The vision of MedEdPORTAL is to succeed as the most utilized, cited and influential destination for health education.
MedEdPORTAL Suite of Services

Publications
• Serve as the premier clearinghouse of high quality, peer reviewed health education tools.

iCollaborative
• Promote interprofessional collaboration by facilitating the open exchange of educational resources across the health professions.

CE Directory
• Equip healthcare professionals across the continuum with effective and efficient educational resources to improve patient care.
An Integrated Solution
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Publications

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July 16, 2012
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July 16, 2012
July 2012: The Importance of Submission Instructions

Sponsored Collections

- Continuing Education
  SPONSORED BY: Association of American Medical Colleges

But Tommy Likes It Here: Moving to Adult Medicine

A case scenario that walks through a typical transition process for a teenager growing into adult with a chronic illness.
MedEdPORTAL Publications Overview

1. **Free** online publication service

2. **Open** to the general public around the globe

3. **Peer reviewed** health education teaching & assessment materials

4. **Learning modules** including instructor guides and all educational tools

www.mededportal.org
Publications
Educational Scholarship Guide

Mechanism for Sharing Educational Material

Promotion & Tenure for Teaching Faculty
# Teaching as Educational Scholarship

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Adapted from Glassick Criteria for Scholarship to accommodate “educational products,” a non-traditional form of scholarship.
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<td>Reflective</td>
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<td>design, development, evaluation, and dissemination. Indicate which data you reviewed</td>
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<td>and the insights that you gained. Describe any challenges, limitations, future</td>
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<td>Describe any lessons learned</td>
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Formal Peer-Review

Editor in Chief
Managing Editor, 3 Staff Editors
35 Associate Editors
1000+ Peer Reviewers
Death on the Wards: Preparing Medical Students for Clinical and Clerical Duties

Description

The aftermath of a patient’s death is an emotional time for both the medical team and the patient’s family and should be handled with the utmost professionalism. While most medical schools include instruction about death and dying, specific training on physician responsibilities after a patient’s death is lacking. Teaching medical students before they enter residency about the roles and responsibilities they will encounter after the death of a patient is crucial for a more favorable experience between the patient’s family and the healthcare team. The purpose of this student-initiated project was to improve medical students’ familiarity about what to do after a patient’s death and increase confidence in carrying out these duties.

We have developed a brief educational workshop on what to do after the death of a patient. A literature search identified previous related work and best educational practices. Workshop topics and activities were modified from those in residency training, including information about completing death certificates and communicating with families about autopsies, organ donation and generally about the death of a loved one. Instruction included an interactive PowerPoint lecture, handouts and individual and small group activities; e.g. role-plays. Self-assessment tools include pre- and post-workshop questionnaires evaluating knowledge and confidence in performing physicians' tasks after a patient’s death.

Citation

Publications Statistics: Cumulative

- Accept: 15.0%
- Revisions Required (then Accepted): 14.6%
- Reject: 70.4%
Reasons for Rejection

1. Insufficient educational context (not generalizable)

2. Mismatch of educational objectives and instructional content

3. Does not contribute to the field (e.g. superficial, reference materials)

4. Failure to adequately address revisions
Special Clearance

Allow only faculty members, instructors, or designate persons access to materials.

- Assessment tools
- Standardized Patient cases
- OSCE
- Exam materials
Tracking Usage

MEASURING IMPACT
MedEdPORTAL Usage Report
www.mededportal.org

Date Report Generated: Aug 9, 2011
Publication Title: Teaching Video: "Handoffs: A Typical Day on the Wards"
Publication Primary Author: Michael Saleh
Publication ID: 8331
Publication Date: Feb 17, 2011
Publication URL: http://www.mededportal.org/publication/8331
Publication Citation: Saleh M, Farnan J, Paro J, Vidyarthi A, Johnson J, Teaching Video: "Handoffs: A Typical Day on the Wards".

Summary Usage Report:
Total Number of Downloads: 66
Total Number of Unique Users Downloading: 54
Total Number of Unique Countries Downloading Publication: 7
Total Downloads for Teaching or Training: 56
Total Downloads for Self-Learning: 15
Total Downloads for Curriculum Development: 19
Total Downloads for Assessment and Evaluation: 15
Collections

Building Oral Health Capacity

- **Dental Considerations in Common Medical Imaging**
  - Format: Evaluation Tool, Image, Presentation
  - Published: September 10, 2012
  - Primary Author: Louise Veselicky
  - Institution: West Virginia University
  - This learning module is on oral findings in routine medical imaging. It is designed to improve the ability of the medical student, resident, and practicing radiologist/physician to identify pathology of the oral cavity seen on routine medical imaging with special emphasis on the dentition and the supporting tissues. Additionally changes secondary to dental treatment are illustrated. Recommendations for dental follow up, i...

