

Internal Medicine Education Advisory Board (IMEAB) Meeting

Tuesday, October 31, 2023

8:00 a.m. – 2:00 p.m. EDT

The Westin Alexandria Old Town

Participants

Eric B. Bass, MD, MPH, FACP
Robert Cain, DO, FACOI, FAODME
Karen Caruth, MBA
Bergitta E. Cotroneo, FACMPE
Kristan Davis
Sanjay V. Desai, MD
Laura Edgar, EdD, CAE
Christopher A. Feddock, MD, MS
Leonard S. Feldman, MD, FACP, FAAP, SFHM
Marie R. Fleury, DO, MBA
Patrick Fritz
Sarah Hartley, MD
Furman S. McDonald, MD, MPH
Alex J. Mechaber, MD, FACP
Cheryl W. O'Malley, MD

B. Renee Overton, MBA
Polly E. Parsons, MD, MACP, FCCP, ATSF
William W. Pinsky, MD, MACP, FCCP, ATSF
Sreekala Raghavan, MD
Jerry Vasiliadis, PhD
Tracy Wallowicz, MLS

AAIM Staff:

Kristin Barnard
Margaret A. Breida, MS
Michael Kisielewski, MA
Savita Misra
Valerie O
Lydia Redway
Ardie Stephens

Welcome and Introductions

Polly E. Parsons, MD, MACP, FCCP, ATSF, welcomed participants. Attendees introduced themselves, identifying their affiliated organization.

Edits or comments to the June 1, 2023, meeting highlights should be sent to Valerie O (vo@im.org).

ACGME Updates

- Completed international *Milestones 2.0* and have commenced educating faculty.
- [Milestones 2.0](#) first started in 2017, and the work is complete. Research yielded positive outcomes. Now delving into program evaluation:
 - Residents, fellows, and program evaluation experts are involved.
 - Research will take multiple years and will constitute interviews and surveys.
 - This will help inform *Milestones 3.0*. The goal is to have this be a continuous process, with assessments conducted every ten years.
- The [ACGME Remediation Toolkit](#) and [Direct Observation Toolkit](#) are meant to help faculty evaluate learners when utilizing *Milestones 2.0*.
- ACGME will broaden its faculty development (FD) suite. One potential new resource will help programs and institutions self-tailor their FD program to suit their individual needs.
- There are a handful of [Advancing Innovation in Residency Education \(AIRE\)](#) programs: a few projects touch on program requirements, some center on combining residency and fellowship programs, and others focus on competency-based education.

ACGME RC-IM Updates

- All new sub-specialty program requirements (PRs) will be effective beginning FY25.
- New FTE PRs for core faculty and APD will not be citable until FY26.
- PRs for PD and coordinators are in effect and citable, as they have not changed.
- To note, there is flexibility across programs so long as the program meets the minimum requirements.
- New sub-sub-specialty: Interventional Pulmonology.
- Several multi-disciplinary sub-specialties require regular updates.
- Work will begin to revise common program requirements (CPRs). Next iteration could indirectly address unionization. The title change from coordinator to administrator will be mentioned.
- The Institutional Review Committee is working to revise the institutional requirements. Administrators are mentioned.
- Pandemic led to discontinuation of 10-year visits of programs. High likelihood of a different process.

AACOM Updates

- UME – GME Task Force focus areas: transition to residency (T2R), graduate level osteopathic education, and the future of osteopathic medical education.
- The list of accomplishments since September 2022 is quite extensive. Some examples:
 - Recommendations on interview format for entry into medical school and residency.
 - Interview format research grant to explore the impact of interview format on transition to residency.
 - Partnership and mentorship opportunity for unmatched students.
- The [Council on Residency Placement](#) provides support and career development resources for colleges of medicine (COMs) and students to navigate the transition. Forum for shared learning and collaboration.

ABIM Updates

- Proposed new procedural requirements for initial certification in Nephrology were drafted by the Nephrology Board. These were shared with the nephrology community via a public comment period. The Nephrology Board voted on the requirements. These would be effective for candidates by FY25.
- ABIM councilors approved vetting with the IM community a proposal to create a [special consideration pathway](#) to ABIM Board certification for IMGs who have completed IM residency training abroad and have successfully completed an ACGME-accredited fellowship. To note, this is a pilot program.
 - The ACGME RC-IM and various discipline-specific governance entities were a part of the vetting process. Suggested modifications to the proposal were shared. Two refinements were weaving principles of CBME and to make those IMGs who have met the ACGME “exceptionally qualified” criteria eligible.
 - Consider J1 visa holders, ACGME-I graduates.
 - A possible next step is to survey IMGs for their perspectives.
 - To confirm, IMGs are still required to complete the IM exam.

