

# Regional Medical Campuses

Leveraging Our Structure

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# Conflict of Interest

- We have any conflict of interest to disclose.
  - Deb Birnbaum, MBA
  - Emily C. Walvoord, MD
  - Elizabeth R. Ryan, EdD



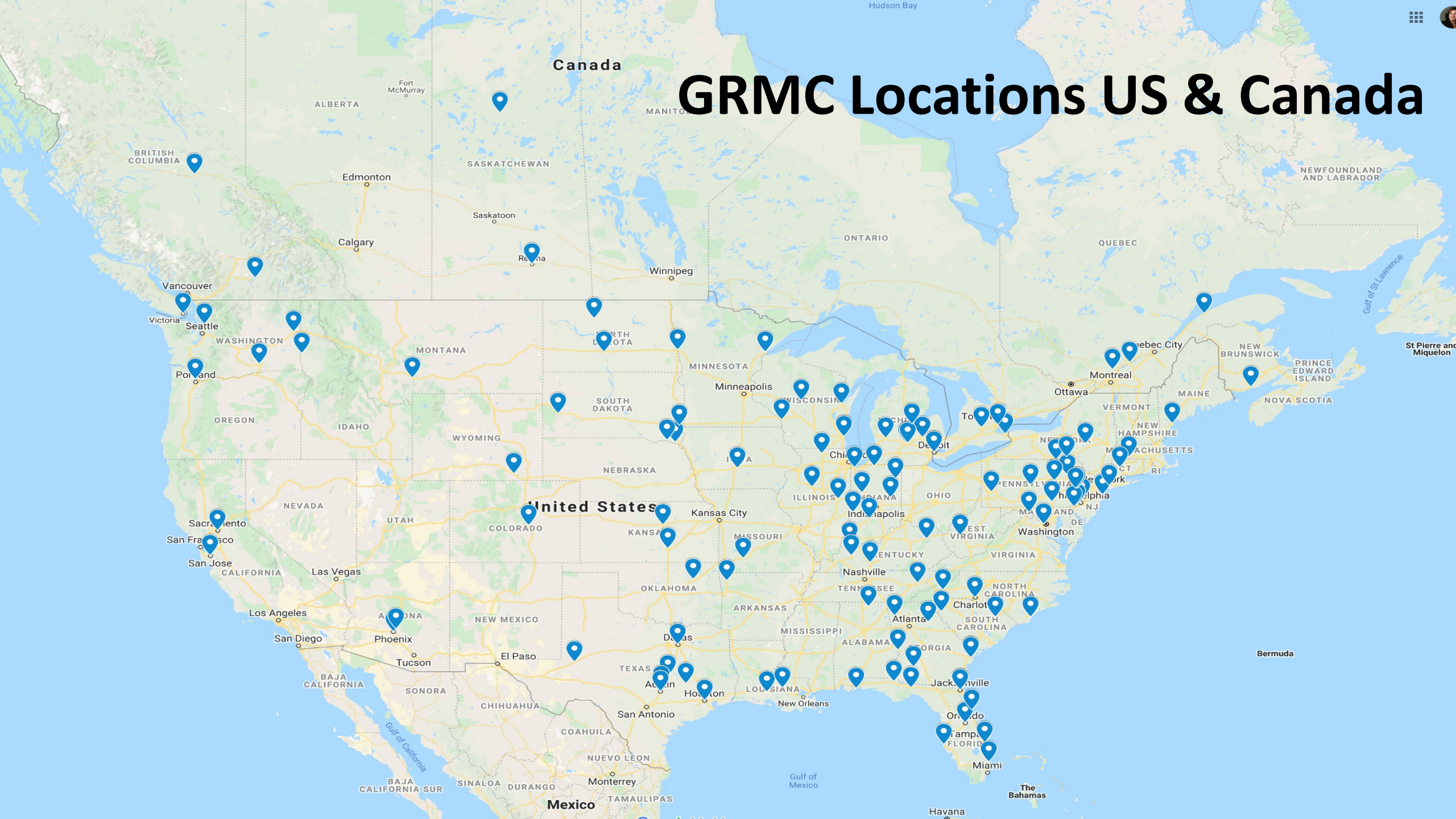


# Session Objectives

- Discuss Regional Medical Campus Model & Definitions
- Discuss IUSM Scholarship Examples
- Discuss Leveraging our Structure to Increase Medical Education Scholarship
- Questions and Answers



# GRMC Locations US & Canada



## Regional Medical Campuses: A New Classification System

Craig E. Cheifetz, MD, Katherine S. McOwen, Pierre Gagne, MD, MSc, and Jennifer L. Wong

### Abstract

There is burgeoning belief that regional medical campuses (RMCs) are a significant part of the narrative about medical education and the health care workforce in the United States and Canada. Although RMCs are not new, in the recent years of medical education enrollment expansion, they have seen their numbers increase. Class expansion explains the rapid growth of RMCs in the past 10 years, but it does not adequately describe their function. Often, RMCs

have missions that differ from their main campus, especially in the areas of rural and community medicine. The absence of an easy-to-use classification system has led to a lack of current research about RMCs as evidenced by the small number of articles in the current literature. The authors describe the process of the Group on Regional Medical Campuses used to develop attributes of a campus separate from the main campus that constitute a “classification” of a campus

as an RMC. The system is broken into four models—basic science, clinical, longitudinal, and combined—and is linked to Liaison Committee on Medical Education standards. It is applicable to all schools and can be applied by any medical school dean or medical education researcher. The classification system paves the way for stakeholders to agree on a denominator of RMCs and conduct future research about their impact on medical education.





