

Seeking a Culture of Inquiry

The  **FPIN** Approach to Scholarly Activity

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Friday, March 24th 4:30 pm

Tuesday, March 28th 10:00 am



AMERICAN ACADEMY OF
FAMILY PHYSICIANS

Primary Learning Objectives

This presentation will explain how you can:

1. Develop a structured plan for meeting scholarly activity requirements for both faculty and residents
2. Build stronger critical appraisal skills through the use of the PURLs Journal Club
3. Expand the culture of inquiry at your program by learning to answer clinical questions and potentially get them published through the FPIN network

Developing our Faculty as Scholarly Leaders Why Should You Care?

- To fulfill RRC requirements for Residents
- To fulfill RRC requirements for Faculty
- Because it's the right thing to do....☺

Leading the Residents

RRC Requirements; Someone must lead the following:

1. Every resident must complete two scholarly projects
2. “The program must provide a regularly scheduled forum for residents to explore and analyze evidence pertinent to the practice of family medicine.”

Faculty Must Also . . .

1. Encourage and support residents in scholarly activities
2. Some should also demonstrate scholarship through peer-reviewed funding, publications, presentations, and participation in national committees or organizations
3. Participate in faculty development programs designed to enhance the effectiveness of their teaching, administration, leadership, scholarship

Common Barriers for Scholarship

- **Faculty**
 - Protected time
 - Shortage of faculty, resources
 - Leaders don't have enough experience to mentor
- **Residents**
 - Lack of structured expectations, experiences
 - Enthusiasm towards evidence-based medicine
- **Faculty & Residents**
 - Fear of statistics
 - Difficulty with evidence synthesis
 - Procrastination

Start at the Beginning

- Once you know where you're going (scholarly project)
 - Build your plan at the beginning - curriculum

EBM curriculum

- Need to start with an EBM curriculum
 - Scholarly projects build on that curriculum
 - Journal club, didactics
 - Study out of Univ of Toronto
 - 60% of FM graduates report not being well trained in critical appraisal, despite an EBM curriculum
- Scholarly projects reinforce that curriculum

Resident needs

- Background knowledge
 - Need to build EBM knowledge and skills
 - Use project to build on existing knowledge
- Structure
 - Timeline, deadlines, time, identifiable goals
- Time
- Energy/interest from faculty

Objectives; EBM curriculum

- Objectives for an EBM curriculum
 - How to convert information needed into an answerable question
 - To become better consumers of the medical literature
 - Learn what to read
 - Learn critical appraisal skills
 - Synthesis the evidence – understand what it means
 - Grade the evidence
 - Know where to go and how to search for evidence
 - Put these EBM skills in motion

Identify Goals of EBM Curriculum

- Learn components of EBM
 - Ask answerable questions
 - Determine relevance/validity of the research
 - Synthesizing the evidence – convert to user friendly statistics, easy to understand
 - Assigning a level of evidence grade
 - Determine how apply the evidence

Build your EBM curriculum

- Journal Clubs can play a big role in your EBM curriculum
 - Critical appraisal skills
 - Evidence synthesis skills
 - Apply the evidence skills

Journal Club Goals

- Learn about new evidence that may change our practice
- Learn about new evidence that influence clinical decisions
- Provide a healthy, group learning environment
- Continue to refine information mastery skills
 - Repeat exposure of EBM concepts over 3 years

Challenges with Journal Club

- Faculty experience
 - Leading critical appraisal discussion
 - Teaching statistical synthesis
 - Time to prepare
- Article selection
- Structure of the session
 - Meaningful, entertaining

FPIN as a Resource

- Provide support in creating structured curriculum
- Tools for faculty
- Tools for residents

What is  **FPIN?**



FPIN is a membership organization offering medical scholarship education to students, residents, faculty, and fellows in family medicine.

Our Vision

“FPIN envisions a primary care workforce that thinks critically, communicates expertly, and utilizes the best current evidence to improve the health of patients.”

Our Mission

“FPIN provides quality education and professional development for primary care clinicians to practice evidence-based medicine and produce scholarship.”

