What follows are the highlights of significant or new STFM activities since the August 2018 Working Party meeting.

Bishop Society
In September 2018, staff sent an invitation to former Bishop Fellows and F. Marian Bishop Leadership Award winners inviting them to become founding members of the Bishop Society. The reaction and response have been strong and affirming. The Bishop Society is intended to recognize and honor STFM members who have made distinguished career contributions to academic family medicine, create a forum for these leaders to interact and communicate with one another, and serve as a resource for mentorship, leadership training, and other counsel for STFM.

   The Bishop Society will have its first business meeting at the 2019 Annual Spring Conference in Toronto and will elect a chair and vice chair for 3-year terms. Beat and Stacy will speak at this first meeting to update them on STFM priorities and activities and provide some ideas on how we can tap into their talents.

STFM Foundation Activities
African American, Latino, American Indian, Alaska Native, Native Hawaiian, and other Pacific Islander faculty members collectively make up only 9% of academic medicine while representing almost 33% of the national population (AAMC/US Census Data).

To address this problem, STFM and the STFM Foundation launched a new initiative in 2018 to increase the number of underrepresented in medicine medical students, residents, and new faculty going into academic family medicine. We’ll be working to develop URM leaders within family medicine education and within the broader academic medicine community.

   The first phase is a campaign to raise funds to support existing programs and increase URM participation in STFM and these programs. In phase two, we will expand beyond our existing activities and partner with other organizations based on defined areas of focus and objectives, including mentorship, leadership, URM community preceptors, and scholarship.

Shots by AAFP/STFM
Launched in April 2018, the AAFP/STFM joint immunization app blends the best functionality of the former AAFP and STFM immunization apps. The app is embedded within the AAFP umbrella of apps, and there is a duplicate stand-alone app that doesn’t require entrance through the AAFP. Use in 2018 has been strong, and total user sessions to date have surpassed 2017 and 2016 user sessions. The AAFP staff reported that members at FMX expressed support for the app as well as the organizations working together on this project.

2018 Total Sessions as of October 31: 126,565

Use of the STFM Shots app prior to the launch of the joint app:
2017 Total Sessions: 120,961
2016 Total Sessions: 96,000

New Association Management System for STFM, NAPCRG, and ADFM
It has been a busy 2018 for the STFM staff as we work to transition from our JLS association management system to Fonteva. We have also built our own abstract management system to handle our call for papers submission and review processes for STFM and NAPCRG. Because our website used the content management system within JLS, we also rebuilt the STFM, ADFM, and NAPCRG websites to coincide with the launch on December 14. Whew!
We remain optimistic that once we launch, we’ll have a new system that gives all three organizations a responsive web design, real-time dashboard reporting, rich data quality reporting & querying tools, and robust custom development options. Phase two over the next 6 months will be additional tweaks based on user experience and the addition of new functionality to the system.

**STFM Annual Spring Conference Is Coming to Toronto in 2019**

STFM is excited to bring its 2019 STFM Annual Spring Conference to the Sheraton Centre Toronto, April 27-May 1, 2019. For the past 2 years, STFM staff has had productive conversations with Ivy Oandansan, MD, and other leaders within the College of Family Physicians of Canada to look for opportunities to collaborate at this event. **CFPC Section of Teachers Chair James Goertzen, MD**, joined the STFM Program Committee this past year to provide insight and input on conference planning and potential collaborations with our CFPC colleagues. We are excited about the number of Canadians who submitted to the conference and see this as an important opportunity for relationship building and idea sharing. Several US/Canadian sessions and activities are planned, including these invited presentations with presenters from both countries:

- The Family Physician as Advocate
- Welcome to the Family: Promoting Interest in Family Medicine
- Developing Foundational Competencies for Medical Teachers: A Tale of Two Countries
- Developing & Implementing Curricula on Climate Change in Family Medicine Training
- Assessment Across Boundaries
- US Work on Diversity & Allyship and Canadian Pursuit of Cultural Competence/Safety/Humility

**Health Equity Efforts**

STFM has launched a Health Equity Awareness Campaign throughout 2019 to provide resources and education to reshape medical education and empower family physicians to provide community-responsive care that reduces disparities. Our health equity campaign aligns with family medicine’s 25% by 2030 initiative and the STFM Foundation’s underrepresented in medicine fund-raising efforts. Senior STFM staff are participating in the Family Medicine Health Equity Action Team (FM HEAT) to share ideas and collaborate on health equity work.

