

A woman with dark hair, wearing a dark jacket, is standing and gesturing with her hands while speaking to a group of people seated in front of her. The scene is overlaid with a light blue tint.

teach &
transform



STFM
SOCIETY OF TEACHERS OF
FAMILY MEDICINE

2019

ANNUAL REPORT

stfm.org

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MISSION

Advancing Family Medicine to Improve Health Through a Community of Teachers and Scholars

VISION

To Become the Indispensable Academic Home for Every Family Medicine Educator

2015-2019 PRIORITIES

PROFESSIONAL AND LEADERSHIP DEVELOPMENT

STFM will be the leader in training, leadership development, and creation of information that improves family medicine education and teaching.

Objectives:

- Provide family medicine faculty with the skills needed to train students, residents, and health care teams to achieve the Triple Aim of better care, better health, and lower cost.
- Continually improve STFM's conferences, online learning activities, and other in-person training offerings to provide exceptional educational experiences focusing on innovation, skills development, and networking.
- Provide leadership development and emerging leaders' opportunities to proactively respond to the changing health care landscape within family medicine and beyond.

WORKFORCE RECRUITMENT AND RETENTION

STFM will improve the quality and quantity of the family medicine workforce.

Objectives:

- Implement strategies to transform student and family medicine residency training sites into clinical and teaching models of excellence, such as the patient-centered medical home.
- Provide training for physician faculty, preceptors, and other health professionals who are new to their family medicine faculty roles.
- Implement strategies to develop and retain exemplary family medicine faculty.
- Expand and reinforce the pipeline to create new family physicians.



2015-2019 PRIORITIES

SCHOLARSHIP

STFM will be the leader in family medicine educational scholarship.

Objectives:

- Train faculty to collect, analyze, and share relevant information related to educational innovations.
- Disseminate new knowledge about family medicine education.
- Increase the value of the CAFM Educational Research Alliance to members.

PROFESSIONAL RELATIONSHIPS

Relationships developed through STFM will enhance the professional well-being, vitality, and growth of members and the discipline.

Objectives:

- Engage members, residents, and students in activities related to Family Medicine for America's Health.
- Enhance networking and engagement opportunities offered through STFM.
- Collaborate with key organizations to meet STFM strategic goals.

POLICY ADVOCACY

STFM will advocate for family medicine education and workforce recruitment and retention.

Objectives:

- Advocate on behalf of family medicine educators.
- Lead and support the Academic Family Medicine Advocacy Committee and its legislative priorities.
- Promote alliances that further advocacy positions related to FM education.





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HIGHLIGHTS



ADVOCACY FOR PROTECTED TIME FOR FACULTY

A new STFM task force, with support and representation from the Association of Departments of Family Medicine and the Association of Family Medicine Residency Directors, is developing national guidelines that define the amount of time needed by faculty to meet the non-clinical requirements of residency programs. This is in response to a national trend toward maximizing clinical productivity of faculty, which reduces the amount of time available to teach and to meet administrative responsibilities and accreditation requirements.

The task force is chaired by Simon Griesbach, MD, Assistant Director, Waukesha Family Medicine Residency, Waukesha, WI. “We have experienced increasing clinical demands from our clinical practice leaders, accreditors, and payors, often at the expense of our responsibility to residents,” said Griesbach. “It’s critical to family medicine and to our current and future health care system that we have adequate time to meet our administrative responsibilities and teach residents the skills they need to care for patients.”

Task Force Objectives:

- Develop *Joint Guidelines for Protected Non-Clinical Time for Faculty in Family Medicine Residency Programs*
- Make recommendations for dissemination of those guidelines
- Publish the guidelines in a peer-reviewed publication
- Publish the guidelines in publications targeted at hospital administration
- Present or identify speakers to present the guidelines at conferences
- Appeal to the Accreditation Council for Graduate Medical Education (ACGME) for changes in its requirements

The task force has already proposed changes to the ACGME Family Medicine Review Committee (FM-RC) to:

- Define more clearly what falls into “non-clinical time,” distinguishing it from resident supervision and direct patient care
- Quantify minimum amounts of protected time for core faculty
- Increase the minimum amount of protected time for associate program directors
- Support the current requirements for protected time for program directors

The *Joint Guidelines for Protected Non-Clinical Time for Faculty in Family Medicine Residency Programs* will be released in 2020.