ACOI Updates

- Free student programs and resources:
 - [SOLID](#) (Student Osteopathic Leadership in Internal Medicine and Dialogue)

- Annual poster contest
- Online learning center
- [SOIMA](#) (Student Osteopathic Internal Medicine Association)
- Mentor match
- Visiting Professors Program
 - Electronic registration was added to lectures to better measure participation.
 - Presented in-person and virtually.
- Lectures
 - Passing the Boards and COMLEX
 - Interviews, LoRs, and CV preparation
 - Professional pathways

ACP Updates

- Resources for medical educators
 - Clerkship rotations
 - [Board preparation resources](#)
 - In-person or virtual
 - ABIM exam blueprint
 - [Board review course recording](#)
 - Curriculum
 - Ready presentation slide decks – high importance testing topics
 - Key learning points
 - Reviewed by generalists and subspecialty editors.
 - Mapped to ABIM blueprint.
 - Self-directed
 - Faculty development
 - [Coding for clinicians](#)
 - [POCUS Training](#)
- The [MKSAP 19](#) ILP (Individualized Learning Plan) provides guidance in building customized learning plans by using topics identified in the IM-ITE report. PD can extend invitation to trainee and reports are sent back to PD. Feedback feature to help one determine areas of strength and weakness.
- The [Confirmation of Relevant Education \(CORE\)](#) questions offer detailed critiques and references. Linked to CME and MoC.

AMA Updates

- The [Reimaging Residency Initiative](#) highlight innovation. Eleven grants were awarded, of which the funds extend until 2026 due to the pandemic. Projects address the following areas: CBME, transitions, learning environment, health systems science, and workforce.
 - The [Alignment Check Index](#), being utilized by the OB/GYN community, is a part of this innovation work.
 - A coalition of eight universities are working collaboratively to address the transition conundrum. One area of focus is developing coaching models across the continuum. There is a workshop scheduled for summer 2024. Aside from coaching, the workshop will touch on orientation and the ILP. A take-away will be guidance on creating a 30-day to 6-month implementation plan.

■ [ChangeMedEd Initiative](#)

- Grants were endowed to eight universities, who are working together to create innovations more easily scaled and replicated: assessing health system science in clinical environment and harmonization of competencies.
- *ChangeMedEd 2023* had a plenary on precision education. The focus being about how to develop this space. It should be noted that this is occurring in silos, so the goal is to replicate and share with others in the community.

■ AMA is dedicated to equity, diversity, and belonging. The organization is conducting research on racial justice in medical education (i.e., affirmative action, curricular independence). A key focus is maintaining diversification of medical students and the physical workforce after the US Supreme Court decision.

- There is a need for more evidence-based information on the outcomes of diversity. These same experts will develop the study and publish their findings next year.

AAMC Updates

■ Focus Areas

- Strengthening the Learning Continuum
 - Joint initiative with AACOM and ACGME to create a common set of [foundational competencies](#). The community reaction draft is expected in Q1 of 2024.
- Resident Readiness Survey collects feedback from PDs about learners' preparedness during internship. The goal is to assist medical schools assess and modify their curricula for the betterment of students. In collaboration with AACOM and ACGME.
- Strengthening the Learning Climate and Culture
 - DEI and Anti-Racism
- Strengthening the Data Infrastructure, Analytics, and Scholarship
 - [Residency Explorer](#)
 - [Careers in Medicine](#)
 - [FIRST](#) (Financial Information Resources, Services, and Tools) provides guidance to students on financial decisions.
- Strengthening the Application Process
 - Mission-driven application review
 - MSPE
 - Analysis of LoR
 - Refinement of ERAS
 - Focus areas: selection tools, data analytics, thought leadership/research.
 - 2024 focus
 - Residency Explorer updates
 - Thalamus integration. Cerebellum for programs and institutions.
 - New ERAS pricing

Intealth Updates

■ [MyIntealth](#) is an online platform to access Intealth services. Some functionalities:

- Applicant portal
- Entity portal
- Related web-based applications
- Single applicant user account

- [Recognized Accreditation Policy](#)
 - Harmonious standards for evaluating UME.
 - Rationale
 - Globalization of medical education
 - Growth of medical schools of variable quality
 - Variability in accreditation systems worldwide

NBME Updates

- If weighted appropriately, USMLE can play a role in holistic review.
- NBME and NRMP Collaboration
 - Understanding the current program-level ranking behavior and associated applicant characteristics.
- Advocating [AAMC Residency Explorer](#)
 - Provides probability of an interview invite at a residency program.
 - Identifies programs based on applicant input.
 - Endeavoring to understand the factors that predict important residency outcomes.
- Grant Programs
 - Stemmler Fund – assessing knowledge, competence, and qualifications of physicians.
 - Emerging Innovators Grant – research to promote equitable assessment in medical education.
- Assessment Development
 - Process measures of clinical reasoning.
 - Pilot at Creative Community schools.
 - Next steps:
 - Analysis of workplace-based assessments.
 - Additional planning.
- NBME [Insights](#) is a visualization platform that allows learners to access score reports, review question details and rationales from self-assessments, filter, and sort results.
 - Actionable feedback from data to inform learning and remediation.
- Ongoing Research
 - National patient outcomes study
 - USMLE patient characteristics perspective
 - Research collaboration with AAMC, AACOM, NBOME, and NRMP to advance holistic review.

