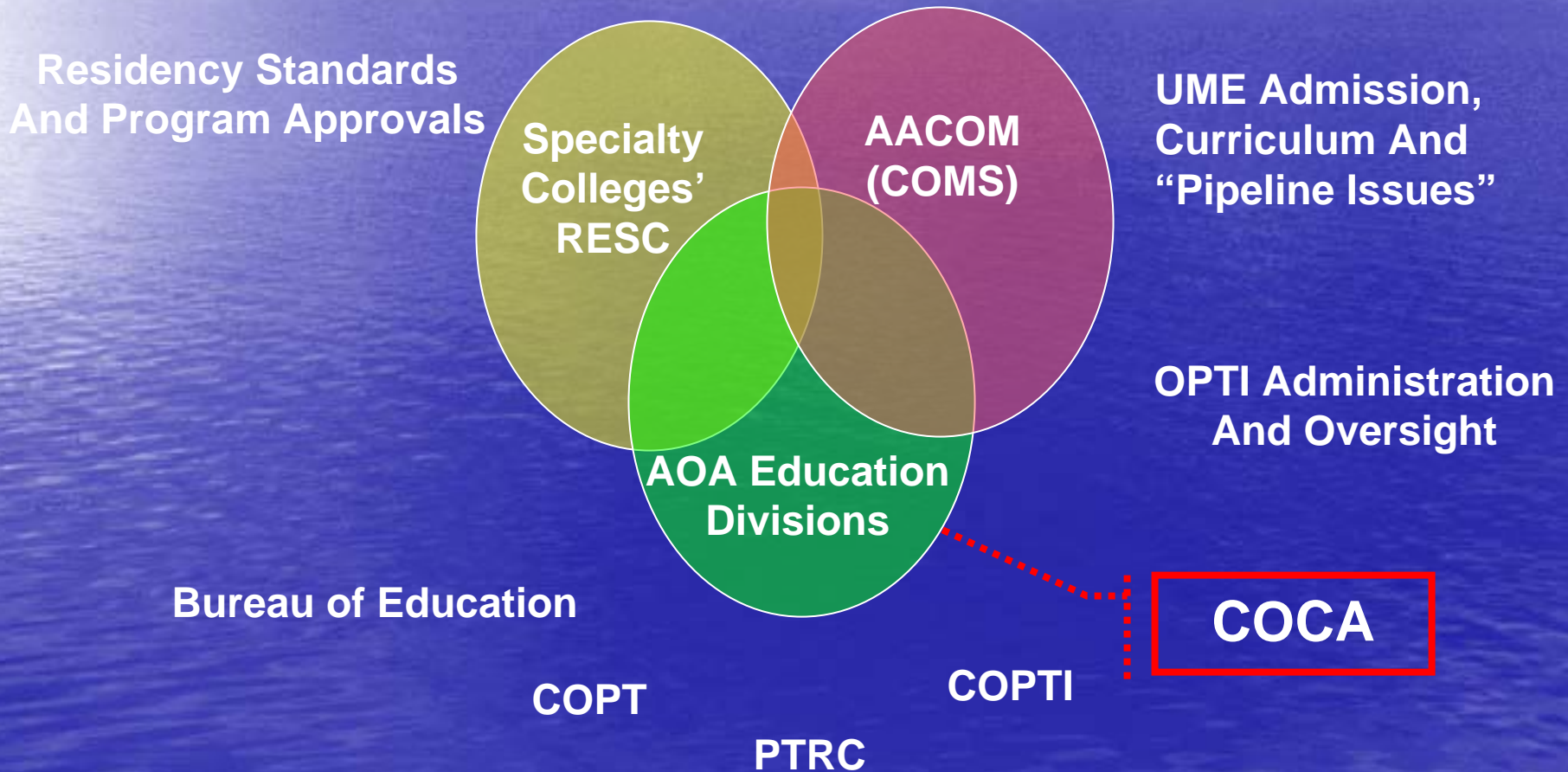


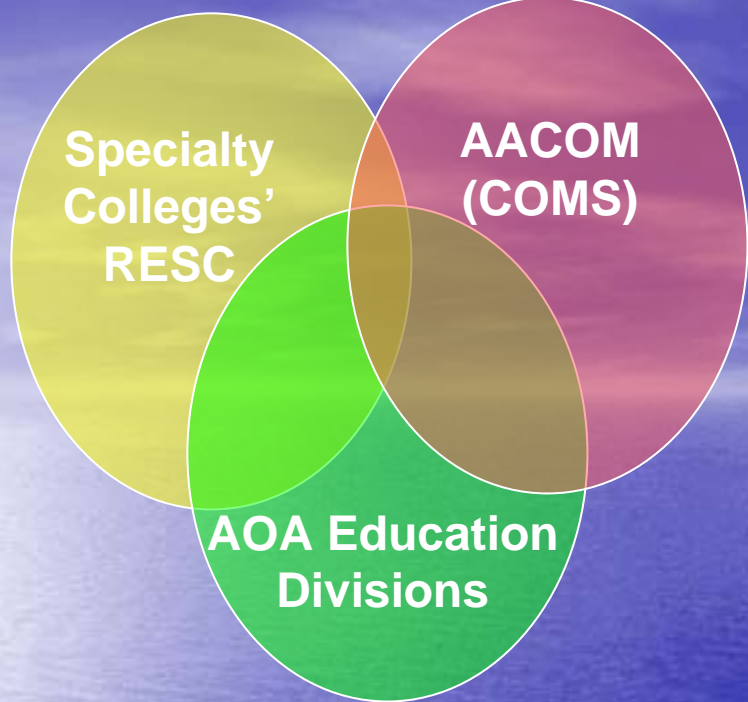
Medical Education Summit I Progress Report

D. Keith Watson, DO, FACOS

Karen Nichols, DO, FACOI

Osteopathic Medical Education (Spheres of Influence)





Invited Participants

- Educational roles
 - Accreditor roles
 - Curricular roles
 - Approval roles
 - Learner roles
 - Public interest roles
- Young physicians (and those in training)
 - Chairpersons for specialty college (GME) educational committees
 - Deans
 - Educational Council and Committee members-AOA
 - AOA BOT Executive Committee--Dept Reps
 - Hospital CEOs and affiliates
 - Interested Public Members

Where we 'were'.....

- Many new COMs forming with mounting concerns and 'disgruntled chatter' across the profession....
 - Conflict about
 - Whether we should grow
 - Who decides how much
 - Who controls accreditation of COMs
 - Quality concerns about medical education in current and new schools
- National cry about physician shortage (against history of predicted 'physician glut' in the 90's)
- More DO grads doing ACGME programs
- Reduced funding and filling for AOA GME programs
- Quality concerns about recruitment pool to all COMs if LCME and COCA accredited schools increase class sizes.
- Etc
- Etc

Action Step-- Medical Education Summit I

- To bring key leadership people together around our common concerns
 - ❖ To have dialogue -- "Seek first to understand" viewpoints and needs
 - ❖ To remove barriers and promote common direction and policy around the osteopathic education 'continuum'
 - ❖ To develop consensus about how to proceed to meet the workforce, recruitment, funding and quality issues facing us.
 - ❖ To develop action plans for more effective policies and procedures in service to the **educational efforts** of the profession.

Over 80 Issues Submitted from.....

- Resolutions and referral from AOA House of Delegates
- The AOA Board of Trustees
- The Board of Deans...AACOM
- AOA Osteopathic Medical Educators Council (OMECE- now BOME)
- AACOM Society of Osteopathic Medical Educators (SOME)
- American Osteopathic Directors of Medical Education
- Recommendations from the *AOA/AACOM Osteopathic Medical Education Study* (Teitelbaum, et al)
- Etc.

Issues grouped by topic.....

