

Correspondent

GROUP ON EDUCATIONAL AFFAIRS

Published by the Association of American Medical Colleges

Vol.15, No.1 - Spring 2002

Chair's Message

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Over the last several years the GEA has involved many faculty from all of the regions in two major projects: the Scholarship Project and the Assessment of Professionalism Project. Work continues on both projects. With the able leadership of Rhee Fincher, M.D., Medical College of Georgia, and Deborah Simpson, Ph.D., Medical College of Wisconsin, the Scholarship Project has entered its second phase. The group working on the Scholarship Project intends to produce a document focused on valuing teaching and educational scholarship for use by individual faculty as well as institutions.

The Assessment of Professionalism Project was the focus of work at each of the regional meetings in 2001 as well as two plenary sessions during the November, 2001 annual meeting. Participants at the regional meetings and the plenary sessions provided valuable insights and suggestions for the resource document and matrix being developed through the project. At the first plenary session, sponsored jointly by the GEA, the Group on Student Affairs (GSA), the Society of Academic Continuing Medical Education (SACME) and the Organization of Student Representatives (OSR) participants analyzed two case scenarios with complex professionalism issues. The second plenary session began

with presentations by a panel of experts on the topics of the definition of professionalism; teaching and assessing professionalism; and a research agenda for professionalism. Participants at the session had the opportunity to contribute to the 3-dimensional matrix under development. Since the annual meeting, the Undergraduate Medical Education section has created an annotated bibliography of assessment of professionalism articles, which is available on the UGME web site at: www.aamc.org/members/gea/ugme-section/. In addition, the document and matrix will be available at each 2002 regional meeting.

While these two projects continue toward implementation in the regions, the GEA Steering Committee has identified its next major initiative that will also call upon the expertise within the Regions and the Sections for significant participation. This initiative asks the GEA to be a "solutions provider" regarding the Accreditation Council on Graduate Medical Education's (ACGME) six competencies: Patient Care, Medical Knowledge, Practice-Based Learning and Improvement, Interpersonal and Communication Skills, Professionalism, and System-Based Practice.

The overall plan calls for the development of a number of resources for teaching and assessing the competencies: an annotated compendium/workbook of available resources for teaching and assessing each competency; practical, how-to workshops; and a guide for implementation at the institutional level. The GEA will focus initially on the creation of the compendium, determining

what already exists, what gaps need to be filled, and developing missing materials. The work done to date on the Assessment of Professionalism project will serve as a model for focusing on the teaching and assessment of the six ACGME competencies.

The first step in the new initiative will take place at the spring regional meetings where the Regional and Section chairs will provide a description of the initiative and seek volunteers to help develop the criteria for what will be included in the compendium as well as identify the reviewers to critique the resources. Of necessity, the GEA leadership will be maintaining contact with both the ACGME and the Accreditation Council on Continuing Medical Education (ACCME) as the project moves forward.

This is an ambitious undertaking that will provide practical, "how to" approaches to implementing the ACGME competencies. The GEA is the ideal organization

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to take on this initiative because, through the Regions and Sections, the GEA crosses all disciplines and covers the continuum of medical education. The work of the new initiative will have impact in undergraduate medical education, continuing medical education, and research in medical education, as well as graduate medical education.

There is much work to do, and I hope each of you will take the opportunity to become involved in this major initiative. The GEA web site www.aamc.org/members/gea has been updated and I encourage you to check it for updates on the major projects of the GEA as well as information about the activities of each Region and Section.

REGIONAL REPORTS

NORTHEAST REPORT

NEGEA Regional Meeting: "Using Simulation for Education and Assessment"

This year's regional meeting will address the use of simulation at multiple levels of training (UME, GME, CME), its role in education to reduce medical errors, and its use in educational research (RIME). The University of Rochester School of Medicine and Dentistry will host the meeting from May 4-6, 2002.

A variety of interactive workshop formats will link the use of simulation to the needs of medical educators and encourage a team approach to exploring curriculum design, assessment and research. Small Groups/Workshops will be held in the University's PBL rooms. Demonstrations and Exhibits will provide participants with hands-on opportunities to explore various simulation techniques. A Poster session will showcase simulation projects already underway and assist those interested in identifying colleagues for cross-institutional collaborations.

The Saturday and Sunday sessions will familiarize participants with simulation techniques, their potential use in medical education, and what is being

used at other institutions. The Monday sessions are designed to help participants develop plans for using, or expanding, simulation techniques at their own institutions and to encourage dialogue, collaboration and/or research with colleagues from other institutions.

