



AQUIFER EDUCATORS CONSORTIUM

Coming Together: How It Started

Aquifer (formerly MedU) began when two medical educators set out to solve a problem: how to standardize clinical experiences in a Pediatrics clerkship and ensure coverage of the complete national curriculum. The solution—developing a comprehensive set of virtual patient cases—drew a collaboration with a national educator organization (COMSEP), grant support, and a working group of educators to develop the content. Other national organizations and educators took note, and soon work was underway to develop courses across a range of disciplines and topics.

Today, over 70 talented educators across the disciplines form the Aquifer Educators Consortium, coming together to create the quality content that they—and their peers—need to provide consistent clinical education to their students.

Passionate Educators Making an Impact

Educators join the Consortium because they are passionate about healthcare education and they want their scholarly work to have an impact. Consortium members share a dedication to Aquifer's non-profit mission of advancing healthcare education through innovation and collaboration. **Last year, Aquifer courses reached 65,000+ students who used 1,387,429 cases across a range of health professions.**

Interdisciplinary Collaboration

The Aquifer Educators Consortium includes a series of unique interdisciplinary teams working together to consider major issues and changes in education, and build a cohesive approach to pedagogy, assessment, and teaching across Aquifer's courses.

Bringing Experience, Expertise, & Perspective

Consortium members are expert healthcare educators from across the country—including award winners and leaders in national organizations—who possess the knowledge and skills needed to work collaboratively to create quality virtual case-based courses and assessments. The Aquifer Educators Consortium ensures that our content is meeting (and exceeding!) the needs of the healthcare educators and students that we serve.

The Consortium at Work

The Consortium creates 100% of Aquifer's course content, from developing new content and teaching tools to writing and editing virtual patient cases and assessment questions. But beyond the content, the Consortium provides direct strategic leadership to define the Aquifer pedagogy, inform technology development, and address emerging concepts and issues.



The Aquifer Educators Consortium gathers at the Wellspring, the Aquifer Annual Meeting, each year to work intensively on course development and interdisciplinary issues.

HOW IT WORKS: The Aquifer Educators Consortium Explained

TRUSTED CONTENT FROM TOP EDUCATORS

The Aquifer Educators Consortium, supported by the Aquifer staff, builds, updates, and maintains each course case-by-case through a streamlined process. The result is evidence-based, peer-reviewed, pedagogically-sound content that educators and learners can trust.



Academic Directors

Aquifer's Academic Directors lead the Consortium and provide strategic leadership across the organization in:
Curriculum • Assessment • Engagement • Scholarship

AQUIFER COURSE BOARDS

FAMILY MEDICINE • GERIATRICS • INTERNAL MEDICINE • PEDIATRICS
RADIOLOGY • DIAGNOSTIC EXCELLENCE • HIGH VALUE CARE • SCIENCES

Every Aquifer Course Board has individuals working in the following roles:



Senior Director

Oversees course board activities, acts as a liaison to national organizations, implements strategic initiatives.

Mike Dell, MD: Aquifer Pediatrics
Case Western Reserve University
Vice Chair for Education, Pediatrics

serves on



Academic Council

Provides cross-disciplinary strategic leadership on curriculum development, course improvements, emerging issues in education, and technological innovations.



Editor-in-Chief

Oversees case review and editing process to ensure curriculum coverage and accuracy.

Kate Callahan, MD: Aquifer Geriatrics
Wake Forest University
Associate Professor, Gerontology & Geriatric Medicine

serves on



Curriculum Committee

Collaborates to ensure that Aquifer content is consistently up-to-date and pedagogically-sound; improves educational resources.



Assessment Lead

Reviews and edits questions, annual psychometric review, development of new features.

Jeffrey Hogg, MD: Aquifer Radiology
West Virginia University
Professor, Radiology

serves on



Assessment Committee

Collaborates to ensure quality and consistency of Aquifer assessments; provide input on strategic direction and new projects.



Teaching & Learning Lead

Ensures that educators have up-to-date resources and understand best-practices for course usage.

Shobhina Chheda, MD, MPH: Aquifer Internal Medicine
University of Wisconsin
Professor, Internal Medicine

serves on



Teaching & Learning Group

Collaborates to develop faculty development workshops, teaching materials, educator resources, and support best-practices in Aquifer usage.



Associate Editors *(Up to 6 per Board)*

Reviews and edits cases, oversees Case Reviewers, may provide strategic input and work on special projects.

Martha Seagrave, PA-C: Aquifer Family Medicine
University of Vermont
Director of Medical Student Education Programs



Case Reviewers *(Up to 1 per case)*

Conducts an annual page-by-page review of each case to ensure clarity and accuracy.