

FAMILY MEDICINE
RESIDENCY
CURRICULUM
RESOURCE - A
SUSTAINABLE
APPROACH TO
SCHOLARSHIP

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OBJECTIVES

- Learn more about scholarship in general and specifically through the lens of the ACGME's scholarship requirements;
 - Learn how to make scholarship more approachable within the setting of their residency program;
 - Learn how to use the Residency Curriculum Resource to help create an appropriate environment that fosters scholarly activity
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AUDIENCE POLL

- What is your level of satisfaction with scholarship at your program?
 - All of our faculty and residents are actively engaged in scholarship!
 - Most of our faculty and residents are actively engaged in scholarship
 - Some of our faculty and residents are actively engaged in scholarship
 - A few of our faculty and residents are actively engaged in scholarship
 - Nobody is engaged in scholarship!!



AUDIENCE POLL

- What are the barriers to scholarship at your program?
 - Protected Time
 - Resources
 - Experience
 - Faculty Buy-In
 - Resident Buy-In

WHAT IS SCHOLARSHIP?

- Definition:
 - “the character, qualities, or attainments of being a scholar: LEARNING”
 - “a fund of knowledge and learning”



WHAT IS SCHOLARSHIP RELATIVE TO GRADUATE MEDICAL EDUCATION?

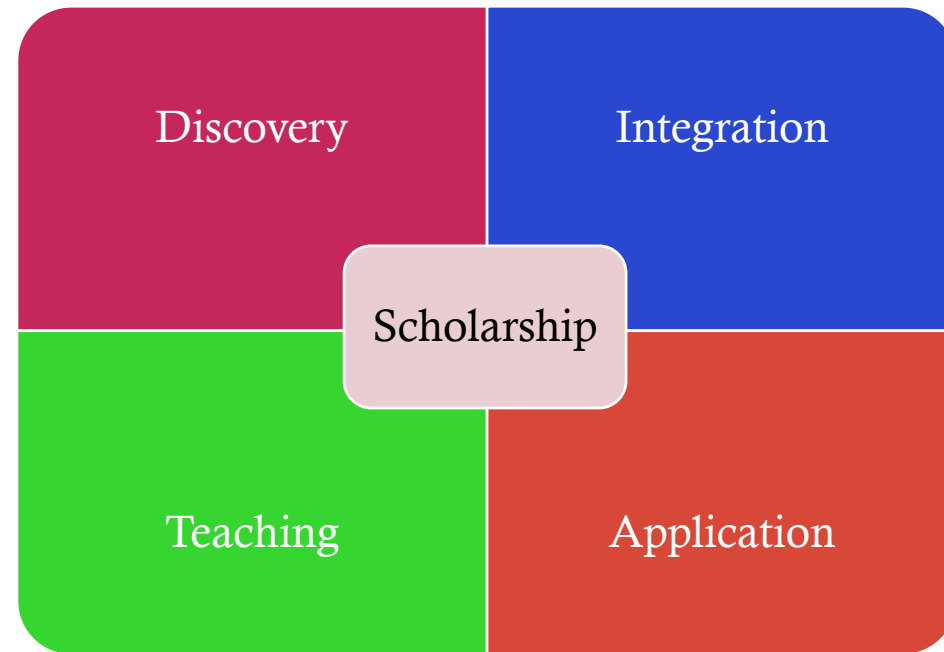
- The answer is complex
 - “Attempting to define *scholarly activity* so that it is relevant to graduate medical education across specialties and institutions—from the large academic center to a rural teaching environment—is akin to finding the Holy Grail” (Grady, E. et al. Defining Scholarly Activity in Graduate Medical Education. J Grad Med Educ. 2012)
 - Ambiguity and variable interpretation
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WHAT DOES THE ACGME SAY ABOUT SCHOLARSHIP?

- Medicine is both an art and a science. The physician is a humanistic scientist who cares for patients. This requires the ability to *think critically, evaluate the literature, appropriately assimilate new knowledge and practice lifelong learning*. The program and faculty must create an environment that fosters the acquisition of such skills through resident participation in scholarly activities. Scholarly activities may include **discovery, integration, application, and teaching**.
 - Research is NOT the only form of scholarship
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BOYER MODEL OF SCHOLARSHIP

- Broadens the definition of scholarship beyond “hypothesis-driven research”
- Four Areas
 - Discovery
 - Integration
 - Application
 - Teaching



DISCOVERY

- “Advancing Knowledge”
- Examples:
 - “Traditional Research”
 - Publishing a paper
 - Work resulting in an abstract



INTEGRATION

- “Synthesizing Knowledge”
- Examples:
 - Case studies or reports
 - Patient education projects