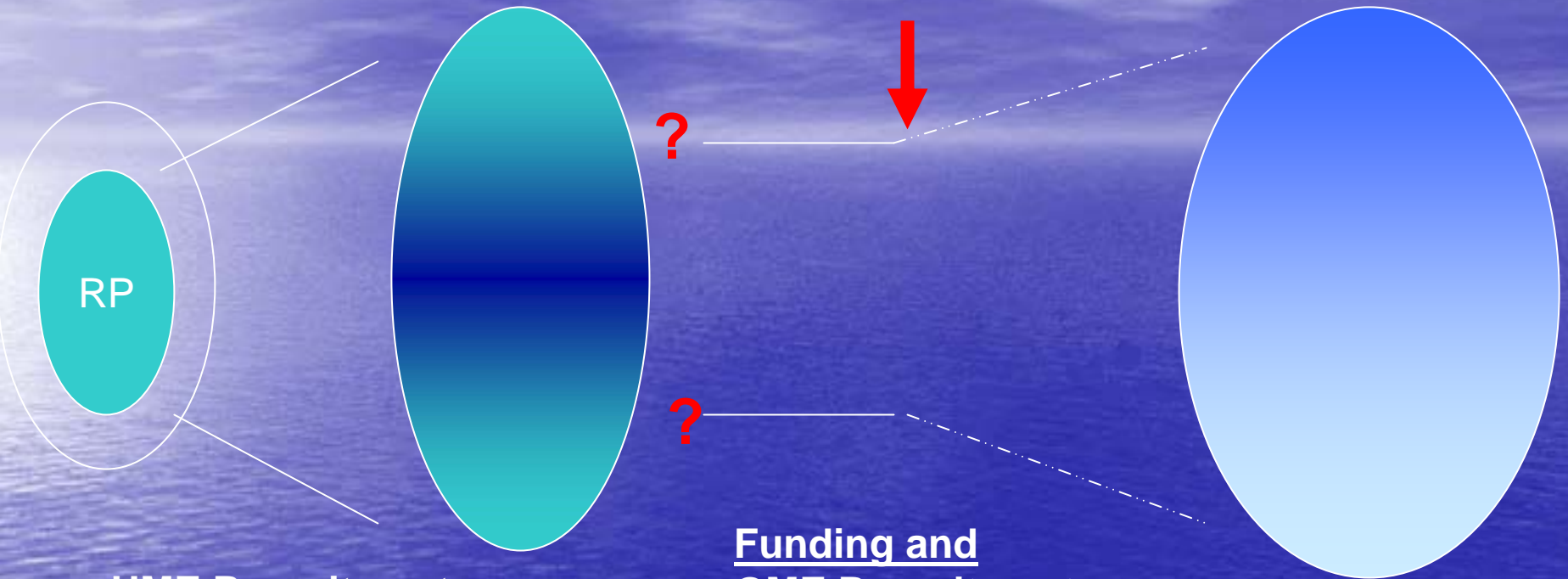
- Workforce
- Recruitment
- Funding
- Quality of Medical Education

OVERVIEW

UME

GME

US Workforce
2020



UME Recruitment
and Funding

Funding and
GME Recruitment

Workforce Supply
and Mix

“Quality”
Education and Outcomes

80 Issues
Refined and Prioritized into 25 Discussion Issues
(Workforce, Recruitment, Funding, Quality)

61 Consensus Statements

Gantt Chart and Progress Reports:
Curriculum
Advocacy for GME funding
Data needs
Recruitment and Marketing
Accreditation
Growth

"TOP TEN"

AOA - Shettle

Bureau of Education

AACOM-Shannon

AACOM Strategic Plan

Top Ten -- 1

- Analyze the relevance of the osteopathic internship for OGME (CS39):
 - AOA Board of Trustees and COPT discussions have resulted in restructuring of the osteopathic internship effective July 2008.

