



# Curricula Catalog

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# Foundations of Quality Improvement and Patient Safety

This curriculum series enables learners to gain skills and demonstrate proficiency in Quality Improvement and Patient safety. After completing the series of courses, learners will receive a certificate.

Course Name	Description	Learning Objectives	Core Competency
<b>Basics of Patient Safety</b> <i>Run time: 25 minutes</i>	This course provides an overview of patient safety, explains how a team of health professionals can improve patient care and outcomes, and describes how to respond to medical errors.	<ul style="list-style-type: none"> <li>Identify the basic principles of patient safety</li> <li>Explain how medical errors are classified</li> <li>Describe the elements of full disclosure and apology when addressing those affected by medical errors</li> <li>Recognize how human factors, systems thinking and “Just Culture” can improve patient safety</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and Patient care</li> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Basics of Quality Improvement</b> <i>Run time: 23 minutes</i>	This course introduces learners to quality improvement, quality measures, data resources, interventions to address quality issues and sustainability challenges in the health care setting.	<ul style="list-style-type: none"> <li>Define quality improvement</li> <li>Identify the types of quality measures and data sources used in health care</li> <li>Differentiate four quality improvement methods frequently used in health care</li> <li>Describe interventions to address common health care quality issues</li> <li>Describe factors contributing to sustainability of improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Professionalism</li> </ul>
<b>Responding to an Adverse Event</b> <i>Run time: 10 minutes</i> 0.25 Credit CME	This micro-lesson is the first of four that features a longitudinal case study of a system-based medical error and covers how to identify an adverse event or near miss, steps to take when responding and how to identify opportunities for improving patient care.	<ul style="list-style-type: none"> <li>Identify what constitutes an adverse event or near miss</li> <li>Recognize your individual responsibility in reporting an adverse event or near miss</li> <li>Identify the recommended actions involved in responding to an adverse event or near miss</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> <li>Patient care</li> <li>Interpersonal and communication skills</li> <li>Practice based learning and improvement</li> </ul>
<b>Creating an Adverse Event Report</b> <i>Run time: 10 minutes</i> 0.25 Credit CME	<p>This module is recommended upon completing <i>Responding to an Adverse Event Report</i>.</p> <p>In this micro-lesson, you will walk through a case study to learn why it’s crucial to create an accurate and timely adverse event or near-miss report. You’ll also be introduced to elements and best practices that contribute to writing a high-quality report.</p>	<ul style="list-style-type: none"> <li>Recognize the significance of creating accurate and timely adverse event and near-miss reports</li> <li>Identify the best practices when writing your adverse event or near-miss report</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> <li>Interpersonal and communication skills</li> <li>Practice based learning and improvement</li> </ul>
<b>Conducting a Root Cause Analysis</b> <i>Run time: 18 minutes</i> 0.25 Credit CME	<p>This module is recommended upon completing <i>Creating an Adverse Event Report</i>.</p> <p>This micro-lesson revisits a longitudinal case study while introducing various root cause analysis (RCA) tools. You will practice conducting elements of an RCA using the ‘5 Whys’ tool and a Fishbone Diagram.</p>	<ul style="list-style-type: none"> <li>Describe the principles of root cause analysis (RCA)</li> <li>Identify tools that can be used to perform an RCA to investigate systemic causes of medical error</li> <li>Conduct a basic RCA for a given scenario using an assigned quality tool</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> <li>Patient care</li> <li>Interpersonal and communication skills</li> <li>Practice based learning and improvement</li> </ul>

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## Foundations of Quality Improvement and Patient Safety (continued)

