



Ann Fam Med 2016;14:86. doi: 10.1370/afm.1900.

FACULTY FOR TOMORROW INITIATIVE PLANS RESIDENT PRECONFERENCE WORKSHOP

A full-day preconference workshop designed for residents interested in careers in academic family medicine will take place at the STFM 2016 Annual Spring Conference.

The workshop, created by the STFM Faculty for Tomorrow Task Force and sponsored by the STFM Foundation, will help residents gain the attitudes, knowledge, and skills needed to succeed and thrive as new faculty.

Participants will learn:

- The personal and professional rewards, as well as the major challenges, that come with being faculty in family medicine (attitude)
- The top 10 pearls of clinical teaching and describe practical strategies for success in academia (knowledge)
- How to give effective feedback to learners and write a winning curriculum vitae for a faculty position (skills)

"This workshop will include stories of inspiration from family medicine leaders across the country, a guided self-assessment and reflection, breakout sessions with 4 different learning stations, a mentoring luncheon, 2 keynote speakers, a career planning panel, and a popular speed mentoring session with some of the most respected faculty in family medicine," said Steven Lin, MD, workshop organizer.

Residents will be asked to reflect on their goals (both short-term learning goals and long-term career goals), and to complete a self-assessment tool that will measure their readiness to become new faculty. The tool will include a series of questions, measured on a 7-point Likert scale, as well as a free-response section. Participants will repeat the same instrument at the end of the day, and provide a written evaluation of the workshop. "We also plan on conducting a 6-month post-conference assessment. The data collected will be used in a manuscript that will be submitted to *Family Medicine*," said Dr Lin.

Preconference presenters include Faculty for Tomorrow Task Force Members Stoney Abercrombie, MD; Paul Gordon, MD; Kelly Jones, MD; Steven Lin, MD; Cathleen Morrow, MD; Sonya Shipley, MD; Sharon Hull, MD, MPH; and Paul Larson, MD, MS, DTMH.

A consensus exists that there is a dire need for more faculty, and that the shortage is likely to get worse as the demand for training of family physicians increases. There are challenges with both recruitment and retention of sufficient numbers of family medicine faculty. In 2015, the Faculty for Tomorrow Initiative was created to address the critical faculty shortage in family medicine. This initiative focuses on strategies to (1) expand STFM's formal faculty recruiting, (2) provide support for especially talented young faculty, and (3) identify young family physicians with leadership potential.

The American Board of Family Medicine (ABFM) Foundation recently awarded a grant of \$75,000 to the STFM Foundation to fund Faculty for Tomorrow. "The ABFM Foundation has signaled its support for enhancing the skills of faculty needed to prepare future family physicians to practice in a rapidly changing health care system," says James Puffer, MD, ABFM president and CEO. "The Foundation's support of STFM's Faculty for Tomorrow is a logical extension of its efforts to identify and prepare faculty for this important task."

To learn more about the preconference workshop visit <http://www.stfm.org/annual>. For more information on the Faculty for Tomorrow Initiative, visit <http://www.stfm.org/Foundation/FacultyforTomorrow>.



Ann Fam Med 2016;14:86-87. doi: 10.1370/afm.1894.

THE RESIDENCY CURRICULUM RESOURCE: A USERS' PERSPECTIVE

Ten months ago, the Association of Family Medicine Residency Directors (AFMRD) and the Society of Teachers of Family Medicine (STFM) launched the subscription version of the national Residency Curriculum Resource. This is the first time residency programs across the country have partnered to create a national curriculum that can be shared for teaching and learning.

Through a peer-reviewed process, more than 220 topics are being developed into a standardized overall curriculum. The Residency Curriculum Resource has always contained information available free of charge, including content overview and links to the AAFP and other resources that can be used in residency education. The Residency Curriculum Resource is much like

an app that you can get for free, which contains some basic features; however, if you want the full content you'll need to pay.

At the time of this writing, 177 programs have paid for their first annual subscription. Some programs are currently using the Residency Curriculum Resource for organizing their curriculum and learning sessions, filling in areas where previously quality content was not readily available. Faculty have taken this to heart and are using the learning sessions to improve their own lectures by adding case studies, as well as pre- and post-tests. Because these presentations are peer reviewed, they give a standardized set of information. Rather than concentrate on the esoteric and long lists of items to memorize, the Residency Curriculum Resource contains the meat of what must be learned, and creates discussion and further learning and scholarly inquiry for programs.

The advantage of the Residency Curriculum Resource is that it is a continuous, living repository. By the time the 2016 Program Directors Workshop rolls around it is expected that nearly all of the initial curriculum will be finished. New content will be added over time, and all content will be continually updated. Authors are required to keep their information up-to-date and consider feedback on how to improve the learning and content in each session.

Since this is a large shared system designed to improve program efficiency and quality—and

to expand over time—the Residency Curriculum Resource is on track to be an annual investment no program will want to be without.

Program faculty can now spend less time trying to create learning sessions and instead concentrate on effective teaching methods. Small programs with limited faculty no longer need to spend so much time reinventing the wheel. The AFMRD would encourage every program in the country to use these tools to improve their training, using their time effectively mentoring and guiding residents to self-learning. The faculty time saved in recreating and updating over 220 learning sessions translates into potential savings of thousands of dollars for a residency program.

We have longed for the ability to have a living and shared system for all programs to improve the quality and performance of their residents on both board exams and clinical practice of family medicine. The Residency Curriculum Resource fills that need.

This is such an exciting time for family medicine residency education. We look forward to the expansion and enhancements within the Residency Curriculum Resource over the coming years. We are committed to support the improvement of medical education in family medicine residencies through this ambitious initiative

*James W. Jarvis, MD; Todd Shaffer, MD, MBA
Tom Miller, MD; Karen Mitchell, MD; W. Fred Miser, MD*