Top Ten - 2

- **Enforce “Opportunities” and TIVRA reporting – COSS and specialty colleges will improve the quality and quantity of useful ‘Opportunities’ information by creating a ‘report card’ for each program and posting in a timely manner. (CS 33, 15, 20,25, 32)**
 - AACOM is increasing the amount of data available to AACOMAS applicants.
 - COPT imposed penalties in 2007 for incomplete or non-completion of TIVRA and OPPORTUNITIES
 - An OPTI Clearinghouse database is under construction to share best practices and highlight exceptional programs.
 - AOA Dept of Information will update and re-inventory the OPPORTUNITY database each spring to promote best information access.
 - OPTI officers have been given access to each member hospital’s OPPORTUNITIES database to allow assistance and compliance monitoring.

Top Ten - 3

- **Revise and enhance GME standards (CS 23,57, 61, 62)**
 - COPTI and COPT have extensively revised the OPTI standards to promote increased vigor in the GME oversight process.
 - PTRC and COPT have extensively revised specialty college standards the the AOA Basic Documents for Post-Doctoral Training to promote increased vigor in GME processes and support.
 - Innovative programs such as the ORCA project have been endorsed by COPT to promote rapid approval processes for programs without compromising GME quality standards.

Top Ten - 4

- Remove barriers and streamline the OGME accreditation processes (CS 30)
 - PTRC approved a new administrative process in April 2007. This includes a streamlined process for acceptance of inspection reports and corrective action plans.

Top Ten - 5

- AACOM and AOA with state societies should lobby to ease federal UME loan restrictions
 - AOA supports legislation at the federal levels to defer loan repayment and to extend the length of payback.
 - Student loan deferment legislation is pending as a result of AOA efforts
- AOA supports PHS loan forgiveness or payback incentives for UME trainees

Top Ten - 6

- Promote mentoring and professionalism competency programs in UME curriculum
 - AACOM has 3 programs at its annual meeting (2007) to promote these curricular concepts among UME faculty and administrators.
 - The AOA OME conference in January 2007 had significant programming for GME educators about topics related to professionalism and mentoring programs for developing faculty for both GME and UME.

Top Ten - 7

- Increase Medicare CMS funding for GME (CS 49, 50)
 - The AOA has testified before the Senate HELP committee on workforce and GME funding issues
 - The AOA has developed a short outline (longer studies underway with AACOM and AOA) describing growth in osteopathic medicine and the ability of the profession to meet the projected physician shortfalls.
- The AOA and AACOM have a representative on the COGME who lobbies for increases in CMS and other funding for GME

Top Ten - 8

- The profession should conduct actuarial and 2020 growth target analysis to forecast osteopathic workforce needs.
 - AACOM is developing a comprehensive workforce analysis document in cooperation with other health professions organizations.
 - AACOM's staffing plans include expansion of the research staff to expand work on this project.

Top Ten - 9

- Dual and parallel GME/OGME training programs should be studied and policies developed to maximize OGME positions. (CS 17, 18, 37,41A)
 - A 'white paper' has been completed which outlines current status markers for dual accredited programs and provides solid data points for dual accreditation policy decisions.

Top Ten - 10

- Increase the number of OGME programs and funded FTEs (CS 29, 36, 42, 51, 58, 56)
 - The AOA has established a task force which is moving rapidly to address this issue. The OGME Development Initiative is headed by Dr. Michael Murphy at the direction of Dr. Strosnider.

Lingering Themes (to note a few)

UME Class Size/
OGME slots

Funding
For OGME

Specialty
Mix

Who can
train in OGME?

MES II

Medical Education Summit II Update

D. Keith Watson, DO, FACOS

Karen J. Nichols, DO, FACOI



Overview

- The Vision
- The Plan
- The Focus
- The Steering Committee
- The Structure
- The Topics



The Vision

- To have a proactive on-going “think tank” on medical education involving all the osteopathic profession stakeholders.