**What We’ll Do During Our 2019 Campaign:**

- Weave health equity into our conferences through:
  - Health equity conference themes and calls for presentations on health equity topics. We anticipate numerous health equity sessions at the Annual Spring Conference.
  - Preconference workshop at the Conference on Practice Improvement for coordinators on social determinants of health
  - Workshop at the Conference on Medical Student Education for students on recognizing inequities and being advocates for change (possibly partner with Beyond Flexner)

- Conduct a webinar and publish an education column about teaching residents and students about health equity
- Publish blog posts from residency programs and departments of family medicine that have addressed health equity in their curriculum and/or community
- Publish in January 2019 a dedicated issue in *Family Medicine* on racism, including a column from the three presidents and CEO
• Use one of our presentation slots at the National Conference of Residents and Students for a presentation on health equity.

• Create a microsite to share health equity resources, including those from the mentoring project and FMAHealth

• Promote STFM and others’ health equity resources through Facebook and Twitter

• Continue scholarships for URM to attend STFM conferences

• Look for opportunities to weave health equity into the Residency Faculty Fundamentals Certificate Program

• Continue communications and collaboration with the AAFP Center for Diversity and Health Equity and the Association of American Medical Colleges and look for opportunities to collaborate with others addressing health equity. David Acosta, MD, AAMC chief diversity and inclusion officer is coming to Toronto to participate in our Board meeting, preconference workshop, and a special session on AAMC work on holistic admissions and restorative justice.

Preceptor Expansion Action Plan
Primary care clerkships are struggling to obtain and retain quality clinical training sites. To address this threat to the sustainability of America’s medical education system, has taken the lead of a multi-year Preceptor Expansion Initiative. An interdisciplinary, interprofessional oversight committee sets the direction for the work, provides input on the work of the teams, and discusses plans for communication and dissemination. STFM acknowledges and appreciates the financial support for the initiative from the ABFM Foundation, the Physician Assistant Education Association, STFM, and the FMAHealth Board.

► Initiative Goals:

• 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.

Work teams have developed implementation plans with steps, timelines, and budgets to achieve their goals.

Tactic 1: Work with the Centers for Medicare and Medicaid Services (CMS) to revise student documentation guidelines
This team’s task was to explore with CMS, and other federal bodies as needed, ways to revise student documentation guidelines to relieve unnecessary administrative burdens on preceptors and increase the active learning of students.

The Tactic 1 team and others invested in the outcome created a request that was vetted by several organizations. Members of the team then met with CMS in December 2017, providing arguments in favor of the change and proposing revised transmittal language. On February 2, CMS released a revised transmittal, Pub 100-04 Medicare Claims Processing Manual (updated May 31), that “allows the teaching physician to verify in the medical record any student documentation of components of E/M services, rather than redocumenting the work.”

While widely celebrated, the new transmittal generated numerous compliance questions. The team continues to advocate for making the guidelines more inclusive of physician assistants and nurse practitioners.

Tactic 2: Integrate interprofessional/interdisciplinary education into ambulatory primary care settings through integrated clinical clerkships
Lead by the PAEA, this tactic explores a means to increase the number of learners at a given site without putting more pressure on the clinician’s shoulders. This means transforming education, in conjunction with the practice, away from the preceptor/student model or a model favoring any one
profession's education requirements. The team has identified a comprehensive list of opportunities where students could be integrated in useful ways into clinical practice workflows. The list/workflows highlight areas and processes that could accommodate multiple and/or interprofessional students. The workflows will be vetted with preceptors and then translated into implementation tools.

