

# OPTI-West Research & Faculty Development E-Bulletin

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## MedEd Update

By The American Association of Colleges of Osteopathic Medicine

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### National Academy of Osteopathic Medical Educators (NAOME) Applications Invited – Deadline: February 16, 2011

Prepare your mini educational portfolio and submit your application to become a NAOME Fellow! Osteopathic medical educators are invited to review the NAOME web materials <<http://www.aacom.org/InfoFor/educators/naome/Pages/default.aspx>>, which are designed to facilitate the creation and submission of a mini educational portfolio, and to submit application by the February 16, 2011 deadline. Current NAOME fellows are ready to provide mentoring as you develop your mini portfolio in one of the following areas: a) Teaching/Evaluation <<http://www.aacom.org/InfoFor/educators/naome/appprocess/Pages/TeachingEvaluation.aspx>>, b) Development of Enduring Educational Materials <<http://www.aacom.org/InfoFor/educators/naome/appprocess/Pages/EnduringMaterials.aspx>>, c) Educational Leadership <<http://www.aacom.org/InfoFor/educators/naome/appprocess/Pages/EducationalLeadership.aspx>>, or d) Educational Research <<http://www.aacom.org/InfoFor/educators/naome/appprocess/Pages/EducationalResearch.aspx>>. Contact Linda Heun, PhD <<mailto:%20lheun@aacom.org>>, with questions, input, and to link with a NAOME mentor. We suggest that you talk with a mentor before the end of the year to get ready for the application process.

NAOME is the first of its kind. Though there are many academies of faculty educators around the United States, they consist only of faculty educators from their particular college or university. NAOME is the first **national** academy of medical education leaders. The American Association of Colleges of Osteopathic Medicine created the faculty academy to 1) foster and value the scholarship of teaching and learning, 2) provide role modeling and support for educators in osteopathic medical education programs, and 3) foster networking and collaboration among institutions of osteopathic medical education by providing a forum for the exchange of ideas about educational endeavors including teaching, evaluation, curriculum design and implementation, faculty development and educational research.

## Initiatives Developed at 2010 Meeting of the NAOME

In April, 2010, 14 NAOME Fellows, representing eight osteopathic medical schools, developed the following three initiatives as a focus for their national leadership: a) Student / Resident Mentoring Program for Future Academic Medical Educators, b) Response to Healthy People 2020 Priorities -- Development of national objectives and core curriculum focusing on the prevention and treatment of obesity and c) Development of a White Paper - The Role of Basic Sciences in Developing Critical Thinking. Send thoughts and input to Trish Sexton, NAOME Fellows Chair, at [psexton@atsu.edu](mailto:psexton@atsu.edu).

## 2011 Medical Education and Institutional Research Mini- Grant Topics Announced; Applications Invited – Deadline: February 25, 2011

AACOM's 2011 Mini-grant program has been enhanced in two ways. The first enhancement of the program is the addition of a new category of institutional research (while keeping the original category of medical education). Institutional research is a broad category of work done at colleges (and across colleges within a profession) to inform decision-making and planning. Topics related to workforce issues—such as the implications of the expansion of osteopathic medical colleges, branch campuses, additional teaching sites, and class sizes—are of increasing interest. The second enhancement of the program allows collaborative grant applications to seek up to \$10,000 of funding. Single campus research (or smaller collaborative studies) may still seek funding up to \$5000.

In your application you will be asked to identify which of the following 12 topic areas your research question falls under.

The following topics have been established for AACOM's 2011 Medical Education Mini-Grants:

- 1) Identification of best practices in the teaching/learning and assessment of the core competencies
- 2) Identification of the distinctive features of osteopathic medical education, e.g., training in the use of touch as part of osteopathic practice, more clinical work in outpatient settings
- 3) Identification of faculty/preceptor development approaches leading to positive change in student learning outcomes, or student attitudes and opinions toward teaching/learning  
(could apply to new or current faculty/preceptors)
- 4) Studies comparing the outcomes of student learning in inpatient and outpatient teaching/learning environments
- 5) Identification of the impact of technology integration into the teaching/learning process

The following topics have been established for AACOM's 2011 Institutional Research Mini-Grants:

- 6) analysis of factors that influence both specialty selection and choice of geographic setting for practice – beyond the teaching and learning approaches,  
to include the socioeconomic and demographic background of students
- 7) analysis of factors influencing selection of OGME versus ACGME selection
- 8) analysis of institutional support factors influencing student success in medical school
- 9) analysis of factors influencing student selection of which medical school to attend

10) analysis of factors beyond the MCAT and undergraduate GPA in predicting medical school success; for example, the nature and quality of prerequisites

11) identification of factors that might influence the success of volunteer preceptors

12) identification of factors that might influence the success of volunteer preceptors

Osteopathic Medical Education Researchers are invited to review the protocols for application

<<http://www.aacom.org/InfoFor/educators/Pages/Minigrants.aspx>> on the web and submit a proposal before February 25, 2011.

