

# CAM IN UME PROJECT UPDATE

## RECENT CHANGES

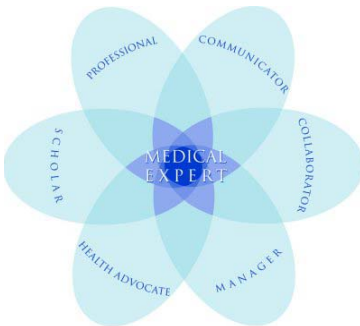
April 24, 2006

On March 15th and 16th, five members of the project's National Working Group, Dr. John Crellin, Dr. Michael Epstein, Dr. Marja Verhoef, Dr. Mark Ware, and Rebecca Brundin-Mather, held a self-funded meeting to advance the completion of the CAM in UME Project. The primary objectives of the meeting were to:

1. revise the core CAM learning objectives/competencies,
2. review and edit the content of the Foundations for CAM ROSTRs, and
3. establish the links between the Foundations ROSTRs and the Clinical Practice ROSTRs.

Several key outcomes from this meeting are important to pass on.

**Core CAM Competencies.** As many of you know, in 2002, 14 of 16 Associate Deans UME developed a list of CAM educational objectives under the categories of knowledge, skills, and attitudes. This list was later revised by consensus at the 2003 National Workshop in Saskatoon. In June 2004, Dr. Alan Neville, Associate Dean UME at McMaster University, recommend that all learning objectives be stated as competencies and structured within the Royal College of Physicians and Surgeons of Canada CanMEDS Physician Competency Framework. This framework was developed for training and assessing resident's abilities, but it is anticipated that its use will filter to UME. The National Working Group agreed with Dr. Neville's proposal and he drafted a set of key and enabling competencies for CAM that fall under the seven competency Roles in the framework.



RCPSM CanMEDS Diagram

Recognizing the value in each version of the CAM learning objectives, participants at the March meeting felt that it would be most simple to pull out the important elements in each version and amalgamate them. To this end, they (1) reviewed and evaluated each objective/competency in the context of our CAM curriculum topics, and (2) liberally identified what CanMEDS Roles each competency meets.

This approach produced two related documents which are attached to this update and to [our web site](#).

1. A list of fundamental CAM competencies retained under the knowledge, skills, and attitudes headings.
2. A summary matrix of the CAM competencies mapped onto the seven CanMEDS Roles.

Have there been changes in CAM teaching at your medical school in the past two years? Any talk of changes?

Positive or negative, we would love to have an update!

In addition to editing content detail, there are several questions that we need to address, such as:

1. Is this content and structure sufficiently comprehensive and appropriate for UME educators? Does it clearly define the general abilities that graduating medical students should have with regard to CAM?
2. Do we need to adopt the CanMEDS framework in its entirety and present key competencies and enabling competencies?
3. Should we add the Role of Healer to the CanMEDS framework to emphasize its importance?

Feel free to email your initial thoughts and feedback to [Marja Verhoef](#) or [Rebecca Brundin-Mather](#).

**ROSTRs to CAMpods** The acronym ROSTR is well known amongst the CAM in UME project members, but has little meaning to outsiders. Other terms have been used in the past, including: executive summary, topic outline, and teaching module. Participants at the March meeting felt that the acronym should be changed to provide more meaning and to be more contemporary. Thus, the term ROSTR is now changed to POD, and the documents are more specifically referred to as **CAMpods**. The letters *P O D* demark the three key sections: *Purpose*, *Overview*, and *Discussion*. This breakdown will also provide greater flexibility in the structure and content of the documents for each of curriculum sections (Foundations, Basics, Clinical Practice). Coupled with the name change is a greater emphasis on (1) linking the content to the competencies, and (2) alerting instructors to how to use the POD, where to find evidence, and how to stimulate students to reflect on relevant issues. The inclusion of discussion points in the POD will reinforce the later objective. Rebecca is editing the ROSTR manual to reflect the change to CAMpod. The revised manual, along with CAMpods examples, will be posted on the Project web site by late May. We anticipate that the suggested format change will not require substantial editing of existing ROSTRs. Rebecca will personally email all ROSTR authors to discuss further.

