



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:

"The other EPA"

I've been thinking a lot lately about EPA's. Now I know,.....the educator in you will immediately start thinking that I'm referring to "Entrustable Professional Activities." Well not exactly. Certainly the movement toward Entrustable Professional Activities for medical students is an important one. As an organization, COMSEP is committed to contributing to this national effort. We haven't made a great deal of progress on this in the past year, but I am confident that in the very near future we can find the right collaborators, and the right platform, to share our thoughts with other national leaders. More to come on this at our New Orleans annual meeting

Instead, I have actually been thinking another EPA. The Environmental Protection Agency. [In Canada, EC - Environment Canada]. As part of their mission statement, the U.S. Environmental Protection Agency states that, "Environmental protection contributes to making our communities and ecosystems diverse, sustainable and economically productive." Hmm.....diverse, sustainable, and productive. Those sure sound like important priorities in medical education, don't they? Is it possible that stewardship of an environment can actually lead to

such outcomes? Read on.

As members of COMSEP, we care for children, we live in neighborhoods, and we are members of a global community. For all these reasons, it's good to know the world has experts who know what is best for the physical environment in which we live. But in our professional roles as COMSEP members - as teachers, administrators, and institutional leaders, our responsibility needs to be focused on another environment; the learning environment.

As clerkship directors, pediatric educators, student advisors, deans, and administrators, it is our responsibility to promote and ensure a positive learning environment. We must also speak up when something - or someone - threatens a productive learning environment. Pediatrics has long been known for the positive learning environment it offers students. It has always made me proud to work among a group of pediatric colleagues who set high expectations for learning, but do so in a professional, respectful, learner-centered way. It would not surprise me at all to hear that, at your institution, pediatrics sets the standard for the learning environment, against which other disciplines are compared. But something, or somebody, always seems to be threatening the learning environment, and we must acknowledge that our efforts as advocates and champions of a positive learning environment can be hard work.

I graduated from medical school 24 years ago and I can still recall specifics about the clinical learning environment. Some of my experiences were memorable and formative. Some of them were just plain terrible. I graduated thinking that the learning environment was at best unpredictable - and to be honest, that stressed me out from time to time. Today, as a medical educator, I am a believer that some stress can assist learning, but if taken too far, stress is completely counterproductive. As a pediatrician, I often think of the learning environment through a clinical lens. I know the benefits of nurturing on the one hand, and detriments of "toxic stress" on the other.

Recently, the Association of American Medical Colleges committed itself to being a champion of a positive learning environment. I'd invite you to visit www.aamc.org/learningenvironment to read the AAMC's position statement and view its library of resources. The AAMC statement stresses human dignity, and the manner in which a productive learning environment can shape the *patient care environment*.

Whose responsibility is it to promote a positive and productive learning environment? The answer to that question is easy: everyone's. Sure health care is high pressured at times, but an educational environment which has high standards for learning, and includes respect, support and kindness, can make students better understand the demands of medicine, and the skill required to be an excellent physician. By providing this learning environment, we may better achieve our ultimate goal as medical educators - helping the patients.

Furthermore, we must also remember that students aren't off the hook here, as mere passive recipients of a learning environment. To the contrary, students are part of "everyone," and they are responsible too. Not only from the standpoint of their professional behavior, but also in their views of learning in a setting that has a purpose beyond solely education, i.e., providing healthcare. Occasionally, I have found myself reminding a student who complains about a learning environment that medical school isn't all about them. While rare, some students still need to be reminded that they are committing themselves to something larger, and that a positive, productive, and dignified learning environment can also mean self-sacrifice on a student's part. Not to the point of indignity or disrespect, but often to the point of doing something that needs to be done - not simply what one wants to do.

The AAMC statement states that a positive leaning environment can also promote resilience. I'm a believer in this as well. I have personally seen productive learning environments speed the recovery of a demoralized student, and rescue a resident from the intern blues in February - allowing them to once again find their meaning in medicine. When I think about the capacity for building resilience in medical students, I am reminded that we are lucky to have Dr. Stuart Slavin as our Miller-Sarkin lecturer this year. Stu is a phenomenal educator with roots in COMSEP, and he's an expert on student wellness and building resilience.

I also believe that we are just beginning to scratch the surface on the role a positive learning environment can play in better educational outcomes, and the more balanced personal and professional development of our students. And while this topic is "trending," I am proud to count myself among the many members of COMSEP who work

tirelessly to promote and protect a positive learning environment. Individually, and collectively as an organization, let's have COMSEP continue to set the example. So thanks for being a member of the EPA. The other EPA.