Course Name	Description	Learning Objectives	Core Competency
<b>Applying PDSA Cycles in Quality Improvement</b> <i>Run time: 18 minutes</i> 0.25 Credit CME	<p>This module is recommended upon completing <i>Conducting a Root Cause Analysis</i>.</p> <p>In this micro-lesson, you will revisit a previous case study to learn about Quality Improvement implementation tools, developing improvement strategies and how to use a PDSA cycle to design and test a change.</p>	<ul style="list-style-type: none"> <li>Identify the role quality improvement tools play in learning from error and developing improvement strategies</li> <li>Visualize how to use a safety investigation to identify potential changes to implement</li> <li>Design a PDSA cycle to test if a change is an improvement</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> <li>Patient care</li> <li>Interpersonal and communication skills</li> <li>Practice based learning and improvement</li> </ul>
<b>Health Care Quality: Measuring Physician Performance</b> <i>Run time: 13 minutes</i>	<p>Clinical quality and performance measures will impact your career as you progress through your professional journey in medicine. Learn about performance measures that are meaningful for your practice and specialty; the tools used to collect data, measure performance, and report results; and performance improvement models.</p>	<ul style="list-style-type: none"> <li>Explain quality as it pertains to health care</li> <li>Describe health care performance measures</li> <li>Indicate the performance measures that are meaningful to your practice and specialty</li> <li>Identify the tools used to collect data, measure performance and report results</li> <li>Summarize performance improvement models</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Systems-based practice</li> </ul>
<b>Patient Handoffs</b> <i>Run time: 14 minutes</i>	<p>A handoff is an opportunity for a patient to continue to receive quality care but also a time with a high risk for errors. Learn the components of the ISBARQ protocol for giving and receiving a good patient handoff and identify tips for a successful handoff.</p>	<ul style="list-style-type: none"> <li>Define a patient handoff</li> <li>List reasons errors occur during patient handoffs</li> <li>Describe the components of the ISBARQ protocol for giving/receiving a proper patient handoff</li> <li>Identify tips for successful patient handoffs</li> <li>Perform a successful patient handoff</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>
<b>Working Effectively Within An Interprofessional Team</b> <i>Run time: 20 minutes</i>	<p>As part of providing quality patient care, you will work with a wide variety of other health care professionals on an array of teams. Learn about the various interprofessional teams, the roles team members play and optimizing the function of a team.</p>	<ul style="list-style-type: none"> <li>Identify team members and roles</li> <li>List strategies for optimizing clinical team functionality</li> <li>Explain the relationship between teams and interprofessional practice</li> <li>Optimize clinical team functionality</li> <li>Apply ACGME competencies to optimize the workings of an interprofessional team</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>
<b>Systems Thinking</b> <i>Run time: 15 minutes</i>	<p>This course helps learners better understand, navigate and change complex systems, such as those found within the US health care system.</p>	<ul style="list-style-type: none"> <li>Define systems thinking</li> <li>Explain the importance of systems thinking in clinical care</li> <li>Identify how a health system fits the definition of a complex system</li> <li>List the habits of a systems thinking health professional and how they can be applied to improve clinical care</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Practice-based learning and improvement</li> <li>Interpersonal and communication skills</li> </ul>

## Well-being

Course Name	Description	Learning Objectives	Core Competency
<b>Sleep Deprivation: Effects on Patient Care</b> <i>Run time: 10 minutes</i>	This micro-lesson covers the signs and symptoms of sleep deprivation, as well as its impact on physician performance and quality of care. It also reviews the ACGME Common Program Requirements around sleep deprivation and resident duty hours.	<ul style="list-style-type: none"> <li>Recognize the signs of sleep deprivation and fatigue in yourself and others</li> <li>Describe the effects of sleep deprivation on physician performance and quality of care</li> <li>Review the Accreditation Council for Graduate Medical Education (ACGME) Common Program Requirements around sleep deprivation and resident duty hours</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Sleep Deprivation: Fatigue Mitigation Strategies</b> <i>Run time: 11 minutes</i>	This module is recommended upon completing <i>Sleep Deprivation: Effects on Patient Care</i> . This micro-lesson reinforces the importance of adhering to the ACGME Common Program Requirements and accurately reporting duty hours and provides strategies and tips for fatigue mitigation to improve resident well-being.	<ul style="list-style-type: none"> <li>Recognize how adhering to the Accreditation Council for Graduate Medical Education (ACGME) Common Program Requirements can improve resident well-being</li> <li>Identify strategies for mitigating sleep deprivation, increasing alertness, and self-advocacy</li> <li>Apply sleep deprivation prevention and mitigation strategies in real-world scenarios to ensure personal well-being and quality care</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Physician Health: Physicians Caring for Ourselves</b> <i>Run time: 19 minutes</i>	Stress has serious consequences for physicians and their patients. Learn to develop awareness of common physician stressors that can lead to burnout or illness, universal empathy, stress-prevention techniques, and coping strategies.	<ul style="list-style-type: none"> <li>Recognize the importance of being healthy and caring for yourself</li> <li>Describe stresses that residents frequently encounter</li> <li>Identify general and severe health issues that can be caused by stress</li> <li>Build awareness of provider stressors, prevention techniques and universal empathy</li> <li>Reflect on your own stress levels and sense of well-being</li> <li>Discover coping tools to help with challenges</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Professionalism</li> </ul>
<b>Thriving Through Residency: The Resilient Resident</b> <i>Run time: 16 minutes</i>	Residency can be a stressful time, but you don't have to burn out. Learn to recognize resident burnout in yourself and others and explore ways to improve your well-being.	<ul style="list-style-type: none"> <li>Define health and wellness</li> <li>Identify factors contributing to physician burnout</li> <li>Examine new ways to improve well-being</li> <li>Recognize physician burnout in your peers and yourself</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>Using Tools to Form an Action Plan for Wellness</b> <i>Run time: 8 minutes</i>	Your well-being can impact the quality of care you deliver to patients. Learn to evaluate your biggest challenges, make an action plan, and implement strategies for self-care.	<ul style="list-style-type: none"> <li>Identify and access wellness tools</li> <li>Evaluate areas where you struggle or have challenges, and make an action plan</li> <li>Practice self-care strategies</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> </ul>

