

THE NATIONAL BOARD OF MEDICAL EXAMINERS® (NBME®)

Latin America Grants Program: Call for Proposals

The National Board of Medical Examiners is pleased to announce the continuation of the **NBME Latin America Grants Program**.

GOAL OF THE PROGRAM: The goal of the NBME Latin America Grants Program is to enhance the quality of evaluation in health professions education in Latin America. Each grant will provide up to \$50,000 over a two-year period to foster the development of a regional health professions school evaluation consortium. ***Of particular interest are Proposals designed to have a broad, sustainable impact in a region by building local capacity to evaluate key learning outcomes and improve program quality at participating schools.*** Each consortium submitting a Proposal must include a minimum of two schools, and consortia with more than two schools are encouraged; schools participating in a consortium need not be located in the same country.

ELIGIBILITY: Each Proposal **MUST** have a non-profit Lead Institution (which may be a health professions school, a ministry, or other organization) that will administer the Award for the consortium. Each school participating in a consortium Proposal must:

- Be located in Mexico, Central America,, or South America
- Have graduated at least one class of students
- Be listed in the World Directory of Medical Schools (WDOMS) maintained by the World Federation for Medical Education (WFME) Foundation for Advancement of International Medical Education and Research (FAIMER) at <http://www.faimer.org/resources/imed.html>

FUNDING: Applicants may request a total of up to \$50,000 of NBME funding support (for the consortium as a whole, not for individual schools) for a project period of up to two years.

DEADLINE FOR RECEIPT OF PROPOSALS: JANUARY 13, 2020

Proposals may be submitted in Portuguese, Spanish, or English

For more information:

Web: <http://www.nbme.org/Global/LatinAmericaGrants.html>

E-mail: NBMELAGrants@nbme.org

Mission of the National Board of Medical Examiners®

The mission of the NBME is to protect the health of the public through state of the art assessment of health professionals. While centered on assessment of physicians, this mission encompasses the spectrum of health professionals along the continuum of education, training and practice and includes research in evaluation as well as development of assessment instruments.

From the President: Invitation to participate in the NBME Latin America Grants Program

NBME is pleased to announce the continuation of the Latin America Grants Program. The goal of the program is to enhance the quality of student evaluation in health professions education in Latin America. Detailed information and the Call for Proposals can be found at <http://www.nbme.org/Global/LatinAmericaGrants.html>.

Over its 100+ year history, the National Board has pursued and maintained the highest standards of excellence in its examination programs. As part of its Centennial celebration in 2015, the National Board of Medical Examiners supported three consortia of Latin American medical schools in their work to develop evaluation capacity in their countries. Building on the success of this program, the NBME will award a new round of grants in 2020. The deadline for proposal submission is January 13, 2020 and applicants will be notified of the results of proposal review in April 2020.

The National Board of Medical Examiners (NBME) was established in 1915. Today the NBME, together with the Federation of State Medical Boards and the Educational Commission for Foreign Medical Graduates, prepares and administers the United States Medical Licensing Examination® (USMLE®™). In addition to USMLE, the NBME provides extensive assessment tools for medical schools, self-assessment tools for medical students, support for assessment programs of other health professions organizations, and services for health professions educators and regulators in the US and around the world, including the International Foundations of Medicine (IFOM) exam program.

We thank you for your interest in the NBME Latin America Grants Program and look forward to your response to the Call for Proposals.



Peter J. Katsufraakis, MD, MBA

President

National Board of Medical Examiners

NBME Latin America Grants Program: Call for Proposals

Topic Areas for Proposals

While there are not specific topic areas for grant applications, consortia schools are encouraged to collaboratively develop and implement regional evaluation programs focused on topics such as developing faculty skills; assessment of communication skills; assessment of clinical skills; programmatic assessment; and assessment to improve patient safety and quality.

Selection Criteria

Proposals will be reviewed by the NBME Latin America Grants Selection Task Force. They will be evaluated using the following criteria:

- **The extent to which the Proposal has the potential to have a broad and sustainable impact on health professions education and evaluation in the region**
- **The feasibility of successfully completing the proposed work**
- **The commitment of the schools in the consortium, with evidence in the plan and budget that participating schools will commit resources and faculty time**
- **Quality of the proposed plan to sustain the project after funding is over**
- **The completeness and quality of the Proposal**

Depending upon the number and quality of the Proposals received, up to three \$50,000 Awards will be given. However, the NBME reserves the right to award fewer than three grants or no grant at all.

2020-2022 Application and Award Cycle

January 13, 2020	Deadline for receipt of Proposals
April 1, 2020	Awards Announced
July 1, 2020	Project start date
May 1, 2021	Progress Report Due
June 30, 2022	Final Report Due

Terms and Conditions of Awards

Grants will be contingent on the mutual agreement of the NBME and the awardee to applicable terms and conditions of awards. These will be specified in a contract prepared (in English) by the NBME and translated to Spanish or Portuguese. Awards of \$25,000 will be made the first year. Each awardee must submit an interim report after the first ten months of support and a final report when funding ends. Support for the final year of the project is contingent upon progress toward the goals of the grant and submission of an acceptable interim report.

