Comparison
Fellowship vs. Certificate
<table>
<thead>
<tr>
<th></th>
<th>Fellowship</th>
<th>Certificate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Started</strong></td>
<td>1987</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Number of Participants</strong></td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td><strong>Application Process</strong></td>
<td>Application more extensive</td>
<td>Application simpler</td>
</tr>
</tbody>
</table>
| **Structure, Time and Travel Commitments** | 5 weeks in Seattle over an academic calendar year.  
Some work in between fellowship weeks.  
Fellowship Project. | 2 times in Seattle--Tacoma area (Spring & Fall).  
Monthly 1.5 hour teleconference sessions.  
Individual Faculty Development Plan. |
| **Content**                  | Core faculty development topics:  
• Residents in Difficulty, Scholarship, Curriculum Development, Teaching and Learning.  
• Topics generated from needs assessment of participants.  
• Scholarly writing project required.  
• Program-based project required. | Core faculty development topics.  
• Topics generated from needs assessment of participants.  
• Some Pre-work before teleconference sessions. |
<table>
<thead>
<tr>
<th>Target Participants</th>
<th>Fellowship</th>
<th>Certificate Program</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Faculty with long-term commitment to program. Expectation is that graduated fellows will stay for 2 years. • Interested and able to devote a substantial amount of time to faculty development. • Responsible for creating significant programmatic or curricular changes. • New faculty • Faculty returning to faculty role after some time away from teaching. • Faculty being considered for program leadership roles in the future.</td>
<td>• Faculty who can’t or do not want to travel or be away from their families for 5 weeks. • Programs that cannot afford faculty being gone for 5 weeks (faculty shortage, etc.). • Comfortable with engaging on virtual/technology based learning platforms (zoom, adobe connect, etc.). • New faculty • Faculty returning to faculty role after some time away from teaching. • Faculty being considered for program leadership roles in the future.</td>
</tr>
<tr>
<td>Nomination Process</td>
<td>Program Director nominates applicant</td>
<td></td>
</tr>
<tr>
<td>Selection Process</td>
<td>• Based on which programs have had recent participants aiming to achieve equal access for all WWAMI programs • Participation in the certificate program does not prevent that same faculty member from participating in the fellowship in the future • However, past participants of the fellowship are ineligible to participate in the certificate program, unless they had spent significant time away from teaching and then returned to residency teaching.</td>
<td></td>
</tr>
</tbody>
</table>
# Fellowship Core Curriculum Components

## Residents in Difficulty
- Prerogatives Model/Apply to Cases
- Legal Issues with Cases
- Evaluation and Remediation
- Impairments

## Curriculum Development and Evaluation
- Competency-Based Assessment
- Goals and Objectives
- Writing Curricula
- Evaluations and New innovations

## Teaching and Learning
- One-Minute Preceptor
- Learning Styles and Implications for Teaching
- Teaching at the Bedside
- Advising
- Self-Assessment: 360 Degree Feedback
- PowerPoint, SmartArt and Prezi Tutorial

## Administration and Leadership
- Introduction to UW Department of Family Medicine
- Residency Financing
- Time Management
- Running Effective Meetings
- Group Think: The Road to Abilene
- Difficult Conversations
- Pay for Performance and Creation of Medical Homes
- Resident Recruitment
- FM-RC Guidelines and Milestones
- Use of Technology
- Supervising: Autonomy and Letting Go
- Advising, Evaluating, Giving Feedback to Residents
- Morbidity and Mortality: Helping Residents Deal with Mistakes
- Resident and Program Life-Cycle

## Professional Development
- Career Development in Family Medicine
- Career Mentors: Why They matter
- Critical Appraisal
- Statistics for HDAs

## Evidence-Based Practice
- Fresno Assessment and Review
- Evidence-Based Precepting
- Pay for Performance and Creation of Medical Homes
- Resident Recruitment
- FM-RC Guidelines and Milestones
- Use of Technology

## Mentoring and Resident Development
- Your Typical Faculty Week and Program Snapshot
- Developing a CV and Professional Portfolio
- Avoiding Burnout
- Getting Started in State Academies and Legislative Process

## Family Medicine Discipline
- Future of Family Medicine and Clinical Practice Sustainability
- Patient Centered Medical Home
- Political Advocacy
- Getting Started in State Academies and Legislative Process

## July
<table>
<thead>
<tr>
<th>October</th>
<th>January</th>
<th>March</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Leadership</td>
<td>Professional Development</td>
<td>Mentoring and Resident Development</td>
<td>Family Medicine Discipline</td>
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