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FACULTY DEVELOPMENT AT VA SITES

STFM was chosen by the Department of Veterans Affairs (VA), Office of Academic Affiliations to deliver a structured faculty development program at 23 VA facilities serving rural veterans. The training includes an online, asynchronous Veterans Administration Faculty Fundamentals Certificate Program, access to *TeachingPhysician.org*, and 23 in-person workshops.

The STFM-led faculty development is part of a broader 2-year VA initiative to enhance professional development and provide teaching and training skills for educators of clinical professions in rural settings. It aligns with the VA's educational mission to train clinicians for the VA and the nation, enabling high-quality innovative learning environments, providing excellent care to Veterans, and developing, recruiting, and retaining well-trained professional staff.

This is a good
opportunity to
make a long-lasting
impact on rural
and underserved
communities.



HEALTH EQUITY CAMPAIGN

Throughout 2019, STFM turned the spotlight on health equity, an absence of health disparities and inequities where all individuals have the opportunity to attain their highest level of health. This year-long STFM campaign encompassed the following goals and associated initiatives:

Campaign Goals

- Increase awareness among family medicine faculty of social determinants of health by increasing visibility of STFM offerings related to health equity via explicit labeling and packaging in STFM communication vehicles, conference offerings, and other STFM activities
- Provide health equity and social determinants of health education, training, and resources for medical student and family medicine residency faculty
- Engage in partnerships across family medicine to advance our health equity goals
- Explore partnerships outside family medicine to advance our health equity goals
- Develop and support strategies for 25% by 2030 for America's Health as a means of advancing the medical student choice and health equity

Campaign Initiatives

- A dedicated issue of *Family Medicine* on the effect of race and ethnicity, implicit bias, and discrimination in health care
- Blog posts from programs and departments that have addressed health equity in their curriculum and communities
- An education column on teaching health equity
- Presidents' columns in *Family Medicine* on health equity, inclusiveness, and serious mental illness
- Conference sessions and workshops on health disparities, equity and diversity in the workforce, microaggressions, health equity curriculum development, and social determinants of health
- Scholarships designated for underrepresented in medicine (URM) attendees
- A webinar on teaching residents and students about health equity
- Collaboration with AAFP and FMAHealth to disseminate a business case for health equity
- Fund-raising campaigns for URM scholarships, fellowships, and awards



2020-2024 STRATEGIC PLAN

The Society of Teachers of Family Medicine (STFM) has updated its strategic plan for 2020–2024, providing access to condensed and expanded versions of the plan on the STFM website.

THE UNDERREPRESENTED IN MEDICINE INITIATIVE

STFM launched an Underrepresented in Medicine (URM) Initiative, supported by and building on the work of the STFM Foundation. The initiative is an intentional effort to increase resources to support URM faculty, URM community teachers, and URM medical students and residents.

The goals of the URM initiative are to:

- Increase the percentage of URM family medicine faculty
- Increase the number of solutions focused adaptable URM leaders within our healthcare system

The work will be guided by an oversight committee and work groups focused on:

- Mentorship
- Leadership
- Faculty pipeline
- Scholarship

UPDATE: PRECEPTOR EXPANSION INITIATIVE

In 2019, STFM completed the first phase of a multi-year interprofessional, interdisciplinary initiative to:

- Decrease the percentage of primary care clerkship directors who report difficulty finding clinical preceptor sites
- Increase the percentage of students completing clerkships at high-functioning sites

Accomplishments:

- CMS revised guidelines on student documentation in electronic health records
- Standardized onboarding processes for students and preceptors
- National pilot project to test resources and processes for preceptors and to ensure students add value
- ABFM performance improvement credit for precepting and teaching improvement efforts
- Incentive/recognition programs for teaching

Read more about the resources developed through this initiative in the New Programs section of this annual report. A plan for the next phase of the initiative is in development.

CERA BEST PAPER AWARD

stfm.org/cerabestpaper

This award recognizes a research paper published in a peer-reviewed journal the previous academic year. The CERA Steering Committee bases the award selection on the quality of the research and its potential impact. The winning paper is presented at a poster session at the STFM Annual Spring Conference.

CLERKSHIP ONBOARDING RESOURCES

stfm.org/studentonboarding

Join departments, specialties, and health professions across the country in standardizing the onboarding of students and reducing administrative burdens for community preceptors.