All requests for funds must be stated in U.S. dollars, and all payment of grant funds shall be in U.S. dollars. Once an Award is made, the NBME will not compensate foreign grantees for currency exchange fluctuations. The currency rate in existence at the time fiscal reports are due should be used in preparing reports.

Getting Started

To begin your application, please visit https://www.nbme.org/global/LatinAmericaGrants_eng.html from which you can download the Proposal templates. This includes an application coversheet for basic information about the project along with instructions for completing all sections of the Proposal.

Proposal Narratives should be limited to six (6) single-spaced pages. A budget narrative limited to two (2) pages must also be submitted as part of the Proposal, along with Institutional Attestation Forms from all collaborating institutions. We recommend that documentation of the Lead Institution's non-profit status also be submitted with the Proposal since it will be required if a project is selected for funding. NBME reserves the right to request additional documentation in order to make final award decisions.

Submitting your Proposal

The Proposal (one PDF or Microsoft Word document) must be emailed to NBMELAGrants@nbme.org no later than **January 13, 2020 (5:00pm Eastern Standard Time)** to be accepted. **Please include the last name of the project leader in your email subject line and in all file names.** Proposals may be in Portuguese, Spanish or English.

Contact Information

If you have questions about the submission process you may contact the NBME Latin America Grants Program at NBMELAGrants@nbme.org.

Additional Considerations

- Consider whether Institutional Review Board (IRB) approval is required for your project to move forward within the institutions
- In support of project proposals, the NBME is willing to conduct faculty development workshops covering procedures for case development (including post-encounter exercises), standardized patient training, and scoring. Project assistance can be supported as shown below. These activities can be included in the project schedule; NBME staff time and travel costs will be provided in addition to the amount of the grant and should not be included in the consortium's proposed budget.
 - Facilitation of an initial meeting with school representatives to:
 - develop a test blueprint
 - train faculty to develop case materials, post-encounter exercises and standardized patient training and rater materials
 - Facilitation of a subsequent project meeting with school representatives:
 - to review case materials
 - address scoring considerations
 - Facilitation of an initial meeting with school representatives after the grant has been awarded:
 - to refine the plan for the evaluation and questions for surveys and/or focus groups
 - Facilitation of a subsequent project meeting with school representatives:
 - to review results and plan for analysis of qualitative data
 - Ongoing support via periodic web-based conferences, phone calls, or email for the duration of the grant

Summary of the 2018-2020 projects supported by the Latin America Grants Program

Teacher Development for Programmatic Evaluation of Students in Health Degree Courses in Brazil

The general goal is to create a critical mass of trained teachers at the participating schools and degree courses to develop projects that will result in the implementation of programmatic student assessment, institutional responsibility and centralized coordination, with an emphasis on the formative assessment of clinical abilities, sustained by actual teacher development initiatives. The project has four phases and the goal at the conclusion of the project is that each institution or participating degree course will have created institutional evaluation committees and produced consistent plans for introducing programmatic assessment in its courses, and will demonstrate that more objective methods have been implemented, even if only initially, for the summative assessment of knowledge and clinical abilities, along with more suitable techniques for formative assessment. The ultimate goal is that the teachers from the participating institutions will have organized themselves so as to pursue continuous and sustainable teacher development activities.

MOOC Design for Training Teachers in Educational Assessment in Health Sciences

The project is to design, create, pilot, and implement a MOOC (Massive Open Online Course) for educational assessment in health sciences. Its goal is to create a MOOC on this topic in Spanish, prioritizing the assessment of clinical proficiency and, in the process, train 30 teaching physicians from three Mexican universities: Tecnológico de Monterrey, Universidad Nacional Autónoma de México (UNAM), and Universidad Autónoma de Yucatán (UADY). The MOOC will have 5 thematic units on the Coursera platform, created by the consortium's research team, using the best practices for this educational method.

Assessment of Abilities and Skills by Direct Observation in Medical Internship

The primary goal of the proposal is to develop a continuous recording methodology for abilities and skills acquired over the course of the internship. The project has four specific goals: 1) To create a roster of abilities and skills to be recorded in a common manner in the medical courses involved in the project. 2) To train internship teachers and supervisors to use the same criteria in certifying the acquisition of abilities and skills, with the ability to provide qualitative feedback to the student in each evaluation. 3) To create a secure recording system (app), shared by all institutions, which can be accessed remotely, even in practical scenarios which are not fully computerized and which do not depend on electronic patient records (which vary in different scenarios). 4) To evaluate the results obtained.