- **The Oral Effects of Tobacco Use- Recognition and Patient Management**
  - Format: Evaluation Tool, Image, Presentation, Reference
  - Published: September 10, 2012

- **A Physician’s Guide to Identifying Pediatric Dental Decay and Common Oral Pathology**
  - Format: Presentation, Tutorial
  - Published: August 20, 2012

  - Format: Presentation
  - Published: August 10, 2012
Collections

Interprofessional Education Collection

- **Improving Interprofessional Understanding via Interprofessional Case Conferences**
  - **Format:** Case
  - **Published:** November 21, 2011
  - **Primary Author:** Daniel Erb, PhD, PT
  - **Institution:** High Point University
  - Using a case study format with standardized patients, Doctor of Physical Therapy (DPT), Medical Doctor (MD), Nursing (N), Doctor of Pharmacy (Pharm D) and Physician Assistant (PA) learners work as collaborative, interprofessional teams to solve a "medical mystery" regarding their standardized patient. Under the direction of interprofessional pairs of DPT, MD, N, Pharm D and PA facilitators, learners receive minimal inform...

- **Interprofessional Team Training Scenario**
  - **Format:** Case
  - **Published:** September 11, 2009

- **"Red in the Face" Interprofessional Simulation Case Scenario**
  - **Format:** Case
  - **Published:** July 7, 2011

- **Interprofessional Team-Based Learning Module: Depression**
  - **Format:** Case
  - **Published:** February 23, 2012
Collections

BOHC

Patient Safety/Quality Improvement

IPEC

PS/QI

DREAM

Patient Safety/Quality Improvement Clerkship
Format: Curriculum
Primary Author: Kristine Lohr, MD
Institution: University of Kentucky College of Medicine

E-learning is not just about dry purely textual content. It's about interaction and fun. The content is communicated through the interaction and engagement of the learner through practice. We learned that design and development of this e-learning product was time and resource intensive but that the benefits have been significant in terms of reusability, access, and consistency....

CMS Transportable Simulation-Based Training Curriculum in Patient Safety
Format: Curriculum
Published: December 16, 2009

The LIFE Curriculum: Learning to Address Resident Impairment and Fatigue to Enhance Patient Safety
Format: Curriculum, Case
Published: January 24, 2005

Medical Errors and Patient Safety: A Curriculum Guide for Teaching Medical Students and Family Practice Residents
Format: Curriculum
Published: January 22, 2005
Collections

BOHC
IPEC
PS/QI
DREAM

MedEdPORTAL, in partnership with the Georgia Health Sciences University are working closely to develop a repository of educational assessment measures to be launched in 2013. The Directory and Repository of Educational Assessment Measures (DREAM) will feature a searchable database of 200-300 peer-reviewed assessment measures that have been used in health sciences education samples.
iCollaborative
Find non-peer reviewed innovative approaches, practices, and strategies for transforming healthcare.
Browse iCollaborative

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Email [Subscribe]

INTEGRATING QUALITY
Team and Behavioral Competence Training
Safety and Quality Principles
Education (formal, across medical education continuum)
Methods and Tools for Performance Improvement
Assessment and Data Analysis

2012 Integrating Quality: Collaborating for Care
Interprofessional approaches to quality improvement and patient safety across the continuum of health education and clinical care.

Featured Resources
Latest
- Enhancing Recruiting and Interview Strategies With Technology
- Surgery Education Project
- Adult Medicine Office Patient Engagement Program
- WE SMILE: An Institutional Program to Eradicate Student Mistreatment

News
News & Updates
March 19, 2012
Innovation in Health Education: A Call for Poster Presentations
June 28, 2012
R4R Health Care Innovation Challenge

Sponsored Collection
Joining Forces
SPONSORED BY: Association of American Medical Colleges
Readiness for Reform (R4R)
SPONSORED BY: AAMC
MedEdPORTAL iCollaborative Overview

1. **Free** online collaboration service

2. **Open** to the general public around the globe

3. **Sandbox** and community building environment

4. **Innovative** approaches, practices, and strategies for transforming healthcare

www.mededportal.org/icollaborative
Adaptation of ABIM/ACGME Developmental Milestones Into an Internal Medicine Residency Curriculum at a University Medical Center—Examples of Rotational Curricula

Format
Evaluation Tool, Reference, Curriculum

Resource ID
271

Posted
May 3, 2012

Description
Stepwise behavioral guidelines are important in medical education for the training and evaluation of residents. The ACGME requires residency programs outline graded responsibility for each rotation. The 2007 ACGME and ABIM Developmental Milestones provide a general framework for curriculum development and initiate the expectation of implementation at a program level.

