

SUBJECT: MEDICAL EDUCATION RESEARCH

SUBMITTED BY: Medical Education Summit Progress Task Force

REFERRED TO: Reference Committee 4

1 WHEREAS, the American Osteopathic Association (AOA), the American Association of
2 Colleges of Osteopathic Medicine (AACOM), and the Osteopathic Heritage
3 Foundations have sponsored two Summits to discuss key issues confronting
4 osteopathic medical education.; and

5 WHEREAS, Medical Education Summits 2005 and 2007 suggested many ideas for medical
6 education research; and

7 WHEREAS, the osteopathic profession is moving forward on all fronts with medical
8 education research; It is believed that the overarching issues of medical education
9 research raised by the Medical Education Summits are being addressed; now,
10 therefore be it

11 RESOLVED, that the Medical Education Summit Progress Task Force recommends to the
12 AOA Board of Trustees that the American Association of Colleges of Osteopathic
13 Medicine (AACOM) and AOA develop an annual joint research report to AACOM
14 Board of Deans and the AOA Board of Trustees.

Explanatory Statement: The attached report examines recent accomplishments and ongoing efforts. To continue this effort and in lieu of individual, disjointed reports on each consensus statement, it is recommended that AACOM and AOA develop an annual joint research report.

ACTION TAKEN _____

DATE _____

Medical Education Summits

Medical Education Research June 2009

The American Association of Colleges of Osteopathic Medicine (AACOM), the American Osteopathic Association (AOA), and the Osteopathic Heritage Foundations have jointly sponsored two Medical Education Summits to discuss key issues confronting osteopathic medical education. Medical education research has been an issue raised at both Summits.

Much has been accomplished in osteopathic medical education research. This report examines recent accomplishments and recommends that ongoing efforts be consolidated into an annual report to the AACOM and AOA leadership.

Research Questions

In the scientific method, the first step is to ask the questions. The Medical Education Summits suggested many ideas for medical education research, including:

- What are the applicant characteristics that increase the probability of a successful career in osteopathic medicine, requires the union of both databases;
- Are there optimal resource allocations for the education of students;
- Is there benefit in developing a database of residency research papers; and
- Does the Clinical Assessment Program for residencies improve patient care?

(See consensus statements 14, II.G.1, II.G.2, II.G.3, II.G.4, II.G.5, and II.G.6b) These questions have been the focus of numerous groups within the osteopathic profession.

Data Availability

Having data is important in research analysis. Resources for data include the AOA and AACOM databases on students and osteopathic physicians, OSTMED.DR, and the Clinical Assessment Program (CAP) data.

In medical education research, AACOM collects data on students from its application service. Application data include MCAT scores, college transcripts, gender, race, and other information on students who enter colleges of osteopathic medicine. The AOA, on the other hand, collects data primarily after graduation, such as date of graduation, residency training statistics, certification, licensure data, and other career information on each osteopathic physician. A key to answering some of the questions above requires the union of AACOM and AOA databases.

Last year, the AOA agreed to give its data on all students and osteopathic physicians to the AACOM for research purposes. The AOA provides AACOM with quarterly updates also. Combining databases is difficult work and the AACOM is looking for ways to combine the databases efficiently.

In addition to data collection, the Virginia College of Osteopathic Medicine is developing OSTMED.DR, an online database of osteopathic journals, publications, and articles. OSTMED.DR has completed its scanning of *Journal of the American Osteopathic Association* articles and is now scanning

other peer-reviewed, osteopathic documents. Part of its goal is to develop a database of research reports produced by osteopathic resident physicians (see Statement II.G.5). This new database has two primary goals: 1) to encourage research (both clinical and medical educational); and 2) to provide incoming residents with a database of information with which to build upon. (see Statements II.G.2, and II.G.5).

Data on clinical outcomes is also available. The standards for training in family practice and internal medicine require usage of the Clinical Assessment Program (CAP) for residencies. This program requires training programs to submit data periodically on various conditions, such as diabetes mellitus, low back pain, coronary artery disease, immunizations, hypertension, and women's health. CAP data are available to researchers and are being used for research and quality assurance. (see Statements II.G.3, II.G.6a, II.G.6b). Recently, the Osteopathic Heritage Foundations commissioned five analytical papers using CAP data. These papers are currently undergoing review for publication in leading journals. Several of the osteopathic certifying boards are considering the use of CAP in the clinical assessment of candidates for certification and recertification (see Statement II.G.3).

Funding

A third key ingredient to research is funding. In collaboration with the Colorado Springs Osteopathic Foundation, the AACOM has created the Medical Education Research Institute (OMERI) to provide mini-research grants for promising medical education research (see Statement II.G.1). The mission of OMERI is to encourage and facilitate excellence in osteopathic medical education research and provide resources and mentorship for new projects. One of the stated goals is to involve multiple colleges of osteopathic medicine in collaborative studies (see Statement II.G.4).

Other Resources

The AOA established an OPTI Clearinghouse for the purpose of sharing postdoctoral training information with the OPTIs and specialty colleges. The OPTI Clearinghouse tracks trends in postdoctoral training, such as Match statistics and residency fill rates. The OPTI Clearinghouse undertakes numerous special studies for various groups, including the Medical Education Summit Progress Task Force, the Council on Postdoctoral Training, and the Bureau of Osteopathic Education.

Conclusions

The osteopathic profession is moving forward on all fronts with medical education research. It is believed that the overarching issues of medical education research raised by the Medical Education Summits are being addressed. To continue this effort and in lieu of individual, disjointed reports on each consensus statement, it is recommended that AACOM and AOA develop an annual joint research report to AACOM Board of Deans and the AOA Board of Trustees.

Research Consensus Statements

Statement Number 14

Conduct a comparative resource analysis for procuring administration, faculty, and staff necessary to open a new COM vs. expansion of existing COM class sizes.

Statement Number II. G. 1

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- OGME should foster research thru funding discovered by researchers, program directors and research entities.

Statement Number II. G. 2

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- OPTIs, specialty colleges, AOA COPT, AODME and AACOM should identify, create and encourage a culture of research in OGME.

Statement Number II. G. 3

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- The Bureau of Osteopathic Clinical Education and Research should foster quality improvement thru predetermined outcome measures defined by specialty colleges.

Statement Number II. G. 4

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- OPTIs and the ORC should develop multi-centered trials that result in peer publications.

Statement Number II. G. 5

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- A database of research in residency programs should be collated and given to the Bureau of Osteopathic Research and the ORC by specialty colleges.

Statement Number II. G. 6a

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- Encourage residency program directors and researchers to increase published research, particularly using CAP data.

Statement Number II. G. 6b

Promote research in osteopathic medicine and in outcomes/product of our educational processes

- The CAP data should be used by residency program directors to increase the number of residencies recording and reporting CAP data.