FAIMER®

Foundation for Advancement of International Medical Education and Research
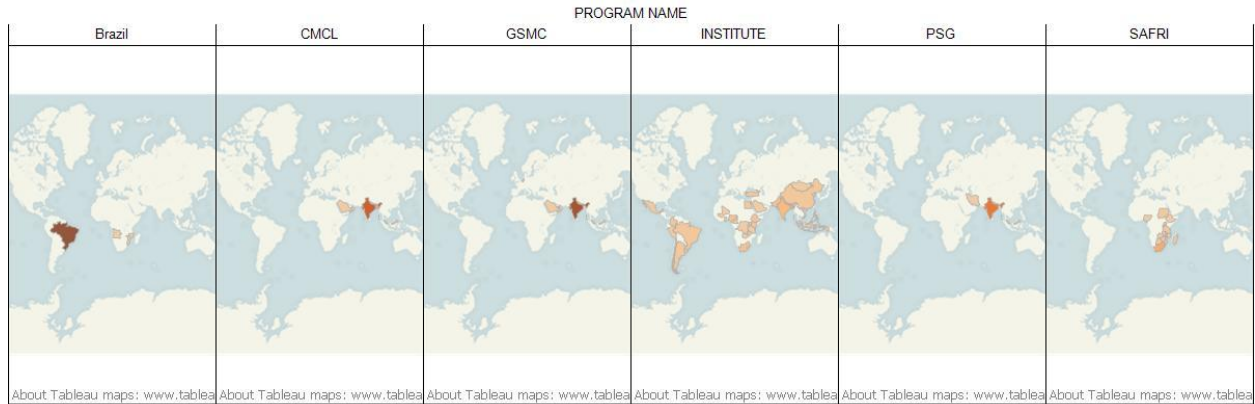
FAIMER INSTITUTES:

PROGRAM EVALUATION SUMMARY REPORT 2010 - 2012

FAIMER Fellows through 2012 (current & graduated)

Maps show countries of Fellows by program. Color shows sum of number of Fellows.

N of Fellows

1   152

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FAIMER Institutes 2010 to 2012: Summary

The FAIMER Institute and Regional Institute fellowships are a core and longstanding component of the FAIMER Education program array. The fellowships are distinguished by their focus on community building and longitudinal faculty development with cohorts from multiple institutions. The design of the FAIMER fellowships is guided by their **shared values of:**

- Global diffusion of HPE knowledge and resources
- Collaboration and communities of practice
- Adult learning principles
- Leadership development
- Creation of explicit links between education and health via policy and practice change.

The fellowships **aim to achieve:**

- Development of health professions education expertise among fellows
- Sharing of expertise by fellows with institutions and peers
- Establishment of relationships between FAIMER and fellows' institutions
- Development of leaders in educational innovation and change aligned with educating a health workforce adequate to meet population health needs.

The surrounding context for these efforts is the size and rapid **growth of the FAIMER community**. From 2010 through 2012 the number of fellows (current and graduated) increased from 538 to 751, while the number of fellow countries increased from 39 to 47.

Number of active fellows through 2012 (current and graduated)
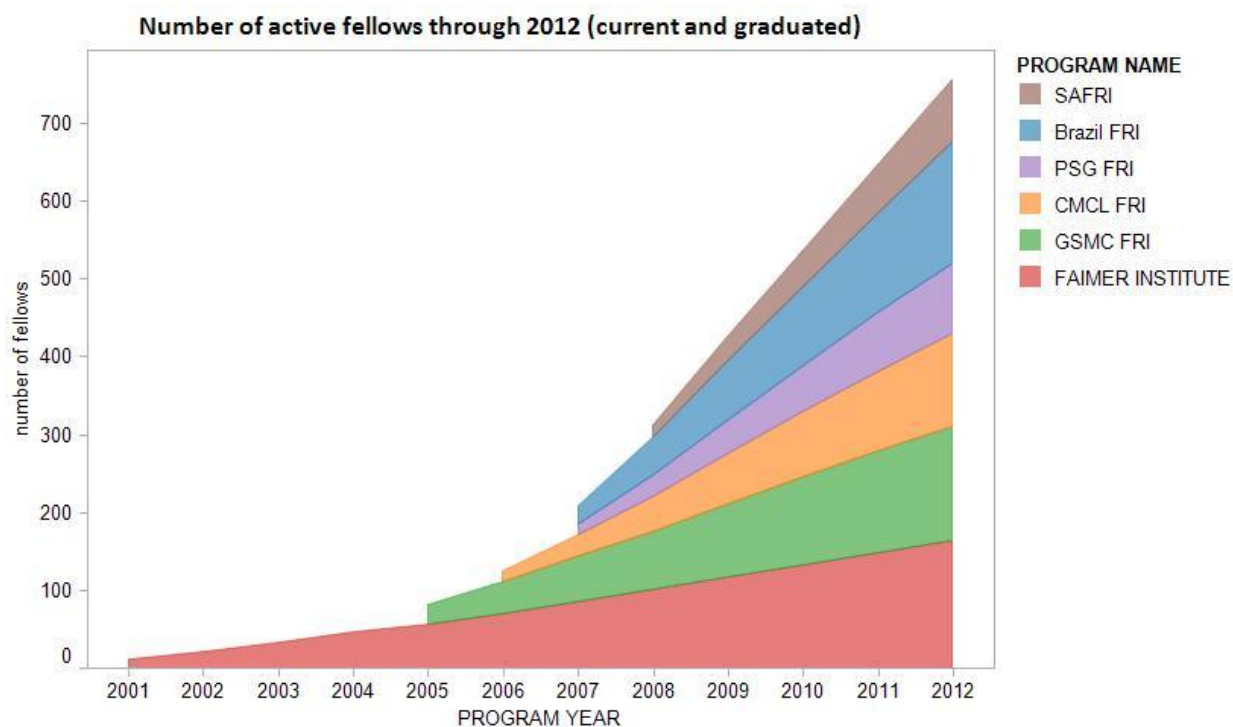
APPLICANTS

