

## **Faculty Development Fellowship Curriculum Outline**

### **Goal**

To provide academic enrichment and mentorship activities to students and residents within the Consortium to increase diversity of faculty at UConn Health and affiliate institutions.

### **Objectives**

At the end of the program participants will be able to:

1. Demonstrate leadership skills sufficient to execute the responsibilities of a junior faculty member
2. Demonstrate basic research design and methods skills in an educational or clinical setting
3. Demonstrate strategies to assess practice quality and promote improvement
4. Demonstrate skill in delivering culturally responsive care
5. Demonstrate effective teaching skills in undergraduate and/or graduate medical education environment
6. Demonstrate a commitment to advocacy to promote health equity

### **Competencies**

- Medical Education
  - Demonstrate knowledge and application of learning science in the medical education environment
  - Demonstrate the ability to write meaningful goals and objectives
  - Demonstrate knowledge of the principles of evaluation and assessment
- Leadership
  - Demonstrate knowledge of the basic principles and practices of effective team-building
  - Describe strategies to effectively lead when one is not in a leadership position
  - Develop a plan to nurture one's own leadership skills over time
- Scholarship and Quality Improvement
  - Demonstrate the ability to develop a research question and design an appropriate study to explore the identified issue
  - Demonstrate functional data collection, management and analytic skills
  - Demonstrate an understanding of the principles of ethical research
- Advocacy
  - Demonstrate a basic knowledge of the principles of community engagement/collaboration

- Demonstrate an understanding of the systems level factors that negatively impact the health and well-being of individuals, families and communities
- Demonstrate knowledge of team-based approaches to promote and maintain patient wellness
- Health Equity
  - Demonstrate an understanding of the contributors to health inequity in the local community
  - Demonstrate an understanding of the major contributors to health inequity in one's clinical site
  - Develop a plan for health equity improvement at one's clinical practice

## **Content and Conduct**

### Instruction in Quality Improvement and Patient Safety

- IHI Open School  
[https://www.ihl.org/\\_layouts/15/ihl/login/login.aspx?ReturnURL=https%3a%2f%2fmy.ihl.org%2fportal%2faccount%2fportal%2frise%2fContacts%2fContactLayouts%2fAccountPage.aspx%3fhkey%3d2f2d1224-6ed0-45e4-b10c-6330e33a5c3d](https://www.ihl.org/_layouts/15/ihl/login/login.aspx?ReturnURL=https%3a%2f%2fmy.ihl.org%2fportal%2faccount%2fportal%2frise%2fContacts%2fContactLayouts%2fAccountPage.aspx%3fhkey%3d2f2d1224-6ed0-45e4-b10c-6330e33a5c3d)

### Instruction in Medical Education

- *General*
  - Science of learning
  - Self-regulation and expertise
  - Evidence-based educational intervention
- *Evaluation:*
  - Summative evaluation
  - Formative evaluation
  - Feedback
- *Planning:*
  - Needs assessment
  - Multifaceted interventions
  - Sequencing
- *Implementation:*
  - Interaction
  - Commitment to change
  - Educational meetings, structure of

### Instruction in Research Methods and Scholarship

#### Longitudinal project

- Work with the departmental or institutional Quality Improvement committee to integrate health equity and the reduction of health disparities as a central focus of Quality Improvement

## Mentoring

- Fellows will be mentored by a faculty member throughout the program
- Fellows will also be expected to develop mentoring relationships with underrepresented students (through the Minority Mentoring Program in the SOM) and residents

## Educational Activities

The learning activities of the fellowship will occur over a three-year period. The bulk of the educational time will be asynchronous self-study. Fellows are expected to participate in meetings with their mentors every other month at a minimum. There will be quarterly meetings that will be organized by residency class (i.e. PGY 1, PGY 2, and PGY 3). The quarterly meetings will provide time for didactic learning, collaboration, and social engagement among the fellows. An outline of the organization of each year is below.

### Year 1

The curricular activity in Year 1 will be devoted to completing the IHI Open School Basic Certificate. The modules/courses required are listed below.

- Improvement Capability 101, 102, 103, 104, 105, 106
- Patient Safety 100, 101, 102, 103, 104, 105, 106
- Leadership 101
- Person- and Family-Centered Care 101
- Quality, Cost, and Value 101

Given the fact that admission to the fellowship will occur following the opening of the start of the PGY 1 year, there will only be 3 quarterly meetings during the PGY 1 year.

### Quarterly Meeting 1

- Review of IHI Open School progress, and discussion of content
- **Science of Learning:**  
<http://www.tandfonline.com/eprint/XNNMcXSWQnASEvbEiNKf/full>
- Research methods 1 – Research methodologies

### Quarterly Meeting 2

- Review of IHI Open School progress, and discussion of content
- **adult learning theory:**  
[https://lincs.ed.gov/sites/default/files/11\\_%20TEAL\\_Adult\\_Learning\\_Theory.pdf](https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf)
- Research methods 2 – Critical appraisal  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5037949/>  
<https://cebma.org/resources-and-tools/what-is-critical-appraisal/>

### Quarterly Meeting 3

- Review of IHI Open School progress, and discussion of content
- Evidence-based educational strategies
- Research methods 3 – Defining a research question (identify connection to health equity)

#### Evaluation and Feedback

Methods of evaluation during the first year of the fellowship include:

- Self-evaluation
- Successful completion of On-Line Tutorials/Exercises
- Delineation of a research question
- Mentor assessment

#### Year 2

The curriculum in Year 2 will be devoted primarily to developing and completing a research project and building skill in instruction and assessment

#### Quarterly Meeting 1

- Leadership in Advocacy – The roots of health disparities
- Education – Needs assessment and developing effective relationships with learners; boundaries and responsibilities
- Research – Develop Research Outline/ Study Design

#### Quarterly Meeting 2

- Leadership in Advocacy – The value of diversity in the healthcare workforce
- Education – The basic principles of feedback
- Research – Research protocol and IRB application

#### Quarterly Meeting 3

- Community Engagement/Education – The role of education in mitigating healthcare disparities
- Education - Meaningful, effective formative assessment
- Research – Data collection and analysis

#### Quarterly Meeting 4

- Community Engagement/Education – Strategies for making a difference in health disparities through community engagement
- Education - Meaningful, effective summative assessment
- Research – Data collection and analysis

#### Evaluation and Feedback

Methods of evaluation during the second-year of the fellowship include:

- Self-evaluation
- Successful completion of research project proposal and execution
- Mentor assessment

### Year 3

The curriculum in Year 3 will be devoted to developing scholarly output from research and securing a faculty position

#### Quarterly Meeting 1

- Leadership – Job Negotiation, CV preparation
- Education – Multi-faceted interventions
- Research – Preparing a manuscript 1.0

#### Quarterly Meeting 2

- Leadership – Job Negotiation, Knowing your worth
- Education – Paths to educational leadership
- Research – Preparing presentations

#### Quarterly Meeting 3

- Leadership – Closing the deal
- Education – The structure of educational meetings
- Research – Preparing a manuscript 2.0

#### Quarterly Meeting 4

- Closing assessment, reflection, and feedback from fellows

#### Evaluation and Feedback

Methods of evaluation during the third- year of the fellowship include:

- Summative self-evaluation
- Successful completion of scholarly product of research (presentation or publication)