

MEDICAL EDUCATION WORKING GROUP

SURVEY ON “EDUCATIONAL FACTORS ATTRACTING U.S. MEDICAL STUDENTS TO PATHOLOGY”

Medical Education Working Group Members

Organization	Role	Name
ABP	Past President	Karen Kaul, Co-Chair
APC (PRODS)	PRODS Council Plus	Wesley Naritoku, Co-Chair
APC	Roundtable Secretariat APC Executive Director	Priscilla Markwood
APC	Dir, Programs & Devlpt	Mel Limson
APC (Chairs/UMEDS)	UMEDS Council	Jennifer Baccon
APC (PRODS/UMEDS)	Chair, PRODS	Mary Furlong
APC (Chairs/PRODS)	Vice Chair, GME Comm	Cheryl Hanau
APC (UMEDS)	Chair, UMEDS	Barbara Knollmann-Ritschel
CAP	Chair, GME Committee	Robert Hoffman
Osteopathic School	Representative	Chaya Prasad

- Survey launched from November 2018 – February 2019.
- Respondents are Medical School Educators/Course Directors from 50% of the medical schools (APC member departments) in the U.S.
- Survey addressed three areas:
 - Demographics of school
 - Pathology leadership in curriculum development
 - Curricular design for pathology

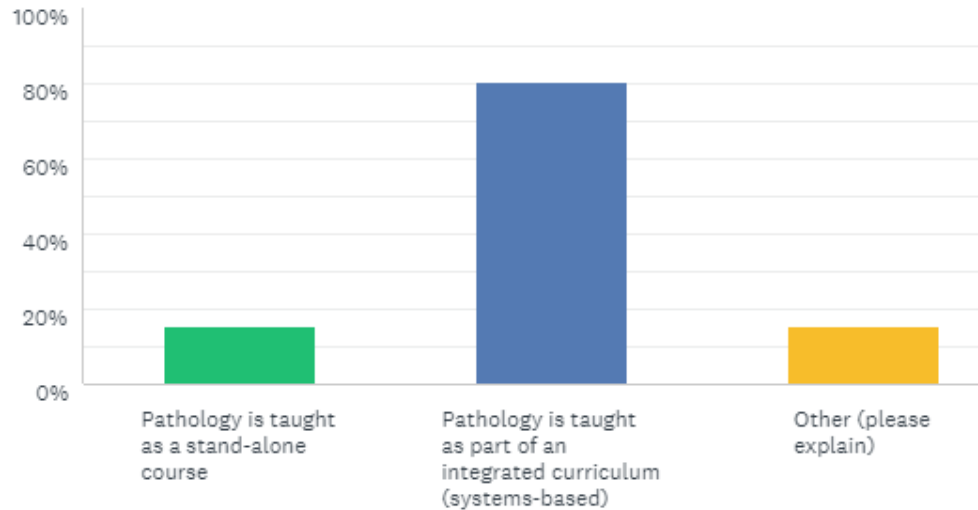
The next 3 slides preview the data collected on:

- how and when pathology is taught;
- how and when pathologists interact with students; and
- the most effective influence on getting students interest in pathology.

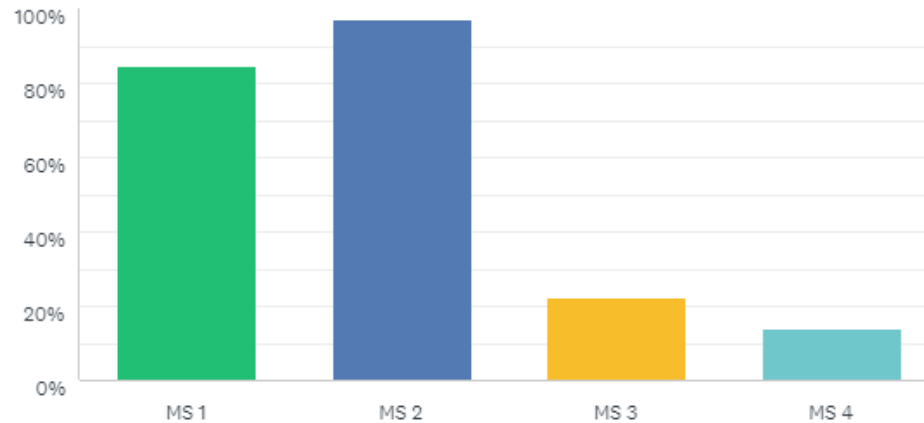


CURRICULAR DESIGN AND PATHOLOGY TOUCH-POINTS

How is pathology taught?