The basic starting point for the fellowship programs is their applicant pools – who is applying, how many, and what are the perceived needs of applicants and their institutions? For 2012 compared to the previous couple years **number of completed applications** have:

- Increased for GSMC
- Held steady for SAFRI
- Decreased for FAIMER Institute, Brazil, CMCL, PSG Regional Institutes
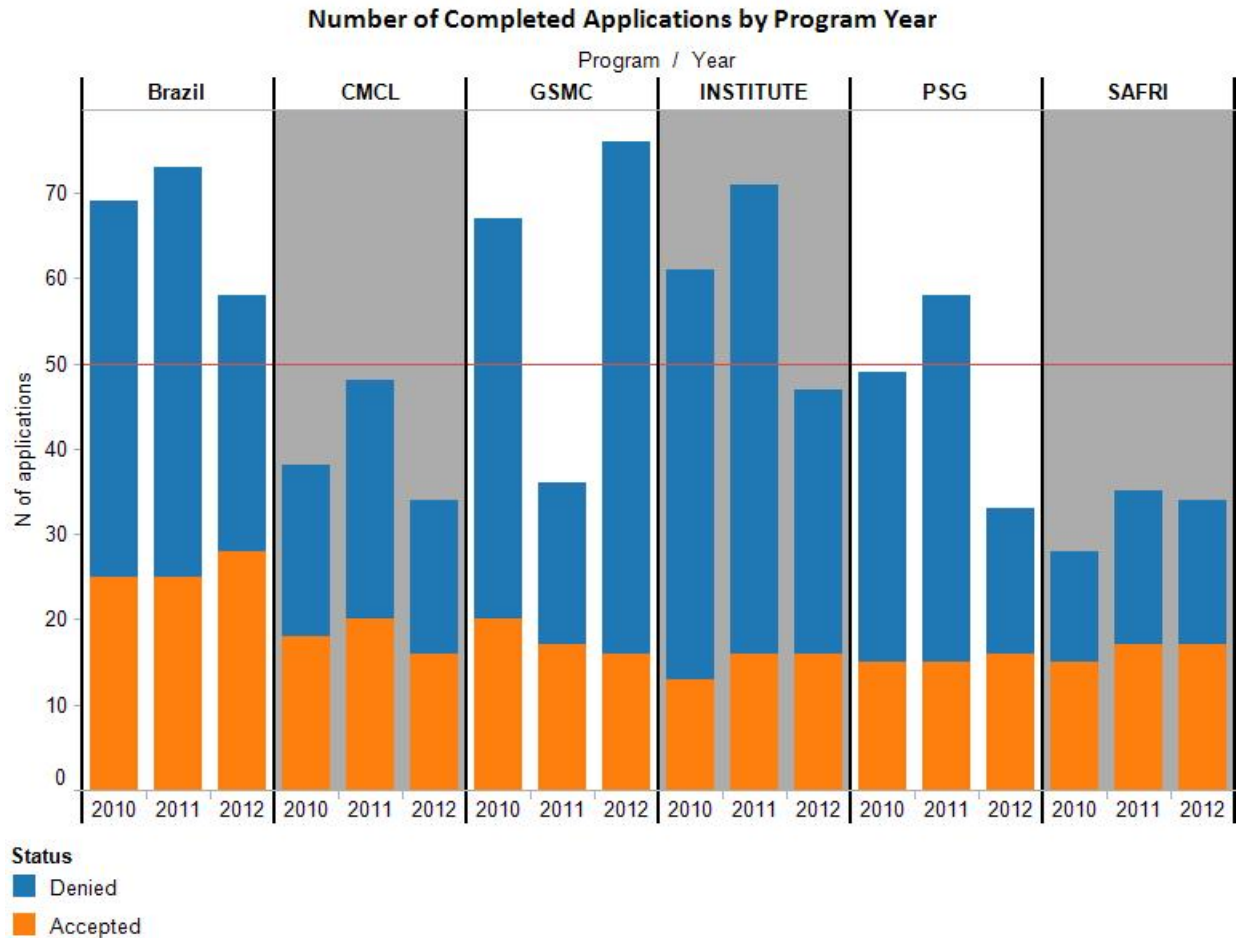
The specific **background experience of program applicants** tends to vary by program and even by year within the same program. For example, years of experience teaching vary relatively widely between programs and years (see figure below; the proportions of years teaching among accepted applicants across program years has tended to mirror the proportions among all applicants).

**Years of Teaching Experience, 2009-2012 Fellowship Applications
Accepted Applicants (N=447)***
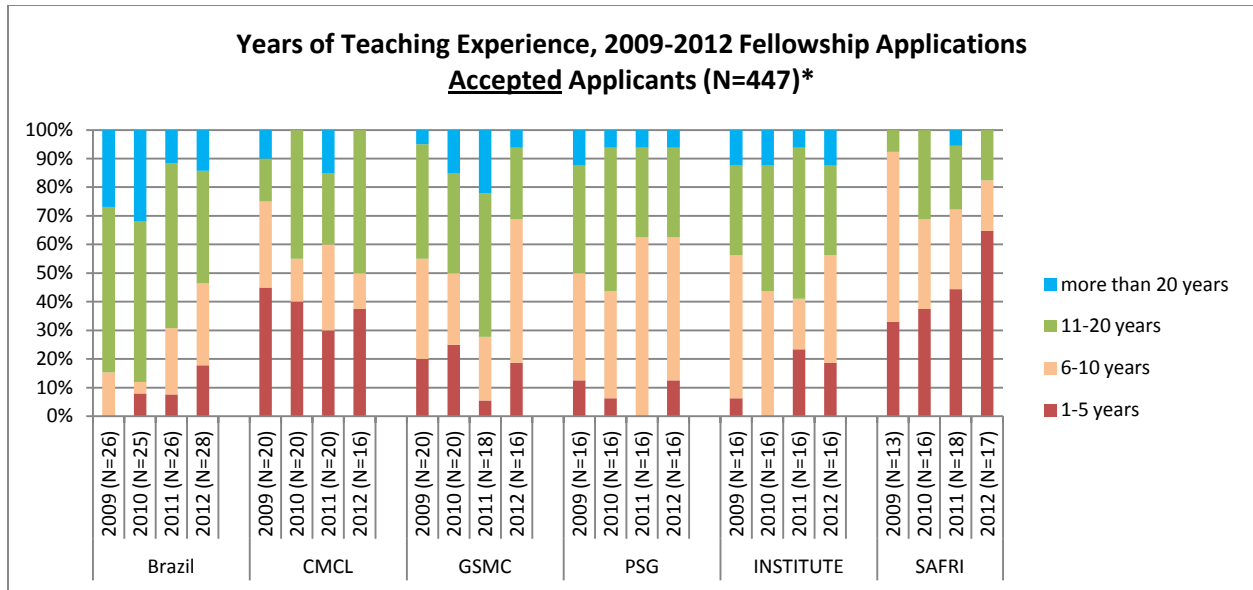
*NOTE: This figure includes 447 applicants who reported having at least one year of teaching experience; another 2 applicants were excluded from this figure because their number of years teaching was not reported in their applications.

