

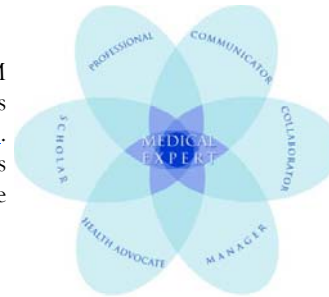
CAM in UME Project Update

DECEMBER 19, 2005

Some of you may be wondering what is happening with the CAM in UME project. The CAM in UME project is still quite active. However, due to limited funds, we are now pressed to complete and disseminate the work that has been started over the past year. In this bulletin we provide a brief update and identify priority activities that need your assistance.

I. CAM in UME learning objectives/competencies

Dr. Alan Neville (McMaster University) has drafted a set of CAM learning objectives subsumed under the seven CanMEDS roles utilized by the [Royal College of Physicians and Surgeons of Canada](#). The National Working Group (NWG) is currently reviewing this document and we anticipate that it will be ready to circulate to the Advisory Group for feedback by late February 2006.



Special points of interest:

- AFMC 2006 Medical Education Conference in London, ON. Mark **May 1, 2006 - 1:30-4:30pm** on your calendars for a meeting of the CAM in UME Project.
- If you know of anyone who may be willing to (1) share their CAM resources with other educators, or (2) author a CAM ROSTR, please contact [Rebecca](#) or [Trish](#).

II. CAM ROSTRs (topic outlines)

We have drafted ROSTRs (i.e., structured CAM topic outlines) for instructors on all the Natural Health Product topics, as well as on selected ROSTRs in the three curriculum sections, Foundations for CAM, CAM Basics (under which NHPs fall), and CAM in Clinical Practice; however, only a few are ready to be reviewed. We recognize that the pace of development may be slow given the busy schedules of individuals who have volunteered to write ROSTRs, but hope that many of these can be completed by February 28, 2006. Rebecca will be following up with you on your previous commitments. The CAM in Clinical Practice section is in most need of contributors, given the plethora of potential conditions for which the Canadian public is taking CAM. Rebecca has posted a list of potential topics in Basics and Clinical Practice on our project web site for those of you who can make the time to write one in your area of expertise. Please go to: <http://www.fp.ucalgary.ca/CAMinUME/curriculum.htm> for this listing. We have developed a manual called [How to Write a Good ROSTR](#) that should help with this endeavor (this is also on the website). Finally, we encourage you to send us the names of individuals that you think might be able and willing to author a ROSTR.

III. CAM Teaching/Learning Resources

The Teaching/Learning Resource (TLR) collection is proceeding at a steady pace. We have catalogued approximately 37 TLRs. Thank you to all who have responded to Trish Longair's requests for CAM curriculum or curriculum-related resources! Collection is ongoing so please contact Trish if you have materials to contribute or know of someone else who might (plongair@ucalgary.ca).

IV. Other Activities

We spent considerable time developing many background documents to support ROSTR development and TLR collection, including:

- Manual: *How to write a good ROSTR!*
- Introductory letters to request ROSTR author or ROSTR peer review
- Consent-to-Release & Copyright forms
- TLR submission form

The starred documents are available at http://www.fp.ucalgary.ca/CAMinUME/project_pdf.htm. On a related note, we are exploring [Creative Commons](#) as an alternate and perhaps more flexible approach to licensing educational materials.



Where do we go from here! Priority Activities



Concrete outcomes of the CAM in UME Project include:

1. A general rationale for CAM in UME.
2. A coherent set of student learning objectives or competencies.
3. An online catalogue of CAM curriculum resources.
4. A guide to assist educators on how to implement CAM curricula in UME (and to evaluate it).

Given our limited time frame, we need to strategically focus our efforts. In doing so, we have identified the following priority activities (but not in priority order):

- *Finalize the national set of learning objectives/competencies on CAM.*
- *Continue to build the database of ROSTRs and TLRs.* The pace of this activity is dependent on volunteers; we appreciate all that you can do to help in these activities.
- *Enhance the existing web platform hosting the curriculum database.* This would include upgrading programming codes to support a fully operational catalogue including an interface with authentication permission for contributors, a log record, feedback forms, etc. Static images of the catalogue prototype can be seen at <http://www.fp.ucalgary.ca/CAMinUME/catalogue.pdf>. We also have begun discussions with experts on digital repositories in order to explore alternate ways to provide a searchable catalogue.
- *Conduct a needs assessment of CAM education in Canada's 17 medical schools.* We conducted an environmental scan of CAM teaching in each medical school in 2003, and would like to update this information to see what changes have occurred. In addition, we would like to assess the impact of the CAM in UME Project in helping to promote or secure a place for CAM education within each school.
- *Hold a national workshop to discuss implementation and evaluation issues.* We need to document the varied approaches that medical educators have used to effectively implement CAM into UME curricula. A forum or workshop, followed by the a written guide is one possible approach.
- *Promote discussions with the Medical Council of Canada to include "CAM-related" questions on the LMCC Part I exam for graduating medical students.*

We are at a critical stage of our project, and need to focus on activities that will be most useful to undergraduate medical educators. Likewise, we must continue to be prudent where we spend our funds. Any feedback or input you wish to provide in these decisions is more than welcome. Many of you, particularly individuals on the National Working Group, have already provided tremendous assistance to date.

Thank you for your time and we wish you a safe and peaceful holiday break.

Sincerely,

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