

# FAIMER® Education Programs

A supportive global community of educators  
in medicine, nursing, dentistry, public health,  
and other health related professions

## Programs for Health Professions Educators

FAIMER strives to improve global health by improving health professions education. In pursuit of this goal, FAIMER offers a range of educational opportunities to international health professions educators. These programs develop skills that allow participants to serve as resources for their colleagues, institutions, and local and regional communities. They emphasize not only methodologies for teaching and assessment, but also personal and professional development, leadership, and program planning and management, which are essential to initiate and sustain change.

### FAIMER Institute

The FAIMER Institute is a two-year fellowship program for faculty who have demonstrated the potential to play key roles in improving health professions education at their schools and in their regions. Fellows receive training, tools, and professional support to become agents of change—creators of meaningful and lasting advances in health professions education that ultimately lead to improvements in the health of their communities. The FAIMER Institute:

- provides training in health professions education methods and research
- develops leadership and management skills and fosters collaboration with global educators
- emphasizes the practical application of knowledge through an individual education innovation project that ensures relevance to the Fellow's institution or region
- develops expertise in assessment and accreditation through the FAIMER-Keele Certificate in Health Professions Education program

The FAIMER Institute is comprised of four sessions:

- Session 1 – Foundation (residential in the United States) – 3 weeks
- Session 2 – Mentoring and Learning (ML) Web (online learning) – 11 months
- Session 3 – Advanced topics (residential in the United States) – 2 weeks
- Session 4 – ML Web/Certificate in Health Professions Education (distance learning) – 11 months

The on-site sessions are held during March in Philadelphia, Pennsylvania, USA.

### FAIMER Regional Institutes

FAIMER Regional Institutes adapt the curriculum, model, and content of the FAIMER Institute to the needs of specific regions. Hosted by universities, participants are drawn from health professions education institutions in the region. This regional concentration facilitates the development of a strong local professional community for collaboration and peer support. FAIMER has established Regional Institutes in India, Brazil, South Africa, China, and Chile:

- GSMC-FAIMER Regional Institute (2005) – Mumbai, India
- CMCL-FAIMER Regional Institute (2006) – Ludhiana, India
- Brazil-FAIMER Regional Institute (2007) – Ceará, Brazil
- PSG-FAIMER Regional Institute (2007) – Coimbatore, India
- Sub-Saharan Africa-FAIMER Regional Institute (2008) – South Africa
- CMB-CMU-FAIMER Regional Institute (2013) – Shenyang, China
- MU-FAIMER International Institute for Leadership in Interprofessional Education (2015) – Manipal, India
- SMU-FAIMER Regional Institute (2016) – Guangzhou, China
- FAIMER Regional Institute in Latin America (2018) – Santiago, Chile



*improving  
global  
health by  
improving health  
professions  
education*



*focusing on  
local needs*



“The sense of being a part of a wider group of friends across the world has also helped to bring a broader perspective to medical education. All over the world, these friends are coping with equal or even greater challenges.”

“Our discussions and classes are designed to equip us to be effective agents of change.”

~ FAIMER Institute Fellows

## Education Innovation Project

A major component of FAIMER’s education programs is the completion of an education innovation project, proposed by participants before they begin the program, and implemented at their schools during the distance learning sessions. The innovation project focuses learning and emphasizes the practical application of knowledge. Project proposals that are relevant to the participant’s school and region are preferred, and projects with the potential to improve the health of the community are given high priority in the fellowship selection process. Projects completed by Fellows include engagement of students in the community to identify anemia or diabetes (India, Cameroon), introduction of hand washing to reduce diarrhea (Pakistan), culturally sensitive communication (Indonesia), workplace assessment (Egypt), faculty development (Colombia, Nigeria), professionalism (Turkey, China), and simulation (Ghana).

For 2019, the FAIMER Institute encourages applicants to propose education innovation projects that support Goal 3 of the WHO Sustainable Development Goals (SDG 3): “Ensure healthy lives and promote well-being for all at all ages” and specifically the sub-goals related to the health of mothers and children:

- 3.1 Reduce maternal mortality
- 3.2 End preventable deaths of newborns and under-five children
- 3.7 Achieve universal access to sexual and reproductive health care services

For more information, visit <https://www.faimer.org/education/institute/project.html>.

## Global Professional Community Building

Each participant follows the FAIMER program for a two-year period and interacts closely with a network of other participants. Community building is fostered by a period of overlap in the residential sessions for first- and second-year participants, providing opportunities for interaction between participants who are beginning their education innovation projects and those who have completed their projects. On-line discussion provides a forum for group work on research and projects among both alumni and current participants. The results are mentoring and collaborative relationships that contribute to local, regional, and, ultimately, global networks of experts in health professions education.

## Eligibility

Participants in a FAIMER education program must have a graduate or professional degree; hold an academic appointment as a faculty member in a health professions school; be in a position of leadership with respect to curriculum and educational policies or procedure. Applicants to the FAIMER Institute and Regional Institute fellowship programs must reside and work in their home countries at the time of application and at the time of acceptance of the fellowship award; and have strong endorsement from the Dean of their school for the proposed educational project. Priority is given to proposals that are relevant and appropriate to regional health needs. Preference is given to mid-career applicants.

## Master’s in Health Professions Education Scholarships

Graduates of the FAIMER Institute and FAIMER Regional Institutes are eligible to apply for a financial award to pursue a Master’s in Health Professions Education ([www.faimer.org/distance-learning](http://www.faimer.org/distance-learning)) through the FAIMER International Fellowship in Medical Education (IFME) program.

## Applications

Application information for the FAIMER Institute, Regional Institutes, and IFME program is available at <https://faimer.fluidreview.com>.

## FAIMER Education Staff

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