

AiME-GLOBAL: ADVANCING MEDICAL EDUCATION GLOBALLY.

Leonor Corsino, MD, MHS, Duke University School of Medicine, Department of Medicine, Division of Endocrinology.

Christa Gibson, MPP, Duke University, Duke Medicine Global.

Elina Urli Hodges, MSPH, Duke University, Duke Medicine Global.

Onala Telford, MD, Former Fellow -Duke University School of Medicine, Department of Medicine, Division of Endocrinology.

Lisa Bourget, MBA, Duke School of Medicine, Duke Medicine Global.

Kyle Covington, PT, DPT, PhD, Duke School of Medicine, Department of Orthopedics and Duke Medicine Global.

Background: The Duke University School of Medicine (SOM) has established a reputation as a global leader in innovative medical education. Based on this reputation, various governments, universities, health care providers and investors regularly approach Duke to help them strengthen their existing programs or to help establish new programs. Recently, Duke Medicine Global in collaboration with the Duke University School of Medicine's Office of Medical Education sought to develop strategies which would enable more efficient and effective support of international partnership development in the realm of medical education, while also addressing Duke Health's institutional global health strategies.

Objectives: This year long project, Advancing Medical Education Globally (AiME), sought to systematically organize the Duke SOM's essential processes and resources in an effort to be readily deployed to global partners. Additionally, this project sought to engage multiple faculty and staff across the health system in Duke Medicine Global strategic initiatives to support foreign stakeholders interested in advancing medical education.

Methods: A multidisciplinary team consisted of two faculty members and three global engagement professionals, including a PhD with experience in medical education and assessment, an MD with experience in clinical education, faculty development, and research, and three members with experience in international engagement and project management. The team assembled an advisory board of leaders in medical education to guide the project. Project activities included an in-depth analysis of the literature and current global medical education initiatives, and semi-structured interviews with subject matter experts (SMEs) in the School of Medicine, School of Nursing and the Health System. SMEs were nominated by the advisory board or by the project team based on the expert's unique contributions to medical education in the Duke system. Interviews transcripts were analyzed and coded by the team based on typical components of program evaluation logic models (inputs, activities, outputs, conceptual frameworks, external frameworks). Once all transcripts were coded logic models were constructed from the data. Once logic models were drafted, SMEs whose data contributed to the creation of that logic model were invited to participate in a semi-structured focus group to provide feedback. All drafts were revised based on the focus group feedback.

Results/Outcomes/Improvements: A total of 84 interviews and 21 focus groups were conducted, leading to the creation of ten logic models. The team developed an overarching program strategy which includes five key concepts necessary for successful outcomes: Governing and Leading; Reflecting the Population you Serve; Growing Reputation; Building a Positive Environment; and Developing and Implementing the Curriculum for Future Leaders. The main outcomes of medical education at the Duke SOM are: improving health care, advancement of scholarly agenda, the creation of physician leaders and the development of SOM faculty and staff.

Significance/Implications/Relevance: The AiME project provided the foundation for in-depth understanding of the Duke SOM's educational endeavors and provided valuable information regarding the school's conceptual frameworks, activities and outputs. Furthermore, the results of the project highlighted multiple aspects of medical education at Duke SOM that can be easily adapted to fulfill the needs of medical schools around the globe.