# Orientation

Course Name	Description	Learning Objectives	Core Competency
<b>Sleep Deprivation: Effects on Patient Care</b> <i>Run time: 10 minutes</i>	This micro-lesson covers the signs and symptoms of sleep deprivation, as well as its impact on physician performance and quality of care. It also reviews the ACGME Common Program Requirements around sleep deprivation and resident duty hours.	<ul style="list-style-type: none"> <li>Recognize the signs of sleep deprivation and fatigue in yourself and others</li> <li>Describe the effects of sleep deprivation on physician performance and quality of care</li> <li>Review the Accreditation Council for Graduate Medical Education (ACGME) Common Program Requirements around sleep deprivation and resident duty hours</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Sleep Deprivation: Fatigue Mitigation Strategies</b> <i>Run time: 11 minutes</i>	<p>This module is recommended upon completing <i>Sleep Deprivation: Effects on Patient Care</i>.</p> <p>This micro-lesson reinforces the importance of adhering to the ACGME Common Program Requirements and accurately reporting duty hours and provides strategies and tips for fatigue mitigation to improve resident well-being.</p>	<ul style="list-style-type: none"> <li>Recognize how adhering to the Accreditation Council for Graduate Medical Education (ACGME) Common Program Requirements can improve resident well-being</li> <li>Identify strategies for mitigating sleep deprivation, increasing alertness, and self-advocacy</li> <li>Apply sleep deprivation prevention and mitigation strategies in real-world scenarios to ensure personal well-being and quality care</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Thriving Through Residency: The Resilient Resident</b> <i>Run time: 16 minutes</i>	Residency can be a stressful time, but you don't have to burn out. Learn to recognize resident burnout in yourself and others and explore ways to improve your well-being.	<ul style="list-style-type: none"> <li>Define health and wellness</li> <li>Identify factors contributing to physician burnout</li> <li>Examine new ways to improve well-being</li> <li>Recognize physician burnout in your peers and yourself</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>Working Effectively Within An Interprofessional Team</b> <i>Run time: 20 minutes</i>	As part of providing quality patient care, you will work with a wide variety of other health care professionals on an array of teams. Learn about the various interprofessional teams, the roles team members play and optimizing the function of a team.	<ul style="list-style-type: none"> <li>Identify team members and roles</li> <li>List strategies for optimizing clinical team functionality</li> <li>Explain the relationship between teams and interprofessional practice</li> <li>Optimize clinical team functionality</li> <li>Apply ACGME competencies to optimize the workings of an interprofessional team</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>
<b>Patient Handoffs</b> <i>Run time: 14 minutes</i>	A handoff is an opportunity for a patient to continue to receive quality care but also a time with a high risk for errors. Learn the components of the ISBARQ protocol for giving and receiving a good patient handoff and identify tips for a successful handoff.	<ul style="list-style-type: none"> <li>Define a patient handoff</li> <li>List reasons errors occur during patient handoffs</li> <li>Describe the components of the ISBARQ protocol for giving/receiving a proper patient handoff</li> <li>Identify tips for successful patient handoffs</li> <li>Perform a successful patient handoff</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>
<b>Basics of Patient Safety</b> <i>Run time: 25 minutes</i>	This course provides an overview of patient safety, explains how a team of health professionals can improve patient care and outcomes, and describes how to respond to medical errors.	<ul style="list-style-type: none"> <li>Identify the basic principles of patient safety</li> <li>Explain how medical errors are classified</li> <li>Describe the elements of full disclosure and apology when addressing those affected by medical errors</li> <li>Recognize how human factors, systems thinking and "Just Culture" can improve patient safety</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Systems-based practice</li> <li>Professionalism</li> </ul>

## Residents as Teachers

Course Name	Description	Learning Objectives	Core Competency
<b>Creating an Effective and Respectful Learning Environment</b> <i>Run time: 20 minutes</i>	Residents serve as both teachers and learners in a medical education setting, meaning they share in the responsibility of creating an effective and respectful learning environment. In this module, you'll learn about the role of the resident in creating an effective learning environment, giving and receiving feedback, and combating mistreatment and abuse.	<ul style="list-style-type: none"> <li>Describe the role of the resident in creating an effective learning environment</li> <li>Describe the qualities of a role model of professionalism</li> <li>Identify the factors that affect giving and receiving feedback</li> <li>Outline the procedure for effective feedback</li> <li>Define learner mistreatment</li> <li>Explain how to deal with medical student mistreatment</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> <li>Professionalism</li> </ul>
<b>Resident Intimidation</b> <i>Run time: 14 minutes</i>	Resident intimidation can take many forms, some quite subtle, but you do not have to be a passive victim. Learn how to respond appropriately and professionally to resident intimidation and model behaviors that can reduce mistreatment and intimidation in the work culture.	<ul style="list-style-type: none"> <li>Define "resident mistreatment" and "resident intimidation"</li> <li>List the different forms of resident mistreatment and intimidation</li> <li>Respond appropriately and professionally to mistreatment and intimidation</li> <li>Model behaviors to decrease a culture of mistreatment and intimidation</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> </ul>
<b>Residents as Teachers</b> <i>Run time: 12 minutes</i>	Teaching is an important part of the medical resident role. Learn about the One-Minute Preceptor teaching model, what it means to give formative feedback, and how to orient a learner to you (the resident), the setting, and the patient.	<ul style="list-style-type: none"> <li>Summarize the planning, teaching and feedback phases of teaching</li> <li>Describe and apply the five steps in the one-minute preceptor</li> <li>Define "formative feedback" and identify its characteristics</li> <li>Illustrate the steps in the one-minute preceptor model</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> </ul>
<b>Working Effectively Within An Interprofessional Team</b> <i>Run time: 20 minutes</i>	As part of providing quality patient care, you will work with a wide variety of other health care professionals on an array of teams. Learn about the various interprofessional teams, the roles team members play and optimizing the function of a team.	<ul style="list-style-type: none"> <li>Identify team members and roles</li> <li>List strategies for optimizing clinical team functionality</li> <li>Explain the relationship between teams and interprofessional practice</li> <li>Optimize clinical team functionality</li> <li>Apply ACGME competencies to optimize the workings of an interprofessional team</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>

