

BRIEF REPORT, SEPTEMBER 2013: 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 2013 program year of the FAIMER Regional Institutes and 2012 program year of 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.
- ❖ Half of projects among the inaugural class of the CMB-CMU FRI (China) 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. This was also a focus for 20% of CMU-CMB, 16% of FAIMER Institute (Philadelphia), and 14% of PSG.
- ❖ 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,

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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.

Frequency of project topic focus by fellowship program, through 2013 program year¹

	BRAZIL (N=182)	CMB- CMU (N=20)	CMCL (N=136)	GSMC (N=163)	INSTITUTE (N=165)	PSG (N=108)	SAFRI (N=98)	TOTAL (N=872)
CURRICULUM REVISION / INTEGRATION / CHANGE	30%	50%	18%	21%	24%	18%	30%	24%
ALIGNMENT WITH HEALTH SYSTEM, CONTEXT, AND NEEDS	34%	20%	6%	4%	16%	14%	29%	17%
STUDENT AFFAIRS	4%	0%	7%	7%	2%	9%	2%	5%
ORGANIZATIONAL DEVELOPMENT	4%	0%	0%	1%	2%	0%	7%	2%
DISTANCE AND COMPUTER-BASED LEARNING	9%	5%	8%	6%	10%	8%	7%	8%
PROGRAM EVALUATION & ACCREDITATION	10%	15%	24%	21%	21%	19%	40%	21%
FACULTY/TEACHER/TRAI NER DEVELOPMENT	15%	25%	2%	4%	11%	7%	15%	10%
STUDENT ASSESSMENT	15%	0%	21%	26%	21%	16%	8%	18%
EDUCATION METHODS/MODELS	24%	30%	52%	40%	33%	55%	22%	37%
PROFESSIONALISM / HUMANISM / ETHICS	5%	10%	1%	1%	5%	4%	3%	4%
INTERPROFESSIONAL EDUCATION	2%	0%	0%	0%	0%	0%	0%	1%

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.

¹ Through 2012 program year for the FAIMER Institute (Philadelphia) – the 2013 program year will start in October 2013. Column totals may be greater than 100% because projects may be assigned more than one focus area.

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