**Tactic 3: Develop standardized onboarding process for students and preceptors and integrate students into the work of ambulatory primary care settings in useful and authentic ways**

The team is developing student onboarding resources and processes that will include:
- A student passport that captures a student's training, screenings, clerkship background, objectives for the current clerkship, and basic information about the student
- Education for students on how to hit the ground running at their clerkship site
- Three online training modules for students: "How to Create a High-Quality and Billable Note in the Medical Record," "How to Perform Medication Reconciliations," and "Motivational Interviewing."
- Promotion of curriculum to meet goals and objectives outlined in the appendix of the AAMC's Recommendations for Preclickship Clinical Skills Education for UME.

The team is developing preceptor onboarding and processes that will include:
- Use of the AAMC Uniform Clinical Training Affiliation Agreement with preceptors
- A faculty appointment onboarding process where administrative personnel at the institution assist new preceptors in developing and formatting CVs during a phone interview
- An online STFM course on Giving Feedback

These resources and processes will be piloted as part of Tactic 4. The pilot begins in early 2019.

**Tactic 4: Develop educational collaboratives to improve administrative efficiencies for family medicine community preceptors**

In early 2019, the Tactic 4 team will launch a multi-year pilot called Building Better Clinical Training Experiences: A Learning Collaborative. During the pilot, family medicine departments will participate in one of three projects to implement, evaluate, and disseminate innovative approaches to standardize the onboarding of students and to engage community preceptors.

Five family medicine departments will be selected for each of the three projects through a competitive application process. Preference will be given to departments collaborating with two or more other specialties/departments/professions. Over the next 2 years, departments and their collaborators will test the materials and processes being developed as part of Tactic 3, as well as recognition and incentive programs being developed as part of Tactic 5. The teams will participate in online and in-person learning communities to share/learn about intervention approaches; conduct standardized pre/post measurement; and disseminate their findings. A call for applications for the pilot will open in January 2019. This tactic is funded by the ABFM Foundation. STFM is partnering with the Robert Graham Center to evaluate these collaboratives and disseminate the results.

**Tactic 5: Promote productivity incentive plans that include teaching and develop a culture of teaching in clinical settings**

The unifying theme of the tactics under this umbrella is creating the incentives and culture needed to expand the pool of preceptors. The target audience for these efforts is the practices and health systems that employ community preceptors.

- On April 2, 2018, STFM and the ABFM kicked off a pilot program that offers Performance Improvement continuing certification credit (previously MOC Part IV) to ABFM diplomates who provide personal instruction, training, and supervision to a medical student or resident and who participate in a teaching improvement activity. The pilot ends December 3, 2018. The program will be tweaked, based on lessons learned, and rolled out broadly in 2019.
• Competencies and incentives for community faculty have been developed in collaboration with the STFM Faculty Development Collaborative and will be piloted in the Tactic 4 pilot.

• Several articles/manuscripts have been published and information has been disseminated through presentations.

**Residency Faculty Fundamentals Certificate Program**

On June 19, 2018, STFM celebrated its 1-year anniversary of the Residency Faculty Fundamentals Certificate Program, an online, self-led course that provides foundational training for residency faculty. As of December 10, 2018, there are 236 learners enrolled in the program. Our faculty instructors are Karyn Kolman, associate program director for the University of Arizona South Campus FMR, and Anne Donnelly, MD, faculty and medical director for Crozer-Keystone Family Medicine Residency Program.

**Course list:**
- ACGME Program Requirements
- Competencies, Milestones, and EPAs
- Structure and Funding of Residency Programs
- Billing and Documentation Requirements
- Recruiting and Interviewing Residents
- ABFM Rules and Requirements
- Scholarly Activity
- Writing for Academic Publication
- Curriculum Development
- Didactic Teaching Skills
- Clinical Teaching Skills
- Assessment and Evaluation
- Giving Feedback
- Residents in Difficulty: Academic and Behavioral Problems

**Medical Student Faculty Fundamentals Certificate Program**

STFM is taking what we have learned from the Residency Faculty Fundamentals Certificate Program to create a faculty fundamentals certificate program for medical student faculty. The Medical Student Education Committee has provided input on a course list and will develop the course content, along with staff and subject matter experts. Medical School Faculty Fundamentals Certificate Program will launch in the spring 2019.