

BRIEF REPORT, APRIL 2013: FAIMER Fellow Project Status

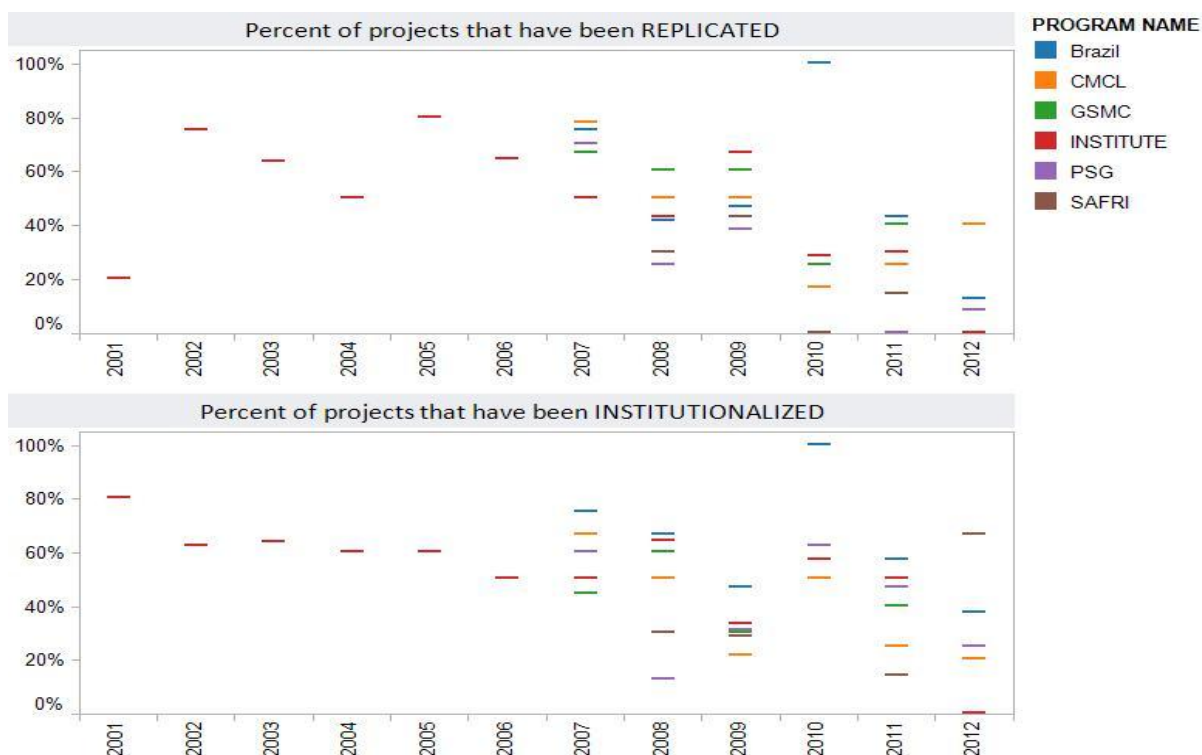
Education innovation projects are central to the FAIMER fellowships, as learning experiences and opportunities to improve educational practices and policies. Section 2 of the online FAIMER Professional Development Portfolio asks about the **current status of education innovation projects of fellows and graduates of the fellowships**.

This brief report provides an analysis of data entered in Portfolio Section 2. About half of all fellows who consented to use of their Portfolio data for program evaluation purposes completed Portfolio Section 2 items discussed in this report (51%, 341/664). The table below shows completion rates by program and class year (pre-2007 regional institute classes were not asked for consent; there were no respondents from GSMC 2012). This **response rate represents a limitation for findings in this report**, as they may not be representative of all fellows, and particular caution is needed for results of classes with low rates (e.g., Brazil 2010, SAFRI 2010).

