

AHME Guide 6th Edition Notes on Chapters and Structure

5 th Edition	6 th Edition	Possible Additions
<p>Had 8 Sections (Overview; GME Accreditation; GME Infrastructure; GME Curricular Support; GME Operations and Management; GME Finances, Law, and Regulations; Continuing Professional Development for Physicians; Faculty Development)</p> <p>43 chapters, 653 pages</p>	<p>Proposed New Structure 9 Sections, plus List of Contributors and Index (Overview; UME; GME Accreditation; GME Infrastructure; GME Curricular Support; GME Operations and Management; GME Recruitment and Onboarding; GME Finances, Law, and Regulations; Continuing Professional Development)</p>	<p>Add more graphics and visually appealing content! Check on cost of color?</p> <p>Separate basic chapter content from resources and things that may change, which could be put on the AHME Website</p>
<p>Front Matter</p> <ul style="list-style-type: none"> • Forward • Preface • Acknowledgements • Table of Contents 	<p>Front Matter</p> <ul style="list-style-type: none"> • Forward • Preface • Acknowledgements • Table of Contents 	
<p>Overview</p>	<p>Overview</p>	<p>May want a completely different focus for the Overview; needs more discussion and input</p> <p>-Overview needs to be more about the book and how to best use it in the variety of situations and a brief description of the MedEd continuum and how to apply in variety of situations. Most in overview outdated.</p>
<p>1. The Making of a Physician in the 21st Century - The Education Continuum</p>	<p>The Making of a Physician in the 21st Century - The Education Continuum</p>	<p>--May not need this historical perspective; Consider deletion or combination with other content</p> <p>--Comment from Danielle Martin: "I did not know what I did not know." "Trying to drink water out of a fire hose" Didn't know timelines, resources, Job duties, or allies in department/institution. How do we address this issue in the textbook??</p> <p>-- Maybe the diagram of the pathways to medical school, residency and fellowship. ACGME has a great illustration of this pathway and the different components.</p>
<p>2. Academic Medicine and the Physician Workforce</p>	<p>Academic Medicine and the Physician Workforce</p>	<p>(AAMC) May not need this historical perspective; Consider deletion or combination with other content with update</p>
<p>3. Management of Medical Student Rotations</p>		<p>Benefits to faculty and Community</p>

	UME	
	Management of Medical Student Rotations	<ul style="list-style-type: none"> • UME unique language • UME EPAs • Transition from UME to GME • Need a description of the Medical education Pathway. This would help individuals understand where residents have come from, the hoops they had to jump through, debt burden, stress, exams etc. Add here or in another section? • Other Learners: Non-accredited Fellowships • Learner Capacity
GME Accreditation	GME Accreditation	
4. The Next Accreditation System and the Future of Graduate Medical Education Accreditation	The Next Accreditation System and the Future of Graduate Medical Education Accreditation	<p>--ACGME: Not sure this historical chapter is needed. Perhaps a chapter from Dr. Nasca about the current view of ACGME's role in advancing medical education through accreditation.</p> <p>--ACGME's promise to the public, something about that and accountability may be appropriate.</p>
5. The Single Accreditation System	The Single Accreditation System	<p>-ACGME: not sure we need a chapter about the transition to the Single Accreditation system. Strongly consider deletion!</p> <p>-Better to have an overview from the AOA and or AACOM about the Osteopathic continuum for those who are unfamiliar</p>
6. The Clinical Learning Environment - Quality and Patient Safety in Graduate Medical Education	The Clinical Learning Environment - Quality and Patient Safety in Graduate Medical Education	-ACGME CLER: Perhaps focus on the new CLER focus areas (Patient Safety, Health Care Quality, Teaming, Supervision, Well-Being, and Professionalism) and not solely on QI/PS in GME!!! Should not be focused on one area
7. ACGME Accreditation	ACGME Accreditation	<p>--Could talk about the way protocols go, how to find past reports, pathways documents, CLER evaluation committee, how CLER relates to accreditation etc.</p> <p>-DEI part of CLER</p> <p>-Roles of GME staff during CLER site visit, what needs to be done and who should do the tasks (Kavya Candagaddala)</p>

