



Dear ASPE Members,

ASPE has been engaged in the Tellyes Project for several years: what started as a discussion to spread best practices in SP Methodology has grown into a vibrant curricula spanning continents. Now that the project is charting a strong future, exploring the impetus for this collaborative relationship will give ASPE members an opportunity to gain understanding and to share ideas, thoughts and perspectives moving forward.

This information sheet will provide insight into this project by sharing unofficial, edited notes from a special Board of Directors meeting that took place in March which discussed the context, history and progress of the project.

Abbreviated History

Discussion surrounding the Tellyes Agreement began at the executive level in 2015 when medical education and device manufacturing company Tellyes Scientific INC approached ASPE with a request for ASPE to assist in building and disseminating educational modules that would spread best practices in SP Methodology in medical schools and hospitals around China. Tellyes Scientific INC, which specializes in the development, manufacture and sales of advanced medical education products, has built positive long-term cooperative relationships with over 3,000 medical colleges and hospitals, and has set-up many collaborations with higher education institutes and research organizations in China.

An Ad Hoc committee formed by the ASPE Executive team to evaluate the feasibility of the Tellyes initiative began the exploration process. Discussion continued with Jen Ren, COO of Tellyes, and a legal representative of ASPE, followed by the drafting of the formal agreement which was submitted in early 2016.

After several revisions, the leadership of both parties signed a formal Memorandum of Understanding (MOU) in September 2016. The agreement laid the foundation for mutual understanding and initiated the process of a needs assessment to inform ongoing decisions regarding curriculum development. The plan for a branch ASPE office in Tianjin was proposed.



Following an update in the ASPE e-news that explained the idea and basic parameters of the collaboration, two webinars presented this information to the membership in May 2016. Over 40 ASPE members attended to ask questions and gain insight. Those in attendance reported the project to be an interesting though broad undertaking.

Separately, around this time the Chinese SP Teaching and Guidance Committee (CSPC), another Chinese educational society, approached ASPE regarding the development of a similar formal agreement. Although talks with CSPC occurred, ultimately the decision was made to allow Tellyes to be the formal sole conduit of ASPE information in China.

Tellyes invites CSPC members to attend ASPE workshops and other conferences in China. This relationship continues as reported in the ASPE newsletter, March 2018, when board member Rob MacAulay spoke to CSPC society on behalf of ASPE. A formal affiliation is not under discussion but we will continue to send BOD representatives, as requested, at the cost of the CSPC organization.

In 2016, several drafts of a Tellyes needs assessment volleyed across continents with the help of some current ASPE members in Asia. These needs assessments and two independent course pilot sessions informed the plan to build and implement three courses over the span of a five-year period. An announcement, released to the membership in March 2017, contained a Request for Application (RFA) soliciting ASPE member involvement in building curricula. ASPE members seeking consideration submitted proposals that fit specifically outlined criteria. The Tellyes committee standardized a scoring rubric by which to measure each applicant's materials. Of the fourteen submissions, the eleven that received the highest averaged scores were accepted.

Currently, course materials are still in the pilot and revision phase in locations across China. Based on the need discovered during a soft rollout of Course One in October 2017, and Course One and Two in May 2018, modifications and supporting materials are in process. In August 2018, a rollout of Course 1, Course 2 and Course 3 is scheduled and more feedback is anticipated during this process.

Since the publication of the ASPE Standards of Best Practice in June 2017, the Tellyes committee began review of all previously published modules to ensure the alignment of the



courses with the SOBP's. The resulting delay was important to the quality of content and implementation, and we are picking up speed rapidly.

A victory for the ASPE Tellyes project came in February 2018 when China formally approved ASPE's request for a trademark, adding governmental legitimacy to this important project.

We have since discovered that the government of the People's Republic of China seeks to establish a national exam similar to the USMLE Step 2 exam. Therefore, a Chinese individual or hospital or other SP program greatly values a ***Certificate of ASPE Course Completion***, since ASPE is the largest association of SP educators in the world. As such, it behooves ASPE to disseminate quality standards, while at the same time increasing our profile and association's productivity. Those standards and criteria for recognition specific to the need in China are evolving.

In conclusion, it is clear that some of this project is aspirational in concept, in part due to unforeseen barriers, cultural differences and scheduling delays. By agreeing to participate in this opportunity to spread quality standards, ASPE's expertise is enjoying global reach.

