

Foundational Faculty Training: Using the STFM Residency Faculty Fundamentals Certificate Program

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STFM Graduate Medical Education Committee



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Disclosures

- All speakers are members of the STFM Graduate Medical Education Committee (GMEC) and have no financial disclosures.

Objectives

- Define the importance of faculty development to provide the proper tools to ensure success as an educator
- Describe an approach to faculty development that identifies and emphasizes the fundamental skills that all faculty educators should possess
- Discuss a resource for faculty development that includes distance-learning to ensure that all faculty can have access to educational opportunities

The Scope of the Problem

- There is a national shortage of Family Medicine faculty
- Expected to worsen with increased demand for Family Medicine physicians and the need for the training of more physicians to fill this care gap

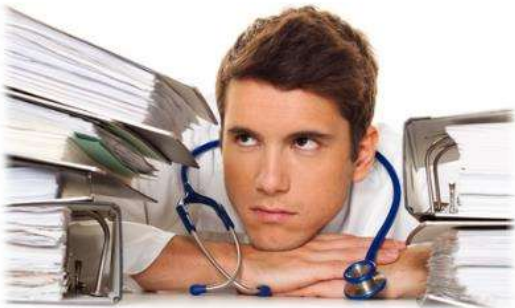
STFM Residency Accreditation Toolkit, STFM Launches Initiative in Response to Faculty Shortage. Ann Fam Med. 2015 May; 13(3): 290–291

Why is There a Shortage?

- Salary gap between primary care and specialty care
- Salary gap between private/clinical practice and academic medicine
- Physicians feel unprepared to assume academic role

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Why is There a Shortage?



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- Faculty role can be less attractive
 - Lack of protected time
 - Increased demands for scholarship
 - Inpatient responsibilities
 - Salaries do not reflect demands
 - Some programs require OB

Poll Question

Are you currently short faculty at your program?

A. Yes

B. No

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Need for Intervention!

- Programs need to prepare faculty for success!
- Provide them with the necessary tools to perform the roles that are being requested of them
- Provide role modeling, mentoring and support



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Need for Intervention!

- 2012 study by Danilkewich
- Faculty with 5 years of experience or less
- Identified as needs:
 - Teaching
 - Developing Scholarly Activities
 - Career Development



Danilkewich A, et al. Implementing an evidence-informed faculty development program. *Can Fam Physician*. 2012 Jun; 58(6):e337-43

Potential Strategies and Limitations

- Institution-based faculty development
 - Tends to be sporadic and generalized
- Faculty development fellowships
 - Expense
 - Time
- Advanced training
 - Expense
 - Time
- Individual mentoring
 - Time



Poll Question

How do you currently educate new faculty?

- A. Formal faculty development fellowship
- B. Institution-based education
- C. Peer mentoring
- D. Conference attendance (STFM, PDW, etc.)
- E. Online education

Advantages of On-line / Asynchronous Learning

- Allows for on-demand learning
- Self-paced
- Can fit into a variety of busy schedules
- Allows opportunities for reviewing/revisiting material
- Does not require time away from the residency program
- Typically less expensive

What is available to address these needs?

Residency Faculty Fundamentals Certificate Program

- Developed by STFM under the guidance of the GMEC
- Launched June 2017
- CME credits available
- Online training in fundamental topics pertinent to ALL faculty
- ~25 hours to complete
- \$995 for STFM members; \$1,495 for non-members

Certificate Program Content

- 14 courses on key topics
- Individual courses include:
 - Interactive learning activities
 - Reading assignments
 - Videos
 - Assignments
 - Reflective & knowledge assessment quizzes

Topics

- ACGME Program Requirements
- Definition of Competencies, Milestones, and EPAs
- Structure and Funding of Residency Programs
- Billing and Documentation Requirements
- Recruiting and Interviewing Residents
- ABFM Rules and Requirements
- Scholarly Activity for Residency Faculty
- Writing for Academic Publication
- Curriculum Development
- Didactic Teaching Skills
- Clinical Teaching Skills
- Assessment and Evaluation
- Giving Feedback
- Residents in Difficulty: Academic and Behavioral Problems

Developing the Certificate Program

- Subject Matter Experts
- Outlines and Scripts
- Peer Review
- Instructional Design
- Assignments



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Demonstration

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Self-Directed Learning

- Clear, concise content
- Frequent quizzing
- Stories from experienced faculty
- Assignments that require interactions with program director and other faculty

Data From the First Seven Months

- 115 learners (94 have started, 3 have completed)
- 65 institutions (22 with more than one learner)
- 30 states represented
- 1 international learner

Data From the First Seven Months

- Average pre-test score: 57%
- Average post-test score: 100% 
- Most users start at the beginning and then proceed in order; some pick a specific topic to start with and then go in order

Early Feedback from Learners

- “The pacing was just right. The material wasn’t too hard or too easy. Could definitely be done rapidly (i.e. 2 weeks like an elective) or slowly over time.”
- “Very pleased with the end result and look forward to applying the information.”
- “The material in the courses required me to focus intensely so the video mentors provided a nice break.”
- One learner surprised at how often she needed to “bother” her PD
- Scholarly Activity assignment needed to be revised several times

Feedback from Programs that have Faculty doing the Residency Faculty Fundamentals Certificate



Poll Question

Do you plan to use online faculty
development in the future?

- A. Yes
- B. No

Take Home Points

- There is an increasing need for Family Medicine faculty educators
- Programs need to equip faculty with the necessary tools to fulfill the role they are being asked to
- Online education such as the STFM Residency Faculty Fundamentals Certificate Program can prepare new faculty members or provide additional training to established ones
- Together we can work to develop the Family Medicine physicians of the future!

Poll Question:

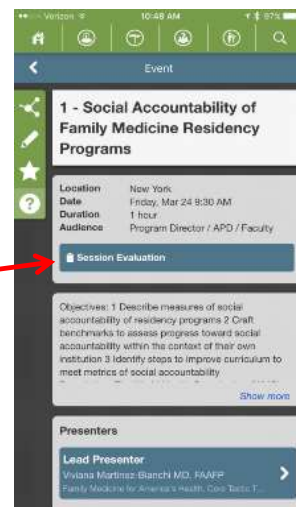
Enter your email address to be included in any follow-up communication from the presenter(s).

Questions and Answers

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Please...
Complete the
session evaluation.
Thank you.



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Thank you for your attention!



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