APPLICATION

- “Applying existing knowledge”
- Examples:
 - Participation in national guideline panels
 - Participation in professional societies

TEACHING

- “Disseminating current medical knowledge”
- Examples:
 - Preparing and delivering lectures
 - Curriculum development
 - Development of web-based modules

family medicine
RESIDENCY CURRICULUM
resource



WHAT ELSE THE ACGME SAYS ABOUT SCHOLARSHIP

- The ACGME recognizes the diversity of residencies and anticipates that programs prepare physicians for a variety of roles, including clinicians, scientists, and educators. *It is expected that the program's scholarship will reflect its mission(s) and aims, and the needs of the community it serves.* For example, some programs may concentrate their scholarly activity on quality improvement, population health, and/or teaching while other programs might choose to utilize more classic forms of biomedical research as the focus for scholarship.
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ACGME JULY 2023 FAMILY MEDICINE SCHOLARSHIP REQUIREMENTS

- The program must demonstrate evidence of scholarly activities consistent with its mission(s) and aims (core)
 - The program, in partnership with its Sponsoring Institution, must allocate adequate resources to facilitate resident and faculty involvement in scholarly activities (core)
 - The program must advance residents' knowledge and practice of the scholarly approach to evidence-based patient care (core)
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FACULTY SCHOLARLY ACTIVITY

- Among their scholarly activity, programs must demonstrate accomplishments in **at least three** of the following domains:
 - Research in basic science, education, translational science, patient care or population health
 - Peer-reviewed grants
 - Quality improvement and/or patient safety initiatives
 - Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports
 - **Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials**
 - Contribution to professional committees, educational organizations, or editorial boards
 - Innovations in education
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FACULTY SCHOLARLY ACTIVITY

- The program must demonstrate **dissemination** of scholarly activity **within and external to the program** by the following methods:
 - Faculty participation in grand rounds, posters, workshops, quality improvement presentations, podium presentations, grant leadership, non-peer-reviewed print/electronic resources, articles or publications, book chapters, textbooks, webinars, service on professional committees, or serving as a journal reviewer, journal editorial board member, or editor
 - **Peer-reviewed publication**
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RESIDENT SCHOLARLY ACTIVITY

- **Residents must participate in scholarship**
 - Residents should complete **two scholarly activities**, at least one of which should be a quality improvement project
 - Residents should **work in teams** to complete scholarship, partnering with interdisciplinary colleagues, faculty members, and peers.
 - Residents should **disseminate** scholarly activity through presentation or publication in local, regional, or national venues
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MAKING SCHOLARSHIP MORE APPROACHABLE

- Educate your residents and faculty about the BROAD definition of scholarship described by Boyer
 - Discovery
 - Integration
 - Application
 - Teaching
 - Create faculty/resident mentorships to guide the process
 - Accumulate a bank of options for both your faculty and residents to visit for ideas/inspiration
 - Promote team/group collaboration (also requested by the FM-RC!)
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**HOW CAN THE FAMILY MEDICINE
RESIDENCY CURRICULUM
RESOURCE (RCR) HELP?**

WHAT IS RCR?

Family Medicine Residency Curriculum Resource (RCR) is an online compendium of peer-reviewed curricula covering the core topics of Family Medicine residency education

- It is created BY educators FOR educators
 - Utilizes **Active Learning** methods
 - Each curriculum consists of:
 - A slide set
 - A pre/post test
 - A facilitator's guide
 - Pre-readings
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A BRIEF DEMO

- www.fammedrcr.org

HOW CAN YOU CONTRIBUTE TO RCR?

- There are open topics available on www.fammedrcr.org under “Call for Proposals”
- Options include Full Curricula and Just-in-Time Curricula
- Under “Instructions” there is are lists of Unassigned Topics as well as Topics Needing a New Champion/Author
- There can be more than one author from your institution on your curriculum



