

MedEdPortal: A Skills-Building Workshop

Northwestern University
Chicago, IL

Tuesday, October 18, 2011
10:30-12 (part I) and 1:30-3 pm (part II)

Session Goal: The workshop goal is for participants involved in health literacy/health care communication/cultural competency/health disparities curriculum development to engage in preparation of educational materials and expand their awareness of opportunities and success with publicizing peer-reviewed scholarly educational materials through MEP.

Objectives: By the end of the workshop, attendees will be able to:

1. Consider MEP for publishing peer-reviewed educational resources.
2. Discuss examples of appropriate types of materials that can be published in MEP.
3. Compare the MEP submission and peer review process with traditional forms of peer-reviewed publication.
4. Prepare one educational material to meet MEP's accepted criteria/standards for publication.

Workshop Description: The Affordable Care Act calls for model curricula in cultural competency to be disseminated through an Internet Clearinghouse. Model curricula have been disseminated for several years through the Association of American Medical Colleges' MedEdPortal (MEP), a free, online, searchable peer-reviewed publication service and repository for medical and oral health teaching materials, assessment tools, and faculty development resources (www.aamc.org/mededportal). The only resource that focuses exclusively on the continuum of medical education (UGME, GME, CME), MEP provides resources for faculty development to meet unique needs of educators. Only 17 curricula products addressing health literacy are included in MEP. A writing workshop will be led by Emily Novinskie, MPH, Managing Editor of MEP from the Association of American Medical Colleges on how to prepare curricular products for submission to MEP for dissemination to national and international educators. During the workshop, participants will be provided a review of how to prepare submissions to MEP, examples of MEP submissions that were accepted and published, as well as mentored time to prepare and revise submissions to MEP. They will receive electronic copies of the Powerpoint slides and MedEdPortal submission forms. Participants are encouraged to bring relevant curricula materials, laptop computers, and power cords to the workshop so that they can use the time as a working session.

Agenda Outline

- | | |
|---------------------|---|
| 10:30-11:00 a.m. | Welcome and Introductions |
| 11:00-12:00 p.m. | Lecture discussion of background and overview of MEP, including attributes of scholarship and application to peer review criteria and process. |
| 12:00-1:30 p.m. | Box Lunch/Poster Session II – HARC and ICCH Posters |
| 1:30-2:00 p.m. | <u>Activity 1:</u> Participants use a worksheet and the MEP peer review criteria/form to examine the readiness of an educational material for peer-reviewed publication in MEP. |
| 2:00 p.m.-2:45 p.m. | <u>Activity 2:</u> After a brief explanation, participants complete an initial draft of the MEP submission form for a selected educational resource. |
| 2:45 p.m.-3:00 p.m. | <u>Activity 3:</u> Post-workshop reflective questionnaire and wrap-up discussion. |

Acknowledgements: Funding for this workshop was made possible in part by 2R13MD006056-02 (Carter-Pokras) from the National Institute on Minority Health and Health Disparities. Development, implementation and evaluation of curricula materials and tools discussed during this workshop was made possible by a K07 mid-career training award program from the National Heart, Lung and Blood Institute (individual awards to members of the National Consortium for Multicultural Education for Health Professionals). The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.