		<p>professional support needed for GME team based effectiveness</p> <ul style="list-style-type: none"> • Consider eliminating Electronic Medical Record chapter, as that really does not belong in Infrastructure AND it is not really relevant today. Perhaps a chapter on the RMS • Rather than Hiring and Training nonphysician medical educators, perhaps content around GME office and the C-Suite. Or, remove from Guide • GMEC needs content on minutes
GME Curricular Support	GME Curricular Support	
14. Instructional Design	Instructional Design	<ul style="list-style-type: none"> • Technology in education (online curriculum) • AI in Medical Education • Publishing (Simon Collingwood Kitto, Editor JCEHP is interested) • Add Milestones 2.0 (implementation and assessment of evaluation system, EPAs) • Effective use of PECs for APE action plans • DEI education • Ethical Considerations of Remediating the Struggling Medical Learner, Jeannette Guerrasio, MD • Scholarly Activities tracking forms for residents/faculty (Kavya Candagaddala) • Shirley Kalwaney, MD, FACP suggested a chapter on nutrition education and/or climate and health; she teaches nutrition and works with an ACP colleague in NJ who is a climate expert. • Residents as teachers • CCC training for new members, developing CCC policies • FD for CCC could be its own chapter along with milestones. • Institutional Events such as resident scholarly activities, research day/competitions, case report days, grant support
15. Meeting the ACGME Milestones for Evidence-Based Medicine	Meeting the ACGME Milestones for Evidence-Based Medicine	
16. Using the Common Program Requirements and CLER Focus Areas to Assess and Develop Institutional Curricula	Using the Common Program Requirements and CLER Focus Areas to Assess and Develop Institutional Curricula	
	Clinical Competency Committees & Use of Milestones in Residency	
17. Communication Skills Training and Assessment in Medical Education	Communication Skills Training and Assessment in Medical Education	
18. Cultural Competency in Medical Education	Cultural Competency in Medical Education	
19. The Struggling Medical Learner	The Struggling Medical Learner	
20. Human Resources and Legal Management of Residents who Fail to Progress	Human Resources and Legal Management of Residents who Fail to Progress	
	Nonacademic Assistance Programs	
21. Simulation Training and Assessment by Simulation	Simulation Training and Assessment by Simulation	
22. Assessing Educational Effectiveness	Assessing Educational Effectiveness	
23. Research and Scholarly Activity	Research and Scholarly Activity	
24. Bridging the Gap to Independent Practice	Bridging the Gap to Independent Practice	

Faculty Development		this topic “Program Coordinators = Leaders not Secretaries” • Suicide Prevention • Mentorship (PD, Faculty, Coordinator, DIO, Institutional Coordinator, etc.) • Formal Faculty Development for the PD/PC • Clinician Educator Competencies • Chapter 40: Need to add Osteopathic • Chapter 41: Does maintenance of Licensure belong in a GME textbook?
42. A Guide for Faculty Development for Graduate Medical Education		
43. Clinical Competency Committees & Use of Milestones in Residency		
		Acknowledgements appear at the end of each chapter
		TOC will be created at the end of work by Lee Ann
		List of Contributors at end of Book with contact information
		Index

Online Resources:

- 1) QR code rather than link??
- 2) Identify content that individuals might want to download and use; templates and things easy to download
- 3) Put resources likely to change
- 4) Highlight accomplishments (Kavya Candagaddala); **Likely not practical**
 - a. I know that some of the Program Administrators have been involved in Quality Improvement projects either with residents or with other administrators, so it would be nice to showcase some of their work or have a section where the administrator can talk about their experience and what advice they have for others that are seeking that opportunity. Maybe highlight some topics that were published.

Optimize search for the Guide

- 1) We need to optimize search options so the Guide is easier to find than it is now.

Notes:

- The first 3 authors of each chapter will receive free copies of the Guide, 6th Edition