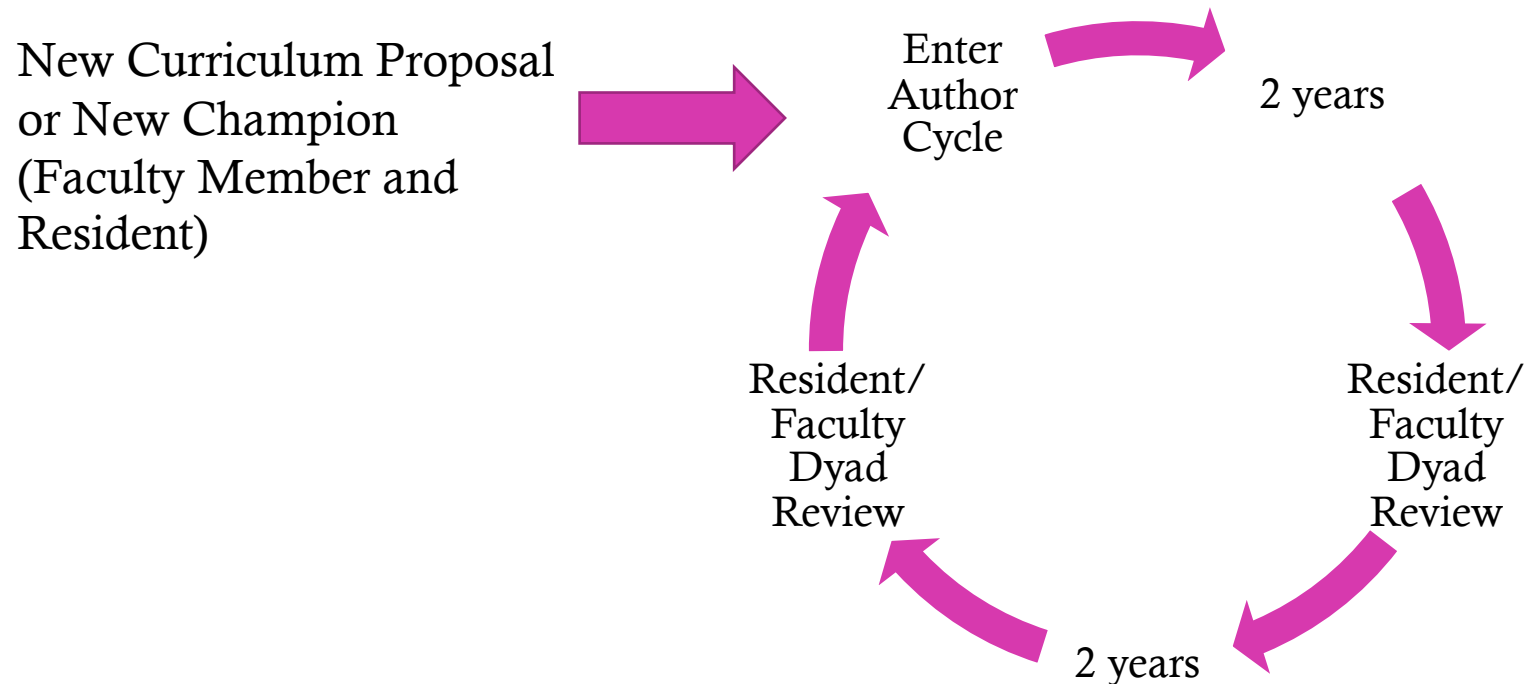
ANOTHER BRIEF DEMO

- www.fammedrcr.org

CREATING A SUSTAINABLE SCHOLARSHIP MODEL WITH RCR

- Consider creating a Faculty-Resident dyad
 - Each curriculum requires updates every 2 years, allowing the possibility of a core faculty member with a new resident cyclically
 - Consider the curriculum to be part of “Your Program”
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CYCLE OF SCHOLARSHIP SUSTAINABILITY



HOW TO CITE YOUR WORK WITH THE FAMILY MEDICINE RESIDENCY CURRICULUM RESOURCE

- After your final presentation is accepted, cite your work as follows: **Author last name, first initial. Presentation Title. STFM and AFMRD Family Medicine Residency Curriculum Resource. Year.**
 - When completing revisions, cite your work as follows: **Author last name, first initial. Presentation Title. (revision) STFM and AFMRD Family Medicine Residency Curriculum Resource. Year.**
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AN EXPERIENCE TO SHARE...

QUESTIONS/OPEN FORUM

TAKE HOME POINTS

- Scholarship has a broader definition than just traditional research
 - The ACGME requires scholarship activities for both residents and faculty
 - The ACGME promotes collaboration in scholarship
 - Educating your faculty and residents on the broader definition of scholarship can help make scholarly activity more approachable
 - The Family Medicine Residency Curriculum Resource provides opportunities for collaborative, sustainable scholarship to meet ACGME program requirements
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REFERENCES

- www.acgme.org
 - Boyer, Ernest. Scholarship Reconsidered: Priorities of the Professoriate, 1st Ed. Jossey-Bass, 1990.
 - Grady, E., et al. Defining Scholarly Activity in Graduate Medical Education. Journal of Graduate Medical Education. December 2012.
 - Schweitzer, Laura. Adoption and Failure of the “Boyer Model” at the University of Louisville. Academic Medicine, Vol 75, No. 9. September 2000.
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