- Ease the administrative burden on community faculty (preceptors) at ambulatory clinical sites by standardizing documentation
- Help preceptors integrate students more easily into the practice
- Increase student value to practices
- Aid teaching programs in administering clinical clerkship (rotation) experiences

COMMUNITY FACULTY SELF-ASSESSMENT TOOL

stfm.org/cerabestpaper

This new tool provides a way for community faculty to assess their skills in five areas of teaching: the teaching environment, professionalism, learner development, assessment, and curricular content. The results of the assessment, which are anonymous, are linked to pages on *TeachingPhysician.org* where faculty can access tips on enhancing their teaching. More than 70 new pages of content were written in support of this tool, and the results of the self-assessment can be bookmarked for future reference. The self-assessment was developed by the STFM Faculty Development Collaborative in collaboration with the Preceptor Expansion Initiative.



GIVING FEEDBACK COURSE

stfm.org/givingfeedback

Giving feedback is a critical part of teaching future family physicians, but giving consistent, quality feedback can sometimes be challenging. This online course introduces participants to the principles of giving quality feedback, as well as when to give feedback, where, and what models to use.

The online Giving Feedback course contains interactive modules, videos, readings, and quizzes. The course takes approximately 45 minutes to complete and teaches participants to:

- Identify the barriers to giving quality feedback
- Define the elements of quality feedback
- Use the three levels of feedback with learners
- Engage learners in a collaborative feedback process
- Increase the effectiveness of your feedback delivery
- Use proven models to structure your feedback sessions

MASTER PRECEPTOR AWARD

stfm.org/masterpreceptor

This award recognizes teaching contributions by individuals and teaching practices and is for those who precept students, particularly community preceptors/practices. The Master Preceptor Award can be given to those who:

- Welcome students and allow them to participate meaningfully as members of the health care team in roles appropriate to their levels of training
- Have precepted students at least 8 weeks per year for each of the past 2 years
- Provide patient-centered care

MEDICAL EDITING FELLOWSHIP

stfm.org/careerdevelopment/stfmfellowshipinmedicaljournalism

Through this part-time, virtual fellowship, early or mid-career faculty receive coaching and hands-on experience with the editorial and publishing teams at *Family Medicine* to improve skills in writing, reviewing, and editing scientific papers. During the fellowship, participants:

- Learn about the characteristics and value of well-written research papers and narrative essays, and practice evaluating submissions
- Experience the manuscript submission process and become expert in using the journal's editorial software system
- Act as assistant editors by selecting peer reviewers, following-up on reviews, and writing professional decision letters
- Go behind the scenes to understand what happens between acceptance and publication
- Improve medical writing skills



MEDICAL SCHOOL FACULTY FUNDAMENTALS CERTIFICATE PROGRAM

stfm.org/msff

This certificate program includes self-led courses with assignments to provide foundational training for medical school faculty. Based on the popular STFM Residency Faculty Fundamentals Certificate Program, the program includes interaction with a faculty instructor, real life application of lessons, and covers:

- The structure and requirements of medical education
- How to be an effective and efficient faculty member
- The nuts and bolts of curriculum development and teaching
- Strategies for assessment, feedback, and evaluation of medical students
- Academic advancement

The program's 14 self-led courses include readings, videos, interactive modules, quizzes, and assignments and provide 35 hours of CME credit.

PRACTICE RECOGNITION AWARD FOR TEACHING EXCELLENCE

stfm.org/practicerecognition

This award recognizes teaching contributions by individuals and teaching practices and is for those who precept students, particularly community preceptors/practices. The Practice Recognition Award for Teaching Excellence can be given to practices that:

- Demonstrate a culture of support for the education of primary care providers
- Have leadership who communicate that participation in education benefits the practice and patient care
- Welcome students and allow them to participate meaningfully as members of the health care team in roles appropriate to their level of training
- Have precepted a reasonable number of students (based on size) for at least the past 2 years
- Have implemented patient-centered practices and processes
- Provide patient-centered care
- Allow students to write patient encounter notes in the EHR



PRECEPTING PERFORMANCE IMPROVEMENT TOOLKIT

stfm.org/abfmpitoolkit

Recognize and reward preceptors by offering ABFM continuing certification credit for improvement in teaching. The American Board of Family Medicine (ABFM) Precepting Performance Improvement Program allows academic units (Sponsors) to offer Performance Improvement credit (MOC IV) to family physicians who teach medical students or residents and who participate in a teaching improvement activity.