Comparison of retrospective pre to post knowledge ratings generally show gains across curricular topic categories (see figure below; each category in the figure below included multiple items for specific topics within the category). In addition, the variability between programs and categories in the percent of fellows rating their knowledge "above average" before starting the program (retrospective pre) shows again the differences in background knowledge.

**Percent of respondents with "above average" retrospective pre and post knowledge ratings
(2011 classes at Session 3)**
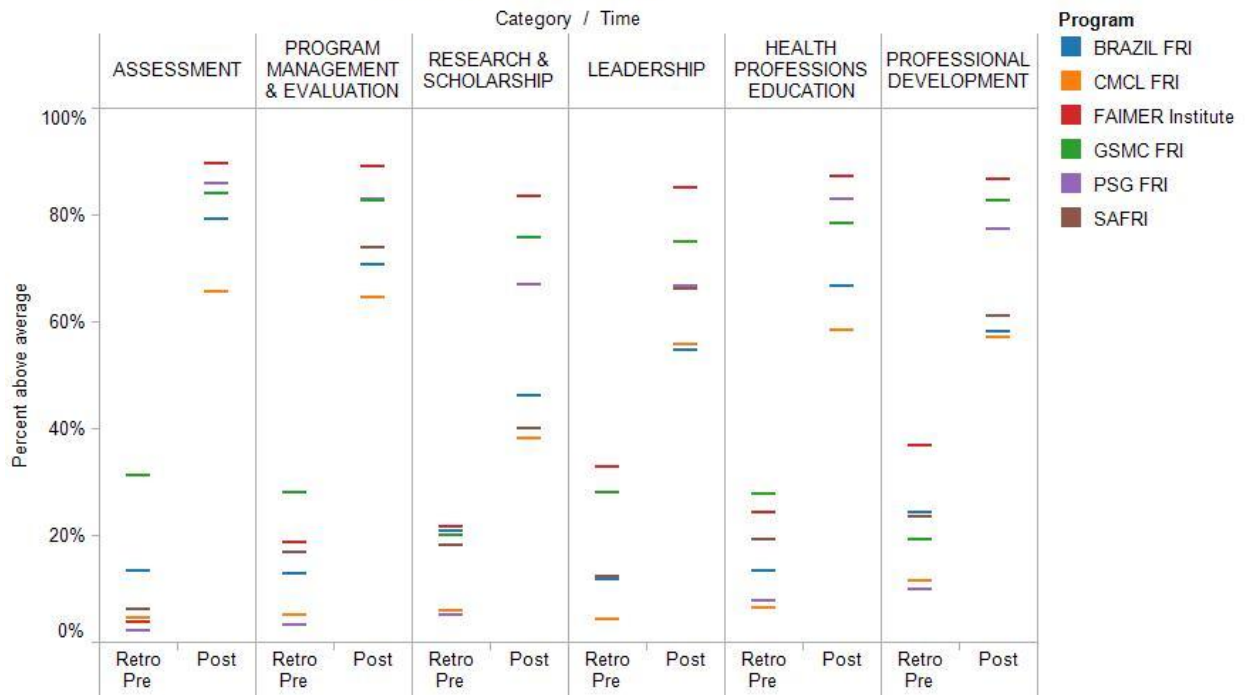
FELLOWS

Education innovation projects are a central to the fellowship programs as an opportunity for hands-on application of learning, and a vehicle for achieving desired educational changes at institutions. **What is the focus of changes that fellows are seeking to create and sustain via their projects?**

- The most common focus areas across all projects include education methods, curriculum change, program evaluation, alignment with health system/context, and student assessment.

> "Placing the project as the core theme of the fellowship or one of the central themes around which the Fellowship evolves gives us a wonderful opportunity to translate our knowledge into action." ***2010 Fellow***

- Alignment with health system/context has been particularly common as a focus among Brazil and Southern Africa (SAFRI) regional institute fellows, with about one-third sharing this focus.

Frequency of project topic focus by fellowship program, through 2011 program year
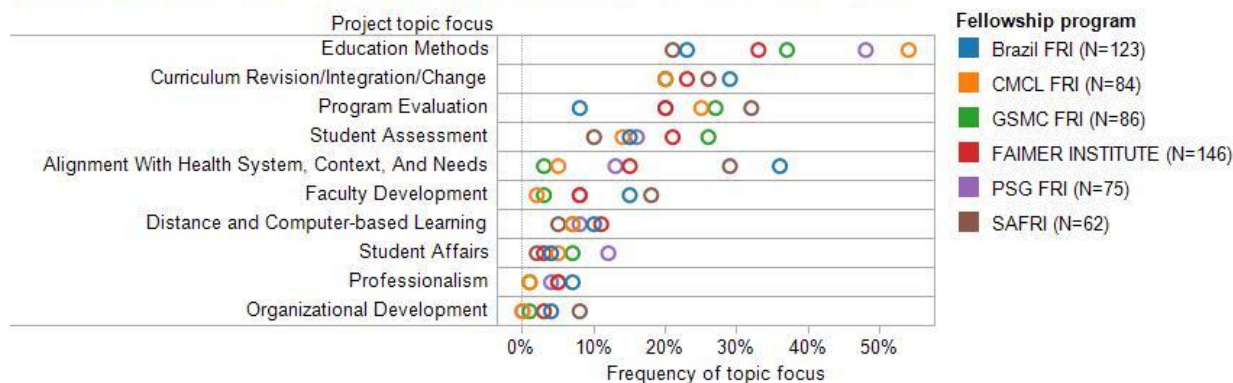

Note. Each project was assigned 1-2 focus areas.