# Improving Health Care for Every Patient

Course Name	Description	Learning Objectives	Core Competency
<b>Basics of Health Equity for GME</b> <i>Run time: 25 minutes</i> 0.50 Credit CME	<p>We all have different life experiences and levels of understanding of the existing historical context, evidence, theory and practice of justice and equity. This introductory course grounds learners in common definitions, concepts and frameworks of health equity and encourages further investigation, engagement and reflection to expand one's knowledge.</p>	<ul style="list-style-type: none"> <li>• Define health equity and justice</li> <li>• Compare and contrast equality and equity</li> <li>• Describe the four levels of racism</li> <li>• Discuss the relationship between moving upstream and health equity</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Systems-based practice</li> <li>• Practice-based learning and improvement</li> <li>• Interpersonal communication skills</li> <li>• Patient care</li> </ul>
<b>Improving Population Health</b> <i>Run time: 21 minutes</i>	<p>This course introduces learners to population and public health and explains recent changes in health care delivery meant to improve health outcomes in the United States.</p>	<ul style="list-style-type: none"> <li>• Define population health</li> <li>• Discuss the relationship between population health and public health</li> <li>• Summarize how population health is implemented in health care</li> <li>• Describe how integrated health care delivery, public health, prevention, health promotion, community engagement and health policy efforts improve population health</li> </ul>	<ul style="list-style-type: none"> <li>• Patient care</li> </ul>
<b>Social Determinants of Health</b> <i>Run time: 20 minutes</i>	<p>This course helps build a foundation for recognizing and addressing the structural drivers and social determinants of health during a clinical encounter in order to improve outcomes and health equity.</p>	<ul style="list-style-type: none"> <li>• Define social and structural determinants of health</li> <li>• Articulate how social and structural determinants of health impact health outcomes</li> <li>• Describe the relationship between social and structural determinants of health and health inequities and disparities</li> <li>• Identify and uncover social determinants of health during clinical encounters</li> <li>• Explain how physicians, other health professionals, health systems, and communities can positively influence social and structural determinants of health to improve health outcomes and health equity</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Professionalism</li> <li>• Practice-based learning and improvement</li> <li>• Interpersonal and communication skills</li> </ul>
<b>Caring for People with Disabilities: Foundational Concepts</b> <i>Run Time: 25 minutes</i> 0.50 Credit CME	<p>This video covers foundational clinical concepts for disability care, including key concepts of disability and ableism, patient assessment, identifying diverse patient backgrounds, and establishing principles for accessible communication in medical practice.</p>	<ul style="list-style-type: none"> <li>• Summarize the different models of disability</li> <li>• Recall the brief history of the Disability Rights Movement and disability laws</li> <li>• Define disability and ableism</li> <li>• Recall how to expand history taking and review of systems to more holistically capture the patient's experience</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Professionalism</li> </ul>
<b>Caring for People with Disabilities: Foundations of Clinical Care</b> <i>Run Time: 16 minutes</i> 0.25 Credit CME	<p>To equitably care for people with disabilities, physicians, residents, and medical students must be proficient in key concepts and foundational knowledge on disability care. This video covers tools for history taking, effective patient assessment, and establishing principles for accessible communication in medical practice.</p>	<ul style="list-style-type: none"> <li>• Describe forms of disability stigma</li> <li>• Explain disparities in health care access and outcomes for people with disabilities</li> <li>• Recognize disability as under-represented in medicine</li> <li>• Discuss the National Council on Disability's framework for disability health equity</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Professionalism</li> </ul>

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## Improving Health Care for Every Patient (continued)

