



2023-2024 Annual Report

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2023-2024 Annual Report for the Alliance for Clinical Education

The Alliance for Clinical Education (ACE) is a multidisciplinary group formed in 1992 to enhance clinical instruction of medical students. ACE's mission is to foster collaboration across specialties to promote excellence in clinical education of medical students. Its members include representatives of the groups which direct the core clinical clerkships in most medical schools.

In support of its mission, the Alliance for Clinical Education will take a national leadership role in promoting:

- the recognition of excellent medical education as the enduring core mission of medical schools with a concomitant commitment of adequate resources
- collaboration, communication, and resource sharing among educators in different clinical disciplines, including a multidisciplinary approach to core competencies for medical students
- innovation in medical student education based on well-designed research, especially as this applies across clinical disciplines
- professional development of clinical medical educators
- service to our constituent organizations, other organizations in academic medicine, and students as a resource for information, ideas, and advocacy

In accordance with our mission, the Alliance for Clinical Education (ACE) undertook a variety of collaborations and outreach during 2023-2024. This annual summary provides an overview of our efforts to promote clinical medical student education.

ACE is comprised of representatives from eight different organizations, which include:

- Association of Directors of Medical Student Education in Psychiatry (ADMSEP)
- Association of Professors of Gynecology and Obstetrics (APGO)
- Association for Surgical Education (ASE)
- Clerkship Directors in Emergency Medicine (CDEM)
- Clerkship Directors in Internal Medicine (CDIM)
- Consortium of Neurology Clerkship Directors (CNCD)
- Council on Medical Student Education in Pediatrics (COMSEP)
- Society of Teachers of Family Medicine (STFM)

Annual Meeting:

The annual meeting was held in October 2023. Two virtual sessions were held to address ACE business with all of our representatives to the general council as well as committee representatives. Additionally, Dr. Veronica Catanese, co-secretariat of the Liaison Committee on Medical Education, attended the second session to address concerns gathered from our member organizations. The following highlights were discussed during the meetings:

- Dr. Madhu (Mona) Soni (CNCD) officially assumed the role of President of the organization.
- Our standing committees (Communication, Publication, and Research) reported on the committee activities, which are detailed later in this report.
- Updates on the status of *The Handbook on Medical Student Evaluation and Assessment, 2nd edition* and *The Guidebook for Clerkship Directors, 6th edition* were made.
- A summary of the conversation with the LCME is provided in Appendix A.

Publications & Scholarship:

Each year at the AAMC Learn Serve Lead meeting ACE conducts a panel discussion. At the 2023 meeting, the panel addressed utilizing non-physician providers as evaluators of medical student performance. A robust discussion occurred at the panel and volunteers who attended the session as well as panelists are currently working on a position statement related to this topic.

For several years, ACE has sponsored the live #MedEdChat on X (formerly Twitter). Although we have recently decided to suspend these chats due to declining participation, an exploration of the impact of using social media to develop communities of practice was conducted. In August 2024, the third project studying the chat was published.

- Zheng B, Beck Dallaghan G, Wang Z. [Social Dynamics and Discourse Moves: A Closer Look Into a Twitter-Facilitated Professional Learning Space](#). J Contin Educ Health Prof 2024; ePub ahead of print. doi:10.1097/CEH.0000000000000567

As indicated above, *The Guidebook for Clerkship Directors 6th Edition* is in early planning stages. Dr. Lonika Sood from CDIM is the new senior editor. Dr. Bruce Morgenstern is part of the group as a mentor. The editorial board consists of the following individuals:

- Irene Alexandraki (CDIM)
- Gary Beck Dallaghan (ACE)
- Amy Cutright (CDEM)
- Holli Horak (CNCD)
- Erin McMaster (COMSEP)
- David Power (STFM)
- Archana Pradan (APGO)
- Christiana Shaw (ASE)

- Nutan Vaidya (ADMSEP)

The second edition of *The Handbook on Medical Student Evaluation and Assessment* is underway. The book is in the final stages of completion with all chapters submitted. The goal is for this to be available in early 2025.

ACE's publisher will be making the books available as print on-demand and electronic versions as soon as they are published.

Standing Committees:

ACE has four standing committees to help facilitate the work of the organization. They include Awards, Communications, Publications, and Research. The following are some highlights for each committee.

Awards Committee - Chair: Amit Pahwa (CDIM):

In efforts to recognize excellence in clinical medical student education, in 2023 ACE created the Alliance for Clinical Education Louis N. Pangaro Medical Educator Award. At the AAMC Learn Serve Lead meeting in November, 2023, Dr. Maya Hammoud from the University of Michigan became our first recipient. In 2024, we received six nominations for the award which will be given in Atlanta, GA on November 8, 2024.

Communications Committee - Chair: Gary Beck Dallaghan (ACE):

Although ACE has been moderator for the weekly #MedEdChat on X (formerly Twitter) since 2017, waning participation led the committee to sunset the live chats. Instead, the committee discussed developing a monthly blog on topics that are of interest to clinical medical educators to continue having discussions on challenging topics, but doing it in a more thoughtful, evidence-based format. The new format will be rolled out in 2025, posting the blog on the ACE website but also feeding it to Linked-In as well as X. ACE has also created an account on Linked-In. Announcements and other ACE activities are now posted there instead of the group we originally had. The link to the page is:

<https://www.linkedin.com/company/alliance-for-clinical-education>

Finally, work is underway to update the website. We hope to reorganize components to make it easier to navigate.