The goal of this conference is to make medical education professionals (1) become familiar with a variety of simulation tools; (2) identify which simulation tools might be applicable within their own institutions; (3) design and develop collaborative projects using simulations; (4) understand how to use simulation tools to assess competency; and (5) recognize how simulation tools can be used to reduce the potential for medical errors.

Register Now!!!

We have a terrific group of speakers, workshops, panels, and posters. Complete information is on the web: www.urmc.rochester.edu/cpe/negea/.

Survey of Institutional Representatives

To reinvigorate our regional organization, we are collecting data through a survey of institutional representatives. E-mail contact followed by phone calls from steering committee members are helping us to 1) verify institutional representatives contact data, 2) elicit ideas on how the NEGEA can better serve their faculty and program needs, 3) identify nominees for steering committee membership, 4) identify future sites for regional meetings, 5) encourage schools to participate in our regional meeting through identifying faculty to submit posters and workshops.

Web site

Our site is being updated. We will be asking for input at the regional meeting about what else will be helpful to add to the site. The current site is at: www.tufts.edu/med/curriculum/negea/welcome/

THIS IS YOUR ORGANIZATION!

We want to hear from individual members as well, so feel free to contact us with your ideas and suggestions: emily.manczuk@tufts.edu or any of the steering committee members below.

Steering Committee

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The GEA Correspondent is accessible through the GEA web site semi-annually by the Group on Educational Affairs of the Association of American Medical Colleges

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Central Group on Educational Affairs

Thanks to the endless energy of our volunteer members, the CGEA continues to be productive. The following is a brief summary of these efforts:

CGEA Spring Conference 2002

The Program Committee organized an excellent program this year based on the theme: Building and Assessing Competencies for Educators and Leaders. The Program Chair, Dr. Brian Mavis from Michigan State University together with his Co-Chair Dr. Giulia Bonaminio from the University of Kansas worked many months with the Section Leaders, Special Interest Group Leaders, and others to create an outstanding program.

The meeting is scheduled to begin on Thursday, March 14th through Sunday, March 15th. It will be held at the beautiful Drake Hotel located on Chicago's Magnificent Mile. Local arrangements are credited to our local hosts including Drs. Raymond Curry and John X. Thomas from Northwestern University Medical School. The tireless staff at NUMS' Office of Continuing Medical Education assisted them.

In addition to the workshops, papers and posters to be presented, plenary speakers include Dr. David Leach from the Accreditation Council for Graduate Medical Education who will speak on "Building And Assessing Core Competencies." Our second Plenary Speaker is Ann Woodworth, an Associate Professor of Theatre. The title of her presentation is "The Classroom as a Stage." The last, but certainly not the least, of our Plenary Speakers is a panel consisting of Drs. William Anderson (Michigan State University), Ilene Harris (University of Minnesota), and Deborah Simpson (Medical College of Wisconsin). These three well known individuals will speak on "Learning from the Legends."

Four MERE (Medical Education Resources Exchange) sessions are offered at this year's conference on the following topics: Assessing Competencies and

Tracking Medical Student Proficiency; Assessing ACGME Competencies; Graduate Follow-up Surveys; and Checklists for Performance-Based Assessments.

For additional details regarding the meeting, please check the CGEA Web site: www.medlib.iupui.edu/cgea/cgea/.

Collaborative Scholars Projects Program

A RFP was mailed to CGEA members announcing the February 1st deadline for submission of collaborative proposals for the CGEA grant program aimed at, "Advancing the CGEA as a Community of Scholars." Past CGEA Chair, Dr. Deborah Simpson, who continues to spearhead this valuable program now in its second year, will announce at the upcoming annual meeting who was awarded the grant for 2003.

Membership Director

A new ex-officio position was added to the Executive Committee to recommend strategies for recruiting new members and help the EC track membership data. This position was offered to Dr. Gary Beck from the University of Nebraska who will attend his first EC meeting at the summer 2003 Executive Committee meeting.

Debra DaRosa, Ph.D.
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Chair, Central Region

Report from the Southern Group on Educational Affairs

The 2002 spring meeting will be held March 14-17 in Charleston, South Carolina hosted by the Medical University of South Carolina (MUSC). Amy Blue and Franklin Medio are our excellent program co-hosts. The theme for the meeting is "Promoting Lifelong Learning: From Ideas to Results." To highlight that theme, the keynote address, "Lifelong Learners – Are they 'born' or can we develop them?" will be presented by Karen Mann from Dalhousie University. Dr. Mann's address will be followed by reflections from a panel of representatives from all four sections.