Contact Linda Heun, PhD, [lheun@aacom.org](mailto:lheun@aacom.org) with questions and input.

### Core Competency Liaison Group Activity Update

A SOME Core Competency Task Force was developed in 2007 to recommend priorities and processes to enable AACOM to assist colleges of osteopathic medicine and other stakeholders regarding the appropriate implementation of the seven core competencies. With approval and recommendations from the Board of Deans a first priority of the task force was to establish a liaison group with a member from each osteopathic medical school. Task groups were developed to create tools and collect best practices related to the core competencies. The liaisons met and reported progress at both the 2009 and 2010 annual meetings. A web resource <<http://www.aacom.org/InfoFor/educators/cc/Pages/default.aspx>> has been developed to share outcomes and promote further collaboration.

In June, 2010 the Task Force liaisons met in Las Vegas in conjunction with the meeting of the National AHEC Organization (NAO). Representing all but one COM, the group attended a NAO pre-conference workshop which focused on enhancing the focus on prevention in health professions curricula. Working for a full day the newly-organized Core Competency Liaison Group developed eight working groups and set the following objectives for the year: (Note: subsequently AODME leadership agreed to add OGME educators to each of the eight groups)

- Review the NBOME competencies in light of the lists from other organizations (AAMC, the Canadian model, STFM and COMSEP's competencies for students
- Identify what would be best taught during Years 1-2, years 3-4, or best left for GME
- Determine the pre-requisite skills that should be taught in medical school to assist program directors in teaching their core competencies during GME

The group will meet again in conjunction with the Osteopathic Medical Education Leadership meeting in January, 2011. Contact Linda Heun, PhD, [lheun@aacom.org](mailto:lheun@aacom.org) <<mailto:lheun@aacom.org>> or Elaine Soper, PhD, [esoper@wvsom.edu](mailto:esoper@wvsom.edu) <<mailto:esoper@wvsom.edu>> with questions and input.

### Update to AACOM Student Career Planning Web Resource – The Managed Scramble

The National Resident Matching Program (NRMP) has created a new program for students who previously scrambled for a residency position. Called the SOAP program, for supplemental offer and acceptance program, the new system goes into place with the 2012 match. Check AACOM's Career Planning site for the proposed scheduled for the new system

<<http://www.aacom.org/InfoFor/students/careeradvice/matchprogram/Pages/MatchProcess.aspx>> .

To make our Career Planning Program a living, growing resource, we invite your review and input. Please contact Linda Heun, [lheun@aacom.org](mailto:lheun@aacom.org) in this regard.

## Invitation to Join Clinical Educator Listserv – Get Connected

Want more information on what is going on in the world of clinical medical education? Sign up for the clinical educator listserv. Send your name and the email address which you would like to have added to the listserv to [TCymet@aacom.org](mailto:TCymet@aacom.org)

## Get Involved in National Leadership – Join the Steering Committee of the Society of Osteopathic Medical Educators (SOME)

SOME is an open-membership society of osteopathic medical educators (faculty and staff) who are involved in planning and/or providing osteopathic medical education programs along the full continuum of osteopathic medical education. SOME seeks to include those involved in educational programs at the colleges of osteopathic medicine, osteopathic post-graduate training institutions (OPTIs), specialty colleges and continuing medical education programs.

SOME's mission is to promote the continuous collaborative improvement of osteopathic medical education. Currently, SOME has 450 members, including educators from every college of osteopathic medicine. SOME members who attend the 2011 Annual Meeting will be selecting four new Steering Committee members to lead this group of educators.

Learn more about SOME <<http://www.aacom.org/people/SOME/Pages/default.aspx>> and considering nominating yourself for membership on the Steering Committee. At this time the Steering Committee is most in need of members who are clinical educators. Watch for the call for self nominations early in 2011. Consider completing the application form and running for a seat.

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## We Value Your Input and Feedback

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