AMERICAN MEDICAL STUDENT ASSOCIATION
HOUSE OF DELEGATES 2013
RESOLUTION: A-11

INTRODUCED BY:	Aliye Runyan, Education and Research Fellow; Elizabeth Wiley, National President; Kimberly Forney, Premedical Trustee; Nida Degesys, National Vice President for Internal Affairs.
SCHOOL:	University of Miami Miller School of Medicine; George Washington University School of Medicine; University of North Carolina, Charlotte; Northeast Ohio Medical University
SUBJECT:	Principles Regarding Medical Education Curriculum Design-Competency Based Evaluation
TYPE:	Resolution of Principles

WHEREAS AMSA supports four strategic aspirations - health care for all, global health equity, diversity in medicine and medical professionalism; and

WHEREAS the competency-based approach includes education in the broader context of a physician's tasks as a healer; and

WHEREAS, this approach also seeks ways to achieve greater diversity among medical students, factoring in skills and backgrounds that could enable them to meet the needs of their communities; and

WHEREAS, this approach favors more group discussions, active clinical learning experiences, and ongoing formative assessment including peer review, and may address topics in anthropology, sociology, or communications; and

WHEREAS, traditional medical education presumes that all students are ready to graduate once they have completed a set number of years of study, there is a growing interest in tailoring the length as well as the content of medical education,

THEREFORE BE IT RESOLVED that the Principles Regarding Medical Education Curriculum Design (pg. 11) be AMENDED to read:

PRINCIPLES REGARDING MEDICAL EDUCATION—
CURRICULUM DESIGN

The American Medical Student Association:

1. In regards to Curriculum Design:

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o. SUPPORTS the development and implementation of a competency based evaluation process for undergraduate and graduate medical training.

Fiscal Note: None