We are excited to report that proposal submissions doubled this year with the addition of more submission categories including oral presentations, posters, roundtables, symposia, small group discussions and workshops. In addition to the section meetings and SIGS, the extensive program includes 5 preconference workshops, ongoing poster displays (>30), and multiple concurrent presentations, workshops and small group discussion sessions. Linda Austin from the Department of Psychiatry at MUSC and the host of the public radio program "What's On Your Mind" will provide a challenging session on the last day focused on "Problem-finding as a stimulus for life-long learning." Participants are encouraged to use their free time for networking and to enjoy the beauty and history of Charleston. The capstone for our social activities is a dinner at the new South Carolina Aquarium.

The region continues to provide leadership and active involvement in national GEA projects. Both the Project on Professionalism and the Project on Scholarship will be highlighted during the spring meeting. The regional UME section has been active in contributing to the bibliography on Assessing Professionalism in Medical Student Education. The regional RIME section is sponsoring an invited workshop on the use of the reviewer guidelines developed through the GEA-RIME committee.

For a second year, SGEA has requested annual institutional dues from all our regional member institutions. As the funds grow, plans are being developed to use this resource to encourage expansion of SGEA participation throughout the region and to honor exemplary scholarly activity. Subsequent to the approval of the changes in our by-laws this past winter, SGEA is expanding its steering committee to include two new members-at-large. The charge for these new members will be to broaden the perspective of the committee and to initiate innovative projects within the region. Elections of these two new members takes place at the spring meeting.

Our Future Plans

The University of Miami School of Medicine is delighted to have the company of SGEA for the 2003 Spring meeting. The meeting will be held at the Sonesta Beach Resort in Key Biscayne. The proposed theme for the meeting is "Competencies Across the Curricular Continuum". It's not too soon to plan and Miami welcomes suggestions, ideas, and encourages your participation. In 2005 we have planned that SGEA will be meeting jointly with SGSA. This will provide a great opportunity to expand our program focus and networking opportunities.

Linda C. Perkowski, Ph.D.
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Chair, Southern Region

WESTERN GEA REPORT

2001 Fall Meeting

The 2001 fall meeting was held in conjunction with the AAMC Annual Meeting in Washington D.C. Michael D. Prislín, M.D. (mdprisli@uci.edu) was elected to a two-year term as western regional chair and Carol Hodgson, Ph.D. (hodgsonc@medsch.ucsf.edu) was selected to be chair-elect. Burton A. Dudding, M.D. (dudding@unr.nevada.edu) was elected to replace Gerry Merenstein, M.D. as chair of the region's undergraduate medical education section. Continuing section chairs include Susan Ellis Ed.D. (sellis@u.arizona.edu) for graduate medical education, Ronald A. Edelstein Ed.D. (roedelst@cdrew.edu) for continuing medical education, and Frederic M. Wolf, Ph.D. (wolf@u.washington.edu) for research in medical education. Mia Savoia, MD (msavoia@ucsd.edu) is the 2002 spring conference chair, and Tracy L. Veach Ed.D. (tlveach@unr.edu) is the 2003 spring conference chair.

In addition to reviewing the plans for the upcoming 2002 spring conference, topics discussed during the fall meeting included activities of the various sections and interest groups as well as potential opportunities for future GEA project initiatives. A complete report of this meeting

can be found on the WGEA web site.

2002 Spring Meeting

The 2002 WGEA spring meeting will be held April 28-May 1 at the Asilomar Conference center located on the spectacular coastline of Pacific Grove California. As is the tradition of the western region, the biennial meeting at Asilomar represents a collaborative effort of the WGEA and the WGSA. This year's conference is being hosted by UCSD and is being coordinated by a combined planning committee chaired by Mia Savoia M.D. The conference theme is "Assessment across the Educational Spectrum." Plenary sessions will be devoted to evaluation of the admissions process, presentations pertinent to assessment at the undergraduate, graduate, and continuing medical education levels, and an examination of the faculty assessment process. A series of concurrent panels will provide a forum for discussion across a wide range of topics including basic evaluation methodologies, challenging areas of evaluation such as professionalism, and evolving issues such as emerging technologies. Attention will also be focused on the very human processes of communication assessment related information to students. Finally, several sessions will be devoted to presenting peer reviewed papers submitted by students, residents and faculty. Additional information regarding the 2002 spring conference can be obtained at www.asilomar2002.ucsd.edu.

The WGEA Web site and Listserve

Access to the latest information regarding activities occurring in the western region as well as a link to the membership roster and listserv can be found on the WGEA web site. The web site can be reached through the AAMC web site by going to the GEA homepage and clicking on "Western".

Michael D. Prislín, M.D.
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Chair, Western Region

LIAISONS TO GEA

Organization of Student Representatives (OSR)

The OSR's new administrative board is now hard at work on a number of issues as described below:

- **Standardized Patient Exam** – The National Board of Medical Examiners (NBME) has been working on a national standardized patient exam (SPE) for almost a decade. The purpose of this exam would be to test clinical proficiencies such as history-taking and physical exam skills. Unfortunately, the recent cost estimates have been as high as \$1200 per student, not including the cost of traveling to one of only about five sites in the country.

