

Best Practices for Hosting a Research-Based PME Event

PLANNING

- Contact AAMC staff to set up a call with them to begin your planning process.
- Secure early buy-in from deans, CEOs, residents, and students. Their support is critical to the program's success.
- Create an implementation team that includes people from across the institution who are knowledgeable about the facilities, staff, and students.
 - Include representatives from government relations, communications, education, and hospital administration.
 - Spread the workload to make it manageable, but have one person—who is in your office—as the point of contact for coordination. Be sure to review the congressional gift rules guidance on the PME website (www.aamc.org/pme) to determine if this person can be a registered lobbyist.
- Use the online training and planning materials as a guideline to develop the schedule for and other components of your program.
 - Try not to overschedule—some blocks of instruction can be consolidated.
 - Use the provided sample agendas or ask for assistance in developing one.
 - Use the Project Medical Education logistics chart to stay organized and on-task.
- Use AAMC logos on materials and provide a one pager to participants that states the program is modeled after the AAMC program (e.g., “Project Medical Education is an educational program based on ...”). This will allow participants to better understand the role of the AAMC. The AAMC can also provide branded one pagers, infographics, and other materials to be used, many of which are listed under the resources in each block of instruction.
- Create a detailed program walk-through chart for all members of the implementation team to use during the event. Ensure the chart includes team leads and sweep members who will assist in moving participants between sessions.
- Clear with campus security, if necessary, to have access to the medical school or hospital early. Security should also be notified in advance if members of Congress will attend.

PROJECT MEDICAL EDUCATION



GENERAL

- Keep a good mix of lectures and interactive sessions, but don't overschedule.
- Always leave time for questions and answers.
 - If the participants don't have questions, ask *them* questions.
 - Also use this time to take notes on issues that may need follow-up after the program's completion.
- Include relevant financial information whenever possible.
- Be prepared for detailed-oriented participants who thrive on getting sufficient data to satisfy their questions.
- Have interactive sessions after lunch, not just lectures. It's a long day; active participation helps maintain interest.
- Highlight the use of leading-edge technology. Emphasize how the use of this technology improves research, education and patient care and what the costs are for adapting, training, and using the technology. Make the connection between the three missions of academic medicine—medical education, patient care, and medical research.
- Show a variety of facilities. Check walking or travel times between sites and schedule accordingly. Check and arrange for audiovisual support, as needed by the presenters, at each location.
- Stay on schedule.

ROLE PLAYING

- Engage participants in the medical education process by assigning them “student profiles.”
- Attendees will remember key information presented in their profiles. These scenarios add a human element and some fun to the program.
 - By giving them these updates during the visit, the participants receive a glimpse of reality as they move through the medical education process.

SPEAKERS

- Have CEOs and high-level individuals speak for maximum support. They need not give a major presentation but should make an appearance sometime during the program to show the importance of the event.

- Sessions devoted to faculty perspectives have proven to be among the most interesting and informative in the program. When faculty give accounts of the many roles they play (teacher, researcher, mentor, administrator, etc.) and the work they do sitting on committees and boards, they demonstrate how productive and willing to multitask one must be to work at a medical institution today.
- Have faculty, scientists, doctors, physician scientists, and administrators role-play as much as possible. The participants are students and then researchers; treat them as such.
- Have medical students and residents involved throughout program.

FOLLOW UP AND EVALUATION

- Place phone calls. In addition to written evaluations, conversations elicit insightful evaluations of a program.
- Establish further contact as it provides an opportunity for the institution to continue developing the relationship with congressional staff.
- Compile a summary of evaluations and share it with the AAMC so that PME materials can be amended to become more helpful for hosts, team members, and future participants.
- Organize thank yous and responses from your institution.
- Organize an alumni dinner or reception.
- Create an appropriate listserv or mailing list for continued follow-up with participants.