The 2012 announcement by the ACGME regarding revision of the residency program accreditation process outlines movement away from program information forms (PIFs) with associated site visits and instead toward more continuous milestones-based resident assessments. These resident assessments will hinge on a well-outlined milestones-based curriculum.

Despite the far-reaching and critically important impacts of milestones-based curriculum and the demand for timely implementation into programs nationally, specific examples regarding actual implementation into training curricula are limited.

Keywords
Patient Care, Medical Knowledge, Practice-based Learning Improvement, Interpersonal and Communication Skills, Professionalism, Systems-based Practice

Competencies Addressed
- Medical
- Professionalism

Professional Interest
- Curriculum Development Evaluation
- Evaluation of Clinical Performance

Material Access
The file associated with this resource includes the following:
- Full Description.pdf
- Ambulatory Medicine Curriculum.pdf
- Geriatrics Curriculum.pdf
- Endocrinology Consults Curriculum.pdf
- General IM Inpatient Curriculum.pdf
- MRCU Curriculum.pdf

Related Materials
- Publications (5)
- iCollaborative (6)
- FULSE: A Novel Experiential Curriculum in Policy, Leadership and Systems Engineering for Third-Year Medical Students
# Tracking Usage

**My MedEdPORTAL**

**Henning Saul**  
*Last sign in: June 18, 2012*

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<th>My Submissions (3)</th>
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<tr>
<td><strong>P</strong> Internal Medicine Clerkship Team-Based Learning Series: Anemia Module</td>
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Collections in *iCollaborative*
MedEdPORTAL CE Directory Overview

1. **Free** online CME directory service

2. **Open** to the general public around the globe

3. **Search & Find** high-quality online CME activities

4. **Promote** AAMC member developed *AMA PRA Category 1 Credit™* online CME activities

www.mededportal.org/cedirectory
## Having the Difficult Conversation: Counseling Your Patients on End of Life Decisions

**Activity ID:** 360  
**Released:** July 1, 2012  
**Expires:** June 30, 2013

### Description
The Patient Self-Determination Act of 1991 gave patients the right to deny medical care and preserved that right even when they are not capable of making medical decisions. By law, all patients are asked on admission to the hospital if they have an advance directive. In addition, studies have shown that patients want control of medical decisions at the end of life, and that they would like their primary care physicians to discuss the topic with them when they are still healthy. However, we know that fewer than one third of elderly individuals in the US have completed advance directives, which plan for end-of-life care in the future when the individual is too ill to make decisions. Furthermore, even when they do, the forms are often inadequate in that they focus on procedures (such as CPR) and do not address many other common decisions.

### Objectives

**Module 1:**
- At the conclusion of this activity, participants will be able to:
  1. Explain the legal ramifications of the Patient Self-Determination Act of 1991
  2. List three goals of advance directives
  3. Use tools of care in palliative care

### Related Materials

- **Publications (5):**
  - Palliative Care: End of Life Symptom Management
  - Palliative Care and End-of-Life: Adult
  - Palliative Care and End-of-Life: Pediatric
  - Update on Antiangiogenic Therapy for Metastatic Breast Cancer
  - Update on Antihypertensive Therapy for Uncomplicated Hypertension

- **iCollaborative (6):**

- **Continuing Education (5):**
  - Palliative Care: End of Life Symptom Management
  - Palliative Care and End-of-Life: Adult
  - Palliative Care and End-of-Life: Pediatric
  - Update on Antiangiogenic Therapy for Metastatic Breast Cancer
  - Update on Antihypertensive Therapy for Uncomplicated Hypertension
Collections in the *CE Directory*

- Evidence-based Medicine
- Palliative, Advanced & End of Life Care
- Practice Management
- Prevention
- Quality Improvement & Patient Safety
- Patient Centered Care
- Interprofessional Care
- Team Based Care
## Usage Statistics

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<td>Collaborate on tools in development</td>
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Questions?
Average Time to First Decision

Average Time (in days) to First Decision in relation to Total Number of Submissions Received.
June 1, 2011 – June 1, 2012.
Average Time (in days) to Final Decision in relation to Total Number of Submissions Received.
June 1, 2011 – August 31, 2012.
Add Chart title

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