Many projects achieve sustained institutional change. Based on reporting from fellowship graduates in program years 2001 through 2009:

- **About one-third of projects have been institutionalized** (incorporated into curriculum, policies and/or procedures). This suggests a foundation for long-term sustainability and change:

- **Many projects widen their scope of influence over time** (through replication or additional project objectives), thus increasing their potential impact.

> "I was the first to implement the change. But to really implement the change I need a team. With others, it could be more effective. Through my project I am trying to interest some of the others. And through the workshop at the regional institute, we taught about 60 teachers from throughout the country. And they now fund the position. And they came to know about FAIMER." ***2010 Fellow***

**Current status of FAIMER project (N=192 fellowship graduates)**
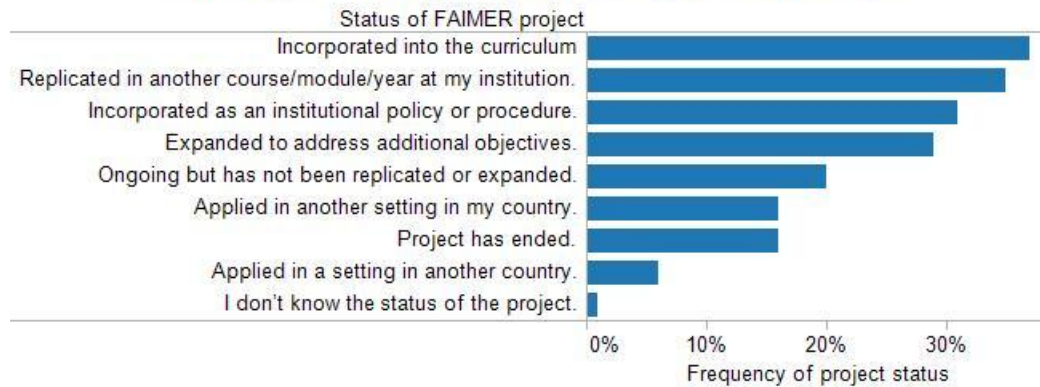
- When asked what changes have occurred as a direct or indirect result of their FAIMER projects, many fellows noted **changes in faculty attitudes and behavior**.

- Projects were more frequently linked to **outcomes related to community health** within the institutional sphere (curriculum better aligned with community health needs, students more knowledgeable in rural/primary level healthcare and working in community settings) and less frequently linked to increased teaching of community health workers and knowledge in rural healthcare among faculty, increased student community service, and evidence of improved population health.

> "I think the project offers a further opportunity to be a change agent in our community. It offers the opportunity to manage change; it also equips you with the skills needed to surmount the obstacles that are likely to emerge as you go back. By the time you leave here, and you set foot back in your native country, the realization that there are challenges, will certainly dawn on you. If they don't dawn on you immediately, they will dawn on you after awhile of getting back home. But the skills and the scientific knowledge you acquire here will help you move ahead and effect the change of your project. And I think that is a worthwhile experience."
> ***2011 Fellow***

Changes in school/community/region as a direct or indirect result of FAIMER project (N=189 fellowship graduates)
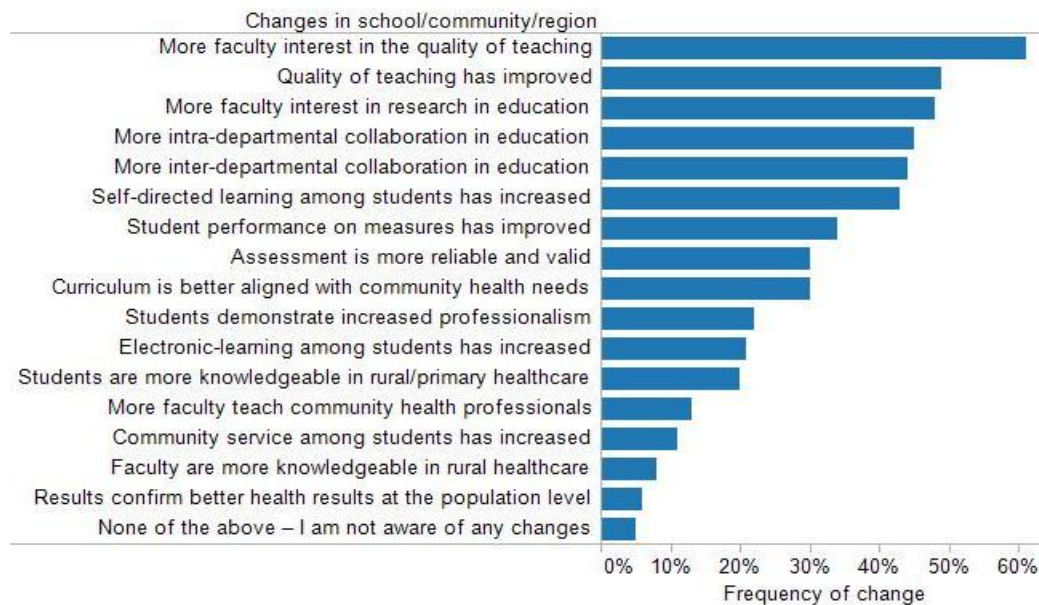
In addition to projects, Fellows note many types of work where they have been applying knowledge/skills gained from their FAIMER experience, with the most frequent including training courses/workshops (81%), assessment (77%), curriculum development/revision (74%), and educational advisor/consultant (62%).