This will be my last address in the Pediatric Educator as COMSEP President. I would honestly need a few thousand more words to fully express what a joy and honor it has been to serve in this role. I'd like to think that, as individuals, and as an organization, we have demonstrated positive growth over the past two years. I will miss hearing directly from so many of you with ideas, enthusiasm, and willingness to work on behalf of COMSEP. But I am well aware that organizations thrive best when guided by new leadership, new initiatives, and new goals and strategies. At the end of the New Orleans meeting, Dr. Sherilyn Smith will start her term as COMSEP President. Sherilyn is an incredibly talented, smart, and thoughtful leader who has been a role model to so many of us - on both personal and professional fronts. I want to thank Sherilyn, the COMSEP Executive Committee and all the COMSEP membership for making COMSEP such a great organization. COMSEP's future impact on medical student education seems limitless. And lastly, I want to thank Carolyn Whitton Fingerman at Degnon Associates, our management organization. Carolyn has been a behind the scenes champion for COMSEP during my term as President and she will soon be taking some well deserved time off to spend with her family. Carolyn has not only sifted through dozens of weekly emails and messages from me, but has done so with a joyful attitude and complete dedication to COMSEP's mission and vision. She has become a dear friend and colleague and my heartfelt thanks go to her.

Michael Barone

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Calendar Item	Deadline / Dates	Additional info / website
Annual Meeting 2015	March 11-14, 2015	Coming back stronger; finding opportunities in change InterContinental New Orleans New Orleans, LA

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COMSEP Task Force Updates

[Evaluation Task Force \(ETF\)](#)

Submitted by:

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Lisa Martin martinlisa1012@gmail.com

Plans are well underway for our task force meetings at COMSEP next month. We are excited to work on launching a library of Evaluation Tools to be hosted on the COMSEP website for use by all members. At the meeting we will be developing both the structure for the library and the process for growing the library. This is a big project and we are looking forward to the active involvement of COMSEP members for a successful launch. There will definitely be opportunities for networking and collaboration so we invite both returning task force members and anyone with a new interest in evaluation to join us in New Orleans!

Faculty Development Task Force (FDTF)

Submitted by:

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The Faculty Development Task Force (FDTF) has continued to make progress on several initiatives. The **new member welcoming** program will occur again in New Orleans to link 'First Timers' with seasoned COMSEP 'Welcoming Committee' volunteers - stay tuned regarding requests for volunteers to help orient new members to our annual meeting. We look forward to another successful **networking luncheon** this year. We implemented the revised **workshop solicitation and selection process** for the upcoming meeting; we will continue to evaluate the process and want to hear feedback from you. This year we will send sample workshop evaluations to presenters prior to the meeting should they choose to solicit immediate feedback from attendees. Planning continues for a longitudinal **mentoring program**; you'll hear more about this 2016 pilot in New Orleans. In New Orleans we'll be discussing other FDTF initiatives (faculty development for non-clerkship directors, website updates, on-line modules) AND soliciting interest in the FDTF leader position which will open after New Orleans. Come join our group and get involved!

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Research and Scholarship Task Force (RSTF)

Submitted by:

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The RSTF was reviewing 74 poster abstracts for the 2015 annual meeting. There were five teams of reviewers for the submissions. We continue to provide opportunities for members to revise and resubmit abstracts to coach members on how to write quality scholarship. A big thanks to everyone who submitted abstracts as well as those who gave such detailed, thoughtful reviews of the submissions.

As part of the annual meeting, we will be giving poster awards again this year. Awards are given for the best Research in Medical Education, Innovation in Medical Education, and Best Trainee Poster. Volunteer poster judges will be recruited before the meeting from the RSTF membership and any interested members of COMSEP. If you would like to volunteer, please email Gary Beck.

The RSTF was quite ambitious with the number of workshop abstracts submitted this year. The following sessions will be held during the meeting:

Pre-Conference Workshop: Practical Skills to Design and Conduct a Rigorous Qualitative Study in Medical Education. Eve Colson, Cynthia Christy, Terry Kind, Jan Hanson, Caroline Paul, Karen Forbes, Susan Forbes, Julie Stamos and Gary Beck will be leading this 4-hour session.

Thursday, March 12th, 1:00 - 3:00 PM

Poster Presentations 101. Anton Alerte, Rebecca Tenney-Soeiro, Joseph Jackson, Anne Warwick, and Meg Keeley will lead this session.

Friday, March 13th, 2:00-4:00 PM

MedEdPORTAL 1.0: A Workshop for Disseminating Educational Scholarship. Carrie Phillipi, Mary Rocha, Makia Powers, Mitzi Scotten, Amal Khidir, Caroline Paul, Jennifer Trainor, and Jan Hanson lead this session.

