



COMSEP

Excellence in Medical Student
Education in Pediatrics

The Pediatric Educator

Council on Medical Student Education in Pediatrics

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Message from the President



Dear COMSEP members;

As I write this, the United States federal government has been shut down for two weeks. While frustrations and finger pointing are the fare of the day, there are some important lessons to be learned from this political impasse. The first is that real change is difficult and almost always makes us uncomfortable. The next is that meaningful change rarely occurs unless people are working across aisles. These lessons have important parallels to our world of medical education. Surely we are comfortable, and even innovative, in our current clinical, teaching and research lives, but we are being asked by patients and our leaders to shake out of the comfort and become visionary.

COMSEP members in the US and Canada are part of enviable medical education systems which, in most cases, graduate great doctors - but the public is telling us that tomorrow's doctors need to be better.

How will COMSEP be part of the solution to ensure that the next generation of physicians is even better than the current? In order to achieve this, we must look for ways to work across the traditional "aisles." For too long,

medical education has been siloed - UME, GME, and CME. Medical graduates are increasingly working in complex teams, yet we often train our medical students in isolation from other health professions. As the discussions in medical education become focused on the most important outcomes, mainly competent providers improving the health of patients and populations, both members of COMSEP and COMSEP as an organization must collaborate with our many educational partners. These include residency program directors, policy makers, educational researchers, other health professions educators, and organizations which ensure a healthy primary care and specialty workforce. I personally believe we can successfully collaborate with other organizations while maintaining the "culture" which has made COMSEP so unique - that of a supportive, sharing and fun educational and scholarly home for our members. Already we have dozens of members in our organization dedicated to working across the transition points in medical education. It is my hope that COMSEP becomes a leader in this "education across the continuum" effort while we simultaneously advance the individual careers COMSEP members. The recent Pediatric Educational Excellence Across the Continuum (PEEAC) meeting in Arlington, VA proved to me that this is possible. The fantastic workshops and the posters spurred great hallway dialogue on ways to collaborate and work toward common goals. Here's hoping that we will be able to show the politicians a thing or two about working together.

On a final note, I also bring an update from our Fall Executive Committee meeting, where we have finalized plans for the 2014 meeting in Ottawa - which promises to be fantastic. In preparation for the meeting, keep in mind the deadlines for your workshop and research proposals. The five Task Forces and the many committees in COMSEP are also making incredible progress. Look for their updates in this issue and also keep in mind that the COMSEP survey is coming soon, and that 2014 COMSEP Grant program applications are now being accepted. Our website is improving by the day so keep checking it for all the latest developments.

Thanks for all you do for your students and COMSEP,

Michael Barone

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Calendar Item	Deadline / Dates	Additional info / website
AAMC Annual Meeting Philadelphia, PA	November 1-6, 2013	Meeting Website
2014 COMSEP Annual Meeting Ottawa, ON	March 27-29, 2014	2014 Meeting theme "Reaching Your Peak: Leadership in Medical Education" Featuring keynote speaker Carol Berkowitz MD FAAP FACEP Annual Meeting Information

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COMSEP Task Force Updates

Curriculum Task Force (CTF)

Submitted by:

Elizabeth Stuart aestuart@stanford.edu

Jenny Soep Jennifer.Soep@childrenscolorado.org

Updates from the Curriculum Task Force:

- The COMSEP Clinical Cases group is working to make their completed User's Guides easily accessible on the COMSEP website.
- The Point of Care Illness Scripts group plans to finish all of its drafts and have most of them reviewed by at least one peer reviewer by our March meeting.
- The pre-clerkship curriculum group conducted a needs assessment of clerkship directors via the Annual Survey last year. They are now surveying medical students who are finishing clerkships to gauge their needs with regard to preparation for the clerkship.
- The groups working on written curriculum updates and enhancements is taking a momentary pause to see what's coming down the pike with respect to Milestones and EPAs.

In other news, the Curriculum Task Force needs two new co-chairs this year. Please contact Elizabeth Stuart (aestuart@stanford.edu) or Jenny Soep (Jennifer.Soep@childrenscolorado.org) to apply.

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Evaluation Task Force (ETF)

Submitted by:

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Lisa Martin limartin@lumc.edu

At the combined COMSEP and APPD annual meeting this spring we kicked things off with a joint preconference workshop on direct observation of clinical skills. This was followed by a joint meeting with the APPD ETF where we discussed issues surrounding training and transitioning 4th year medical students to residency. A consistent theme that emerged from this conversation was the need for more explicit and objective commentary on the clinical skills of graduating 4th year students in letters of recommendation. We had a brief meeting with the COMSEP only members of the ETF where we polled the group for actionable projects. We had a robust discussion about the role of the clerkship directors in communicating with residency program directors during the residency application process. There was also significant interest in moving forward with developing a web-based repository of evaluation tools while the MedEd Portal Dream Project is in development. The goal is to make a wide range of practical evaluation tools immediately available to clerkship directors. This will be the major focus of the task force for this year and the spring 2014 meeting. We will also continue to develop workshops that target different aspects of evaluation while focusing on the essential principles of successful evaluation for submission to each COMSEP annual meeting and other venues such as APPD, APA, AAP and PEEAC meetings. Our focus in the past years has been medical student peer assessment. That work will culminate in a presentation at the AAMC annual meeting this fall. If you would like to be added to the ETF email list, please contact Gwen McIntosh. This year would be a great year to get involved with the ETF. We anticipate many opportunities both for seasoned ETF veterans and for willing newcomers! We are also seeking any current members who may be interested in becoming a task force co-leader. If you are interested in this position, please contact Lisa or Gwen.