Course Name	Description	Learning Objectives	Core Competency
<b>Caring for People with Disabilities: Effective Communication</b> <i>Run Time: 35 minutes</i> 0.50 Credit CME	This educational video equips physicians and medical students with skills for effective communication with patients who have communication-related disabilities.	<ul style="list-style-type: none"> <li>Define effective communication for patients with disabilities, including legal requirements</li> <li>Identify key evidence-based strategies for effectively communicating with patients with communication-related disabilities</li> <li>Describe methods for adapting written materials to be accessible to patients with a range of disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Professionalism</li> </ul>
<b>Caring for People with Disabilities: Accommodations and Accessibility</b> <i>Run Time: 33 minutes</i> 0.50 Credit CME	This video covers foundational clinical concepts for accommodations and accessibility in disability care, including legal requirements and identifying and integrating accommodations in medical practice.	<ul style="list-style-type: none"> <li>Define the legal requirements for providing disability accommodations in the health care setting</li> <li>Identify a range of accommodations that patients with diverse disabilities may need</li> <li>Describe how to integrate accommodations into routine clinical workflows</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Patient care</li> </ul>
<b>Caring for People with Disabilities: Medical Decision-Making</b> <i>Run Time: 23 minutes</i> 0.50 Credit CME	This video covers foundational clinical concepts for medical decision-making in disability care, including frameworks for decision-making when people transition to adulthood and establishing principles for decision-making and proxy options.	<ul style="list-style-type: none"> <li>Explain decision-making and proxy options</li> <li>Distinguish between guardianship and supported decision-making</li> <li>Describe the approach to decision-making after acquisition of disability or aging</li> <li>Discuss a framework for decision-making when people transition to adulthood</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>

## Navigating Health Systems to Improve Patient Care

Course Name	Description	Learning Objectives	Core Competency
<b>Improving Population Health</b> <i>Run time: 21 minutes</i>	This course introduces learners to population and public health and explains recent changes in health care delivery meant to improve health outcomes in the United States.	<ul style="list-style-type: none"> <li>Define population health</li> <li>Discuss the relationship between population health and public health</li> <li>Summarize how population health is implemented in health care</li> <li>Describe how integrated health care delivery, public health, prevention, health promotion, community engagement and health policy efforts improve population health</li> </ul>	<ul style="list-style-type: none"> <li>Patient care</li> </ul>
<b>Basics of Patient Safety</b> <i>Run time: 25 minutes</i>	This course provides an overview of patient safety, explains how a team of health professionals can improve patient care and outcomes, and describes how to respond to medical errors.	<ul style="list-style-type: none"> <li>Identify the basic principles of patient safety</li> <li>Explain how medical errors are classified</li> <li>Describe the elements of full disclosure and apology when addressing those affected by medical errors</li> <li>Recognize how human factors, systems thinking and "Just Culture" can improve patient safety</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Basics of Quality Improvement</b> <i>Run time: 23 minutes</i>	This course introduces learners to quality improvement, quality measures, data resources, interventions to address quality issues and sustainability challenges in the health care setting.	<ul style="list-style-type: none"> <li>Define quality improvement</li> <li>Identify the types of quality measures and data sources used in health care</li> <li>Differentiate four quality improvement methods frequently used in health care</li> <li>Describe interventions to address common health care quality issues</li> <li>Describe factors contributing to sustainability of improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Professionalism</li> </ul>
<b>Social Determinants of Health</b> <i>Run time: 20 minutes</i>	This course helps build a foundation for recognizing and addressing the structural drivers and social determinants of health during a clinical encounter in order to improve outcomes and health equity.	<ul style="list-style-type: none"> <li>Define social and structural determinants of health</li> <li>Articulate how social and structural determinants of health impact health outcomes</li> <li>Describe the relationship between social and structural determinants of health and health inequities and disparities</li> <li>Identify and uncover social determinants of health during clinical encounters</li> <li>Explain how physicians, other health professionals, health systems, and communities can positively influence social and structural determinants of health to improve health outcomes and health equity</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> <li>Practice-based learning and improvement</li> <li>Interpersonal and communication skills</li> </ul>
<b>Systems Thinking</b> <i>Run time: 15 minutes</i>	This course helps learners better understand, navigate and change complex systems, such as those found within the US health care system.	<ul style="list-style-type: none"> <li>Define systems thinking</li> <li>Explain the importance of systems thinking in clinical care</li> <li>Identify how a health system fits the definition of a complex system</li> <li>List the habits of a systems thinking health professional and how they can be applied to improve clinical care</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Practice-based learning and improvement</li> <li>Interpersonal and communication skills</li> </ul>

## MATE Act: DEA Training Requirements

Satisfy the new, one-time eight-hour training requirement issued by the Drug Enforcement Administration (DEA) for all DEA-registered practitioners to meet the conditions of the MATE Act.