PORTFOLIO SECTION 2 RESPONSE RATE BY CLASS YEAR (among consented fellows)													
Program	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
INSTITUTE	56%	73%	92%	83%	100%	100%	93%	88%	19%	50%	67%	31%	69%
Brazil	--	--	--	--	--	--	80%	48%	56%	4%	27%	30%	39%
CMCL	--	--	--	--	--	--	64%	50%	70%	30%	22%	33%	44%
GSMC	--	--	--	--	--	--	60%	31%	53%	22%	28%	--	38%
PSG	--	--	--	--	--	--	71%	57%	87%	50%	94%	75%	73%
SAFRI	--	--	--	--	--	--	--	63%	54%	6%	41%	19%	36%

Institutionalization and Replication of Projects

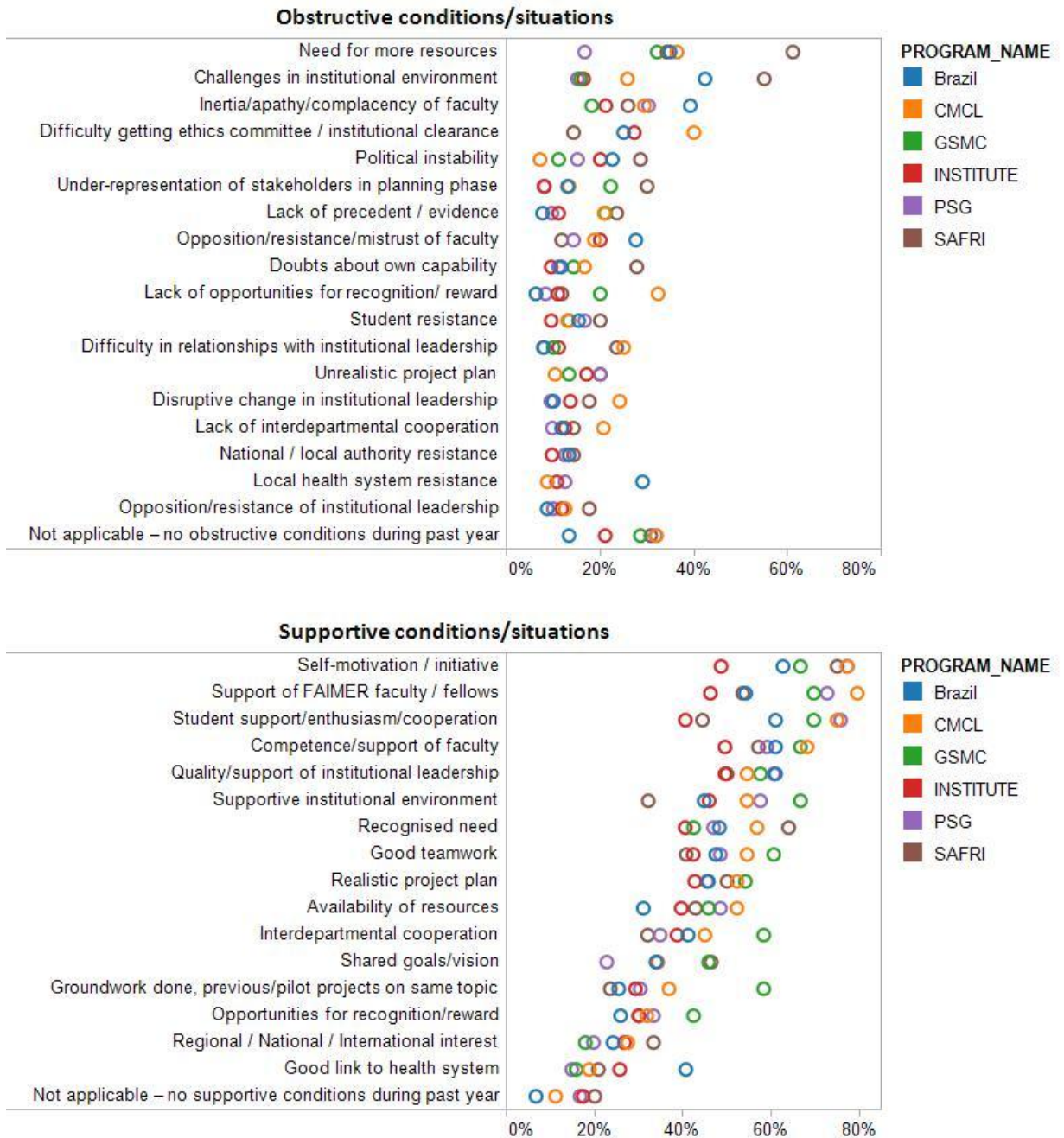
On average, **41% of projects have been replicated** (in a different course, module, year, setting, or country) and **49% have been institutionalized** (incorporated into curriculum, policies and/or procedures), based on responses from April 2008 to April 2013. There is considerable variation between class years. In general, there is a **trend of earlier class years having higher rates of institutionalization and replication**, which likely reflects the time needed for a project to be adopted more widely or permanently.



