

**Internal Medicine Education Advisory Board (IMEAB) Meeting**  
**Tuesday, September 13, 2022**  
**8:00 a.m. - 2:00 p.m. EDT**  
**Westin Arlington Gateway**

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***Participants***

John Andrews, MD	Christopher A. Feddock, MD, MS	Margaret Wells, M.Ed.
Eric B. Bass, MD, MPH, FACP	Lisa Howley, PhD, M.Ed.	
D. Craig Brater, MD	Daniel Jurich, PhD	<i>AAIM Staff:</i>
Alfred Paul Burger, MD, MS, FACP, SFHM	Furman McDonald, MD, MPH	Hanan Abdulahi, MPH
Karen Caruth, MBA	Cheryl W. O'Malley, MD	Margaret A. Breida, MS
Davoren A. Chick, MD, FACP	B. Renee Overton, MBA	Michael Kisielewski, MA
Antoinette Crockrell	Polly E. Parsons, MD	Valerie O
Bergitta E. Cotroneo, FACMPE	William W. Pinsky, MD	
Kristan Davis	Mamta K. Singh, MD, MS	
Laura Edgar, EdD, CAE	Jerry Vasilias, PhD	
	Tracy Wallowicz, MLS	

**Welcome and Introductions**

D. Craig Brater, MD, welcomed participants. Brief introductions were conducted.

Any edits or comments to the draft minutes of the February 11, 2022 virtual meeting should be sent to Valerie O.

**Accreditation Council for Graduate Medical Education (ACGME)**

- The Advancing Innovation in Residency Education (AIRE) program has eight (8) pilots, which are either individually sponsored or co-sponsored.
- The [ACGME Clinician Educator Milestones](#) are not an ACGME accreditation requirement. [Online training](#) is available, and a [Supplemental Guide](#) and [Template](#) are accessible for educators to reference.

***Review Committee – Internal Medicine (RC-IM)***

The RC-IM Meeting adjourned a few days prior to the IMEAB meeting. Outcomes and decisions of that meeting, as it pertains to the newly approved PRs for core subspecialty faculty, were shared with IMEAB attendees. It should be noted that the report given on this day was not shared with the broader IM community. In the coming weeks, the RC-IM will communicate the decision and share an updated timeline for when to expect the proposed changes. (To note, the RC-IM updated the IM academic community on October 6, 2022.):

- The RC-IM will be proposing changes to the FTE PRs for core faculty in the subspecialty.
- FTEs for PD, APD, and coordinators will not undergo modification, to include the residency FTE PRs.
- There are no expectations for core faculty until the new PRs are approved.
- The current PRs for FTE core faculty within subspecialties will not be enforced in 2023.

### American Board of Internal Medicine (ABIM)

The internal medicine community saw medical misinformation accelerate and proliferate during the pandemic. As a result, ABIM, along with Family Medicine and the Pediatrics Board leadership, issued a joint statement warning against the dissemination of misinformation about Covid vaccines. ABIM instills a rigorous, fair, and confidential disciplinary process to address unethical or unprofessional behavior.

ABIM continues its dedication to DEI through its [Commitment to Health Equity](#) initiative. In FY21, ABIM welcomed new Board, Council, and Subspecialty Board members.

A new study published in the *Annals of Internal Medicine* reported that 1) newly certified internists are choosing to be hospitalists, and 2) the number of experienced physicians who limit their practice to outpatient settings increased. As the latter's community inches towards retirement, the shortage of outpatient primary care physicians becomes all too real. With only a few physicians who have experience in both in and outpatient settings, this could potentially create complications for health systems and private practices in ensuring seamless patient care between settings.

Though the number of hospitalists rise, few have participated in the ABIM's Focused Practice in Hospital Medicine (FPHM) program in maintaining their IM certification. As a result, ABIM paused its efforts to launch its Hospital Medicine Longitudinal Knowledge Assessment (LKA) until 2024. This would allow ABIM the opportunity to survey the community to better understand the kind of assessments needed to gauge their knowledge.

### American College of Osteopathic Internists (ACOI)

As a resource for program directors, ACOI administers a benchmark exam to measure resident progress during training. Moreover, the organization collaborates with the American Osteopathic Association (AOA) on osteopathic recognition for programs.

The ACOI Board of Directors approved a multi-faceted plan to connect with students early in their education and to remain connected throughout the continuum. The Student Osteopathic Leadership in Internal Medicine Dialogue (SOLID) program was established for students to explore topics of relevance to their careers. In addition to SOLID, ACOI is endeavoring to create communities for students and residents to expand their connections and mentoring opportunities.

ACOI expanded their online learning center to include DEI, holistic wellness, and well-being. Their annual convention is available in-person and virtual. POCUS training is also offered.

### Association of American Medical Colleges (AAMC)

AAMC's Transition to Residency portfolio aligns the organization's strategic priorities with CoPA's recommendations. Below are AAMC's foci and key initiatives in support of each domain:

- DEI: AAMC Framework for Addressing and Eliminating Racism, recently released tiered competencies in DEI, and a new inventory for academic medicine professionals (DICE).
- Trustworthy Advising: free virtual specialty forum to assist medical students learn more about the various specialties; offering unconscious bias training to medical student advisors; revising Careers in Medicine advisement program.
- Outcomes Framework and Assessment Processes: in collaboration with ACGME and AACOM, working to create a common set of national foundational competencies for use in UME programs
- Equitable Mission Driven Application Review: established a committee dedicated to reviewing and advising on the MSPE.

