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# AMA Innovations in Medical Education Webinar Series

## Early graduation from medical school in response to COVID-19: Issues and concerns

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John S. Andrews, MD  
Patrick M. Cocks, MD  
George C. Mejicano, MD, MS  
Rafa Rahman, BS  
April 15, 2020

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## Today's Host



John S. Andrews, MD

Vice President, GME innovations

American Medical Association

# Objectives



Articulate perspectives of medical students about early graduation and early transition into provider roles



From a systems perspective, describe the role of medical education in responding to health care workforce needs



Discuss appropriate criteria to determine eligibility for early graduation and appropriate supports for early transition



Describe issues of early transition in the context of existing obligations stemming from the recent residency match process

# Presenter



Medical student member, AMA Council on Medical Education

MD candidate, Johns Hopkins University School of Medicine

MPH candidate, Johns Hopkins Bloomberg School of Public Health

## Presenter



Patrick M. Cocks, MD

Abraham Sunshine assistant professor, clinical  
medicine, Department of Medicine

Director, Internal Medicine Residency Training  
Program

NYU Langone Health

## Presenter



George C. Mejicano, MD, MS

Senior associate dean, education

Professor, medicine  
Oregon Health and Science University



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# Protecting and Supporting Early Medical School Graduates

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**Rafa Rahman BS**

**Medical Student Member, AMA Council on Medical Education  
MD Candidate, Johns Hopkins University School of Medicine  
MPH Candidate, Johns Hopkins Bloomberg School of Public Health**

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Oakland University William Beaumont  
School of Medicine



Oakland University William Beaumont  
School of Medicine



Stanford Medicine





# Considerations for Early Graduates

- Voluntary participation
- Ensuring safety
- Appropriate benefits and protections
- Obligations to the matched residency program

# Voluntary Participation

- Avoid coercion
- Graduate only when competencies are achieved



*American Medical Association*

# Ensuring Safety

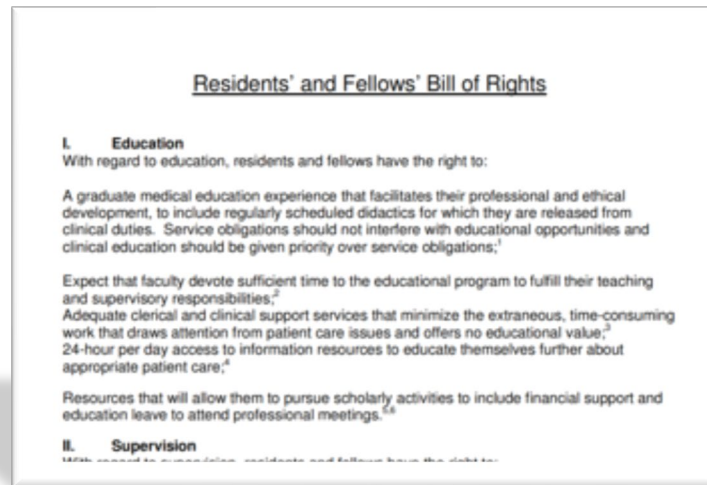


*Johns Hopkins Medicine*

- Adequate PPE
- Proper supervision of PPE use
- Supervision and training for high-risk procedures/encounters

# Appropriate Benefits and Protections

- Commensurate to other health care employees
- Considerations include:
  - Appropriate compensation
  - Benefits
  - Health Insurance
  - Disability Insurance
  - Life Insurance
  - Malpractice Insurance



- No financial responsibility on the part of the early graduate for testing and treatment of COVID-19, if early graduate becomes ill in the course of service

# Obligations to Matched Residency Program

- *Prior to July 1...*
  - Serve at home institution?
  - Serve at matched institution?
- Where is the need?
- What happens in event of illness with COVID-19 and/or quarantine?





A photograph of three people (two men and one woman) smiling and taking a selfie together. The image is overlaid with a semi-transparent purple filter. The text is written in a white, italicized serif font.