Course Name	Description	Learning Objectives
<b>Safer Prescribing of Opioids for Pain Management</b> 0.50 Credit CME	As health care professionals, it is essential to prescribe opioids safely and appropriately to ensure effective and equitable pain management while minimizing risk. This course offers an overview and application of safer opioid prescribing practices through five patient interactions in alignment with the 2022 CDC Clinical Practice Guideline for Prescribing Opioids for Pain Management. By adhering to these guidelines and applying CDC recommendations for prescribing opioids, learners will be able to make more informed clinical decisions around initiating opioid treatment, selecting appropriate opioids and dosages, duration of prescriptions & conducting follow-ups, and assessing risks associated with opioid use in order to enhance patient care.	<ul style="list-style-type: none"> <li>Describe the CDC Clinical Practice Guideline recommendations and guiding principles for safer opioid prescribing</li> <li>Apply the safer opioid prescribing recommendations and guiding principles to patient interactions</li> </ul>
<b>How Should the Use of Opioids Be Regulated to Motivate Better Clinical Practice?</b> 1.00 Credit CME	This article describes US opioid prescribing policy since the 1990s, considers merits and drawbacks of a new diagnostic category, and proposes a regulatory and clinical framework for prescribing long-term opioid therapy for pain and to treat opioid use disorder.	<ul style="list-style-type: none"> <li>Explain a new or unfamiliar viewpoint on a topic of ethical or professional conduct</li> <li>Evaluate the usefulness of this information for health care practice, teaching, or conduct</li> <li>Decide whether and when to apply the new information to health care practice, teaching, or conduct</li> </ul>
<b>Buprenorphine for Opioid Use Disorder—An Essential Medical Treatment</b> 1.00 Credit CME	This Clinical Insights describes the process for initiating buprenorphine treatment for patients with opioid use disorder.	<ul style="list-style-type: none"> <li>To identify the key insights or developments described in this article</li> </ul>
<b>How Should Risks and Benefits of Short-Acting Opioids Be Evaluated in the Care of Inpatients With OUD?</b> 1.00 Credit CME	Short-acting opioids can help inpatients' pain and opioid use disorder withdrawal symptoms. Incorporating evidence-based interventions in some inpatients' care plans may make those patients safer and align with clinicians' duties to minimize harms and maximize benefits.	<ul style="list-style-type: none"> <li>Explain a new or unfamiliar viewpoint on a topic of ethical or professional conduct</li> <li>Evaluate the usefulness of this information for health care practice, teaching, or conduct</li> <li>Decide whether and when to apply the new information to health care practice, teaching, or conduct</li> </ul>
<b>How Should Harm Reduction Be Included in Care Continuum for Patients With Opioid Use Disorder?</b> 1.00 Credit CME	Improving outcomes for those with opioid use disorder (OUD) requires access to OUD care. Harm-reduction interventions include naloxone and syringe service programs, as well as dismantling policies that undermine mental health and substance use disorder treatment continuity.	<ul style="list-style-type: none"> <li>Explain a new or unfamiliar viewpoint on a topic of ethical or professional conduct</li> <li>Evaluate the usefulness of this information for health care practice, teaching, or conduct</li> <li>Decide whether and when to apply the new information to health care practice, teaching, or conduct</li> </ul>
<b>Medications for Opioid Use Disorder, Opioid Withdrawal, and Opioid Overdose</b> 1.00 Credit CME	This review discusses the efficacy, safety, and practical considerations of treating patients with medications for opioid use disorder, opioid withdrawal, and opioid overdose.	<ul style="list-style-type: none"> <li>To identify the key insights or developments described in this article</li> </ul>

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## MATE Act: DEA Training Requirements (continued)

Course Name	Description	Learning Objectives
<b>Revisiting the WHO Analgesic Ladder for Surgical Management of Pain</b> 1.00 Credit CME	The opioid epidemic challenges current attitudes toward pain management and necessitates the reexamination of the World Health Organization (WHO) 3-step analgesic ladder.	<ul style="list-style-type: none"> <li>• Explain a new or unfamiliar viewpoint on a topic of ethical or professional conduct</li> <li>• Evaluate the usefulness of this information for health care practice, teaching, or conduct</li> <li>• Decide whether and when to apply the new information to health care practice, teaching, or conduct</li> </ul>
<b>Intranasal Naloxone for Opioid Overdose</b> 1.00 Credit CME	This JAMA Insights describes indications for naloxone use in preventing opioid overdoses and benefits vs barriers to its availability following FDA approval of its availability without a prescription.	<ul style="list-style-type: none"> <li>• To identify the key insights or developments described in this article</li> </ul>
<b>Pharmacotherapy for Alcohol Use Disorder</b> 1.00 Credit CME	This systematic review and meta-analysis evaluates efficacy and comparative efficacy of 9 therapies for alcohol use disorder (AUD).	<ul style="list-style-type: none"> <li>• To identify the key insights or developments described in this article</li> </ul>