> "I introduced a Faculty Development Center…. And also, I organized two times national conference to introduce FAIMER and my project and the new theory to the faculty and teaching. Now, there is the certification for clinical medicine introduced to the environment and the medical education so they are very interested in our project and in FAIMER. I think maybe I can influence more people and more universities in our country." ***2010 Fellow***

Work during past year where applied skills/knowledge gained from FAIMER experience
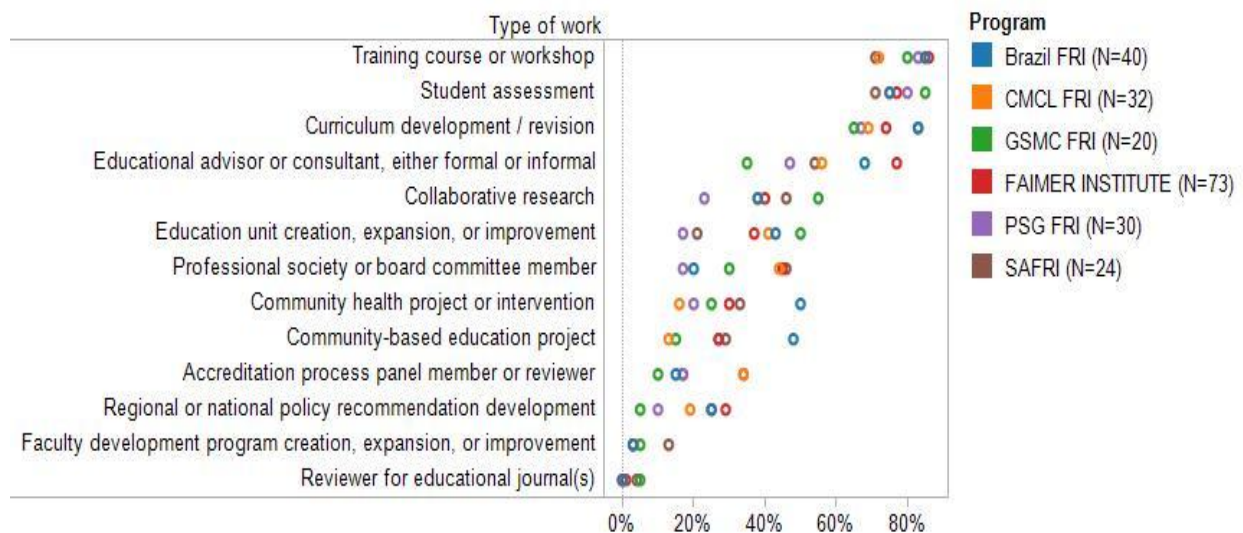
How do FAIMER Fellows develop as leaders in health professions education over time? We can try to understand this by comparing reported accomplishments before versus after starting the fellowship.

Both the FAIMER fellowship application (completed to qualify for entry to the fellowships) and the FAIMER Portfolio (completed during and after completion of the fellowships as a professional development tool) ask about professional activities, including education-related:

> "FAIMER Fellows have been actively involved…. People learn more, they started publishing more and they presented their findings in local, national and international conferences so there has been a tremendous impact. As a change agent, so talking to people, convincing them, lobbying sometimes and focusing. And probably helped me also to climb up the ladder." ***2010 Fellow***
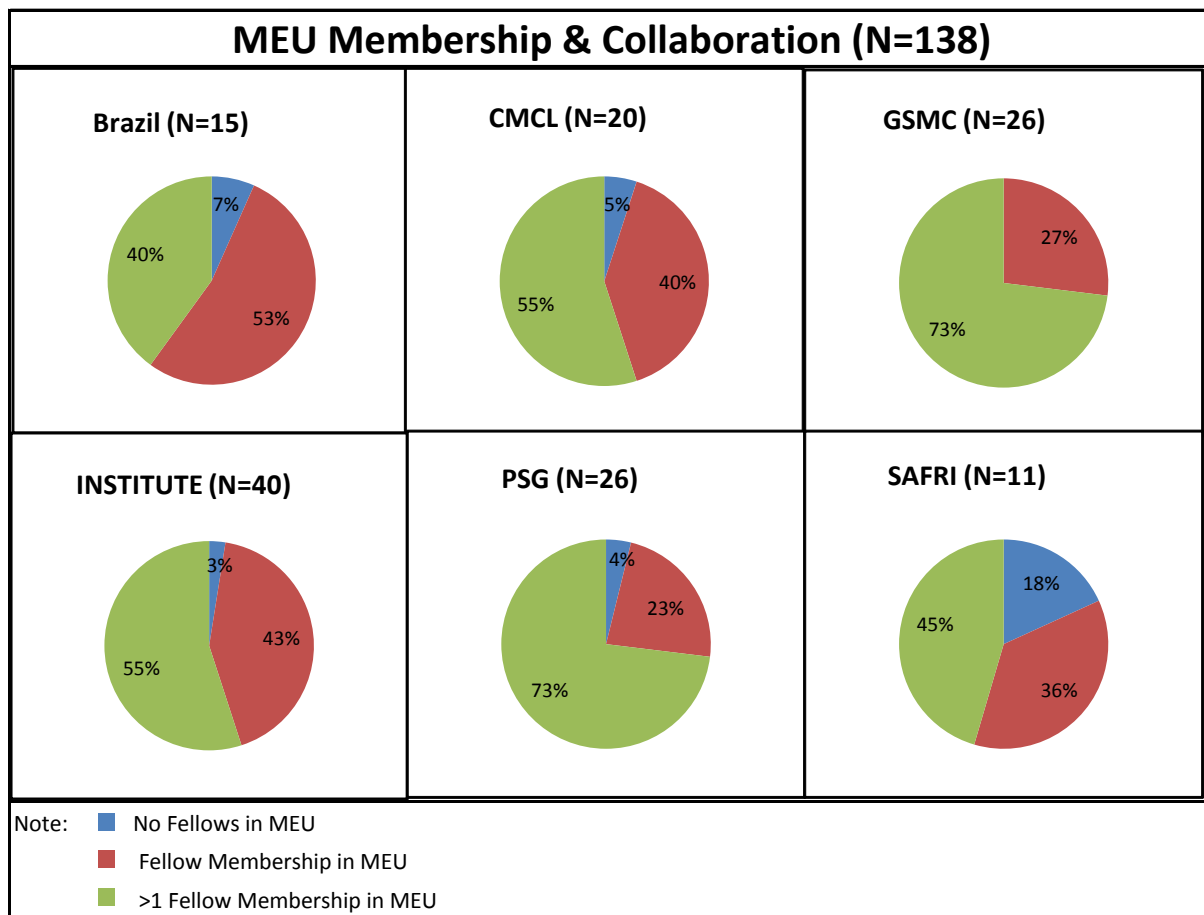
- **Presentations**, meaning presenting at or organizing conferences/meetings/workshops.
- **Publications** such as articles, monographs, chapters, and books.
- **Materials** including curricula, teaching materials, assessment tools, faculty development resources.