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Faculty Development Task Force (FDTF)

Submitted by:

Stephen Tinguely stephen.tinguely@med.und.edu

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Stephanie Starr starr.stephanie@mayo.edu

The Faculty Development Task Force conducted a post annual meeting task force phone conference in September.

A few of the projects that we are addressing include membership mentoring, annual meeting workshop selection, a task force sponsored workshop and faculty teaching modules.

The current "mentorship program" in which seasoned volunteers match up with new members will transition into a "welcoming program." We are in the planning phase of creating a "professional development program" in which we will assist in formalizing mentor- mentee relationships within organization.

We have proposed changes to clarify the guidelines for submission and selection of workshops for the annual meeting. The revisions have been submitted to the Executive Committee for review and approval.

Selected members of our task force will be busy with the review and scoring of the workshop submissions in November and December and the announcement of the final list of workshop choices for the Ottawa meeting will be made in January 2014.

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Research and Scholarship Task Force (RSTF)

Submitted by:

Robin English rengli@lsuhsc.edu

Gary Beck gbeck@unmc.edu

Greetings everyone! The Research and Scholarship Task Force is gearing up to begin the process of abstract reviews for the poster and platform sessions in Ottawa next March. We look forward to receiving a lot of great submissions highlighting the work of our members. We will be soliciting reviewers from our own task force, but any COMSEP member is eligible to review abstracts, so if you are interested, contact Gary or Robin.

We are excited about the upcoming meeting in Ottawa. Several of our members are hard at work developing workshop submissions to help COMSEP members develop and hone their research and scholarship skills. In addition, we look forward to any opportunities that may exist for collaboration between our task force and the others.

Finally, we are pleased to announce 2 new leaders for our task force. Jocelyn Schiller will become a leader this year (replacing Linda Tewksbury) and Mary Rocha will become a leader the following year (replacing Jan Hanson in 2015). A huge thanks to Linda and Jan for all their hard work on the task force!

See you in March!

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Learning Technology Task Force (LTF)

Submitted by:

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Bob Dudas dude@jhmi.edu

The LTF has continued work on a pilot project, lfff.org. The website, currently in "beta," is envisioned to be a repository for short video explanations concerning the use of specific technologies in student education. As we develop this site, expect to see more variety in the types of video tips.

In an attempt to facilitate communication about learning technology issues, Bob established a listserv specific to learning technology. While we plan to use it for Task Force member communications, it is also a great way to direct questions and information to the "geeks" of COMSEP. The listserv is open to all members of COMSEP, not just the LTF. If you are interested in staying up to date with learning technology, or have a question to ask of the technology group, join us at:

<https://lists.johnshopkins.edu/sympa/subscribe/Lfff>

Mark and Bob

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Clerkship Administrators Update

Submitted by:

Donnita Pelser Donnita.pelser@wesleymc.com

Gretchen Shawver GShawver@stanford.edu

The Administrator's Group is preparing for the 2014 COMSEP Annual meeting in March. Content for the Administrator tab on the COMSEP website has been sent the Webmaster. The Mentoring group will soon reach out to existing coordinators who are not yet members of COMSEP, as well as new coordinators. In November, Administrators will be invited to participate in an online Journal Club, led by Theresa Imre from the University of Toledo.

The Clerkship Administrator Certification Program will be offered again this year at the annual meeting. The Certificate Program builds on the premise that professionalism is an approach to one's work rather than a job level or position description. Most clerkship support personnel have the opportunity to go beyond what the basic job description is, especially as others in the department get to know more about each individuals' capabilities and interests. If you would like additional information, please email Donnita Pelser (Donnita.Pelser@wesleymc.com) or Gretchen Shawver (GShawver@stanford.edu).

Have an idea for a workshop or poster presentation? If you've been toying with an idea and are not sure how to turn it into a workshop or a poster abstract, let us know! We can help develop your ideas and/or help you collaborate with another coordinator/administrator. The deadline to submit workshop and poster abstracts for the 2014 COMSEP Annual Meeting is October 29, 2013.