### **Basic Science Model**

- Basic Science Year 1 only
- Basic Science Year 2 only
- Basic Science Years 1 and 2 in entirety

### **Clinical Model**

- Clinical Year 3 in full
- Clinical Years 3 and 4 in entirety
- Clinical Year 3 in part-greater than 50% of required third year rotations occur at RMC (Clerkship must be offered in their entirety and be managed directly by the RMC)

### **Longitudinal/Distributive Model**

- Basic science and/or clinical experiences span a period greater than 12 weeks in one or more courses of study or core areas. There must be continuous assignment of learners to the site over repeated cycles and administrative mechanisms to coordinate the academic experience, student affairs, and faculty oversight.

### **Combined Model**

- Basic Science and Clinical years offered in some combination



# GRMC in Brief - Four Priorities

## **Education:**

- *To facilitate educational innovation and connect with new populations.*

## **Community Health:**

- *To engage the diverse communities in which we serve in order to improve health.*

## **Workforce:**

- *Develop the health care workforce to meet the community's needs.*

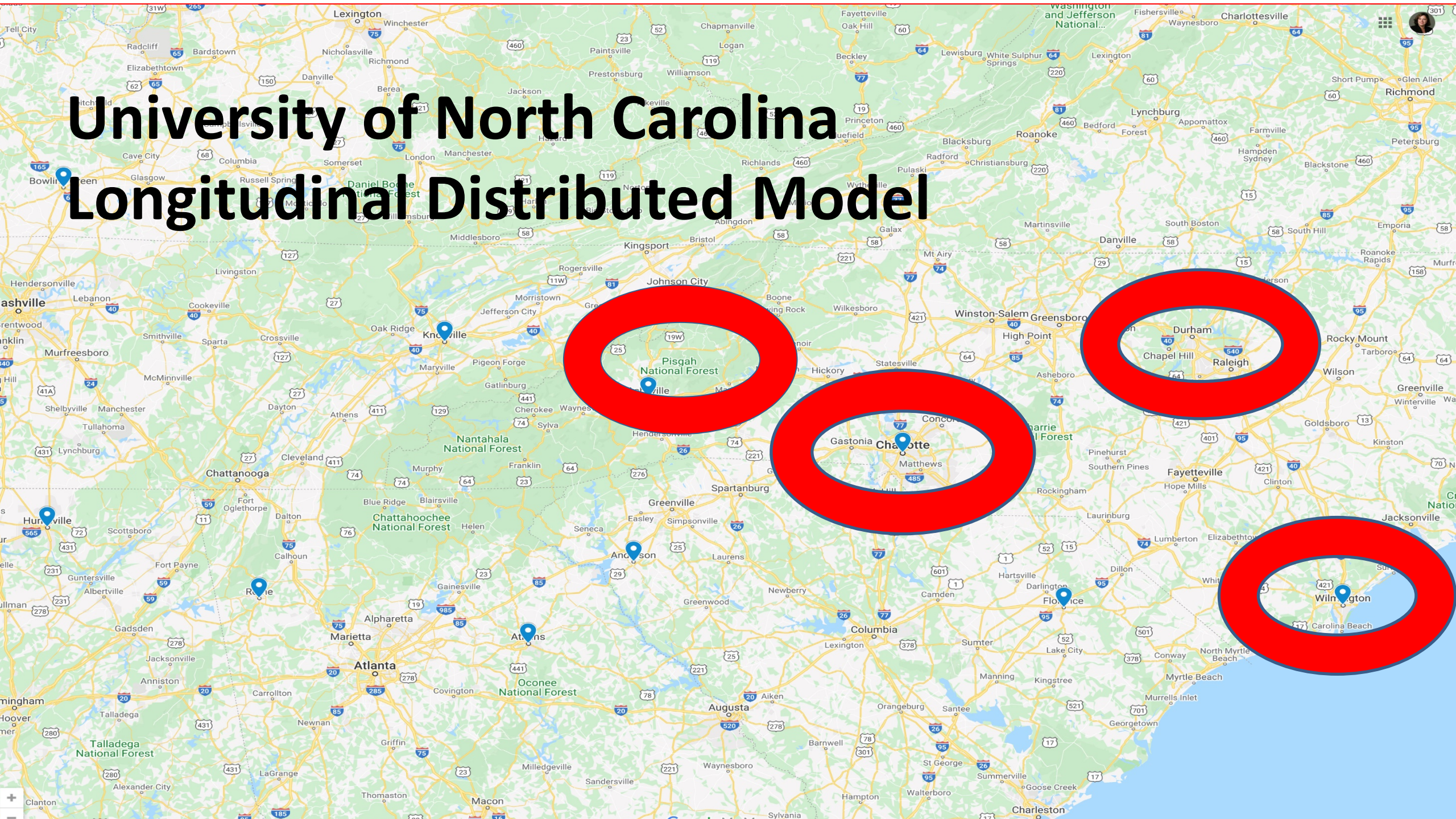
## **Research:**

- *In the area of the social determinants of health and distributed medical education.*