- Optimization of Application Interview and Selection Processes: specialty-specific application caps research and continuation of the ERAS Supplemental Application pilot. (To note, the ERAS Supplemental Application will be integrated into MyERAS in FY2024.)
- Education Continuity and Resident Readiness: completed year 2 pilot of the Resident Readiness Survey. Its aim is to provide feedback to medical schools regarding the performance of their graduates, with the intent of assisting medical schools make data-informed improvements to their curricula and streamline the process for PDs.

#### American College of Physicians (ACP)

Results from the 2021 Program Director Survey indicate that PDs are interested in accessing online coding/billing education for their IM residents, fellows, and faculty. In response, ACP produced an online [education series](#), consisting of 13 topics (ex. diagnostic coding, hierarchical condition categories and value-based payment systems, inpatient and outpatient services, etc.). The series offer physician-to-physician perspectives, case-based examples, as well as additional resources. CME/MOC will be available for most of the offered topics.

IM physicians are re-defining and expanding themselves, embracing multiple roles like entrepreneur, public policy maker, healthcare consultant, business leader, etc. The next generation of physicians have expectations for diversity and have multiple interests. As a result, ACP prioritized professional identity to help increase visibility, enthusiasm, and pride about being an internist. The organization's focus on brand identity will center on brand persona and idea, functional and emotional benefits, and features. To view campaigns that address, educate, and validate the profession, visit ACP's [The Cornerstone of Comprehensive Health Care](#).

#### American Medical Association (AMA)

AMA's [Accelerating Change in Medical Education](#) encourages innovations that address the education continuum, physician leadership, future directions in workforce needs and financing, etc. To date, 37 medical schools are a part of the initiative. Through this effort, a community was forged, with regular consortium and thematic meetings and targeted faculty development. The overall goal is to engage every US medical school and to impact GME on a national level.

The goal of the [Reimagining Residency Initiative](#) is to transform residency training to best address the workforce needs of the current and future health care system. The program addresses competency-based medical education (CBME), UME – GME transition, the learning environment, health system science, and workforce. An internal survey was conducted to prioritize areas. CBME, precision education, transitions, and equity were ranked high.

#### Educational Commission for Foreign Medical Graduates (ECFMG)

ECFMG and the Foundation for Advancement of International Medical Education and Research (FAIMER) were strategically integrated into [Intealth](#), with the intention of maximizing the organizations' expertise and resources to support the global health workforce. As members of Intealth, ECFMG and FAIMER share a common vision, though it should be noted that ECFMG and FAIMER remain distinct, nonprofit organizations and would continue to retain their respective portfolios and services.

Intealth's enhanced advocacy efforts in support of IMGs will ensure an adequate physician workforce and ensure that under-served areas will have competent physicians to care for their communities. Moreover, according to a 2018 ECFMG survey, in addition to providing direct patient care, J-1 physician alumni who have returned to their home country are researchers, innovators, teachers, and work to develop resources for their communities.

It was noted that there is wide variation in scope of authority and governance models, as well as standards and processes used. As a result, in FY2024, an accreditation policy will be implemented to promote universally-accepted standards for evaluating UME.

#### National Board of Medical Examiners (NBME)

- NBME is committed to further DEI efforts in the workplace, within the community, and through other initiatives:
  - Listening to staff feedback and engaging them in learning opportunities.
  - Launching the Mentoring Program Pilot for women and under-represented racial and ethnic staff members.
  - Partnering with ABMS, ABIM, and AAMC on an inaugural Equity in Measurement and Assessment Conference in 2023.
  - Impact DEI in the medical assessment professions by supporting capacity building and resources for pathway programs and initiatives.
- The organization continues its commitment to enhance assessment and encourage innovation in support of medical education.
  - The NBME Assessment Alliance was designed to facilitate productive and creative collaborations, creative communities, and assessment grants.
    - Creative communities will convene around a specific theme and scope of work (ex. assessment of a specific construct or competency).
  - NBME launched a Google Kaggle Competition for natural language processing (NLP).
  - The organization is working on iterative improvements to its clinical skills assessments within its existing computer based USMLE series. This encompasses communication skills and clinical reasoning.
  - NBME continues to support reproductive health and employee access to care.

#### Society of General Internal Medicine (SGIM)

- SGIM's Education Committee resumed its Teaching Educators Across the Continuum of Healthcare (TEACH) Program.
- As part of its continued commitment to DEI, SGIM established an Anti-Racism Strategy Work Group. Subgroups were initiated to implement equity in committee awards, membership, and educational offerings.
- SGIM responded to the NRMP's two-phase match proposal. Its tenets are to ensure that the process does not evolve into a two-tier hierarchy, consider the stigma that could be associated to students who are unable to match during the first round, and to recognize the possible burden to be shouldered by administrators and PDs. (To note, the NRMP will not move forward with the two-phase match proposal based on the medical education community's feedback.)
- SGIM's Women and Medicine Commission and its Sex and Gender Based Women's Health Education Interest Group developed a position statement highlighting studies that illustrate continued deficiencies in IM residents' knowledge and skills in women's health core competencies.

#### Society of Hospital Medicine (SHM)

- The hospital medicine core competencies integrate directly with the competency goals established by ACGME. Its [\*Core Competencies in Hospital Medicine: A Framework for Curriculum Development\*](#) provides a blueprint for standardized curricula for teaching hospital medicine.
- The [\*Quality and Safety Educators Academy \(QSAE\)\*](#) are online modules that provide resources and tools for educators to integrate quality improvement and safety concepts into curricula.