Saturday, March 14th, 10:00 AM-12:00 PM

Finding Opportunities in Qualitative Research: Framing Your Medical Education Research Question. Terry Kind, Eve Colson, Dan Richards, Jan Hanson, Linda Tewksbury, Caroline Paul, Karen Forbes, Gary Beck, Cynthia Christy, and Susan Bannister will facilitate this session.

The task force continues to work on a variety of projects. We would like to invite any and all of you to attend our meetings.

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Clerkship Administrators

Submitted by:

Gretchen Shawver gshawver@stanford.edu

The Administrator Group is happy to welcome several new members this year! Our COMSEP Administrators Mentoring Program (CAMP) will reach out to you before the meeting to identify a mentor. If you would like additional information about the mentoring program, please contact Marlo Eakes Meyer (mme4@virginia.edu).

2015 Administrator Workshops in New Orleans:

The Clerkship Administrator Certification Workshop is offered on Wednesday, March 11 as a Pre-Conference Workshop. If you are a new Coordinator/Administrator, we encourage you to attend!

The Clerkship Administrators General Session will be held on Thursday, March 12 from 10:30am to 12:00pm. The agenda includes a Q & A session with COMSEP President Mike Barone, presentations for certification, a discussion on LCME standards, and workshop preparation for next year's meeting. Not to mention our group photo! Please be sure to join us!

Workshops 9 and 18 are specifically designed for and lead by clerkship administrators:

Workshop 9 (Thurs, 1-3pm) – Addressing Professionalism Concerns within the Clerkship; A “Toolbox” of Remediation Plans

Dawn M. Landschoot, Virginia Commonwealth University School of Medicine, Richmond Virginia
Gretchen Shawver, Stanford University, Palo Alto, CA

Workshop 18 (Fri, 2-4pm) – Year at a glance: Clerkship Administrators role in the third year

Christy L. Schwartz, Bon Secours St. Mary's Hospital, Richmond VA
Marlo E. Meyer, University of Virginia, Charlottesville, VA

Please note, there are no administrator specific workshops on Saturday - please choose one that fits your passion!

Administrator Dinner: Please make plans to join us for an Administrator Dinner on Thursday, March 27 at 7pm.

More information about the Administrator Dinner will be sent prior to the meeting.

Want to keep up with the COMSEP Administrator's Group via Facebook? We would like to invite you to be a part of our Facebook page! Administrators utilize it for our Journal Club, sharing best practices, quick polls related to clerkship issues, and to celebrate individual accomplishments.

Follow this link to join the COMSEP Administrator page: <https://www.facebook.com/comsep>

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Learning Technology Task Force

Submitted by:
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The Learning Technology Task Force maintains its interest in cutting edge educational technologies for medical student education. Glen Medellin and Bob Dudas continue as Task Force co-leaders while Soumya Adhikari serves as COMSEP Webmaster. Bob will be rotating off of the task force and we will be soliciting for a new task force leader in New Orleans. We look forward to our annual discussion of WAGs (Websites, Apps and Gadgets) as well as our task force led workshop on ipads. We are also soliciting members for brief (15 minute) presentations to take place during the first LTTF meeting to showcase how are members are utilizing learning technologies at their home institution. Please email us now if you think you would be interested in a 15 minute presentation slot. Last year they filled quickly!

For interested members we host a listserv specific to learning technology. It can be 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 LTTF. 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/Lttf>

We look forward to meeting up in New Orleans.

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COMSEP Webmaster Update

Submitted by:
Soumya Adhikari SOUMYA.ADHIKARI@childrens.com

Website Usage Summary for 2014:

January 1 - December 31st:

25,533 total visits!

Most popular pages: Annual Meeting (2945 page views)

Multimedia Teaching Tools (1682 page views)

Annual Meeting Program (1430 page views)

MS3 Curriculum (1306 page views)

Would you have guessed it?

20,000+ of our hits came from within the US in 2014. Another ~1600 from Canada. But what's the 3rd most common country for us to draw visitors from? India.... With 849 sessions in 2014.

The Student Resources page has recently been completely revised and refreshed based on resources recommended by our membership. Many of you have already made use of the "residency program" Google Map now linked from that page. You may have noted that it is a bit outdated. Anyone who considers themselves an amateur (or professional!) cartographer who would like to help me update that map, please be in touch.

And as always - Have a website metric that would be useful to you? Or any other thoughts about our website?

Contact me: soumya.adhikari@childrens.com.

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