculty: Identify Potential

- Needs Assessment
- Know your players
  - Medical students
  - Residents
  - Fellows
- Keen awareness of potential candidate interests
  - Full scope
  - Underserved
  - Research
  - Teaching

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## Growing Your Own Faculty: Nurture / Cultivate Skills

- Open Ear / Open Eye
  - Direct observation of skills
    - “Proof is in the pudding”
  - Feedback
    - Faculty
    - Advisors
- Establish as mentor
  - Increases retention
  - Age match
  - “Speak the language”

Margaret M. Steele, Sandra Fisman & Brenda Davidson (2013) Mentoring and role models in recruitment and retention: A study of junior medical faculty perceptions, Medical Teacher, 35:5, e1130-e1138

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## Growing Your Own Faculty – Onboarding

- Collaborative appraisal
  - New faculty skills and interests
  - Department needs
  - Areas for skill development
- Orientation to new roles
  - Mentorship is key
  - Embrace role-shift with residents early
- Skill development through fellowship

## Growing Your Own Faculty - Reflections

### Pros

- Diversity of practice
- Familiarity with:
  - Patients
  - People
  - System
- Career advancement
- Employee benefits
- Loan forgiveness option

### Cons

- “Imposter Syndrome”
- “Van Wilder Syndrome”
- Compensation
- Expansive scope
- Resident friction

# Faculty Skill-Set Inventory

<b>General</b> <ul style="list-style-type: none"> <li>• Board Certifications</li> <li>• Academic Degrees</li> <li>• Certificates of Added Qualifications</li> </ul>	<b>Procedures</b> <ul style="list-style-type: none"> <li>• Women's Health</li> <li>• Sports Medicine</li> <li>• Surgical</li> <li>• Hospital/Emergency</li> <li>• Ultrasound</li> </ul>
<b>Academic Skills</b> <ul style="list-style-type: none"> <li>• NIPPD</li> <li>• Academic Fellowships</li> </ul>	

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# Faculty Development

By Program	By NIPPD, Independent Fellowship
- Teaching style	- Research skills
- Practice role-modeling	- Teaching techniques
- Evaluation	- Financing
- Administration	- Problem solving

By National Meetings – RPS/RPP, STFM, NAPCRG
- Changes in national requirements – Milestones, EPA's
- Networking
- Problem solving
- Best-practices

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## Poll Question:

Enter your email address to be included in any follow-up communication from the presenter(s).



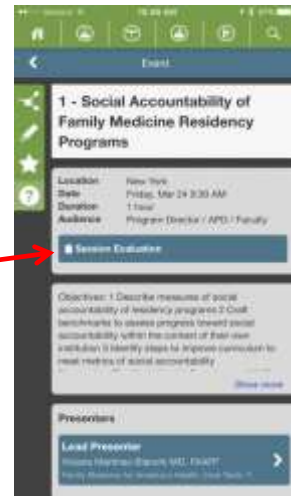
# Social Q & A



Please...

Complete the  
session evaluation.

Thank you.



Thank You For Your Participation!



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