FPIN is a Membership Organization





➤ **Who Does FPIN Serve?**

- Over 150+ University & Community-based Residencies

➤ **How Does FPIN Do It?**

- Supporting Publication Projects
- Providing workshops onsite at our member residency programs
- On-line learning modules
- Journal Clubs
- Promoting mentoring programs among faculty and trainees
- Developing a culture of scholarly leadership

Back to Common Barriers for Scholarship



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➤ **Faculty & Residents**

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PURLs Journal Club



- Utilizes published PURL articles in a toolkit format for use in a formal Journal Club setting
- Is a teaching tool that provides a structured method for helping faculty (even those who may not be comfortable with bio-statistics or evidence-based medicine concepts) prepare for the journal club



Provide structure to Journal Club

- PICO
 - Patient/population, Intervention, Comparison, Outcome
- Relevance
- Validity
- LoE
- Synthesis
- How to apply?
- Strength/weakness
 - Challenges (not bashing)



Critical appraisal worksheets

RANDOMIZED CONTROLLED TRIAL

1. What question did the study attempt to answer?
Patients : _____
Intervention : _____
Comparison : _____
Outcome : _____

Did the study address an appropriate and clearly focused question? Yes No

2. Determining Relevance:

a. Did the authors study a clinically meaningful and/or a patient-oriented outcome? Yes No

b. The patients covered by the review similar to your population? Yes No

3. Determining Validity:

Study design:

a. Was it a controlled trial? Yes No

b. Were patients randomly allocated to comparison groups? Yes No Unclear

c. Were groups similar at the start of a trial? Yes No Unclear

d. Were patients and study personnel "blind" to treatment? Yes No Unclear

e. Aside from allocated treatment, were groups treated equally? Yes No Unclear

f. Were all patients who entered the trial properly accounted for in its conclusion? Yes No Unclear

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FPIN PURLs Journal Club



Plug and play comprehensive monthly toolkit available through FPIN Institute including:

- Journal Club Instructions
- **Speaker Notes including teaching points**
- Journal Club participant worksheet
- Completed review form for reference
- Published PURL

Ideal for programs looking for a structured approach to journal clubs with little faculty skill or time.

Here's a peek: [CLICK HERE](#)



FPIN Plug 'n Play – Speaker Notes

- FPIN JC authors
 - Complete the critical appraisal worksheet
 - With explanation to questions
 - Provide at least one “Teaching Point”
 - On statistic synthesis, or
 - Study design/methods, or
 - Definition of terms and use in critical appraisal
 - others



FPIN PURL Journal Club- worksheets

- Consist of multiple article types; all with their own critical appraisal worksheets
 - RCT
 - Systematic Reviews
 - Cohort Trials
 - Diagnosis Trials
 - Guidelines



Teaching Points

- Using a 2x2 table to calculate NNT
- Hazard ratios, relative risk, CI (to include NNT)
- P value vs OR/RR for determining statistical significance
- Primary outcomes vs secondary outcomes
- Diagnostic accuracy measures
 - sensitivity/spec; calculating LR's
- USPSTF grades
- Forest Plots (x2)
- Heterogeneity in Meta-analysis
- Determining relevance to one's own patients by examining the inclusion criteria
- Non-inferiority trial
- Clinical significance vs statistical significance
- Mean difference



Teaching Points

- Teaching points geared toward current article
- Repeated during the year
 - Repeated exposure; build on existing knowledge



PURLs Journal Club



- Subscription to the PURLs Journal Club for non-FPIN members is available for \$750 per year
- Current FPIN members can access the PURLs Journal Club toolkit through our website, www.fpin.org



Putting EBM skills in Motion

- AKA - Scholarly projects
- FPIN writing opportunities
 - Help Desk Answers
 - Evidence Based Practice Special Features
 - Clinical Inquiries
 - PURLs

FPIN HelpDesk Answers



- 450-600 word manuscript
- Brief, structured evidence-based answers to clinical questions
- Peer reviewed
- Guidance provided by an assigned Deputy Editor
- Published in *Evidence-Based Practice*
- Can be finalized within an academic year

FPIN Where are HDAs Published?



*Please see your copy of
Evidence-Based Practice*

American Family Physician

THE JOURNAL OF
**FAMILY
PRACTICE**

FPIN Evidence-Based Practice



- Newly re-designed in preparation for our **MEDLINE® application**
 - FPIN's peer-reviewed journal
- Articles are written by FPIN Members (faculty and residents)
- Provides answers to questions you experience on a daily basis

FPIN EBP Features

- Musculoskeletal Health
- EBM on the Wards
- Maternity Care
- Behavioral Health Matters
- EBPediatrics
- Geriatrics
- Spotlight on Pharmacy
- Integrated Medicine

FPIN Clinical Inquiries



Based on the best evidence resulting from a formal systematic literature search

- Cl's are peer-reviewed, **MEDLINE indexed** and published in *The Journal of Family Practice* or *American Family Physician*.
- Cl's require an approved Corresponding Author
- Average publication time is currently within an academic year

FPIN Where are Cls Published?