The STFM Precepting Performance Toolkit includes:

- An overview of the ABFM program
- Frequently asked questions
- Sample forms, assessments, and communications
- Ideas for performance improvement activities
- Links to ABFM resources

STFM CONNECT NEW COLLABORATIVES

connect.stfm.org/home

The Society of Teachers of Family Medicine Board of Directors approved the addition of two new STFM Collaboratives in 2019.

The *Osteopathic Collaborative* disseminates information about obtaining and maintaining osteopathic recognition, developing osteopathic curriculum, and collaborating on osteopathic research. Emily Soni, DO, and Taisei Suzuki, DO, serve as cochairs.

The *Practice Management Collaborative* shares experiences and resources to advance practice management in family medicine clinics and in residency training programs. John Malaty, MD, and John Stoeckle, MD, serve as cochairs.

WELLNESS COURSE

stfm.org/wellness

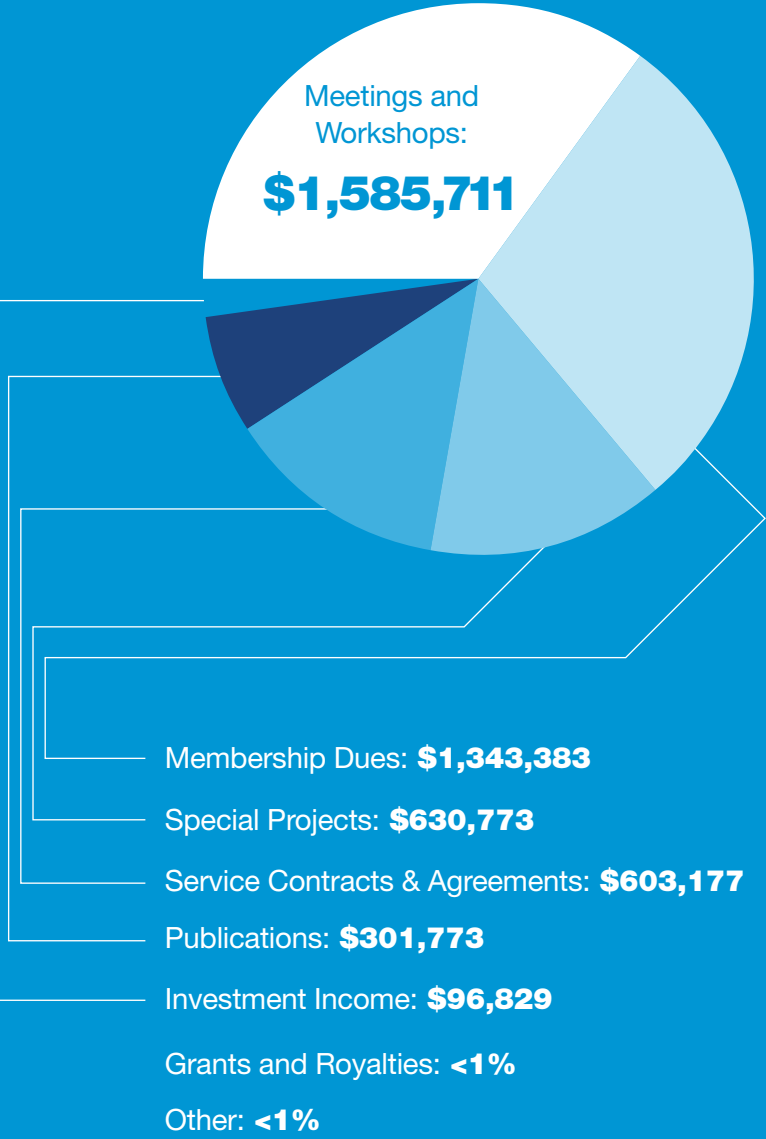
The online course featuring Catherine Florio Pipas, MD, MPH, and Mark Greenawald, MD, provides steps for developing and maintaining personal wellness. The course contains videos, readings, and activities and takes approximately one hour to complete.