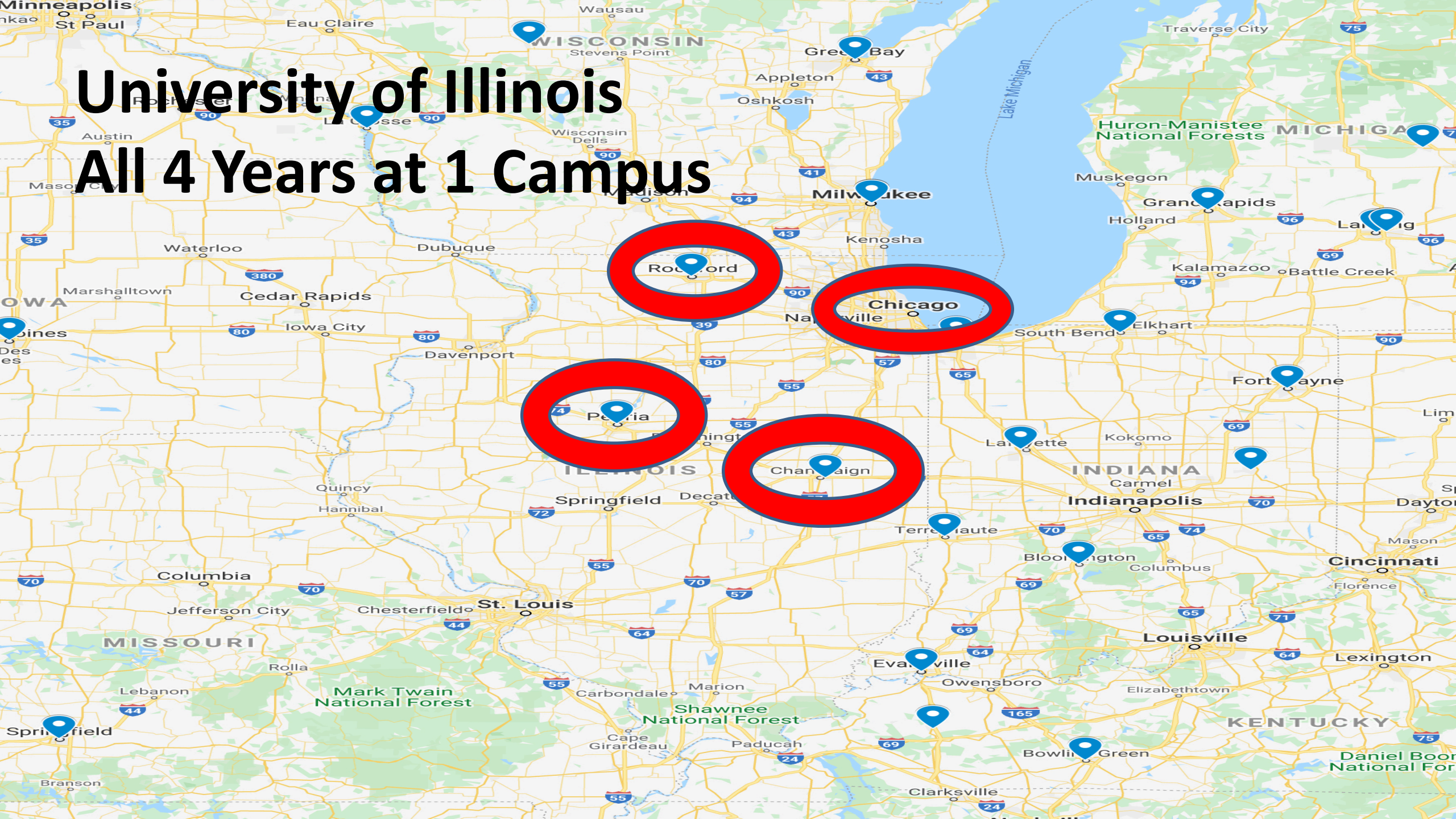


# University of North Carolina Longitudinal Distributed Model



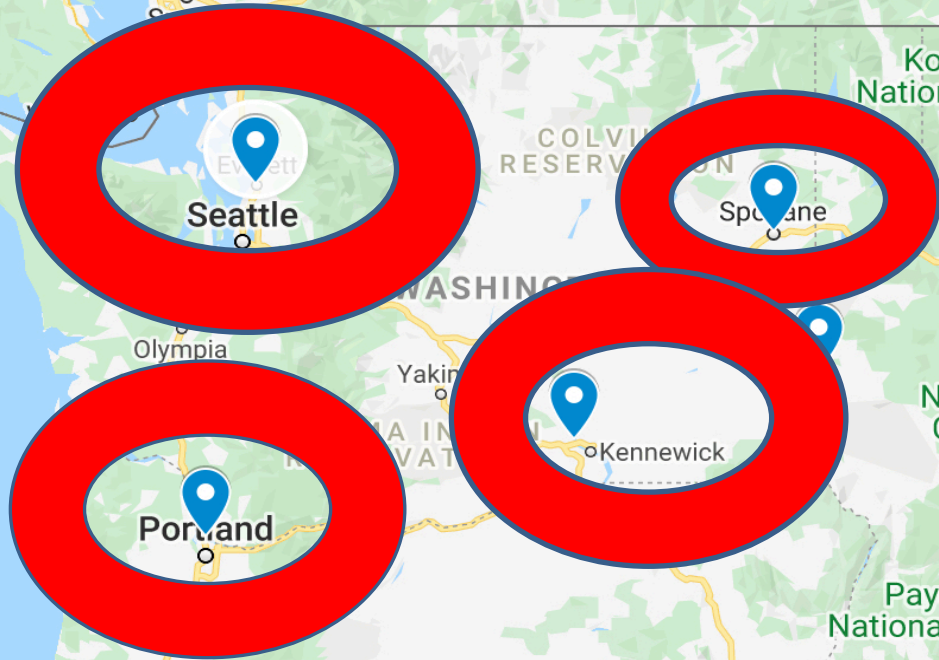


# University of Illinois All 4 Years at 1 Campus





# Washington State University Elson S. Floyd College of Medicine (Combined 2 and 2)





# Scholarship Examples



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**Match Outcomes of Students who  
attend a Regional Medical Campus vs.  
the Main Medical Campus: Is There  
Any Difference?**