Interested in being a mentor or mentee? COMSEP's Administrator Mentoring Program (CAMP) is a diverse assembly of eager and enthusiastic seasoned administrators seeking to mentor new Pediatric Clerkship Coordinators. At COMSEP'S annual meetings the theme for the administrators is to create a learning environment where participation and collaboration are key elements. It is an environment where administrators collaborate to develop ways to enhance their professional development and pediatric medical student education, and foster the learning of new clerkship coordinators. Having a mentor/mentee helps tremendously with the challenges that administrators have with successfully carrying out their responsibilities as administrators. If you would like to join CAMP, please email us at mme4a@virginia.edu to get started!

Take part in the online Journal Club! The November Administrators Journal Club will discuss the December 5, 2012 article from JAMA "Residency Training and International Medical Graduates Coming to America No More". Theresa Imre, Pediatric Clerkship & Curriculum Coordinator from the University of Toledo, will lead the Administrator Journal Club in November, as well as at the March 2014 meeting in Ottawa. The Journal Club for Administrators gives us a platform to discuss current topics that are relevant to our students, which in turn gives us insight to what our students may be experiencing during their journey through medical school. Look for more information via email the first week of November!

If you have any questions or ideas for the Clerkship Administrator Group, please contact Gretchen Shawver (GShawver@stanford.edu).

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[COMSEP Webmaster Update](#)

Submitted by:

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If you haven't viewed the website recently, come swing by and see what's new!

Loading speed: We think the issues affecting the slow loading of the home page have been addressed. If you have any feedback, please send it my way.

Site Search: We've completely replaced the previous search function for the site with a newly integrated Google search. This significantly enhances the site's search capabilities and hopefully will make the site more usable for all our users.

WebStats: Reports are under development for those of you who have asked for "Stats" on pageviews, downloads, etc. Stay tuned!

Clerkship Administrators: Stay Tuned for upcoming content additions to the Administrators tab.

COMSEP Clinical Cases: The clinical cases which make up a part of the 3rd year curriculum have been freshened up a bit. Previously denoted on various pages as "clinical case scenarios" or "clinical problem sets," or other terms, they have been renamed everywhere as the "COMSEP Clinical Cases" (C3). A Teacher's guide to the COMSEP Clinical Cases is available for download on the Curriculum Support Resources page (only visible if you are logged in). In addition, if you log in to the site, you will now notice individual "teacher's guides" next to each of the individual cases for which a teacher's guide exists, so that you don't have to download the entire 300 page PDF to have access to one case.

As always, if you have any specific ideas for improvement of the site, please email me at soumya.adhikari@childrens.com.

New Section in the Educator, COMSEP newsletter: "Great Ideas"

Title: A Novel Approach to CLIPP: Collaboration with Residents and Faculty to Enhance Student Education

Submitted by: Elisabeth Conser, M.D., Clerkship Director
Brian Pomeroy, M.D., Assistant Clerkship Director
Texas Tech Health Sciences Center, Lubbock, Texas

Resource: CLIPP, or Computer-Assisted Learning in Pediatrics Program, is a collection of 32 patient cases from MedU

that follow the learning objectives of the COMSEP curriculum.

How Utilized: Our program strove to create an innovative method of incorporating CLIPP cases into third year medical student education and resident practice-based learning and improvement. We did this by utilizing resident physicians as teachers of CLIPP cases through interactive educational sessions. Our twenty-one resident physicians are paired with faculty mentors for the three-year duration of their training, and each pair is assigned a CLIPP case to present to the third year students for each eight-week block. The resident physician is responsible for the creation and implementation of the teaching session, while the faculty mentor is there for guidance and clarification. Residents are given freedom to utilize any teaching method, as long as the content is present and learning goals and objectives are achieved. Creativity is encouraged. Meetings between the resident physician and faculty mentor occur before and after each educational session to ensure adequate preparation for teaching, feedback on the presentation, and opportunity to make improvements.

Impact: The students are surveyed after each CLIPP case regarding their impressions, and results indicate that they enjoy this interactive method of education. The students appreciate the diversity of presentations and interactive format, as well as the opportunity to connect with a large number of faculty. We have also started objectively assessing the effectiveness of this educational method by administering a 100 question CLIPP exam from MedU at the beginning and conclusion of each student rotation. Our early data in this assessment is encouraging. From a resident perspective, this method reinforces the APPD milestones project that stresses the importance of residents developing the necessary skills to be an effective teacher. In addition, the residents benefit from receiving coaching through a longitudinal relationship with their mentor.

Lessons Learned: We have learned that faculty development regarding their level of involvement is key to achieving resident autonomy and true professional growth. Also, forcing the teachers out of their comfort zone by switching up cases encourages originality. For our program, this novel approach to education has been a success.

PLEASE SUBMIT YOUR GREAT IDEAS!

In an effort to continue to share our collective knowledge and practices on medical student education beyond our annual COMSEP meeting, we would like to start a new section in the Educator to showcase great resources our members have either developed themselves or have found from other resources and implemented in their programs with impactful results. This would be an opportunity to not only share knowledge, but add to your CV as a non-peer reviewed publication. We would showcase one submission per edition. The following format would be required:

Watch out for our Winter Deadline!

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