# Artificial Intelligence in Health Care

Course Name	Description	Learning Objectives	Core Competency
<b>Introduction to Artificial Intelligence (AI) in Health Care</b> <i>Run time: 45 minutes</i> 0.50 Credit CME	Artificial and augmented intelligence (AI) is increasingly being integrated into health care and has the potential to transform aspects of patient care and administrative practices. This course introduces learners to foundational principles of AI and machine-learning (ML) within clinical care.	<ul style="list-style-type: none"> <li>Describe big data and its impact on artificial intelligence (AI) and machine learning (ML) in health care</li> <li>Differentiate between traditional computer programming, AI, and ML</li> <li>Recognize potential strengths and limitations of AI and ML in health care</li> <li>Summarize the process of developing AI for use in a health care setting</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Systems-based practice</li> </ul>
<b>AI in Health Care: Methodologies</b> <i>Run time: 50 minutes</i> 0.50 Credit CME	Artificial and augmented intelligence (AI) is increasingly being integrated into health care and has the potential to transform aspects of patient care and administrative practices. This course on the methodology of AI in health care introduces learners to important considerations and potential strengths and limitations of AI and machine-learning (ML) within clinical care.	<ul style="list-style-type: none"> <li>Categorize machine learning models employing supervised, unsupervised, or reinforcement learning methods</li> <li>Recognize how to apply a supervised learning model to a dataset to help solve a clinical problem</li> <li>Describe deep learning, including convolutional neural networks and recurrent neural networks</li> <li>Identify natural language processing used in health care</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Patient care</li> </ul>
<b>The Use of AI in Diagnosis</b> <i>Run Time: 30 minutes</i> 0.50 Credit CME	Within the Artificial Intelligence Learning Series, learners will be introduced to key concepts related to artificial intelligence (AI) and machine learning (ML) in health care.	<ul style="list-style-type: none"> <li>Describe the components of the diagnostic process</li> <li>Describe current uses of AI/ML in the diagnostic process</li> <li>Interpret performance measures of diagnostic accuracy commonly reported in AI/ML literature</li> <li>Apply the results of a diagnostic study using AI/ML to a clinical case</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Patient care</li> </ul>
<b>AI for Prognostication and Treatment</b> <i>Run Time: 30 minutes</i> 0.50 Credit CME	This microlearning course on the prognostication and treatment of AI in health care will enable you to recognize the potential uses for AI/ML when making prognostication and treatment decisions, describe the benefits and limitations to using AI/ML, and interpret the results of a prognosis study that includes AI/ML.	<ul style="list-style-type: none"> <li>Recognize the potential uses for AI and machine learning when making prognostication and treatment decisions</li> <li>Describe the benefits and limitations to using AI and machine learning in prognostication and treatment</li> <li>Interpret the results of a prognosis study that includes AI and machine learning</li> <li>Apply the results of a prognosis study that includes AI and machine learning to a clinical case</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Patient care</li> </ul>
<b>Practical Applications of AI in the Health System</b> <i>Run Time: 45 minutes</i> 0.75 Credit CME	In the Artificial Intelligence Learning Series, we introduce artificial intelligence (AI) and machine learning (ML) concepts in health care. This module describes health care AI stakeholders and the potential impact of AI/ML on various aspects of the health system.	<ul style="list-style-type: none"> <li>Identify health care AI stakeholders and their roles (payers, patients, clinicians, developers, policymakers)</li> <li>Recognize key considerations when implementing AI/ML algorithms into clinical practice</li> <li>Describe the potential impact of AI/ML on various aspects of the health system</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Navigating Ethical and Legal Considerations of AI in Health Care</b> <i>Run Time: 30 minutes</i> 0.50 Credit CME	Within the Artificial Intelligence Learning Series, learners will be introduced to key concepts related to artificial intelligence (AI) and machine learning (ML) in health care.	<ul style="list-style-type: none"> <li>Recognize possible ethical and legal challenges associated with the use of AI/ML in healthcare</li> <li>Discuss laws and liability related to health care AI/ML</li> <li>Describe the current governance and regulation landscape for AI in healthcare</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>AI and Precision Health</b> <i>Run Time: 45 minutes</i> 0.75 Credit CME	Within the Artificial Intelligence Learning Series, learners will be introduced to key concepts related to artificial intelligence (AI) and machine learning (ML) in health care. This module on AI and precision health will enable you to define precision health and summarize its key components.	<ul style="list-style-type: none"> <li>Define precision health and summarize its key components</li> <li>Describe the role of AI and machine learning in precision health</li> <li>Summarize the benefits and describe current examples of precision health</li> <li>Recognize challenges to realizing the benefits of precision health and necessary actions to mitigate these barriers</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Practice-based learning and improvement</li> </ul>

