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
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
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
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
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.
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)
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
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
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
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!)
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
A BRIEF DEMO

- [www.fammedrcr.org](www.fammedrcr.org)
HOW CAN YOU CONTRIBUTE TO RCR?

• There are open topics available on [www.fammedrcr.org](http://www.fammedrcr.org) under “Call for Proposals”

• Options include Full Curricula and Just-in-Time Curricula

• Under “Instructions” there is a list 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”
CYCLE OF SCHOLARSHIP SUSTAINABILITY

New Curriculum Proposal or New Champion (Faculty Member and Resident)

Enter Author Cycle

2 years

Resident/ Faculty Dyad Review

2 years

Resident/ Faculty Dyad Review
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.
AN EXPERIENCE TO SHARE...
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
REFERENCES

• www.acgme.org


• Schweitzer, Laura. Adoption and Failure of the “Boyer Model” at the University of Louisville. Academic Medicine, Vol 75, No. 9. September 2000.