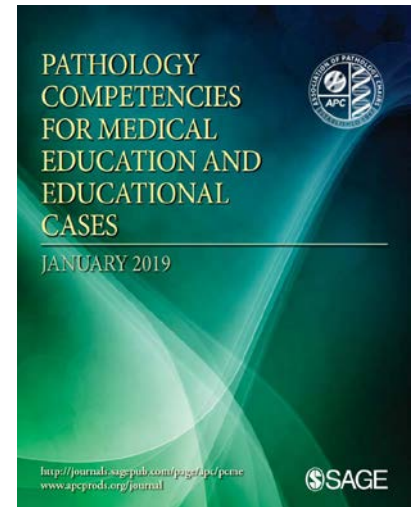
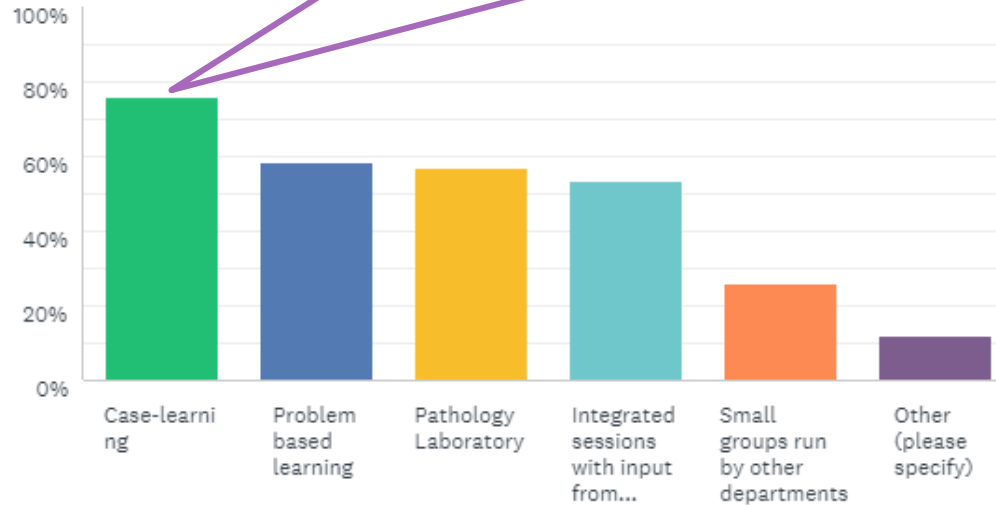


When is pathology taught?



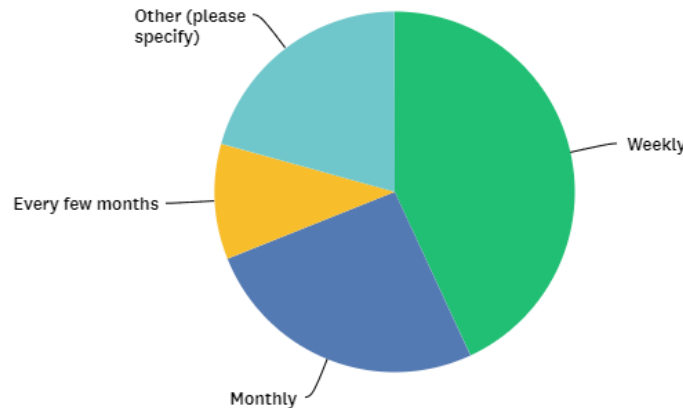
For **Educational Cases**, faculty increasingly use the **Pathology Competencies for Medical Education (PCME)**. Click the icon on the right to access FREE and peer-reviewed material.

How do Pathologists interact with students?



www.apcprods.org/m-academic-pathology

How often does this occur?



A word cloud of terms by respondents used in describing the most effective influences on getting students interested in pathology:

Mentors_{small group} teaching_{role models} students_{group} faculty
pathology faculty pathologists_{elective} pathology
curriculum **Exposure** Interest Group year_{early} interaction
research experiences interest_{first} experiences

Two-thirds of respondents summarized the most effective influence on student interest in pathology by:

exposure to, role modeling by, interaction with, mentoring from enthusiastic, inspirational, passionate, and energetic

***pathology faculty
early in medical school***



SURVEY RESULTS SUMMARY HIGHLIGHTS

By Dr. Wesley Naritoku, Co-Chair of Medical Education Working Group (MEWG)

1. Exposure to enthusiastic, inspirational, passionate and energetic pathologist mentors early in training is important.
2. There needs to be a designated UME Pathology faculty member with a leadership role in administration/design of curriculum.
3. Educators should (or must) have protected time in order to properly and effectively teach or engage students (this may become more difficult as attendance to lectures drop and schools go to pre-recorded lectures).
4. Faculty development/networking access to education professionals is essential. Medical educators should have basic training in how to teach and learn how to teach today's adult learner.
5. Consider the value of having educators receive formal Med Ed training. Consider a Med Ed track for pathology residents certified by the ABP.

For questions and comments, please email the MEWG at: info@apcprods.org