The OSR has joined with several other student organizations to communicate our concerns about the high estimated costs of the exam and our uncertainty that the exam would be an effective predictor of our skills as physicians. We believe that the likely costs are too high given the uncertain benefits of the exam, so the current plans should be reworked or scrapped in favor of a more cost-effective alternative. We also believe that intensive, direct observation by our instructors would be a more substantive and less expensive measure of our clinical skills than a staged SPE. Given that the resources available for education and testing are limited, we believe that some reasonable discretion must be used in allocating these resources for new initiatives; we do not believe that the SPE meets this standard.

- **Student Debt** – The average debt of graduating medical students is nearly \$100,000 according to the most recent AAMC Graduate Questionnaire, and it does not appear as though the growth in debt is subsiding. Students are expressing concerns about the impact that this debt may have on their career choices, so the OSR is undertaking an

effort to explore this issue in depth. We are also exploring legislative developments, such as an increase in the limit on subsidized federal Stafford loans, that could help to ease the impact of this debt burden.

- **Access to Healthcare Services** – Following up on our Student Insurance session at the 2000 Annual Meeting, the OSR is developing a questionnaire to quantify the challenges that medical students face in accessing healthcare services and insurance during their medical school training. Vincent Blanch, Ph.D., our Southern Regional Chair, is leading a team to develop and administer the questionnaire to the OSR and to medical students nationally. We hope to make the results available within the year.
- **Communications** – We are undertaking a major effort to renovate our systems of communication throughout the OSR. This includes the establishment of a new email alias system that will give schools local control over their communication links, regular, structured communications with all of our committee liaisons, and an expanded role for regional representatives in our hierarchy.

We would welcome the input of the GEA on these matters. Please contact Michael Rosenthal, Chair of the OSR, at mrosenth@med.unc.edu. Thank you!

Michael H. Rosenthal
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OSR Chair

Organization of Resident Representatives (ORR)

Purpose

The ORR serves as the resident voice in the AAMC, offering input on matters before the Association, and providing professional development opportunities for residents interested in academic medicine. Its mission is to improve resident physician education and training. The ORR

was established in 1991 by the AAMC Executive Council for the purpose of:

- providing communication between residents and the medical education community,
- providing AAMC with resident views and to involve residents in the governance, and
- Providing professional and academic development opportunities for residents.

ORR representatives are appointed by members of the AAMC Council of Academic Societies (CAS). Currently eligible are at least two resident representatives from each of the 24 specialties recognized by the American Board of Medical Specialties (ABMS). The ORR Chair and Chair-elect serve on the AAMC's Executive Council as voting members. Devdutta Sangvai, M.D., will assume the role of ORR Chair at the National meeting.

Meetings

The 6th annual ORR professional development meeting will be held concurrently with the Spring meeting of the Group on Resident Affairs in San Antonio, Texas, April 13-16, 2002. The meeting will feature workshops on leadership skill development and debt management. The residents will also have an afternoon working session to explore strategies to create a more supportive work environment in academic medicine. This comes from an initiative from the Women in Medicine group to explore ways to foster a family friendly environment in academic medicine.

Other Key Activities

This year's initiatives will include: (1) joint projects with the Group on Resident Affairs on starting an academic medicine career and resident education and patient safety; and (2) revamping the ORR web site so that it better serves residents at-large. Additionally, the ORR will be keeping abreast of the activities of the ACMGE as they relate to duty hour

requirements. The ORR continues its work on developing a statement on industry interaction with physicians-in-training.

Web site: www.aamc.org/orr

Information: Alex Ruffin, Senior Staff Associate, Division of Medical Education, (202) 828-0439, alruffin@aamc.org or Lisa Divers, Administrative Assistant, Division of Medical Education, (202) 828-0408, ldivers@aamc.org.

Francis Nuthalapaty, M.D.
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ORR Liaison to GEA

SECTION REPORTS

Continuing Medical Education (CME) Section

The CME section of the GEA continues to grow and develop an agenda focusing on continuing medical education in the context of the continuum of medical education. The following represents the activities and progress in the CME section of the GEA:

Regional Meetings

Planning for each of the regional meetings has included participation of CME representatives for the region. The Southern GEA meeting will be held in Charleston, SC on March 14-16 and will have as a major focus 'working across the continuum of medical education'. Paul Mazmanian, Ph.D. and Chris Smith M.D. will be chairing a small group of professionals representing UGME, GME, and CME to discuss creative and effective ways of organizing across the continuum, using the ACGME Core Competencies as the focus of discussion. In the Central and Western regions a series of workshops will focus on issues of concern to the CME community. Workshop topics include development of programs to facilitate self-directed learning, new methods for provision of CME, and faculty development-supporting the learning of trainees and teachers.