Priority Updates from the Research Literature (PURLs)



Relevant, valid, practice-changing, applicable to medical care, clinically meaningful and immediately-applicable recommendations

- Drawn from literature surveillance system
- Work with team to review literature or author manuscript
- Ideal for programs looking for a high level team activity
- Published in *The Journal of Family Practice*

FPIN Where are PURLs Published?





- Included with your FPIN Membership
- On-line self-study courses to support your EBM curriculum and Help Desk Answer writing project
 - Accompanying handouts
 - Comprehension quizzes to assess learning



FPIN Example of how to build your curriculum through FPIN membership

- 1st Year of Membership
 - Build Critical Appraisal
 - PURL Journal Club tool kit
 - Training modules in the FPIN Institute
 - Develop your Faculty
 - Start authoring a Help Desk Answer
 - Teach Residents to be Better Consumers of Medical Literature
 - Subscription to *Evidence Based Practice*

Train the Trainer Model



One of the most successful tools to implementing an effective clinical scholarship program using FPIN is through hands-on workshops

FPIN will work with member programs to develop a home-grown workshop or travel to a program to present an onsite workshop
(additional charge for the latter)



Onsite writing workshops bring FPIN to your program for a 4.5-hour guided session

- Capacity for 5 writing groups (20 participants)
 - Ideal for faculty or faculty/resident pairs
- Includes completed literature searches for groups
- Most participants will be at least **40% complete with their first draft by the end of the workshop!**
- Optimal solution for expedited implementation
 - Costs start at \$5500



for 2017-2018

FPIN will be awarding 7 Workshop Scholarships

- A full-ride scholarship for an all-expense paid workshop (valued at \$5500) will be granted to ONE residency program. Applications for this scholarship must be received by July 15, 2017. The scholarship recipient will be notified no later than August 15, 2017.
- In addition, 6 residency programs will be awarded a \$1000 scholarship that can be used towards the purchase of any workshop package of their choosing.

Stop by the FPIN booth to learn more about selection criteria



Results

- Programs that publish manuscripts following the FPIN writing workshop model publish **56% faster** than programs that implement FPIN scholarly projects without hands-on training workshops for faculty.
- FPIN published authors report a higher degree of satisfaction having had learned the foundational EBM concepts in our model of writing workshops.



Leadership & Editor Network

Faculty Development Opportunities

Roadmap to Leadership with FPIN



FPIN Local Leadership

- **FPIN Champion:** Responsible for communication between FPIN and the program and administrative processes (Example - manuscript tracking, timeline management, and structure.)
- **Local Editor:** Responsible for reviewing all manuscripts locally before they are sent to FPIN. Will work towards becoming an expert on the HDA style and methodology.
- **Corresponding Author:** Each individual manuscript will require a faculty [Corresponding Author](#) who will be responsible for selecting clinical questions to answer, manuscript submission, and communication throughout the editorial process.



FPIN National Leadership

- National Conference Presenter (PDW/RPS, STFM, NAPCRG, ACOFP)
- Onsite Workshop Presenter
- Deputy Editor
- Feature Editor for *EBP*
- Editor-in-Chief



FPIN Board Committee Participation

- Finance Committee
- Membership Committee
- Nominations Committee
- *Evidence-Based Practice* Editorial Board



FPIN Board Leadership

- Organizational Board Member (4 spots – each with a 4-year term)
- Committee Chair
 - Vice-President of Membership
 - Vice-President of Finance
 - Vice-President of Education
 - Vice-President of Nominations
- BOD (Board of Directors) Officer
 - Incoming President
 - President
 - Chairman
 - Vice-President of Publications



FPIN Key Takeaways

1. FPIN has proven tools and resources to build a strong scholarly activity program
2. Provide leadership opportunities for your faculty to improve their skills sets and develop them professionally

To Learn More About **FPIN** :

- Speak with an FPIN faculty/staff member in the back of the room
- Email us at: membership@fpin.org to schedule another time to chat by phone or meet in-person at the annual STFM conference in San Diego at the end of this month
- Visit us at www.fpin.org

Follow **FPIN** on Social Media



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Questions?



Please...

Complete the
session evaluation.

Thank you.





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