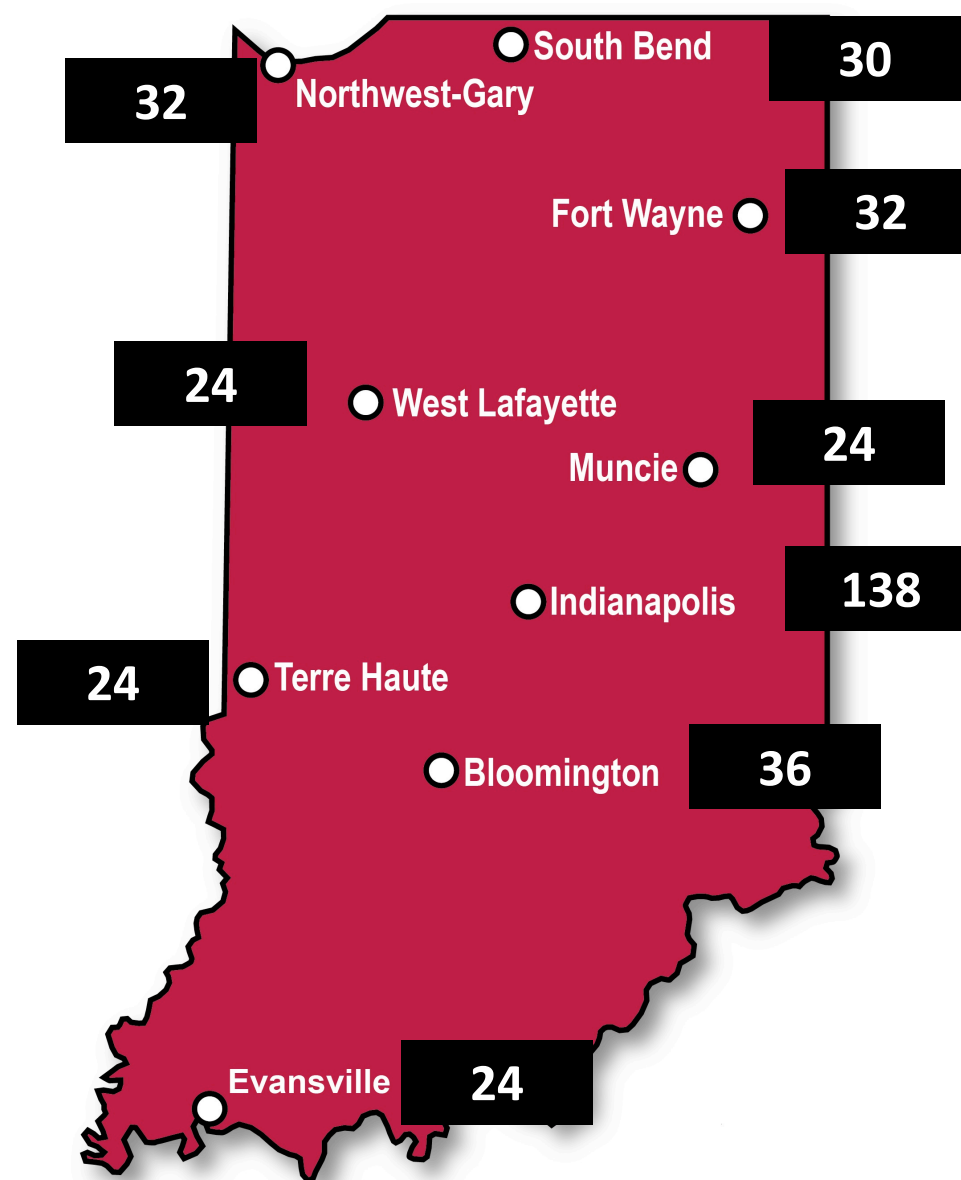
Emily C Walvoord, MD



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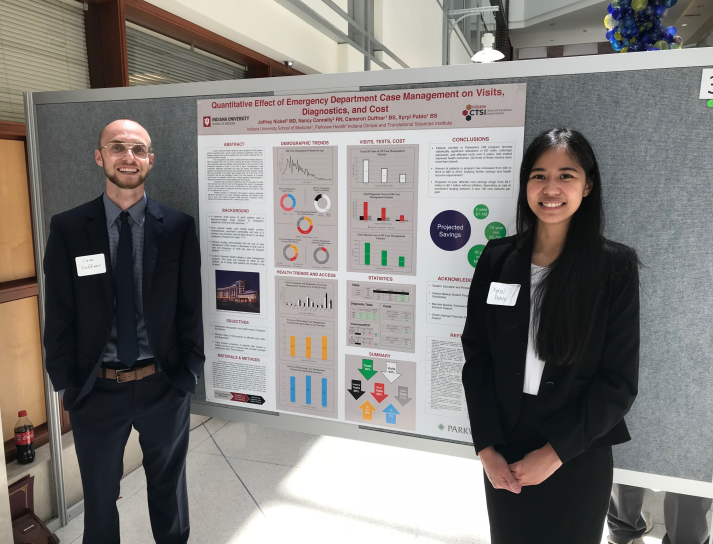


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# Comparable & Unique



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Well then you better transfer to the Main Medical Campus in Indianapolis ASAP!

