

## **Vision**

The Medicine-Pediatrics Program Directors Association (MPPDA) will assist program directors leading combined training programs in Internal Medicine and Pediatrics (Med-Peds) to develop educational programs and assessment strategies to prepare trainees to care for patients across the lifespan continuum independently.

## **Mission Statement**

The Association was formed to advance medical education in Med-Peds Residency Programs, which were originally approved by the American Board of Internal Medicine (ABIM) and the American Board of Pediatrics (ABP). MPPDA will work in conjunction with the Association of Pediatric Program Directors (APPD), Association of Program Directors in Internal Medicine (APDIM), Accreditation Council for Graduate Medical Education (ACGME), Residency Review Committees for Internal Medicine and Pediatrics (RRC-IM and RRC-Peds, respectively), ABIM, and ABP, and other pertinent organizations to improve Graduate Medical Education for Med-Peds residents and to support the mission of combined residency training.

At its core, Med-Peds as a specialty places an inherent value on diversity - diversity of experience, practice and opportunity. MPPDA supports and assists program directors in creating a learning and working environment placing value all human differences including but not limited to race, ethnicity, religion, socioeconomic status, gender, gender identity, sexual orientation, country of origin, disability and age.

## **Strategic Plan**

1. *Improve the quality of Graduate Medical Education for Med-Peds, Internal Medicine, and Pediatrics*
  - *Annual meeting: Continue to support and develop an annual meeting designed to meet the needs of the MPPDA membership*
  - *Support development of pre-courses/faculty development courses to address important issues for MPPDA*
  - *Develop and maintain an online repository to share and effectively disseminate educational resources*
  - *Develop and maintain a repository to identify MPPDA member involvement in national professional organizations*
  - *Pro-actively and strategically position members of MPPDA to have opportunities to represent the interests of combined training (e.g. AAIM, APDIM, APPD, ACP, AAP, RRC-IM, and RRC-Peds)*
  - *Evaluate board passage rates for Med-Peds trainees and develop strategic initiatives to address identified areas of concern*
  - *Work collaboratively to develop assessment tools, educational strategies to assess the Milestones*
2. *Provide infrastructure and support for current and developing Med-Peds programs.*

- *Develop a mentorship program and consolidated online resources to support new PDs and programs*
  - *Support program administrators in developing their organization(AMPPA)*
  - *Support program administrators and Training Administrators of Graduate Medical Education (TAGME) to develop skills necessary to effectively administer and coordinate training programs*
  - *Maintain consistent dissemination of information relevant to the MPPDA and AMPPA membership via website, bulletin, and email communication*
3. *Represent the broader interests of MPPDA internally and nationally.*
- *Maintain a transparent process for representatives to be elected to leadership positions within MPPDA (e.g. President-elect; Member representative to EC)*
  - *Develop a transparent process to evaluate the effectiveness of the MPPDA EC (e.g. 360 degree evaluation)*
  - *Develop a transparent process through which members may share concerns, considerations, or successes with the MPPDA EC*
  - *Encourage collaborative partnerships with the RRCs and Boards, including the development of an annual joint meeting with leadership from each organization outside of the context of the MPPDA annual meeting*
4. *Maintain oversight and work collaboratively to align goals for each of the MPPDA Committees to fulfill the missions of the organization.*
- *Develop an organizational flow diagram for MPPDA*
  - *Review and revisit the goals and charge for each of the existing committees within MPPDA: Accreditation; Education/Curriculum; Recruitment; Research; Transitional Care*
5. *Maintain and promote growth of combined training programs.*
- *Collaborate with NMPRA, AAP Section of Med-Peds, medical school leaders and other important individuals and organizations to develop outreach/communications to other agencies and institutions to promote Med-Peds as a specialty*
6. *Support and maintain the diversity efforts of all Med-Peds programs nationally*
- *Support diversity and inclusion efforts of Med-Peds programs in line with the diversity and inclusion missions of our collaborating organizations*
  - *Develop a repository of resources for use in recruitment, curriculum development and faculty development to assistance in a program's diversity and inclusion efforts*
  - *Support diversity and inclusion efforts related to MPPDA committees*