

AMA Reimagining Residency initiative

Overview

The goal of the Reimagining Residency grant program is to transform residency training to best address the workplace needs of our current and future health care system. It supports bold and innovative projects that provide a meaningful and safe transition from undergraduate medical education to graduate medical education, establish new curricular content and experiences to enhance readiness for practice and promote well-being in training.

Accelerating Change in Medical Education

The Reimagining Residency program follows the success of the Accelerating Change in Medical Education initiative that has created a community of innovation aimed at creating the medical schools of the future.

The success of that initiative (involving \$14.1 million in grants awarded to 37 medical schools and impacting 23,000 medical students, who will one day care for 40 million patients each year) prompted the AMA to now reimagine residency training.

Visit changemeded.org to learn more about the AMA's Accelerating Change in Medical Education program and join the ChangeMedEd Facebook group to keep up to date on the work of the consortium and connect with influencers across academic medicine.

Reimagining Residency grant program

Following a five-month application and review process, the awardees of the \$15 million Reimagining Residency grant program were named in June 2019. The grant teams join the Accelerating Change in Medical Education Consortium of 37 medical schools in their work to transform medical education across the continuum.

More than 300 entities with oversight of graduate medical education (GME) in the United States

contributed to proposals for projects that promote systemic change in GME. From those proposals, the following projects were selected for funding.

Association of Professors of Gynecology and Obstetrics

Proposal title: Transforming the UME to GME Transition for Obstetrics and Gynecology: "Right Resident, Right Program, Ready Day One"

Project Description: This project aims to improve the continuum of education between UME and GME by changing the application and Match processes to ensure that the right resident matches to the right program and is ready on day one of residency. The project strives to optimize the alignment and compatibility between interested applicants and potential residency programs.

Johns Hopkins University School of Medicine, Stanford University School of Medicine and University of Alabama at Birmingham School of Medicine

Proposal title: The Graduate Medical Training "Laboratory": An Innovative Program to Generate, Implement, and Evaluate Interventions to Improve Resident Burnout and Clinical Skill

Project Description: Proposed by the Johns Hopkins University School of Medicine, Stanford University School of Medicine and University of Alabama at Birmingham School of Medicine, this project will implement methods to measure modifiable attributes of the training environment that may contribute to burnout among residents.

Maine Medical Center

Proposal title: Reimagining Residency: Ensuring Readiness for Practice through Growing Interprofessional Partnerships to Advance Care and Education (iPACE)

Project Description: Maine Medical Center will enhance residency training and ensure readiness for practice by redesigning the clinical learning environment to prepare residents for interprofessional, team-based care. The project will build on a previous pilot that emphasized learning at the bedside, team involvement in care planning, patient and care-team cohorting, team members working at the top of their licenses, and rapid-cycle quality improvement.

Montefiore Health System

Proposal title: Residency Training to Effectively Address Social Determinants of Health: Applying a Curricular Framework Across Four Primary Care Specialties

Project Description: New York-based Montefiore Health System will develop, implement and evaluate a multi-pronged curriculum in social determinants of health in four community-based primary care training programs—family medicine, internal medicine, obstetrics and pediatrics.

NYU School of Medicine

Proposal title: NYU Transition to Residency Advantage

Project Description: This program's goal is to enhance the transition from UME to GME through robust coaching, individualized pathways and enhanced assessment tools to enable GME programs to shift away from one-size-fits-all education.

Oregon Health & Science University and University of California, Davis

Proposal title: California Oregon Medical Partnership to Address Disparities in Rural Education and Health (COMPADRE)

Project Description: In this collaboration between Oregon Health & Science University and University of California, Davis, 10 health care systems, 10 institutional sponsors and a network of federally qualified health centers will jointly address workforce shortages in rural, tribal, urban and other disadvantaged communities between Sacramento and Portland.

Mass General Brigham, Massachusetts General Hospital and Brigham and Women's Hospital

Proposal title: Promotion in Place: Enhancing Trainee Well Being and Patient Care Through Time Variable Graduate Medical Education

Project Description: Overseen by Mass General Brigham, Massachusetts General Hospital, and Brigham and Women's Hospital, this project will integrate time-variable models for advancement in residency training. Residents who achieve competency before the standard training duration will transition early to independent practice at their training institution until the originally targeted graduation date.

Pennsylvania State College of Medicine, Kaiser Permanente, Geisinger, Allegheny Health Network

Proposal title: Developing Residents as Systems Citizens: The Systems-Based Practice Competency for the 21st Century Healthcare System

Project Description: Pennsylvania State College of Medicine will create a collaborative network of four functioning and innovative U.S. health care systems with the aim of evolving systems-based practice (SBP) in GME while ensuring continuous development along the trajectory from UME to practice. We will study, characterize and pilot two fundamental transformations necessary for the implementation of SBP. These transformations include the development of residents into systems citizens who are prepared to contribute to the evolving systems of care and the construction of clinical learning environments that foster such development.

Stanford University Emergency Medicine Residency Program and the Emergency Medicine Residency Program Evaluation and Assessment Consortium

Proposal title: Development of a Unified System of Assessment and Predictive Learning Analytics Utilizing Entrustable Professional Activities Across Emergency Medicine Residency Programs

Project Description: This project aims to actualize competency-based medical education across the continuum of emergency medicine training, including the transition to residency and the transition to practice. This will be accomplished via the development of tiered entrustable professional activities for the various stages of training, a technology-driven ecosystem of programmatic assessment, and a specialty-wide dashboard for data visualization for trainees, competency committees, and learning coaches. Additionally, we will lay the groundwork for the development and implementation of predictive learning analytics using specialty-wide data.

University of North Carolina School of Medicine

Proposal title: Fully Integrated Readiness for Service Training (FIRST): Enhancing the Continuum from Medical School to Residency to Practice

Project Description: This project expands the geographic and specialty reach of the University of North Carolina School of Medicine's established residency readiness program. Its additional aims include developing and implementing a generalizable health systems science curriculum for GME and competency-based assessment tools that span the educational continuum.

Vanderbilt University Medical Center and University of Mississippi Medical Center

Proposal title: The GOL²D Project (Goals of Life and Learning Delineated): Collaboration Across Academic Health Systems to Better Align GME with Learner, Patient, and Societal Needs

Project Description: This project will leverage the resources and expertise at Vanderbilt University Medical Center and University of Mississippi Medical Center. These institutions will collaborate to address professional identity development in GME. The model will train residents in different physician personae—such as researcher or advocate—and use them to support their career development.

Contact us

If you have questions or need additional information, please contact changeresed@ama-assn.org.