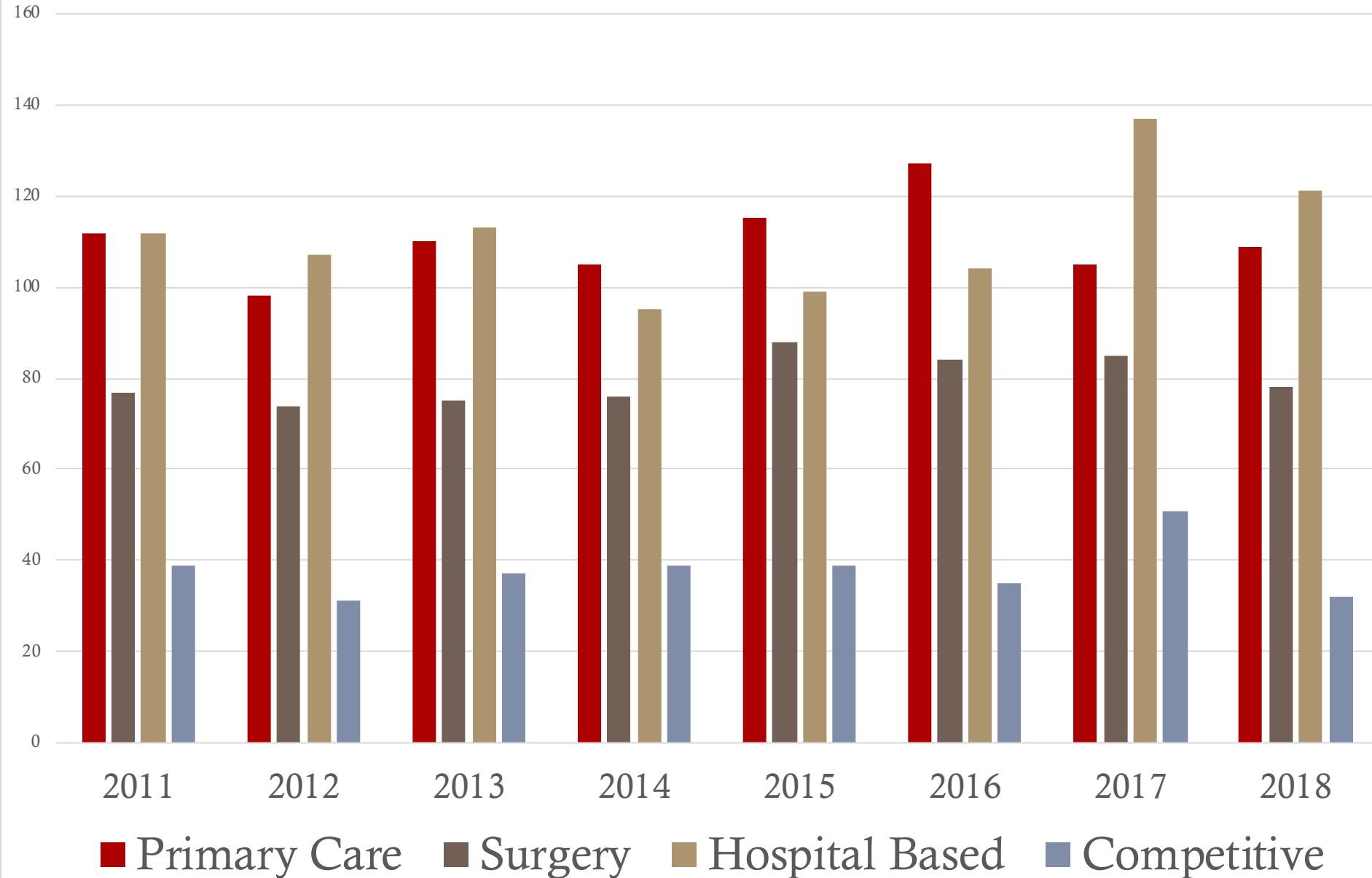


GOAL



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# Residency Type by Year 2011 - 2018