This figure below compares the number of such accomplishments among 2009 Fellows. To use a consistent timeframe, we compared the three years prior to the fellowship (from application) with the three years after starting the fellowship (from portfolio). The below figure shows that the **total number of education-related presentations and education-related publication and materials by the cohort of 2009 Fellows was greater after starting the fellowship** as compared to before.

Total number of education-related presentations in Application and Portfolio: 2009 fellow cohort

Total number of education-related publications and materials in Application and Portfolio: 2009 fellow cohort
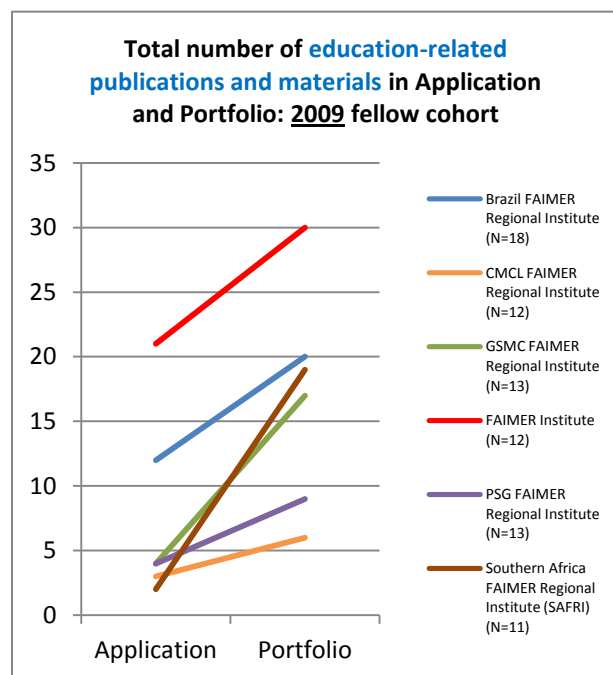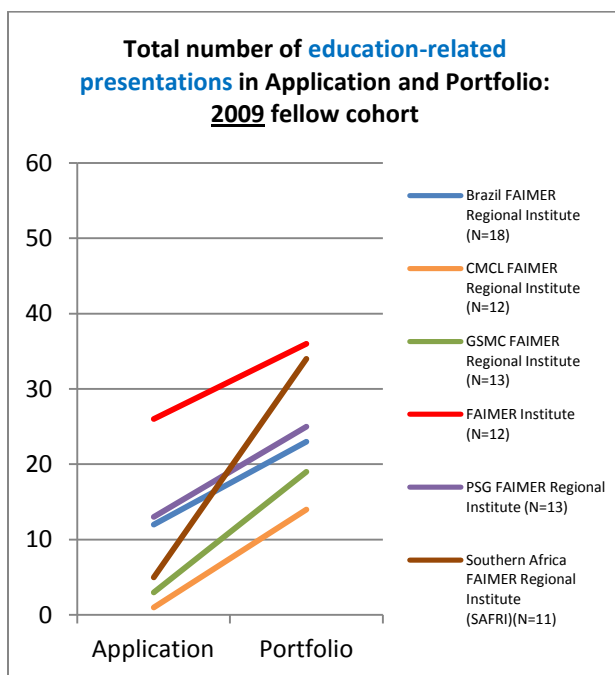
Fellows also have active roles in the **education units** of their institutions**.** The vast majority of Fellows at institutions with MEUs reported that at least one Fellow was a MEU member. In addition, 40 percent or more of Fellows in each program reported that more than one Fellow was a MEU member, indicating a **high frequency of MEU collaboration between Fellows.**

> "They are part and parcel of the whole medical education unit and they are helping us in training our newly recruited faculty. FAIMER faculty are taking responsibility for curriculum design. So they are contributing significantly. The large cohort has enabled a bigger impact." ***Dean at fellow institution***

MEU Membership & Collaboration (N=138)

Brazil (N=15) — 7% No Fellows in MEU, 53% Fellow Membership, 40% >1 Fellow Membership

CMCL (N=20) — 5%, 40%, 55%

GSMC (N=26) — 27%, 73%

INSTITUTE (N=40) — 3%, 43%, 55%

PSG (N=26) — 4%, 23%, 73%

SAFRI (N=11) — 18%, 36%, 45%

Note:
- No Fellows in MEU
- Fellow Membership in MEU
- >1 Fellow Membership in MEU

> "…we have now in place a very robust faculty development program with workshops that are held every month…. And that's done not just for faculty from my school, but also done for faculty in all the teaching hospitals….We have almost close to 100 + people being training which has happened primarily because of FAIMER, and also because within the university, we have a couple of FAIMER Fellows…. we are getting so many requests for people to come and attend them that we are having to turn back people and say we'll consider you for the next workshop." ***2011 Fellow***