GEA/ SDRME Conference

This annual meeting was held in Santa Fe, New Mexico on January 27-29, 2002 and focused on "Leading Change and Financing Education Across the Continuum." All the speakers touched on the importance of working across the continuum and one of the case studies dealt directly with an example of a school that had undertaken an undergraduate curriculum revision and involved those also involved in GME and CME. Each small group seemed to support the idea and benefits of working together. In addition, a small group of about five participants attended a session headed by Dr. Green on "CME Focused Workshop: Working Across the Continuum". Items discussed included: volunteering for UGME/GME or accreditation committees; involving others in your CME Advisory Board meetings; taking the CME message to others by presenting a Grand Rounds to various departments; and, initiating projects with others across the continuum involved with similar functions (educational evaluation). Participants also found the handout on *Adult Learning Principles* interesting and useful for understanding how the CME Office can contribute to the other two levels of medical education. CME section members are encouraged to attend the next meeting scheduled for January 2003.

Annual Meeting, 2001

Three meetings were held during the 2001 Annual meeting related to CME. Two dealt with the role of professionalism and were led by Ellen Cosgrove, MD from the University of New Mexico and Nancy Bennett, Ph.D. from Harvard. The third session was the GEA CME section meeting entitled "Organizational Models to Facilitate Education Across the Continuum" It was led by Joseph Green, Ph.D. from Duke and included Ron Franks, MD, Bart Galle, Ph.D., Henry Pohl, MD, and David Stevens, MD. This was an interactive session that focused on how those in CME can become more involved in those activities

that are closer to the core mission of the school of medicine.

Annual Meeting 2002

Planning is already underway for our next meeting in San Francisco. Please send suggestions to your regional representatives or to Joseph Green, Ph.D., Chair, CME section, GEA.

Joseph S. Green, Ph.D.
green106@mc.duke.edu
Section Leader, Continuing Medical Education

Graduate Medical Education (GME) Section

The GME Section is certainly maturing and fulfilling its mission of promoting excellence in the education of physicians during residency training through: the development and continued improvement of residency programs; the professional development of the teachers of graduate medical education; the advancement of research in graduate medical education and the dissemination of the results of that research; and the development of policies that recognize the fundamental importance of graduate medical education.

This fall and winter have been very busy for the National GME Section Steering Committee and section members, which now number about 1200. Robert Howe, M.D., Associate Dean, Faculty and Graduate Affairs, at the University of Minnesota Medical School, was elected Chair-Elect in November 2001 and will assume the Chair position at the annual meeting in fall 2002.

National Section Meeting

Our meeting was well attended in November. Members reviewed the draft statement on Resident Teaching Skills (RTS) Education, received the new By-laws, and heard reports from the Project Groups leaders. Dr. Rudy Mitchell provided a brief update on his study on "Use of the rCBS (Cognitive Behaviors Survey) in the residency years. Dr. Paul Ogden provided a presentation on "Evaluating Medical Student and Resident Education - CME Software for Faculty Development".

Web site

The GME Section Web site www.aamc.gea.org/members/gea contains names and contact information of the Steering Committee, the Bylaws and two new pages for the RTS Project Group and the Faculty Development Project Group. These pages contain brief descriptions of the projects, project group chairs and links to other sites that contain more in-depth information. A Fact Sheet about the GME Section has also been added to the site.

Regional GME Sections Activities

Each of the spring regional meetings will have several offerings for those involved in GME. The NEGEA meeting, May 4-6, in Rochester, New York will feature using simulation for education and assessment and sessions devoted to resident teaching skills and professionalism. The SGEA meeting is March 14-17 in Charleston, South Carolina; the theme is promoting life-long learning. There is a pre-conference workshop on competency across the continuum and several small group discussions and presentations on general competencies. Twelve papers were submitted in the area of GME. The WGEA and WGSA have a joint regional meeting in late spring at Asilomar, California. The theme is assessment across the continuum. The CGEA meeting is March 14-17 in Chicago, hosted by Northwestern University. The theme is building and assessing competencies for educators and learners. There will be several presentations about GME topics; Dr. David Leach, Executive Director of the ACGME, will provide a plenary session about assessing competency.

PROJECT GROUPS

Resident Teaching Skills (chair, Elizabeth Morrison, M.D., MS.Ed.)

