

BRIEF REPORT, MARCH 2015: FAIMER Fellow Project Focus

Education innovation projects are central to the FAIMER fellowships, as learning experiences and opportunities to address educational needs in fellows’ institutions, countries, and regions. This Brief Report answers the question: **What is the focus of changes that fellows are seeking to create and sustain via their projects?**

This brief report provides an analysis of project focus from all current and graduated fellows through the 2014 program year of the FAIMER Regional Institutes and FAIMER Institute. Based on analysis of Fellow project reports, each project was assigned 1-2 focus areas.

- ❖ The most common focus areas across all projects included education methods, curriculum change, program evaluation, alignment with health system/context, and student assessment.
- ❖ Education methods was particularly common as a focus among Indian regional institute fellow projects, with about half sharing this focus.
- ❖ About half of CMB-CMU FRI (China) projects included a focus on curriculum change.
- ❖ Alignment with health context/needs was particularly common as a focus among Sub-Saharan Africa FRI (SAFRI) and Brazil FRI fellow projects, with about one-third sharing this focus.
- ❖ There were no consistent trends in project focus frequency across program years. Frequencies for each focus have tended to fluctuate year-to-year, or to hold relatively steady across years.

The below table provides a description of focus areas.

Project Focus	Description of Focus
EDUCATION METHODS/MODELS	Implementation of education methods; application of teaching methods to focal learning areas. Specific examples include projects focused on PBL, simulations, clinical skills education, evidence-based medicine
CURRICULUM REVISION / INTEGRATION / CHANGE	Changes to all or part of an institution’s curriculum
PROGRAM EVALUATION AND ACCREDITATION	Evaluation/accreditation for quality improvement; evaluation to increase understanding of the need for or impact of an intervention
ALIGNMENT WITH HEALTH SYSTEM, CONTEXT, AND NEEDS	Alignment of content of education with health care context or population health needs; community-based education; health systems change
STUDENT ASSESSMENT	Implementation of new or improved methods to assess students, including formative and summative assessment
FACULTY/TEACHER/TRAINER DEVELOPMENT	Professional development programs for faculty or others engaged in teaching or training
DISTANCE AND COMPUTER-BASED LEARNING	Design/implementation of distance learning programs /modules; use of IT-based education
STUDENT AFFAIRS	Interventions to improve student well-being and the learning environment
PROFESSIONALISM / HUMANISM / ETHICS	Interventions intended to improve the teaching and learning of professionalism, humanism, and ethics
ORGANIZATIONAL DEVELOPMENT	Changes to organizational structure, such as creation of a center for research in HPE or establishment of a new degree program
INTERPROFESSIONAL	Interprofessional education and practice
RESEARCH CAPACITY	Building capacity to do research

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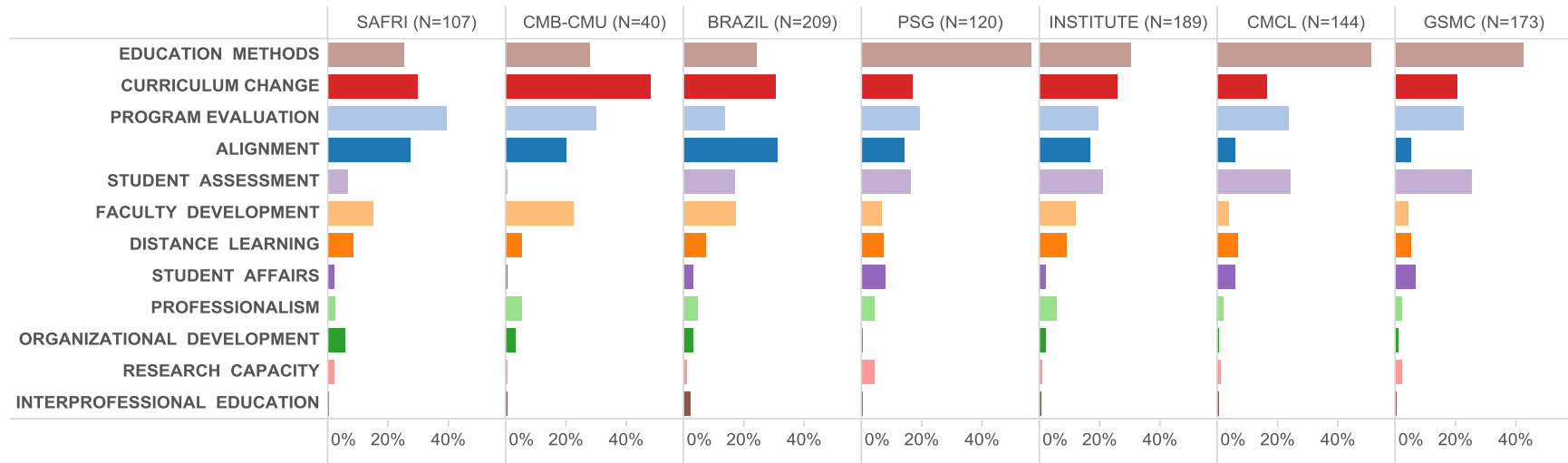
The below table details what percent of projects focused on each area, by program and across all programs (total). Education methods and curriculum change were relatively common among projects from all programs. Data from this table are also shown in a figure on the next page (p.3) of this report.

Frequency of project topic focus by fellowship program, through 2014 program year ¹								
	BRAZIL (N=209)	CMB- CMU (N=40)	CMCL (N=144)	GSMC (N=173)	INSTITUTE (N=189)	PSG (N=120)	SAFRI (N=107)	TOTAL (N=982)
CURRICULUM CHANGE	30%	48%	16%	20%	25%	17%	30%	24%
ALIGNMENT	31%	20%	6%	5%	17%	14%	27%	17%
STUDENT AFFAIRS	3%	0%	6%	7%	2%	8%	2%	4%
ORGANIZATIONAL DEVELOPMENT	3%	3%	0%	1%	2%	0%	6%	2%
DISTANCE LEARNING	7%	5%	7%	5%	9%	8%	8%	7%
PROGRAM EVALUATION	13%	30%	24%	23%	20%	19%	39%	22%
FACULTY DEVELOPMENT	17%	23%	3%	4%	12%	7%	15%	11%
STUDENT ASSESSMENT	17%	0%	24%	25%	21%	16%	7%	18%
EDUCATION METHODS/MODELS	24%	28%	51%	42%	30%	56%	25%	36%
PROFESSIONALISM	5%	5%	2%	2%	6%	4%	3%	4%
INTERPROFESSIONAL EDUCATION	2%	0%	0%	0%	0%	0%	0%	0%
RESEARCH CAPACITY	1%	0%	1%	2%	1%	4%	2%	2%

¹ Column totals may be greater than 100% because projects may be assigned more than one focus area.

BRIEF REPORT, MARCH 2015: FAIMER Fellow Project Focus

Frequency of project topic focus by fellowship program, through 2014 program year



The figure below shows frequency by program and year for the 6 project focus areas that have been most common across programs and years. There were no consistent trends in project focus frequency across program years. Frequencies for each focus have tended to fluctuate year-to-year, or to hold relatively steady across years.

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Frequency of project topic focus by fellowship program and year