FELLOWSHIP PROGRAM FACULTY

The FAIMER Regional Institutes (FRIs) rely on the expertise and energy of the program faculty, many of whom are graduates of a FAIMER fellowship.   The total number of faculty across all 5 FRIs has grown every year, with over 100 faculty teaching across the five programs in 2012.
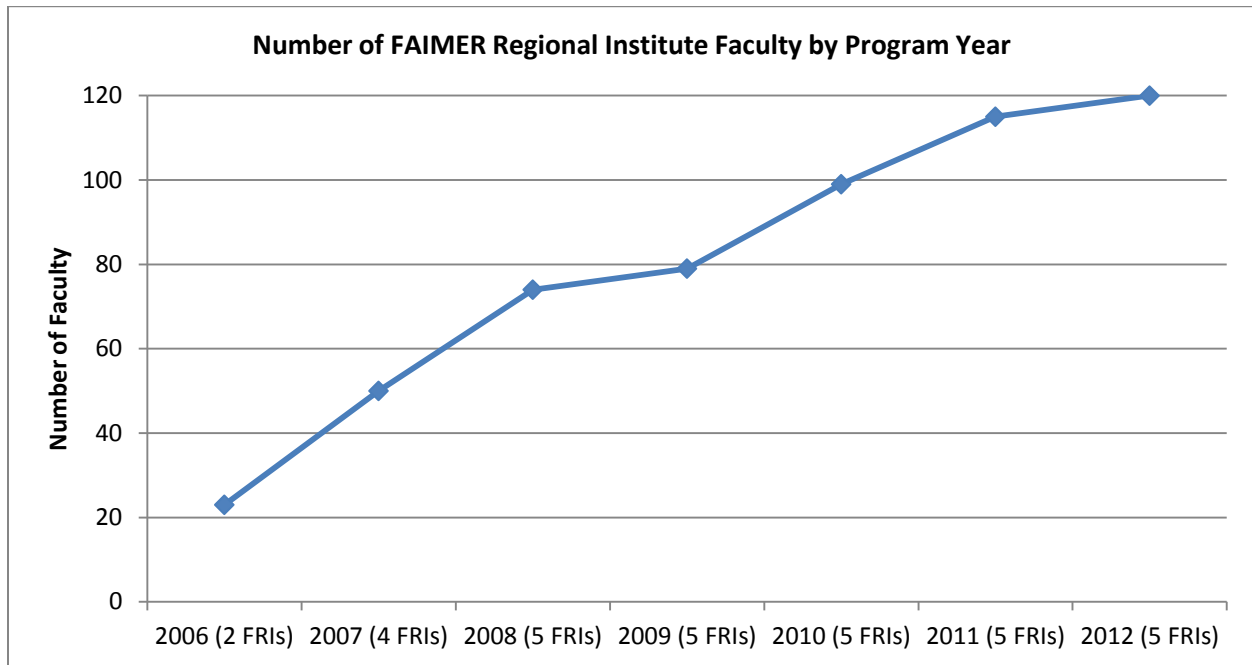
How many faculty reside in the program region? Over the years, there has been a strong and growing base of regional faculty (see Figure below). In addition to faculty from the country where each FRI is based (Brazil, India, South Africa), in 2012 regional faculty for the programs based in India included faculty residing in Nepal and for Brazil included faculty from Argentina and Colombia. The three Institutes in India had more than 90 percent regional faculty in 2012, SAFRI had 87 percent, and the Brazil FRI had 84 percent.
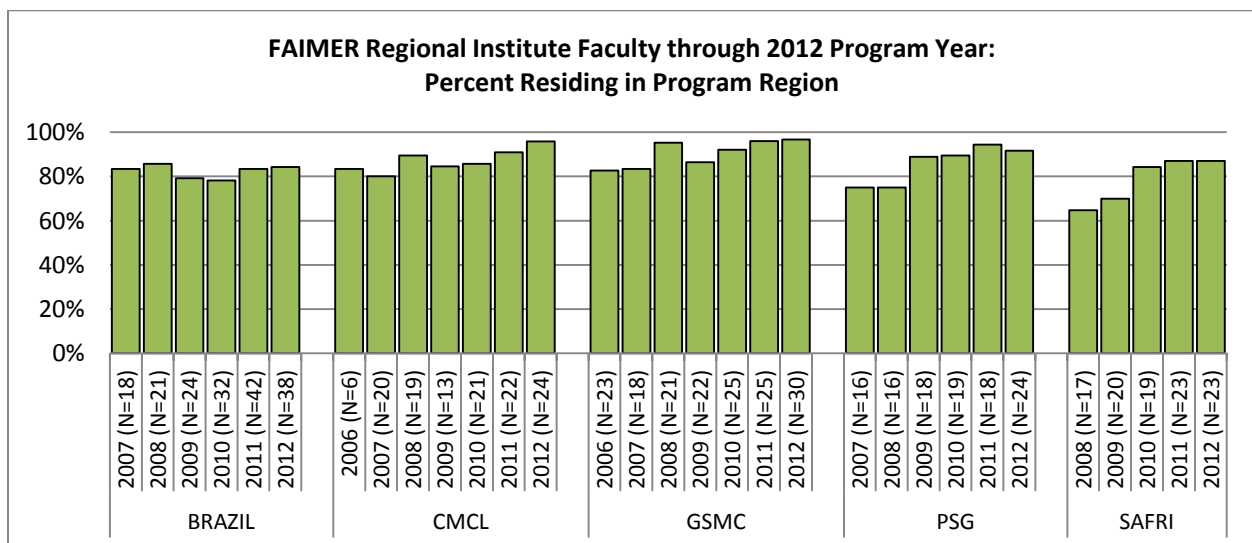
How many faculty are graduates of a FAIMER fellowship? The proportion of faculty who were graduates of one of the FAIMER fellowships has increased over time. In 2012, about two-thirds of Brazil FRI faculty were fellowship graduates, about 80 percent for PSG, and about 90 percent for GSMC, CMCL, and SAFRI.