*Students are eager to help...*

*We have an obligation to protect them  
when they do.*



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# Workforce Opportunities for Early Graduates

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**Patrick M. Cocks, MD**  
**Abraham Sunshine assistant professor, clinical medicine,**  
**Department of Medicine**  
**Director, Internal Medicine Residency Training Program**  
**NYU Langone Health**

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## Presenter (No slides for this section)



Patrick M. Cocks, MD

Abraham Sunshine assistant professor, clinical medicine, Department of Medicine

Director, Internal Medicine Residency Training Program

NYU Langone Health



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# Implications for Medical Education and CBME

## Going Forward

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**George C. Mejicano, MD, MS**  
**Senior Associate Dean for Education**  
**OHSU School of Medicine**



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## "Itching to get back in": Medical students graduate early to join the fight

GABRIELLE REDFORD, MANAGING EDITOR

APRIL 3, 2020

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<https://www.aamc.org/news-insights/itching-get-back-medical-students-graduate-early-join-fight>

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## OHSU Grads Eager To Fill Holes In Healthcare System

by [Tiffany Camhi](#) [Follow](#) OPB April 7, 2020 5:22 p.m. | Updated: April 10, 2020 10:35 a.m.

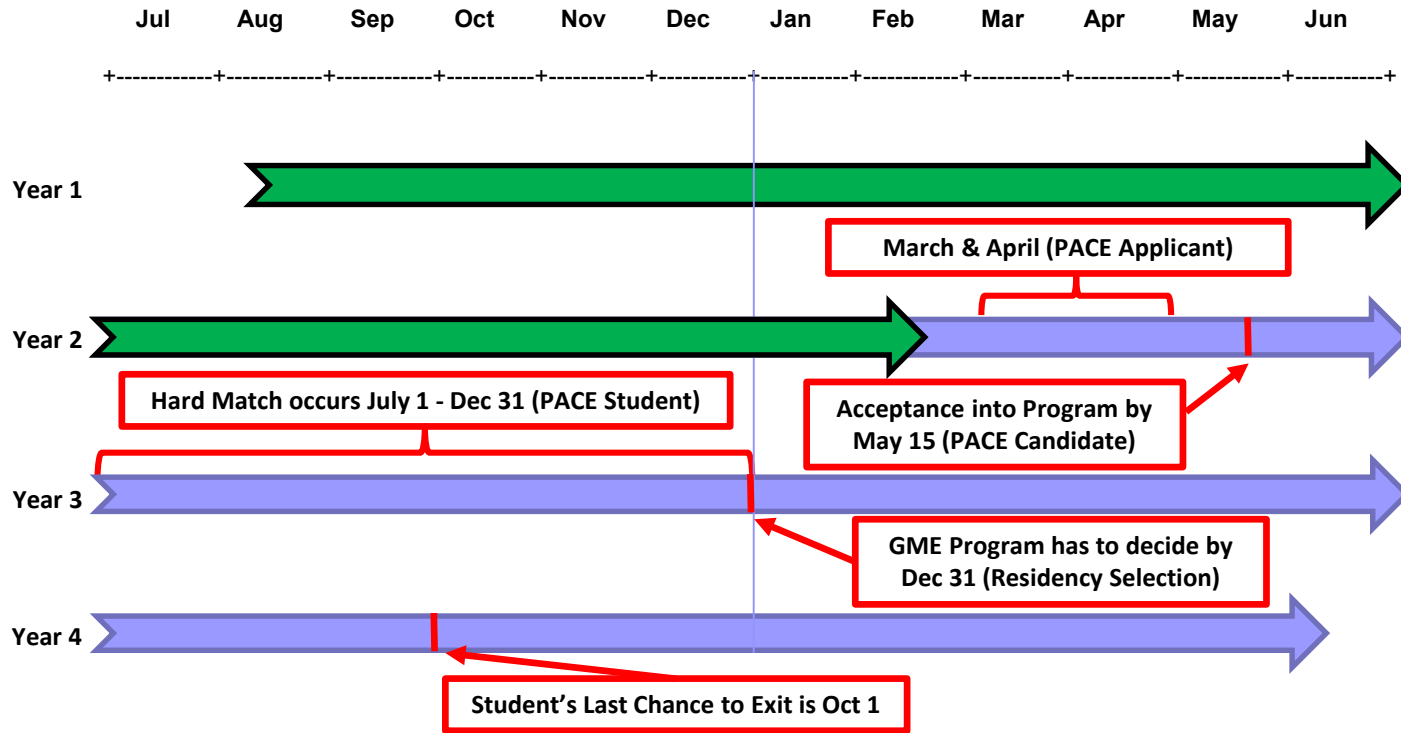
<https://www.opb.org/news/article/ohsu-grads-eager-to-fill-holes-in-healthcare-system/>

# The Oregon Experience

- **New competency-based curriculum launched in 2014 (Class of 2018)**
- **Includes several structural components that foster time-variable progression**
  - **Oral surgery learners can “skip” the entire pre-clinical phase**
  - **Clinically experienced students can skip required clerkships**
  - **Allows for early graduation and percent has increased since 2018**
    - **25% of the Class of 2018**
    - **48% of the Class of 2019**
    - **68% of the Class of 2020**
- **Plans in place to institute a glide path into GME programs (PACE)**