The Plan

Series of sessions

- 5 over 10-14 years
- MES I – January, 2006
 - Global medical education issues
- MES II – November, 2007
 - GME



The Steering Committee

- Karen Nichols, DO,
Chair of MES II
- Keith Watson, DO,
Chair of MES I
- John Crosby, JD
- Gary Moorman, DO
- Michael Pipari, DO
- Steve Shannon, DO
- Philip Slocum, DO
- Dixie Tooke-Rawlins,
DO
- Larry Wickless, DO
- Sandra Willsie, DO
- Guests:
 - Fran Daly, Ph.D.
 - Carlo DiMarco, DO
 - Robert Juhasz, DO
 - Michael Murphy, DO



Staff to Steering Committee

- Joyce Obradovic, MES II Summit Coordinator

- AACOM Staff

Wendy Bresler

Nancy Cioffari

Michael Dyer, JD

Linda Heun, PhD

- AOA Staff

Jim Swartwout

Diane Burkhart, PhD

Konrad Miskowicz-

Retz, Ph.D

Steven Schmit, EdD

Terri Lischka



The Focus

- “Osteopathic Graduate Medical Education: Framing the Future”



The Structure

- Keynote Speaker
- Point/Counterpoint Presentations X3
- External Speaker/s
- Breakout Session1 (Solutions)
 - three groups/topic
 - Presentation of Breakout Results 1
 - Internal Reactors
 - Attendees Response



The Structure

- Speaker on “Change”
- Breakout Session 2 (Barriers/Facilitating Factors)
 - three groups/topic
 - Presentation of Results
 - Attendees Response
- Breakout Session 3 (Stakeholders and Change Agents)
 - three groups/topic
 - Presentation of Results
 - Attendees Response



The Structure

- Nominal Group Process
 - Prioritize
- Steering Committee Vet and Process



The Structure

- Keynote Speaker
 - Kenneth Ludmerer, MD
 - Washington University, St. Louis
 - Author of “Time to Heal”
- “Change” Speaker
 - Tom Fahy
 - Loyola University, Chicago



The Topics

- Topic A
 - “Global Issues Regarding OGME”
 - Point/Counterpoint Question and Presenters:
 - “OGME is a system of education in which only osteopathic graduates can function effectively”
 - William Strampel, DO and Kendall Reed, DO



The Topics

- Topic B
 - “OGME Resources and Structure”
 - Point/Counterpoint Question and Presenters:
 - “There must be an OGME spot for every COM graduate”
 - John Gimpel, DO and Bruce Dubin, DO



The Topics

- Topic C
 - “OGME Specialty Mix”
 - Point/Counterpoint Question and Presenters:
 - Being developed
 - Presenters pending



Keynote Speaker

**3 Point/Counterpoint
Presentations
One Set/Topic**

External Speakers

Breakout Session 1
(Solutions)

3 groups Topic A

3 groups Topic B

3 groups Topic C

Present Results

Attendees Response



Breakout Session 2
(Barriers and Facilitating Agents)

3 groups Topic A

3 groups Topic B

3 groups Topic C

Present Results

Attendees Response



Breakout Session 3
(Stakeholders and Change Agents)

3 groups Topic A

3 groups Topic B

3 groups Topic C

Present Results

Attendees Response



Nominal Group Process for Prioritization



MES I Summit
“Top Ten”
Points of Progress

1. Analyze the relevance of the osteopathic internship for OGME (CS39):
 - a. AOA Board of Trustees and COPT discussions have resulted in restructuring of the osteopathic internship effective July 2008.
2. Enforce “Opportunities” and TIVRA reporting –COSS and specialty colleges will improve the quality and quantity of useful ‘Opportunities’ information by creating a ‘report card’ for each program and posting in a timely manner. (CS 33, 15, 20,25, 32)
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 - c. Innovative programs such as the ORCA project have been endorsed by COPT to promote rapid approval processes for programs without compromising GME quality standards.
4. Remove barriers and streamline the OGME accreditation processes (CS 30)
 - a. PTRC approved a new administrative process in April 2007. This includes a streamlined process for acceptance of inspection reports and corrective action plans.
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