FAIMER Regional Institute Faculty through 2012 Program Year: Percent who are FAIMER Fellows
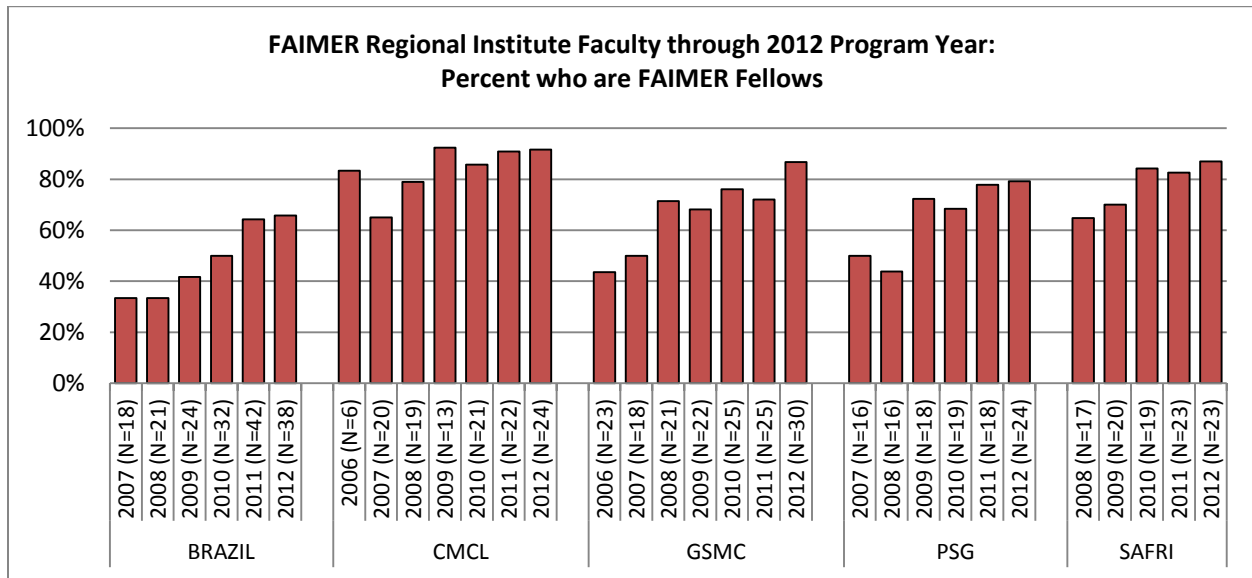
How many faculty teach at more than one FRI? Of the 175 total FRI faculty across all years and programs to date, the majority have taught at just one FRI (81%). Sixteen faculty have taught at two FRIs, 13 at three FRIs, one at four FRIs, and 4 at all five FRIs.

How much faculty retention is there? Overall the majority of faculty have taught every year since they joined as FRI faculty, showing relatively high faculty retention. Retention was relatively lower, however, among the faculty who began teaching in 2009. There was also a smaller cohort of new faculty in 2009 (n=17) as compared to other years (n=23 to 29).

Percent of FRI faculty who have taught every year since started as faculty, by first year as faculty
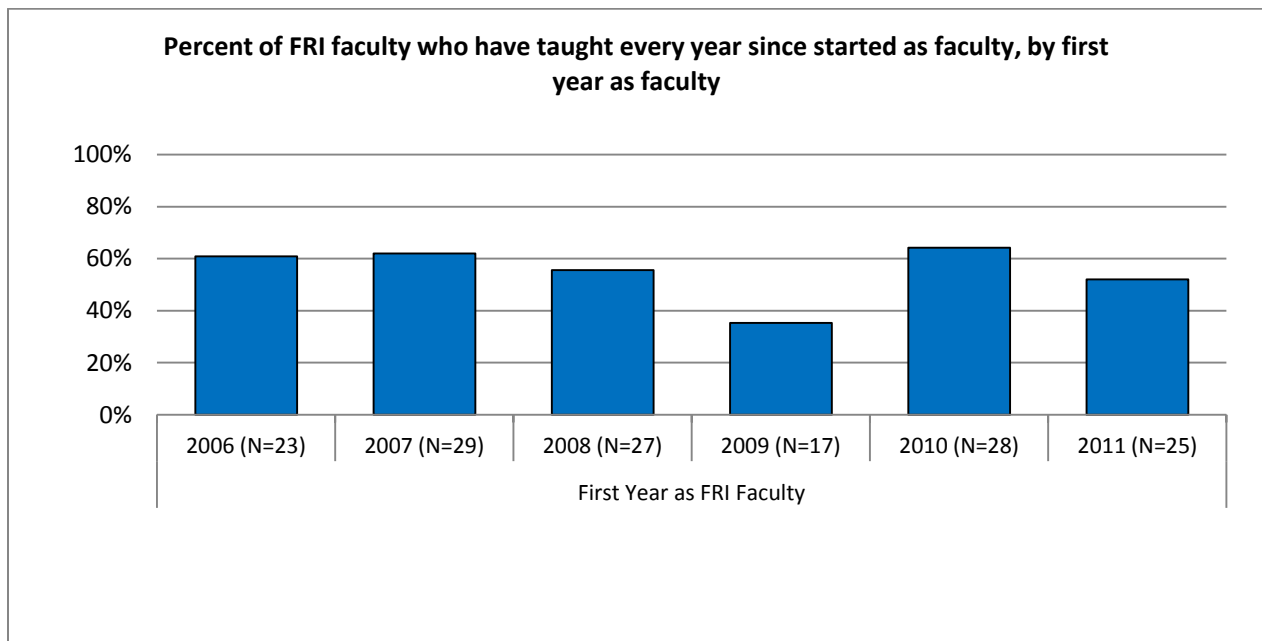
How many years of Institute teaching experience did 2012 FRI faculty have? Among the 120 faculty who taught in 2012, 22 percent (n=26) were new faculty, and the rest had taught for 2 or more years (see table below).

Years teaching experience <u>among FRI 2012 Faculty</u> (N=120)

Number of years as Institute faculty	N	%
1 year (new faculty)	26	21.7
2 years	14	11.7
3 years	23	19.2
4 years	8	6.7
5 years	17	14.2
6 years	18	15.0
7 years	14	11.7