# OHSU PACE\*



(\*Program to Accelerate Competency-Based Education)

# Options for Early Graduation

- Enter residency program
- Dual degree (PhD, MPH, MCR, MBA, HIP and MS)
- Work to earn money
- Time off for personal or family reasons
- Research and scholarly activity
- Mission and service activity
- Boot camp to improve clinical, QI or HSS skills
- Quality Fellow at Kaiser (QI focused projects)
- Part time PGY 1 – in specialty GME program
- Prelim Time – locums work out of specialty

# Jumping in at a time of need

More than two-thirds of M.D. Class of 2020 graduated early; some stepping into residency training early to help

By [Erin Hoover Barnett](#)

🕒 March 27, 2020

📍 Portland, Oregon



*From left, Alix Cooper, M.D., and German Ferrer, M.D., are among a small group of OHSU M.D. Class of 2020 students graduating early and stepping straight into residency training to serve during COVID-19. They will train at Cascades East Family Medicine Residency Program in Klamath Falls with program director Joyce Hollander-Rodriguez, M.D., right. (OHSU)*

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## OHSU Class of 2020

- **104 students graduated in March**
- **Eighteen of the 104 matched at OHSU**
- **Five of eight programs did not allow an early start to their residency program**
- **6 of 18 (33%) will start residency early**
  - **Anesthesiology**
  - **Emergency Medicine**
  - **Family Medicine**

<https://news.ohsu.edu/2020/03/27/jumping-in-at-a-time-of-need>



# OHSU Experience: Not the Same as the East Coast

- MD Degrees granted only after graduation requirements met
- Early start only in the GME program the graduates matched
- Early start only at GME programs sponsored by OHSU
- All six will start their own residencies a few months early
- All onboarding must be completed prior to start
- Rotations up to the GME program director, just like all other residents
- All six have the goal of finishing their residencies early

# AMA Guiding Principles to Protect Learners from COVID-19

- Institutions implementing early graduation to allow students to join the physician workforce:
- Early graduation should be enacted on a voluntary basis and founded upon attainment of core competencies.
- To the extent possible, early graduates should serve under the supervision of an approved graduate medical education program.
- Medical school graduates should not be compelled to work for their matched residency institution prior to the intended date of employment.
- Institutions deploying early graduates should grant these providers full status as health care employees with appropriate salary and benefits, while continuing efforts to mitigate their personal risk.
- Institutions and medical school graduates should remain mindful of graduates' contractual obligations to their matched residencies, including consideration of the potential for quarantine and/or illness due to care of COVID-19 patients.
- Financial institutions overseeing all loans, public and private, for medical school graduates deployed into the workforce between graduation and beginning residency should allow grace periods during their service.

<https://www.ama-assn.org/delivering-care/public-health/ama-guiding-principles-protect-learners-responding-covid-19>



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## Presenter (No slides for this section)



### **Steven B. Abramson, MD**

Frederick H. King Professor of Internal Medicine and  
Chair, Department of Medicine

Professor, Department of Pathology

Vice Dean for Education, Faculty and Academic  
Affairs

NYU Langone Health



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# Questions

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# CONTINUING RESOURCES

**Accelerating Change in Medical Education**  
This community is a place for thought leaders and stakeholders to meet, collaborate, discuss important topics, share ideas and share resources to improve medical education.

Newsfeed Discussions Members **Resources** ChangeMedEd™ 2019 National Conference Consortium at AA

**Resources**

Search this page

**COVID-19 Ed Resources**

**AMA Health Systems Science Modules**  
This series of modules provides medical students with a clear understanding of how health care is delivered, how health care professionals work together to deliver that care, and how the health system can improve patient care and health care delivery.

**Online Resources**  
Clinical Teaching and Learning Experiences without Physical Patient Contact

**Webinar Archives & Resources**

**IPE Resources**

**Student Leadership Meeting materials**

**Student-Led Meeting on Health Systems**

**Medical Education COVID-19 resource guide**

**AMA guiding principles to protect learners responding to COVID-19**

**Guiding principles to protect resident & fellow physicians responding to COVID-19**

**Essential Tools & Resources**

- A Physician's Guide to COVID-19
- COVID-19 FAQ: Your pressing questions answered
- AMA president speaks on preparing physicians for

Please join us to ask questions of our panelists at:  
<https://ama-assn.org/communities/accelerating-change-in-medical-education>