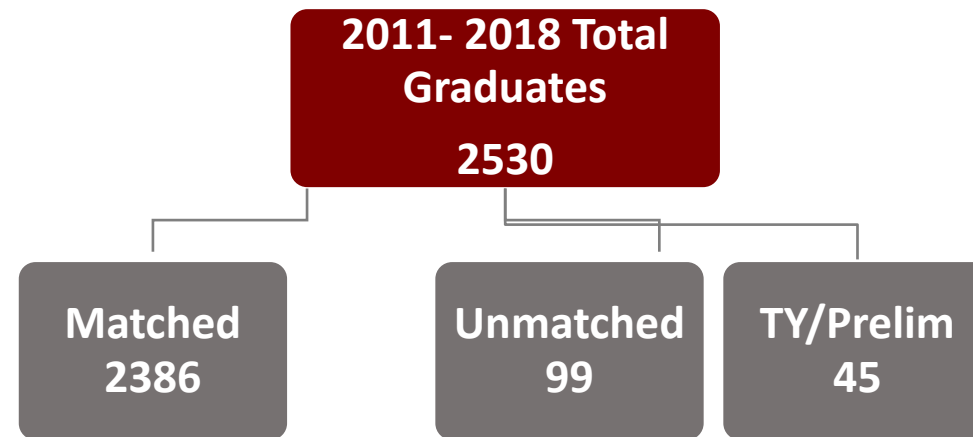




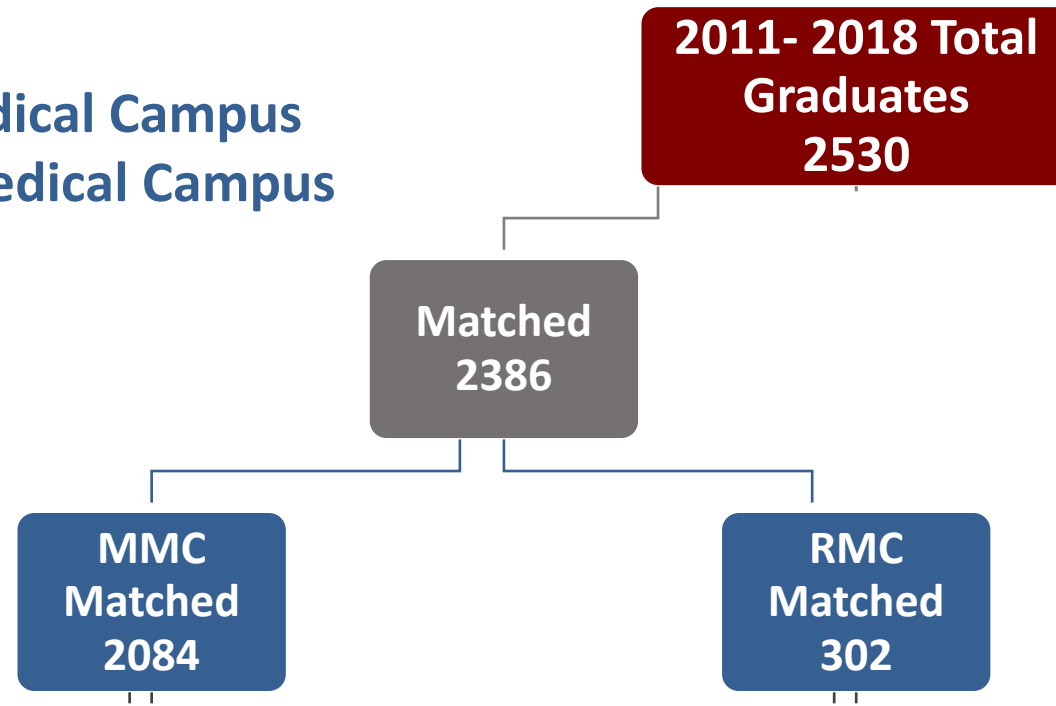
# Highly Competitive Specialties

- Dermatology
- Emergency Medicine
- Emergency Medicine-Pediatrics
- Neurosurgery
- Orthopedic Surgery
- Otolaryngology
- Ophthalmology
- Plastic Surgery
- Urology
- Thoracic Surgery
- Vascular Surgery