After completing this course, participants will be able to:

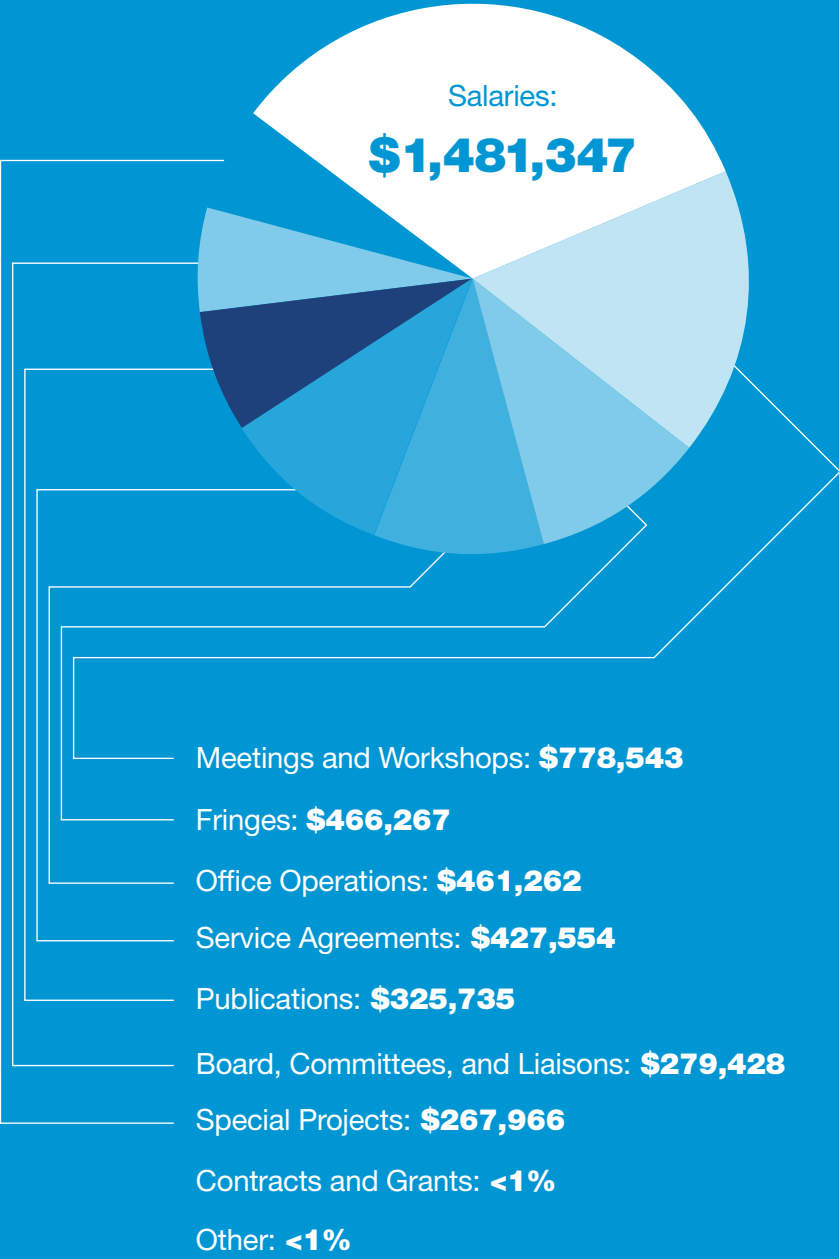
- Understand the importance of creating a culture of wellness within an institution or clinic
- Identify symptoms of burnout
- Employ a variety of strategies to promote individual and team wellness