The Statement on RTS Education (includes background and purpose, achievements to date and recommendations for next steps) has been disseminated to the steering committees of GRA, GEA, OSR and ORR. Each group will offer comments to Dr. Whitcomb for further

consideration of next steps. The GME Section plans to sponsor an abstract proposal for a presentation at the AAMC National meeting on preparing teachers to the teach. The presentation will offer examples of education in teaching skills across the continuum i.e., preparing students, residents and faculty for this important role.

Faculty Development (chairs, Joan Friedland, M.D., M.P.H.; Michael Reichgott, M.D., Ph.D.)

The goal of this section is to raise the bar of excellence in GME in member institutions. The project group sponsored a special session at the National meeting in November to explore ways to involve faculty in curriculum developments, teaching and assessment of the general competencies. Based on a recent survey of Section members, the project group plans to focus on the development, implementation and assessment of residency core curriculum. Professional development would be through a “train the trainers” format with follow-up mentoring and assessment. Initially, sessions would provide essential concepts and educational structure for curriculum development/implementation and assessment of the competencies of professionalism and communications skills to include specifics of program development for these two content areas, teaching techniques and best available assessment modalities. Various ways to offer these sessions are being considered.

Increasing the Section's Visibility

The Steering Committee has considered various way to increase the Section's visibility - welcome new members and provide an orientation session at each regional meeting which would highlight GME offerings within the meeting program; work with the GME Section representative of the host school to encourage program directors and interested faculty of that school and schools in the area to attend the regional meetings or the AAMC meeting; continue to use the GRADMAIL list serve to communicate with members

through the Dean and COTH-appointed representative of member institutions; and develop a brochure about the GME Section for distribution of at specialty society meetings.

Through the GME Section educators can become involved in many aspects of residency education at local, regional and national levels.

Jeanne Heard, M.D., Ph.D.
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Section Leader, Graduate Medical Education

Undergraduate Medical Education (UGME) Section

The UGME Section Steering Committee has communicated regularly through e-mail.

Regional Representatives

Central – Karen Marcante, M.D.,

Medical College of Wisconsin

Northeast – John Shatzer, Ph.D.,

Johns Hopkins

South – Cam Enarson, M.D.,

Wake Forest

West – Burt Dudding, M.D.,

University of Nevada

Officers

Chair – Ernie Yoder, M.D., Ph.D.,

Providence Hospital, Southfield, MI

Chair-Elect – James Shumway, Ph.D.,

West Virginia Univ. School of Medicine

Past-Chair – Scott Fields, M.D., Oregon

Health and Science University

GSA Rep – Maria Savoia, M.D., UCSD

UGME Web Page

Contents of the recently posted UGME Web Page include Mission, Bylaws, Goals, Section Projects, and leadership listings. Links to the Alliance for Clinical Education and Jamie Shumway's Web Crossing Discussion are available. The current rendition of UGME Professionalism References: Critically Annotated Bibliography has been posted for review.

Update on Competencies Discussion

Jamie Shumway reports that his

UGME project entitled “Competency-Based Curriculum Discussion Using Web Crossing” is complete. His final report includes discussion of the following:

1. Defining competency-based learning outcome;
2. Criteria for measuring learning outcomes;
3. Best measures of learning outcomes; and,
4. Identification of faculty skills required to implement the competency-based approach.
5. Jamie has provided a list of references and his first report at the following URL: www.hsc.wvu.edu/som/ome/presentatins/ugme2001/.

Central, Northeast, Southern, and Western Regions

UGME faculty in all four regions are presenting workshops on training and evaluating the General Competencies. Other topics for workshops and plenary sessions include Lifelong Learning Skills, and Diversity Training.

An initiative just getting underway is identification of faculty educational competencies. A questionnaire being developed by Karen Marcante and the Central Group contains the following questions.

1. What type of educational interactions do you teach in most basic science lectures, small groups, or PBL sessions? Clinical settings?
2. What 3-5 competencies are most important during teaching?
3. What 3-5 competencies do you see others use which you believe make them excellent teachers?
4. What competencies do you think are need for evaluation/assessment of students?
5. What competencies are needed for evaluation/assessment of curricula/programs?

6. If you could improve one educational competency, which would it be?

UGME Professionalism Evaluation Bibliography

Section leaders have begun the process of creating a critically annotated bibliography of references. **As illustrated below**, each identified reference would be reviewed and reported in a bulleted format. The UGME Section will now be invited to identify additional references to enhance the bibliography and to serve as reviewers. Once completed, references will be numbered with numbers inserted into the professionalism matrix. It is anticipated that similar grids and reference lists will be created for each of the competencies.

UGME Professionalism References: Critically Annotated Bibliography

Arnold, EL, Blank, LL. Et al. (1998). Can Professionalism Be Measured? The Development of a Scale for Use in the Medical Environment. *Academic Medicine*. 73:1119-1121.