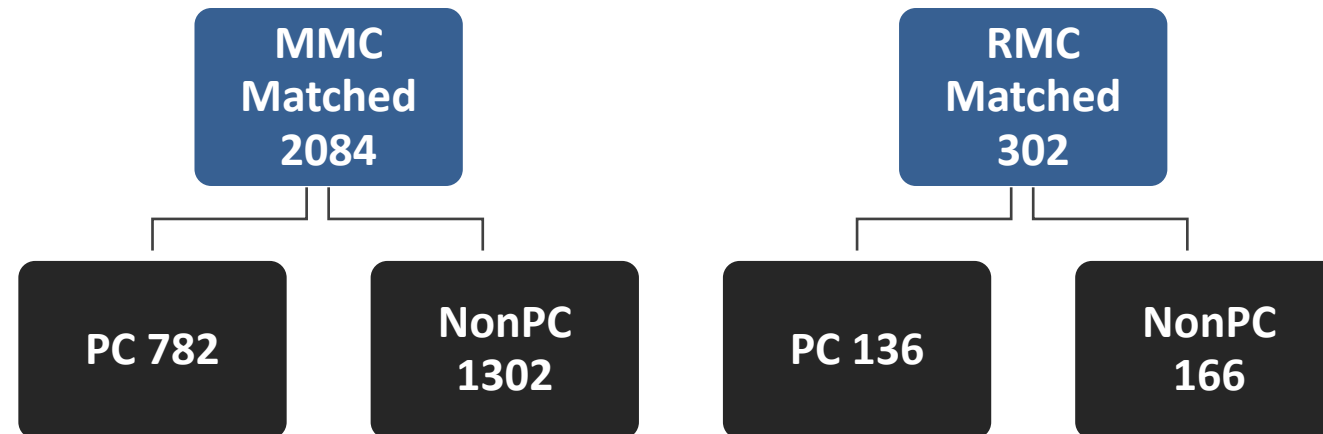




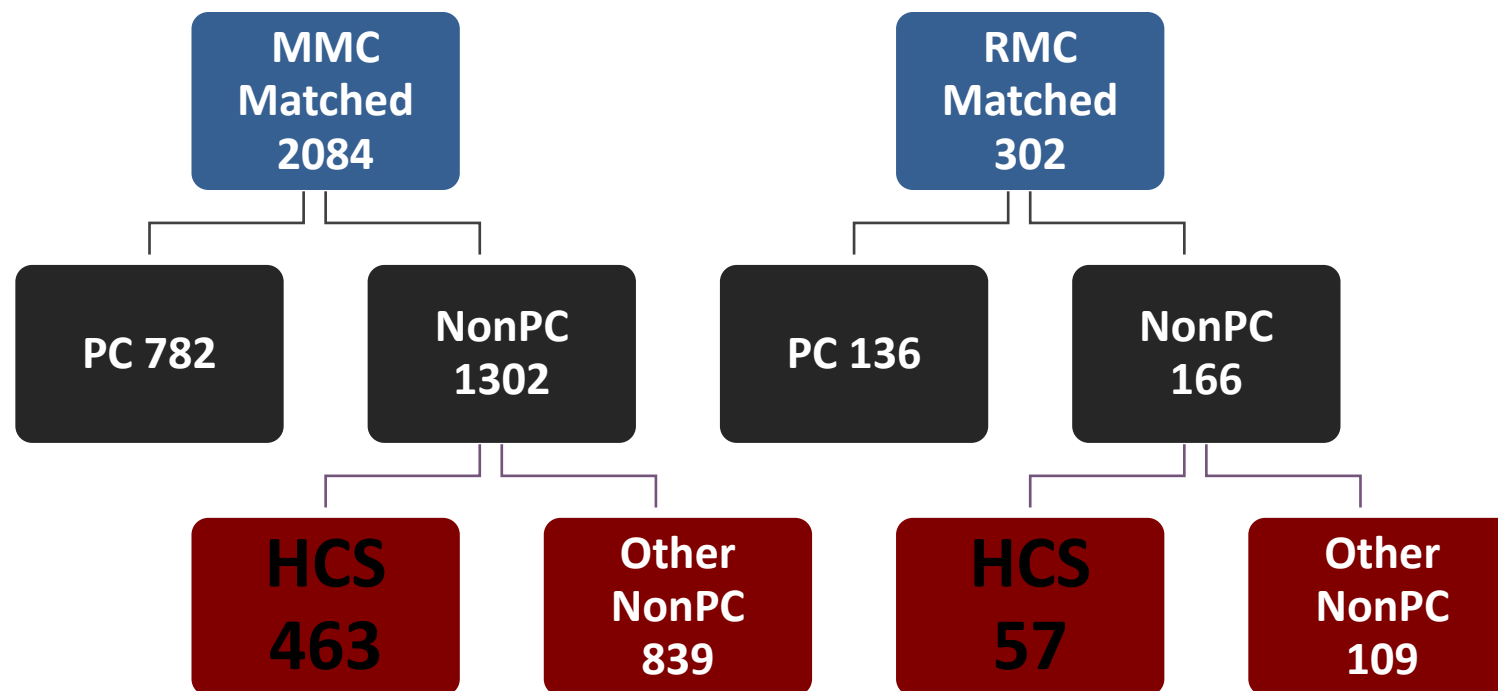
MMC= Main Medical Campus  
RMC= Regional Medical Campus



**MMC= Main Medical Campus**  
**RMC= Regional Medical Campus**  
**PC= Primary Care**  
**NonPC= Non-Primary Care**



**MMC= Main Medical Campus**  
**RMC= Regional Medical Campus**  
**PC= Primary Care**  
**HCS= Highly Competitive Specialty**



# 2011- 2018 Match Results

Location	Primary Care	
MMC	38%	
RMC	*45%	

\*P< 0.05



# 2011- 2018 Match Results

Location	Primary Care	Non-Primary Care	
		Highly Competitive Specialty	Other Non-Primary Care
MMC	38%	22%	40%
RMC	*45%	19%	36%

\*P< 0.05



# Conclusions

- **Students from RMCs are more likely to enter Primary Care specialties.**
- **Students from RMCs match into highly competitive residencies at the same rates as students from the MMC.**







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# Scholarly Concentrations Example

Deb Birnbaum, MBA



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# Scholarly Concentrations



# Sample Scholarly Concentration

**A**

Fundamentals of  
Research &  
Scholarship

Topic-Specific  
Course 1

Topic-Specific  
Course 2

**B**

Scholarly  
Concentration  
Project

Scholarly  
Concentration  
Product  
(manuscript strongly  
encouraged, poster)

# Sample Pathways

Health Integration  
and Healthy Aging

Phase 1 Year 1	Summer 1	Phase 1 Year 2	Phase 2	Phase 3
Health System Integration in the Context of Healthy Aging	Introduction to Public Health	Journal Club	Scholarly Concentration Product	
Journal Club	Fundamentals of Research and Scholarship			
	Scholarly Concentration Project			

Quality and Innovation  
in Health Care

Phase 1 Year 1	Summer 1	Phase 1 Year 2	Phase 2	Phase 3
	Introduction to Healthcare Innovation and Implementation			
	Lean Six Sigma for Healthcare Professionals			
		Fundamentals of Research and Scholarship		
	Scholarly Concentration Project			
			Scholarly Concentration Product	

Fundamentals offered twice yearly: Summer and mid-Dec to mid-Feb



# SCHOLARLY CONCENTRATIONS



**BLOOMINGTON**  
 - Human Sexuality and Health  
 • Kinsey Institute  
 - Medical Education



**EVANSVILLE**  
 - Quality and Innovation in Health Care  
 • local health care systems



**FORT WAYNE**  
 - Health Integration and Healthy Aging  
 • regional health care systems



**INDIANAPOLIS**  
 - Biomedical Research  
 - Genetics in Medicine  
 - Health Information Technology  
 • Regenstrief Institute



**MUNCIE**  
 - Health Promotion and Disease Prevention  
 • BSU Clinical Exercise Physiology Program



**NORTHWEST-GARY**  
 - Urban Medicine and Health Care Disparities  
 • community partners



**SOUTH BEND**  
 - Ethics, Equity and Justice  
 • University of Notre Dame



**TERRE HAUTE**  
 - Rural Health  
 • rural health systems



**WEST LAFAYETTE**  
 - Biomedical Engineering and Applied Medical Technology  
 • Weldon School of Biomedical Engineering  
 - Care of Hispanic/Latino Patients