Questions from the ASPE BOD and answers from the Executive Committee and Karen Lewis, Chair of the Tellyes Committee

Question: Why did ASPE choose to collaborate with a "for profit" entity?

Answer: There are several reasons for this.

- a) Even though ASPE is a nonprofit organization, monies over and above association needs can promote the work of ASPE, build new and stronger affiliation relationships and bring more or better benefits to members. Money that comes to ASPE from the Tellyes project will be invested into the organization, which is what most organizations hope to do. In time, the project may even take some of the burden off BOD members by allowing a formal association staff to grow.



- b) We explored the reputation of Tellyes and determined it to be worthy of trust. They have met deadlines and delivered promised commitments. ASPE curriculum developers have been paid for their work. ASPE maintains the right to use all developed materials, as does Tellyes, and the original authors. Members are already benefitting by being involved.
- c) Building an MOU established deadlines that pushed busy ASPE volunteers to do several things: publish the SOBP's, formally develop culturally appropriate curricula, and construct an ASPE approved case template. The project has given us goals and timelines. It has upped our game in the industry and increased our productivity.
- d) This relationship is a rare opportunity to embrace our identity by stepping out of our comfort zone and stepping into a fantastic and challenging opportunity to assert our expertise. We need to become the global experts we say we are.
- e) Part of the MOU outlines Tellyes' role in establishing an advisory board to collaborate with other groups cropping up in China, Asia and surrounding regions. The advisory board is a resource to develop a strategic plan for curriculum development moving forward.

What is the benefit for ASPE?

Yes. We are hoping that, as ASPE sponsored workshops spread throughout Asia, more members will attend our annual conference. It could even allow ASPE to deliver workshops and train skills in places around the world that have great need of our expertise. Involving current members in such innovative projects is a rare opportunity for professional development of ASPE members and expansion of our knowledge. Working on an ASPE committee, building curricula, and gaining exposure to ideas and skill is a great CV booster, and a tangible measure of professional development.

Do ASPE commitments (developer/facilitator time) rely on various ASPE members volunteering personal time or using university work time?

ASPE leadership is composed of volunteer educators, all of whom have very busy full time jobs. Many universities see the programmatic value of allowing staff and faculty to use work time during involvement in ASPE. Other leaders use personal time for ASPE projects. It is really up to the individuals and their institutions.

What is appropriate for Committee Chairs to tell committees about Tellyes?

This document is an excellent resource to share with committees.



What is the financial arrangement with Tellyes and what money is ASPE making from them?

The selected curriculum developers (ASPE members) agreed to an hourly sum for work completed. Those ASPE members presenting course curriculum workshops in China will also be paid a stipend. The goal was for 6,000 Chinese citizens to become members of ASPE within five years, which would benefit ASPE tremendously. Because of travel constraints set by the Chinese Government, this has not occurred. When Chinese citizens and SP Centers can show official ASPE Certificates of Attendance to ASPE Tellyes courses, their institutions will be better able to leverage the need and justification for travel to the ASPE conference.

Are we able to manage the contract? Do the deliverables seem to exponentially increase as we better understand the complexity of our undertaking?

It was an ambitious timeline. Chinese facilitators need experience and intensive training to be able to present ASPE content independently. This is taking longer than anticipated and we simply cannot send people to China often enough to speed that up. Three times per year is as much as we can do now. As with any project, the scope changes as you put it into action. We are actively placing realistic parameters around what we can do and what we cannot.

Does this project have a dual purpose in that the work done for Tellyes is work we really need and can market further?

The answer is clearly “yes” as many of the other answers outline. The work we are doing for China is supremely transferrable to needs and requests for dissemination of SP Methodology around the world. A small amount of tweaking would be the only thing required to help meet requests for ASPE courses or experts.

What is the business plan?

We are taking it one step at a time. Now that we have begun implementation, we know more about the “ask” and are in process of carving out the parameters of our future relationship. To start with, Tellyes has opened a China branch office in Tianjin— a physical place staffed with people to provide administrative support to the distribution of the courses, facilitating the courses, creating certificates, website support, reporting to ASPE, and providing data. They use the ASPE logo as a recognized branch office of ASPE. The Chinese government now recognizes the ASPE logo and trademark.



Where is the money going?

To date, it has gone directly to the curriculum developers. All curriculum developers and presenters go through an additional application and screening process before acceptance. Additionally, Tellyes is a gold sponsor of our conference.