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Obstructive and Supportive conditions for projects

- ❖ Commonly reported **forces against projects** are the need for more resources, challenges in the institutional environment, and faculty inertia, based on responses from April 2010 to April 2013.
- ❖ Conditions reported as **project facilitators** include self-motivation, support of FAIMER faculty and fellows, and support of students, faculty, and institutional leadership.

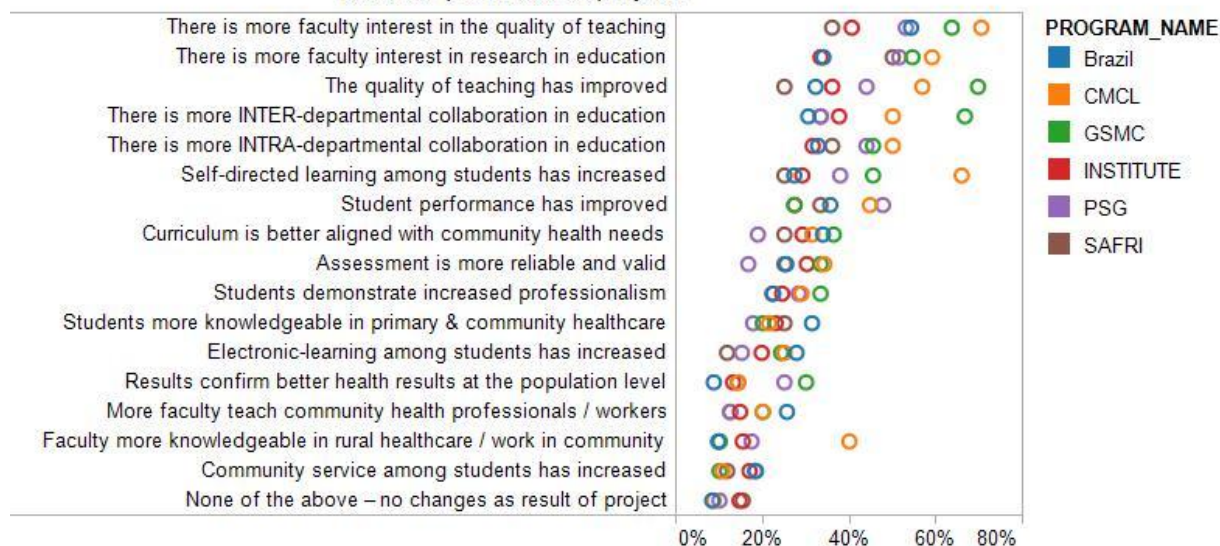


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Changes in school/community/region as a result of projects

- ❖ When asked what changes have occurred as a direct or indirect result of their FAIMER projects, many fellows noted **changes in faculty attitudes and behavior**, based on responses from April 2010 to April 2013.
- ❖ Projects were **less frequently linked to outcomes within the community**, such as increased teaching of community health workers and knowledge in rural healthcare among faculty, increased student community service, and evidence of improved population health.

What **changes** in your school or community/region have occurred as a direct or indirect result of your FAIMER project?



Have you used your online Portfolio? Fill it up & keep it up!

The FAIMER Professional Development Portfolio is a place for Fellows to record their accomplishments in health professions education and reflect on the impact of their FAIMER experience. The Portfolio is available online to all current and graduated Fellows. **The greater the number of Fellows using the Portfolio and updating it on a regular basis, the more accurate and representative aggregate information from the Portfolio will be.** If you haven't used your Portfolio yet, try filling it up! And if you have used it, remember to keep it up to date!

To access Portfolio, go to <https://fellows.faimer.org/login.aspx> and enter your username and password. If you have any questions about how to access the Portfolio, please contact Stacey (sfriedman@faimer.org) or Shiyao (syuan@faimer.org) at FAIMER.