**STATEWIDE**  
 - Business of Medicine\*  
 • Kelley School of Business  
 - Public Health\*  
 • Fairbanks School of Public Health  
 - Medical Humanities\*  
 • Medical Humanities and Health Studies, School of Liberal Arts

\*Based in Indianapolis but available from any campus







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## Care of Hispanic/Latino Patients

- Defining culturally-appropriate care for Hispanic/Latino patients
- Obstacles to seeking care by Hispanic/Latino patients

## Urban Medicine & Health Care Disparities

- Role of nutrition education
- Factors in racial gaps in infant mortality
- Tobacco use within minority populations

## Health Promotion & Disease Prevention

- Increased access to primary care
- Maternal addiction programs
- Infusion of lifestyle medicine into primary care

## Rural Health

- Rural patients' perception of local health care quality
- Comparing cardiovascular risk perception in urban and rural family medicine clinics

## Ethics, Equity & Justice

- Virtue ethics
- Clinical ethics
- End of life care

## Quality & Innovation in Health Care

- Readmission rates for hip and knee replacements
- 30-day mortality rates following a stroke
- Bed turnaround time

## Human Sexuality & Health

- Romantic and sexual relationships
- Human sexuality education
- Condom use, misuse, errors

## Health Integration and Healthy Aging

- Population differences in the effect of aging on cardiovascular morbidity and mortality
- Aging and its impact on health policies and society
- Aged population compliance issues in preventive health care





# Phase 1 Launch Summer 2019

## 2019 Scholarly Concentrations Program Application Dashboard

Total "First Interest" Count



Total "Next Interest" Count (2nd)



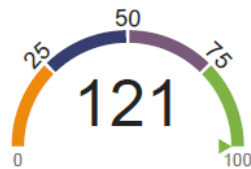
Total "Successive Interest" Count (3rd)



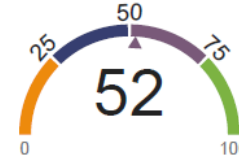
## Phase 2

### Fall 2019 Scholarly Concentrations Program Application Dashboard

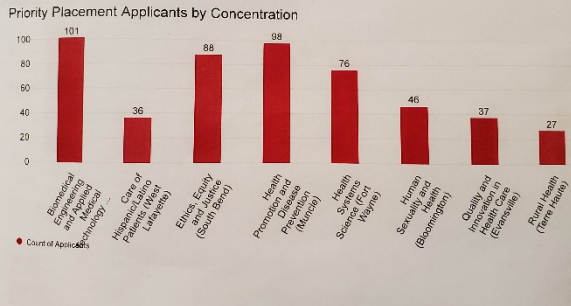
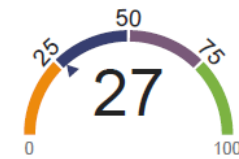
Total "First Interest" Count



Total "Next Interest" Count (2nd)



Total "Successive Interest" Count (3rd)



## Phase 3 – Priority Placement to Regional Campus & SCP

- By invitation with 3.5 and 506
- Attend 4 yrs on regional campus
- Notified in January
- 49 offers

# Scholarship



**In This Issue:**

- 340 Development of New MD-Granting Medical Schools in the 21st Century
- 357 Are Medical School Admissions Committees Missing the Mark on Diversity?
- 387 Validity of New MCAT Exam Scores in Predicting Student Performance
- 417 Patients Satisfaction With Medical Student Participation in a Longitudinal Integrated Clerkship
- 450 Common Types of Gender-Based Microaggressions in Medicine
- 484 AM Last Page: How to Help Students Strategically Prepare for the MCAT Exam

**1<sup>st</sup> Annual IU School of Medicine Education Day:  
Bringing Fresh Perspectives to Medical Education**





**RESEARCH LIKE  
A CHAMPION  
TODAY™**



# Leveraging our Structure



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# 2020 GRMC Meeting Call Topics

- Curricular innovations and delivery
- Community faculty recruitment, retention, and development
- Community engagement
- Distance learning methods
- Scholarship programs
- Campus infrastructure models
- Intra-institutional dynamics
- Delivering education in varied clinical settings
- Regional Medical Education and the LCME



# GRMC Star Awards

## **The Star of Educational Innovation**

Awarded to a regional medical campus which has achieved a sustainable and measurable educational impact within the nominated student, resident, or faculty development program.

## **The Star of Community Achievement**

Awarded to a campus that has developed a program which has positively impacted the community it serves.





# JRMC | Journal of Regional Medical Campuses

## Types of publications:

- Editorials
- Research
- Reflective/Humanities
- Short Communications
- Tips – How we do it!
- Faculty development
- GRMC news
- Starting a campus
- Medical student submissions
- LIC's
- LCME/ACGME







# Journal of Regional Medical Campuses

- Submit Your Community Engagement:
  - Title of Regional Campus Community Engagement Program Hosting Institution
  - Goal of Program
  - Target Community
  - Description of Program
  - Date of Inception
  - Is/Was Program One-Off, Cyclical, Continuous, or in Pilot Phase?
  - Length/Cycle of Program (Hours? Days? Months? Academic years?)
  - How/Is the Program Integrated into the Curriculum?
  - Resources Required (Financial and otherwise. Optional to include how they were acquired.)
  - Outcomes of Community Engagement Program
  - Contact Information for Program (Name, degree, title, institution, phone number, email address, mailing address)



# Summary

- Leverage our Strength (RMC Model) to Increase our Medical Education Scholarship!



Thank You



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