Type of Report/Study: Scale Development

Population/Application: Medical Students

Instrument Title: Scale to Measure

Professional Attitudes and Behaviors

Type (Method) of Assessment:

Questionnaire

Indicators and Scale: Agreement Scale

Traits/Competencies Assessed: Excellence,

Honor/Integrity, and Altruism/Respect

Reliability/Validity Data: Chronbach's

Alpha: Eigenvalues

Conclusions: First step in the development of a scale, which can measure components of professionalism. Internal reliability and item-scale coefficients are moderately high.

Comments: Excellence scale appears particularly strong.

Arnold, I, Willoughby, I, et al. (1981). Use of Peer Evaluation in the Assessment of Medical Students. *Journal of Medical Education*. 56:35-42.

Type of Report/Study:

Population/Application:

Instrument Title:

Type (Method) of Assessment:

Indicators and Scale:

Traits/Competencies Assessed:

Reliability/Validity Data:

Conclusions:

Comments:

Barrows, HS. (1993). An Overview of the Uses of Standardized Patients for Teaching and Evaluating Clinical Skills. *Academic Medicine*. 68:443-451.

Type of Report/Study:

Population/Application:

Instrument Title:

Type (Method) of Assessment:

Indicators and Scale:

Traits/Competencies Assessed:

Reliability/Validity Data:

Conclusions:

Comments:

Report from Quality Improvement in Medical Education Network (QI-Med)

The Quality Improvement in Medical Education Network (QI-Med) is a community of learners seeking to enhance and expand the use of quality improvement throughout the continuum of medical education. The mission of QI-Med is to:

1. Further our understanding of the principles of improvement;
2. Develop and test effective ways to teach others; and
3. Share strategies for implementation and ongoing research.

The leadership group of QI-MED (which includes the chairs of the regional special interest groups in the GEA) has been meeting monthly by conference call to produce a review paper on resources and strategies to teach and evaluate this subject in medical school and residency. Their current project is the preparation of a paper, which will review the literature and suggest approaches for the beginning and advanced medical student and the beginning and advanced resident. The group used the model of Dreyfus and

Dreyfus (ie novice-advanced beginner-competent) to frame these recommendations with the view that the graduating resident should be competent in this content and in these skills. The paper should be a tool to help to fulfill the ACGME general competencies of system-based practice and practice based improvement.

The group will present workshops at the NEGEA, the CGEA and SGEA Spring meetings on: Practice-Based Learning and Improvement: What Shall We Teach? How Shall We Teach It? How Do We Assess the Learning?

To find out more about QI-MED please join our list serve, by sending an email to: listserv@listserv.it.northwestern.edu. Place nothing on the subject line; in the text of the message type: Subscribe QI-MED Your Name.

Hot Topics in UGME / Important UGME Issues

The four most mentioned topics/issues from the UGME list serve are:

1. HIPAA and its impact on clinical training
2. Professionalism in Medicine (Developing and evaluating professionals)
3. Moving to competency-based education
4. Financing medical care and medical education

These topics will serve as the basis for list serve conversation and investigation during the next year.

Ernest Yoder, M.D.

eyoder@providence-hospital.org

Section Leader, Undergraduate Medical Education

Research in Medical Education (RIME) Section

Greetings to all GEA and RIME Section members, I am pleased to make this report on behalf of the RIME Section.

First, I'd like to extend congratulations to the RIME Program Planning

INSIDE OU

NEWSBRIEFS FROM THE ASSOCIATION OF AMERICAN MEDICAL COLLEGES

The AAMC-CDC Cooperative Agreement

The Cooperative Agreement (CA) between the AAMC and the Centers for Disease Control and Prevention continues to strengthen the bond between academic medicine and public health. The CA is currently providing funding for 17 grantees at our member institutions, based on the 2001 Potential Extramural Research Topics (PERTs) cycle. In addition, two grantees have received funding in response to an RFA entitled "Unexplained Diarrhea Sentinel Surveillance".

Additionally, the CA allows the AAMC to pursue numerous in-house projects. These include the evaluation of CD-ROM to facilitate Genetics education, the development of Regional Centers to improve Medical Students' exposure to Public Health and Population Medicine, and an appropriate antibiotic usage curriculum evaluation.

For more information regarding the AAMC-CDC Cooperative Agreement, including possible funding opportunities, please visit us at www.aamc.org/cdc, or contact us directly at cdc@aamc.org.

Committee, and to Brownie Anderson, on the planning and execution of an excellent program at the Annual meeting, held in Washington. There were many excellent sessions, and the plenary sessions were well attended. The Committee this year will be chaired by Dr. Louise Arnold.