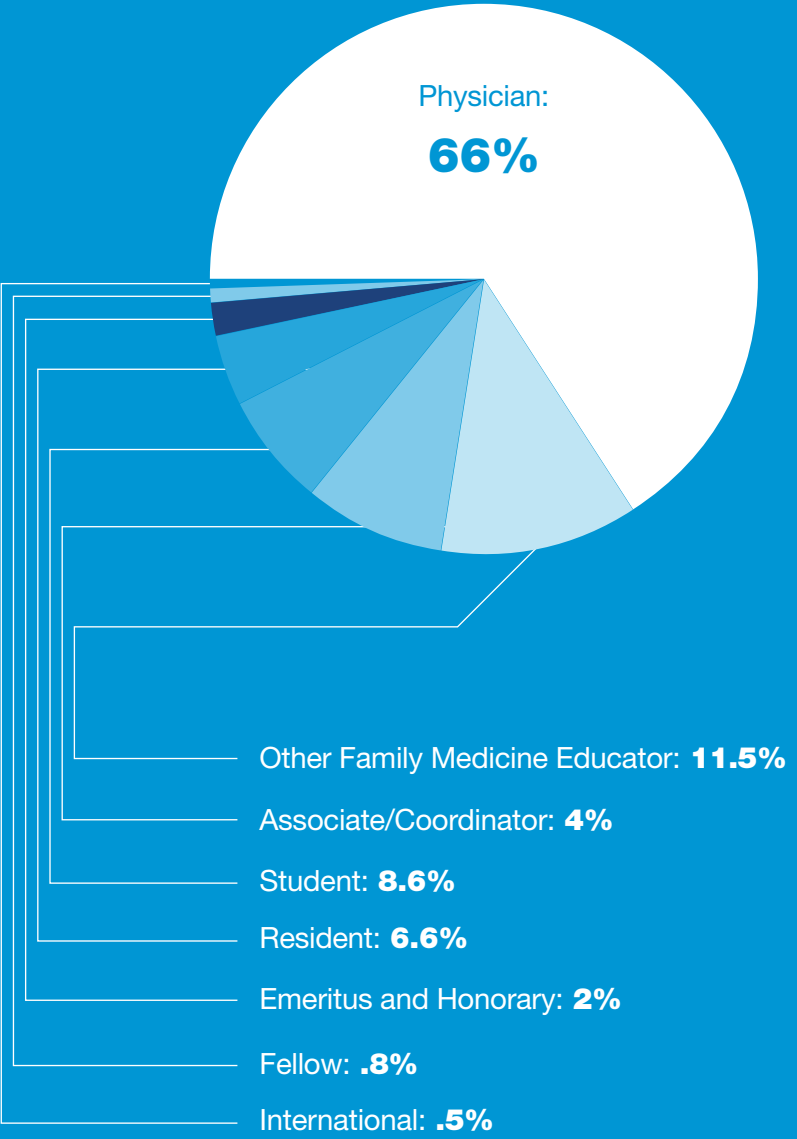
2019 INCOME



2019 EXPENSES



2019 MEMBERSHIP BREAKDOWN





DEVELOPING THE PIPELINE FOR ACADEMIC FAMILY MEDICINE

Transforming the future of family medicine would not be possible without our generous STFM members and supporters. Through both member and departmental donations, the STFM Foundation is able to support STFM's priority to develop the pipeline for academic family medicine.

Each month, the STFM Foundation publishes stories about Bright Lights and North Stars in academic family medicine. You can find past stories at stfm.org/donate.

Bishop Society

This new community honors and engages individuals who have made significant and sustained career contributions to academic family medicine.

Light the Torch

Through your gifts to the STFM Foundation, you help develop the pipeline for academic family medicine. To learn more, contact Mindy Householder at mhouseholder@stfm.org or 800.274.7928.

Bright Lights

Bright Lights are STFM member donors who generously remember STFM in their charitable giving and estate plans. Together they light the way for students, residents, and new faculty family medicine leaders to be recognized with STFM scholarships and awards.

North Stars

North Stars are our best and brightest students, residents, and new faculty who have been recognized with STFM scholarships and awards and provide inspiration as future academic family medicine leaders.

STFM has been my primary venue for understanding that which has confronted education in the changing environment of American medicine.

- STFM Bright Light John Frey, MD

STFM has also provided Underrepresented in Medicine (URM) faculty and students a space to have our voices heard.

- STFM Bright Gilberto Granados, MD

Teaching will keep my clinical skills and knowledge sharp, but more importantly, it will keep my soul fed.

- STFM North Star, Natalie Stahl, MD

A childhood teacher believed I was more likely to end up in jail than become a doctor, fueling my desire to apply to medical school, create change, and inspire future family physicians.

- STFM North Star, Christopher DeShawn Watson, MD, MPH

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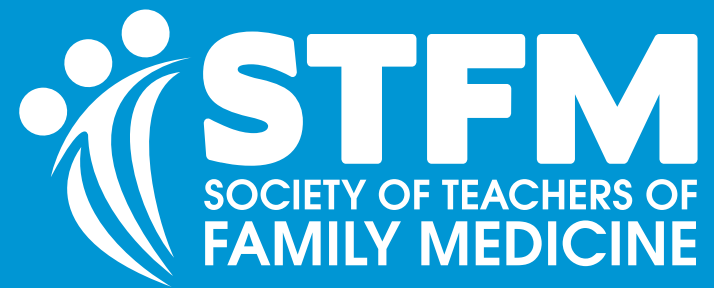
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