

Carl J. Shapiro Institute for Education and Research Millennium Conference Impact 2001-2019

The purpose of the Millennium Conference series is to assemble educational stakeholders and thought leaders to discuss a topic of pressing importance in medical education, with the aim to advance a national agenda for that area. Institutional teams, rather than individuals, are chosen to participate through a selective application process.

In all, 37 medical schools from the US and Canada have participated in the nine conferences convened since 2001.

Millennium Conference 2001 and 2002: The Clinical Education of Medical Students

The proceedings were disseminated as a special report released by the Association of American Medical Colleges (1).

Millennium Conference 2003: The Continuum of Clinical Training in Undergraduate and Graduate Medical Education

Millennium Conference 2005: Medical Simulation - Theory and Practice

The proceedings were published in *Simulation in Healthcare* (2).

An accompanying editorial (3) stated, “[They] are to be congratulated for providing such a clear concise account of a meeting that has helped both to give us a snapshot of where medical simulation thinks it is in the early years of the 21st century and also to set and clarify an agenda not only for the medical simulation community, but for the whole healthcare simulation community. The success of simulation in healthcare will be determined by how successfully we respond to those challenges.”

Millennium Conference 2007: A Collaborative Approach to Educational Research

The proceedings were published in *Teaching and Learning in Medicine* (4).

The keynote, given by Larry Gruppen, was published in *Teaching and Learning in Medicine* (5).

The work of a task force on longitudinal databases for medical education research was published in *Academic Medicine* (6).

The work of a task force on research priorities was published in *Academic Medicine* (7).

The work of a task force on the IRB process in medical education research was published in *Academic Medicine* (8).

Millennium Conference 2009: Patient Safety – Implications for Teaching in the 21st Century

The proceedings were published in *Teaching and Learning in Medicine* (9).

Millennium Conference 2011: Critical Thinking

The proceedings were published in *Teaching and Learning in Medicine* (10).

- The work of a task force on developing milestones in critical thinking was published in *Academic Medicine* (11). A letter of intent submitted to the Stemmler Fund was selected to go on to full proposal for the second time. Meanwhile, the task force has been invited to collaborate with the National Board of Medical Examiners to create a critical thinking assessment for the health professions. The task force submitted two

grant proposals to the NBME for the Stemmler Fund; both were asked to submit full proposals but were unfortunately rejected.

- The work of a task force on strategies to teach critical thinking was published in *Medical Education*. This study represented the characterization of 44 interviews of faculty at 9 institutions (12). This paper was identified at the Clerkship Directors of Internal Medicine as one of the top medical education articles of 2016 and was one of the top 5 downloaded articles in *Medical Education* in 2016.
- A second paper on how the learning environment is shaped to support critical thinking was published in *Perspectives in Medical Education* (13).

Millennium Conference 2013: Teaching Value-Added Care

The proceedings were published in *Teaching and Learning in Medicine* (14).

One task force tackled the issue of the bedside teaching of high value care principles, using SOAP-V, a framework to include "Value" as part of SOAP presentations on inpatient rounds. This work resulted in a multi-institutional randomized controlled trial to teach medical students about high value care. The study took place at Penn State, Case Western Reserve University, and Harvard Medical School and concluded in June 2015.

- It won the 2015 Teaching Value and Choosing Wisely Challenge sponsored by the ABIM Foundation and Costs of Care (15). As part of the award, Eileen Moser presented the project at the ACP 2015 conference.
- An abstract submitted to the NEGEA 2015 conference was accepted for oral presentation. The presentation went on to win an award for Best Short Communication, UME Clerkship.
- The task force published an article describing this work for the Journal of Hospital Medicine for their Choosing Wisely series (16). The group gave a webinar for the Teaching Value in Health Care Learning Network supported by the ABIM Foundation and Costs of Care in 2015.
- In 2016, the task force received an ABIM Foundation grant to translate SOAP-V to the outpatient setting for internal medicine residents.
- SOAP-V was presented as a workshop at the AAIM Skills conference in October 2016 and at an AAIM HVC pre-course in March 2017 as well.
- A paper describing the quantitative and qualitative results of the multi-institutional study was published in *American Journal of Medicine* (17).
- SOAP-V has been incorporated into the curriculum at 11 medical schools.

The work of a task force to propose a framework for communication skills completed 5 case scenarios to exemplify value conversations, using the input of patient advocates. Daisy Smith from the ACP developed a communication guide based on this work and piloted it at the Waxman Center at the ACP 2015 conference in three HVC cases, as part of a randomized controlled trial of physicians, supported in part by the ABIM Foundation.

Millennium Conference 2015: Transforming the Post-Clerkship Curriculum

Two task forces were formed. The first focused on determining the essential elements of situational awareness in medicine. A national Delphi study was performed and the manuscript has been submitted. The second task force focused on investigating the views of students, faculty, and residents on the drivers of student choices in the post-clerkship curriculum. A mixed methods study was preformed and the manuscript is in draft.

Millennium Conference 2017: From Student to Doctor: Aligning UME and GME Teaching to Ensure Success

This conference resulted in the creation of two task forces focused on the UME to GME transition. One completed a national study using a modified Delphi to determine which aspects of Social Determinants of Health should be taught in UME (medical school) and which should be taught in GME (Residency and fellowship) (18).

The other task force has completed a multi-institutional randomized trial of explicit versus implicit clinical modeling to determine what learners “actually learn” from each type of modelling. Faculty modeling of desired behaviors has historically been a part of the apprenticeship model of clinical teaching, yet little is known about best practices for modeling. This study compared the educational impact of implicitly versus explicitly modeled communication skills among U.S. medical students (19).

Millennium Conference 2019: Self-Directed Learning: Training Doctors for a Lifetime of Discovery

The conference proceedings were published in *Teaching and Learning in Medicine* (20).

Two task forces built upon the foundation of the 2019 conference. The first, comprising representatives from Colorado, Dell, Sidney Kimmel, George Washington, Sherbrooke, and Vanderbilt medical schools, developed a framework that describes the elements necessary for the progression of SDL-HP from the novice to advanced learner. A manuscript describing this framework has been submitted to *Academic Medicine* for publication and is currently under review.

The second taskforce, comprising faculty from Harvard, Dell, George Washington, Sidney Kimmel, Sherbrooke, and Colorado medical schools, is pursuing a study, utilizing a modified Delphi process, to determine the essential elements of a learning environment needed to support SDL-HP. The study is now in progress.

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