Publications Committee – Chair: Adam Quick (CNCD):

The Med Ed Briefs continue to be published on a regular basis. Dr. Quick has a schedule for submissions so that each member organization of ACE can contribute at least two briefs. The Med Ed Briefs are available on our website at:

<http://allianceforclinicaleducation.org/med-ed-briefs/>

Submissions undergo a peer-review process by the members of the Publications Committee. Once the Brief has been published, Dr. Quick provides the authors with a letter acknowledging their submission as an alternative electronic publication so review authors can claim the work on their curriculum vitae.

Dr. Quick is also working on a project proposal to explore the impact of the Med Ed Briefs. Some questions that came to mind were related to increased downloads or views of articles reviewed. More work is being done on this.

Research Committee – Chair: Jennifer Christner (COMSEP):

The project addressing the impact of teaching on burnout in medical educators continues. Dr. Chad Vercio (COMSEP) has led this initiative. Surveys are completed and data analysis is underway. We hope to have a final manuscript prepared by the end of the calendar year.

In June, Drs. Christner and Beck Dallaghan met with Dr. Dorothy Andriole from the Association of American Medical Colleges. The discussion resulted in generating ideas of how ACE could use data collected from the AAMC questionnaires to answer questions relevant to clinical medical educators. After some discussion at the July committee conference call, two project ideas emerged and will be discussed in detail at the October 2024 annual meeting.

Clinical Medical Education Webinar Series:

In September 2021, we began the Clinical Medical Education webinar series. This series follows the content from the Guidebook for Clerkship Directors, 5th Edition. The third year of sessions will wrap up in October. Two sessions could not get scheduled last year due to conflicting schedules. The series has been very well received based on the evaluations. For each session, we have had anywhere from 30-60 participants per webinar. The links to the sessions are on our website at:

<http://allianceforclinicaleducation.org/webinar/>

Plans for 2024-2025

- *Philanthropy:* A working group has been meeting to discuss issues related to philanthropy for education and the clerkship director's role in it. Some ideas have been discussed, but further work needs to be done to determine what product(s) ACE will develop for this.
- *Clerkship Director Performance Evaluation:* A question about how faculty functioning as clerkship directors are evaluated for their work in that space came up last year. A working group has been collecting information on this to craft guidance for deans or chairs to use for evaluating performance as clerkship directors.
- *Advocacy:* With the summary from the LCME, we will be further investigating how we can generate informational resources for member organizations and/or advocate for change. These items will be revisited at the fall meeting in October.
- *2024 Learn Serve Lead Panel:* The panel topic this year is entitled "Approaches to Obtaining Valuable, Fair, and Equitable Assessments of Medical Students in Core Clerkships". The panel is moderated by Dr. Louis Pangaro (CDIM) with panelists including Drs. Irene Alexandraki (CDIM), Michael Ryan (COMSEP), Nancy Skehan (CDIM), and Kristen Hood Watson (STFM). Dr. Erin Furr-Stimming (CNCD) is also on the planning committee, but cannot attend the meeting. The panel is scheduled for November 8th at 1:00 PM PDT in Atlanta at the Learn Serve Lead meeting.

Visit the ACE website (<http://www.allianceforclinicaleducation.org>) to find out more about the organization.

Appendix A. LCME Discussion Summary from ACE's 2023 Annual Meeting

Dr. Catanese provided an overview of the LCME's role in accrediting medical programs, emphasizing that its standards are flexible to accommodate the diverse programs across the US and Canada. Key discussion points included:

- Mistreatment: Schools must use data from the AAMC Graduate Questionnaire to identify and address mistreatment in various educational settings. The LCME investigates how schools define and inform about mistreatment.
- Workload and Learning Environment: The LCME expects workload consistency across sites and an estimation of preparation time for rotations. Concerns were raised about students prioritizing exam preparation over class attendance.
- Feedback and Observation: Feedback can be given by fellows and residents, provided it aligns with faculty expectations and proper training on evaluation tools.
- Variability and Clerkship Length: The LCME expects schools to manage site variability and ensure curriculum goals are met, while clerkship lengths are left to the school's discretion.
- Faculty Well-being: Post-pandemic, faculty well-being has become a focus, with the LCME looking into concerns about faculty workload and appreciation.
- Quality Improvement: The LCME supports continuous quality improvement and will add requirements for quality assurance using student assessment data. Faculty involvement in triangulating data for quality improvement was also discussed.
- Student Satisfaction and New Competencies: The LCME is moving away from subjective student satisfaction measures, aiming for more objective questions. New competencies should not be adopted as program objectives unless they are context-specific.
- Element Language and LCME Standards: The LCME avoids being prescriptive and relies on schools to demonstrate how they meet accreditation principles. The standards are under review to stay contemporary.
- Consultants: While the LCME does not recommend consultants, schools can choose to hire them. The LCME secretariat is available to assist schools in preparing for accreditation.

The meeting concluded with Dr. Catanese offering further support to address concerns and misinformation within medical schools.