**Citation list of CAM Surveys** In reviewing the ROSTR on *CAM use*, participants at the March meeting suggested that it may be helpful to start a reference list or simple database of surveys on CAM use, including CAM use in different populations and in different conditions. We all know that it can be difficult to find the time to always conduct a comprehensive survey of recent and historically important literature, and it may be helpful to many educators if we could maintain a citations list. As a preliminary step, a member of Dr. Verhoef's research team, Lana Trojan, will begin compiling a list. Once we have a relatively complete list, we will send it to you for review and additions. As always, please let us know if you have any thoughts about this idea.

## FUNDING APPLICATIONS



We recently submitted two independent funding proposals.

1. To the **Lotte & John Hecht Memorial Foundation**. This full proposal has two funding objectives: (1) to enhance the CAM in UME Digital Repository prototype so it will operate as an online searchable repository of CAM educational materials, and (2) to update and improve the CAM in UME Project web site so it is better organized, informative, and visually appealing.
2. To the **Max Bell Foundation**. The focus of this proposal is to (1) hold a two-day workshop for educators, clinicians, administrators and decision-makers to discuss and document strategies to effectively integrate CAM content in UME curriculum, (2) develop an informative implementation guide outlining recommended approaches, and (3) evaluate the short-term impact of the workshop and implementation guide.

We anticipate that funding will be announced mid to late May.

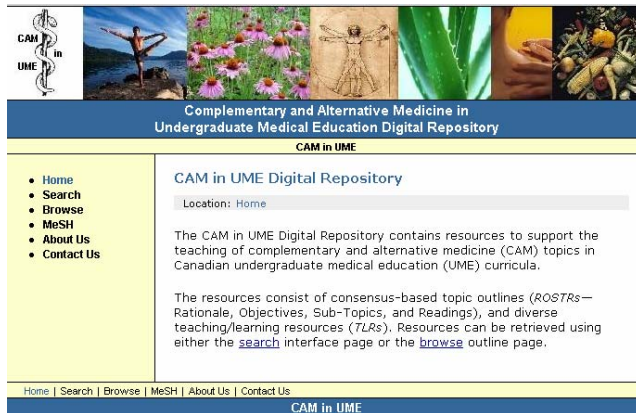
## DIGITAL REPOSITORY: TLR COLLECTION

Digital repositories are an increasingly common way of distributing educational materials via the World Wide Web. Advantages of digital repositories are:

- the removal of geographic barriers to resource access,
- the potential for multiple users to concurrently access the same resource,
- the application of sophisticated search parameters, and
- the ability to store and download files and display hypertext linkages among resources.

We currently have collected and indexed 62 CAM TLRs. Sixteen Web sites with curriculum-related resources have also been selected as TLRs (e.g., CAMline and NCCAM). TLR collection is still ongoing. To date, 77 educators have been, or are in the process of being contacted for potential resources. Only two educators declined to submit their resources, due to copyright concerns.

If you know of anyone who may have teaching/learning resources suitable for our repository, please contact [Trish Longair](#).



## MEETINGS

We have a CAM in UME Project meeting scheduled during the AFMC meetings in London, Ontario. Our meeting date and time is:

**May 1st, 1:30-4:30pm**

**Hilton London Boardroom VI**

Although only a few project members have confirmed that they can attend this meeting, we hope to use this time to have focused discussions on the CAM competencies, the CAMpods, and to prepare a preliminary agenda for the implementation workshop (in case we are successful in our funding). If you are attending the AFMC meeting, you are more than welcome to drop in, if only to touch base with us.

### The CAM in UME Project has been funded by:



[www.fp.ucalgary.ca/CAMinUME](http://www.fp.ucalgary.ca/CAMinUME)

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