NBOME Updates

- COMAT are clinical subject exams that measure achievement in osteopathic practice within and across clinical disciplines. Pre- and post-testing in clinical rotations and clerkships.
 - Foundational Biomedical Sciences Exams
 - Body systems and disciplines
- COMLEX-USA – competency domains and clinical presentation
- COMSAE – three-phase self-assessment designed to help students prepare for COMLEX-USA
- Residency Program Director Toolbox – resources to help GME faculty and personnel better understand DO applicants and their qualifications.
 - Percentile Score Converter – better understand COMLEX-USA scores.
- Advocacy
 - Reached out to organizations to discuss policies and practices that exclude DO applicants or COMLEX-USA scores.

SGIM Updates

- GIM Research Fellows Survey Subcommittee
 - National survey of current and former GIM research fellows and fellowship directors.
 - Examine how fellows' career paths relate to what they intended when pursuing their fellowship.
 - Help members maintain long-term investigative careers.
 - Included questions on burnout and discriminatory experiences.
 - Reported experiences:
 - Strong faculty mentor
 - High-quality training in research methods
 - Have at least one career sponsor who advocates on fellow's behalf.
 - Fellowship Director's interests in resources
 - Promote research pathways for residents.
 - Career center with up-to-date research job postings.
 - Promote research pathway via fellowships.

SHM Updates

- [Hospitalist Core Competencies](#)
- [POCUS training](#) – surveying individuals to understand the value of the educational content and certificate offerings (i.e., confidence, ability, credentialing, and privileges).

Open Discussions on Legislation Impacting Medical Education

AAMC

- Legal team has been conducting town halls.
- Performing a diversity and inclusivity review of its content.
 - Looking at changes in the American Medical College Application Service (MCAS) and ERAS.
- One of AAMC's strategic pillars is to continue working with subject matter experts to build resources to implement holistic review, to discuss impact of SCOTUS decisions, and to support and graduate a diverse cohort in an equitable manner. The organization is looking to collaborate with programs that have been successful.

AACOM

- Like AAMC, AACOM is working to identify those successful programs and highlight their work.
- Having the right role models for students is imperative. Engaging communities to advocate and support a diverse workforce is important.

ACOI

- Members voiced their concerns that this year's [ACOI Annual Convention and Scientific Session](#) was held in Orlando. To note, contracts for large-scale meetings are secured years in advance, and the organization cannot predict the political/social climate beforehand. To help assuage some of the unease, ACOI scheduled a morning to donate time to a food bank that caters to the LGBTQ community.
- Though the hybrid format is a welcome benefit, it should be noted that most members will opt to take part virtually, which has financial implications. ACOI will consider how best to engage the

osteopathic community, with the knowledge that many of its members preference a virtual format.

AMA

- Diversity aspect is related to the Supreme Court decision. Encouraged by the collaborative responses from stakeholders.
- UC Davis is maintaining one of the most diverse medical schools in the country without having to resort to affirmative action.
- Acclimating to change takes time. In this current environment, cultural change is warranted, and this can be achieved successfully through faculty development.
- AMA is committed to creating grant opportunities that support equity.
- Curricular independence is important and something we have taken for granted.
 - A few months ago, the state medical board of Florida was targeting providers of CME courses who were teaching courses that they perceived were unauthorized by state law.
- The overarching goal is patient outcomes and improving health. That said, holistic review that drives successful recruitment of residents who are aptly matched to a residency program that will allow them the space to thrive will not only lead to a diverse workforce, but also successful patient outcomes.

ACGME

- Thomas J. Nasca, MD, MACP emphasized the importance of advocating and devoting energy to recruiting and maintaining a diverse workforce. To note, ACGME requirements do not contain verbiage about the necessities for race-based affirmative action. The [ACGME Annual Educational Conference](#) will have a DEI track. Reference the [Equity Matters](#) webpage for additional information.

General Comments

- In general, encourage all to apply. Shift language to health equity, and diversity will be the natural outcome.

Next Meeting

- January/February 2024
- Virtual format, not to exceed two hours.
- Topic: UME – GME transition competencies, Implementation and Support Planning