

Scholarly Activity Guidelines Review Committee for Family Medicine



The Review Committee for Family Medicine has provided guidelines on how it interprets scholarly activity for compliance with the Program Requirements. These guidelines include definitions and expectations, as well as examples of scholarly activities recognized by the Review Committee, and are provided here as a resource for programs.

Principals:

- Scholarship/scholarly activity entails contribution to knowledge available to the discipline of family medicine and/or its subspecialty fellowship areas.
- To be recognized as scholarship, contributions must be:
 - shared with peers; and,
 - subject to peer review.
 - Peers are defined as similar in level of experience and education as the individual conducting the scholarly work. Faculty members and fellows are generally expected to communicate their work at a regional or national level for it to be considered a contribution to the discipline as a whole. Residents may share their work at a local, state, regional, or national level for it to be recognized as scholarship.

Faculty members, fellows, and residents are expected to document scholarly productivity at the minimum frequencies noted here:

Table 1

| | Residency Faculty Members (Core/Key) | Residents | Fellowship Faculty Members (Core/Key) | Fellows |
|--------------------------------------|---|--------------------------------------|---|-------------------------------------|
| Number of scholarly works | two per faculty member on average over five years | one per resident by end of residency | one per faculty member per year, averaged over five years | one per fellow by end of fellowship |

Table 2 provides *examples* of scholarly work that may be recognized as such by the Review Committee. Programs, faculty members, and residents are encouraged to demonstrate scholarship in these or other ways that meet the basic requirements of scholarship noted above, and with the frequency specified in Table 1.

Table 2

| Type of Scholarship | Purpose | Sample Measures of Performance | |
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| | | Residents: Local and/or State (Note: residents may also | Faculty Members and Fellows: Regional or National |
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| | | <i>meet the requirement by demonstrating scholarship at a regional or national level as listed for faculty members and fellows)</i> | |
| Discovery | Build new knowledge through hypothesis-driven original basic, clinical, epidemiological, or other research on health or disease | <ul style="list-style-type: none"> ▪ Present a poster at a residency research fair ▪ Publish an original research paper or abstract in a residency newsletter ▪ Present a report of original research in local/state grand rounds or in a residency conference | <ul style="list-style-type: none"> ▪ Present a poster at a refereed statewide family medicine research fair ▪ Publish an original research paper in a peer-reviewed state or national medical journal ▪ Present a report of original research in grand rounds at another institution, or in a refereed regional or national professional conference |
| Integration | Synthesize current knowledge so as to make it useful to other researchers, clinicians, patients, policy-makers, and/or educators | <ul style="list-style-type: none"> ▪ Present a case study and literature review of a clinical problem in local/state grand rounds ▪ Lead a local or state patient education conference series on care for a chronic condition ▪ Publish an op-ed in a local or state newspaper explaining the meaning and significance of a current public health concern ▪ Publish a letter to the editor of a national medical journal analyzing results of a paper published by others | <ul style="list-style-type: none"> ▪ Publish a clinical review paper in a peer-reviewed national medical journal ▪ Publish a focused review (e.g., a “POEM”) regarding a clinical question in a peer-reviewed online journal ▪ Testify in the state legislature regarding strategy to manage a public health problem ▪ Present a review of evidence-based guidelines for management of a clinical problem in a statewide or national continuing medical education (CME) meeting ▪ Serve as Associate Editor or Editor of a state or national medical journal |
| Application | Use knowledge to improve health care, medical practice, health systems operation, public health, or | <ul style="list-style-type: none"> ▪ Present the design and results of a clinical quality improvement project conducted in the residency practice in a residency conference ▪ Describe the design, implementation, and | <ul style="list-style-type: none"> ▪ Present the results of a clinical quality improvement program implemented in a group of practices at a regional professional meeting ▪ Present the results of participation in a practice- |

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| | policy | <p>effects of a patient education program on risk behavior or chronic disease management in a residency newsletter</p> <ul style="list-style-type: none"> ▪ Serve as chair of local or state medical society committee; publish a report of that committee's accomplishments in a medical society newsletter | <p>based research network at a national professional meeting</p> <ul style="list-style-type: none"> ▪ Present on the process and results of seeking recognition as a patient-centered medical home in the residency practice at an invited plenary speech for a state medical society meeting ▪ Serve on a state or national professional committee developing and implementing programs to improve medical practice or education (e.g., a national committee or board such as for American Academy of Family Physicians (AAFP), American Board of Family Medicine (ABFM), Accreditation Council for Graduate Medical Education (ACGME), National Resident Matching Program (NRMP), American Medical Association (AMA), Patient Centered Primary Care Collaborative (PCPCC), etc.) ▪ Obtain foundation, state, or federal government funding for a grant to implement practice improvement or redesign |
| Teaching | Develop, implement, and evaluate educational programs, rotations, courses, materials, or other resources to educate students, health | <ul style="list-style-type: none"> ▪ Prepare an enduring curriculum for use in a residency program: conduct needs assessment, prepare objectives, activities, and evaluation, conduct and summarize results of a pilot implementation; present to the residency faculty for incorporation | <ul style="list-style-type: none"> ▪ Obtain a Title VII grant to implement a new medical education curriculum ▪ Develop, implement, and report a new curriculum for a national professional educational course or module in an existing program (e.g., Advanced Life Support in Obstetrics (ALSO), National Institute |

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| | <p>care professionals, patients, or the public</p> | <p>into ongoing curriculum</p> <ul style="list-style-type: none"> ▪ Develop and implement a program for patient self-care for chronic disease; present the outcomes in a residency conference and publish a summary report in a residency newsletter | <p>for Program Director Development (NIPDD), etc.) to a sponsoring professional organization</p> <ul style="list-style-type: none"> ▪ Evaluate a new skill-building workshop for students, faculty members, or residents; present a curriculum and results at another residency program, pr at a state or national professional meeting ▪ Publish an evaluation of a new curriculum in a state or national medical journal |
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