Dr. Michael Whitcomb attended the Section Annual meeting, in his new role as Editor of *Academic Medicine*. He discussed with us his ideas for the Journal. The RIME Section is eager to play an active role in achieving Dr. Whitcomb's goal of continuing to improve the quality of medical education research published.

I hope you will all have seen the report of the Task Force on Review Criteria for Research manuscripts, which appeared in *Academic Medicine* in September 2001. This activity was cosponsored by the RIME Section, and co-chaired by Georges Bordage and Addeanne Caellegh. The report was widely discussed at the Annual Meeting, and it will be an important contribution to the peer review process and to the medical education research community.

Thank you to those RIME Section members who were involved.

Once again this year, the RIME regional chairs will distribute invitations to the membership to participate in the annual meeting. You are invited to act as moderators, session observers and reviewers. As with last year, the reviewers will generally be invited to participate in the following year; however those interested in the other roles may be incorporated this year. Please pick up an invitation at your regional meeting. We will post the invitation on the website, so please contact your regional chair if you are interested in becoming involved. We welcome your participation.

Again, similar to last year, nominations for the RIME program planning committee will also be extended through the Website and by the regional representatives at regional meetings. This is a key committee of the RIME Section. Please think of those you know who have a strong record of medical education research.

The Steering committee meets monthly by teleconference. We are cur-

rently considering the guidelines for the section, and how the RIME Section of the GEA website can best support the Section. We will be inviting your input on both of these matters.

If you have any concerns, questions or ideas, please contact either me or your regional RIME chair to discuss them.

A suggestion was made at the annual meeting that the Section might be able to create a resource for clinical educators and clerkship directors in the area of educational research. The steering committee will be following this up, to determine what resource would be most useful.

I'd like to extend special thanks to all of the Steering committee members for their continued work on behalf of the Section, particularly in strengthening the research activities at the regional level. Special thanks to Brownie Anderson for her guidance and support. It is a privilege to work with them in building the RIME Section.

Karen V. Mann, Ph.D.
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Section Leader, Research in Medical Education

ANNOUNCEMENTS

113th AAMC Annual Meeting

November 8 – November 13, 2002
San Francisco Hilton
San Francisco, California

Joint Group on Educational Affairs (GEA)/ Group on Student Affairs (GSA) Mini-Workshop and Small Group Discussion Calls for Submission of Proposals

Submission Types and Deadlines:

GEA/GSA Mini-Workshop Proposals

Submission Deadline - April 5, 2002

Guidelines and forms available only at:
www.aamc.org/members/gea/miniwrks/

Constituents with Macintosh systems may encounter difficulty submitting **Mini-Workshop** proposals to the URL. If so, please submit proposals via e-mail directly to geamini@aamc.org.

GEA/GSA Small Group Discussion Proposals

Submission Deadline - April 5, 2002

Guidelines and forms available only at: www.aamc.org/members/gea/smallgrp/

Constituents with Macintosh systems may encounter difficulty submitting **Small Group Discussion** proposals to the URL. If so, please submit proposals via e-mail directly to geasmall@aamc.org.

No paper copies of calls will be mailed to constituents.

For questions, please contact one of the following:

M. Brownell Anderson
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Robert Sabalis
Associate Vice President for
Student Program
Division of Student Affairs and
Educational Services
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(202) 828-0684

2002 Calls for Submission

During the 113th AAMC Annual Meeting
November 8 - November 13, 2002
San Francisco Hilton
San Francisco, California

Innovations in Medical Education (IME) Exhibits

Submission Deadline – June 3, 2002

Guidelines will be available on GEA Web site
www.aamc.org/members/gea
No paper copies of calls will be mailed to constituents.

For questions, please contact one of the following:

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Group on Educational Affairs 2002 Regional Meetings

(CurrMIT Sessions will also be held during Regional Meetings -
For more information refer to: helpcurrmit@aamc.org)

Central, Chicago, IL, March 14 - March 17

Hosted by Northwestern University

Southern, Charleston, SC, March 14 – March 17

Hosted by the Medical University of South Carolina

Western, Asilomar National Park, Pacific Grove, CA, April 28 – May 1

Hosted by University of California, San Diego

Northeast, Rochester, NY, May 3 – May 6

Hosted by Johns Hopkins School of Medicine, University of Maryland
School of Medicine & Uniformed Services School of Medicine

For more information refer to: www.aamc.org/members/gea

Graduation Questionnaire

The 2002 Medical School Graduation Questionnaire is now available for student's responses at www.aamc.org/gq. The 2002 GQ includes new questions regarding resident teaching skills and clinical training in Veteran's Administration (VA) facilities. If you have any questions regarding the GQ, please contact us at gq@aamc.org.