## Business Side of Medicine

Course Name	Description	Learning Objectives	Core Competency
<b>Accepting Gifts From Industry</b> <i>Run time: 18 minutes</i>	Ninety-four percent of physicians have some sort of relationship with the pharmaceutical industry, working together to innovate and improve the art and science of medicine. Learn how and why The Sunshine Act requires public disclosure of gifts or donations from the pharmaceutical and medical device industries to physicians and teaching hospitals.	<ul style="list-style-type: none"> <li>Describe the difference between medicine and the industries that support it</li> <li>Explain the ethical side of accepting gifts from the pharmaceutical and medical device industries</li> <li>Outline regulations associated with accepting gifts from pharmaceutical and medical device industries</li> <li>Describe what is reported under the Sunshine Act</li> <li>Explain your rights and responsibilities for accepting gifts from the pharmaceutical and medical device industries</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Fraud and Abuse</b> <i>Run time: 21 minutes</i>	Filing false insurance claims to Medicare, Medicaid, and other federally funded health care programs, even by accident, can cripple or destroy a physician's practice. This module provides a brief overview of the issue, the specific fraud and abuse laws, and resources for better understanding and staying in compliance with the laws.	<ul style="list-style-type: none"> <li>Identify key laws that deal with fraud and abuse in health care</li> <li>Explain proactive steps you and your practice can take to identify and comply with the fraud and abuse laws</li> <li>Recognize where you can go for help, more information or to report violations</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>Privacy and Confidentiality</b> <i>Run time: 19 minutes</i>	Privacy and confidentiality are the foundation for a successful patient-physician relationship—patients' trust in us allows them to be comfortable sharing the information we need to care for them. This course discusses the importance of confidentiality and the regulations that safeguard it.	<ul style="list-style-type: none"> <li>Explain why privacy and confidentiality are important to the patient-physician relationship</li> <li>Describe the two parts of the Health Insurance Portability and Accountability Act (HIPAA)</li> <li>Define a privacy violation</li> <li>List the five components of the HIPAA Privacy Rule</li> <li>Explain the permissible disclosures under HIPAA</li> <li>Know where to find privacy and confidentiality information at your facility</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Conflicts of Interest</b> <i>Run time: 13 minutes</i>	Mishandling and/or misidentifying conflicts of interest can have negative professional and legal consequences. Learn about conflicts of interest and work through real-life examples that teach learners how to manage them and their associated risks as you practice medicine.	<ul style="list-style-type: none"> <li>Define "conflict of interest"</li> <li>Identify when a conflict of interest is problematic</li> <li>Demonstrate how to address problematic conflicts of interest</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>Anatomy of a Lawsuit</b> <i>Run time: 19 minutes</i>	Physicians are not strangers to malpractice insurance claims and lawsuits—patients and their families sometimes attempt to resolve their issues in court. This module is designed to walk residents through the litigation process and help them navigate each step.	<ul style="list-style-type: none"> <li>Define common legal terms that deal with medical claims</li> <li>Report potential legal action and official summons using the proper channels</li> <li>Identify your responsibilities in a legal claim or lawsuit</li> <li>List the steps in the pretrial and trial process</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>

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## Business Side of Medicine (continued)

Course Name	Description	Learning Objectives	Core Competency
<b>Choosing the Practice That's Right for You</b> <i>Run time: 18 minutes</i>	As residents approach their final years of training, many feel unprepared for what comes next. This course provides a primer on the information and considerations necessary for them to select the type of practice that would be the best fit for them and key components of employment contracts.	<ul style="list-style-type: none"> <li>Identify lifestyle and work-life balance factors to consider as you evaluate the suitability of a practice</li> <li>Describe the needs of a practice</li> <li>Recognize who to engage from other disciplines to make your practice successful</li> <li>Discover the necessary steps and timeframe it takes to become "practice ready"</li> <li>Examine the different practice options available for you to consider after residency</li> <li>List the key components to look for in an employment contract</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>
<b>Coding and Documentation for Resident Physicians</b> <i>Run time: 19 minutes</i>	Accurate documentation is an integral part of health care delivery that can impact quality measures, public health programs, and physician payment. This course reviews best practices around medical record documentation, the basics of International Classification of Diseases (ICD) coding, and the fundamentals of diagnostic (ICD) and procedural (CPT®) coding.	<ul style="list-style-type: none"> <li>Describe uses and best practices of medical record documentation</li> <li>Describe the basics of International Classification of Diseases (ICD) coding</li> <li>Describe the fundamentals of diagnostic (ICD) and procedural (CPT®) coding</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>
<b>Introduction to Health Insurance</b> <i>Run time: 19 minutes</i>	Health insurance is the most common way patients pay for medical care. It is also a very complicated industry that physicians have to navigate in order to be paid for their services. In this module, you'll learn the basics about health insurance and the various ways health care can be paid for.	<ul style="list-style-type: none"> <li>Explain the history and function of health insurance</li> <li>Define the common terms associated with health insurance</li> <li>Identify the key players in the health insurance business</li> <li>List the ways health care can be paid for including different types of health insurance</li> <li>Differentiate between Medicare and Medicaid</li> <li>Describe how the physician fits into the health insurance industry in practice</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>
<b>Physician Employment Contracts</b> <i>Run time: 19 minutes</i>	The first job after residency marks the beginning of a resident's career as a physician, so it's important to start off on the right foot. This module walks residents through the provisions of an employment contract to help them understand and successfully negotiate their first practice opportunity.	<ul style="list-style-type: none"> <li>List your opportunities for medical practice after residency</li> <li>Define an employment contract</li> <li>Explain the need to use an attorney</li> <li>Identify key components that should be part of an employment contract</li> <li>Describe the considerations in a noncompete clause</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> </ul>

## From UME to GME: Transition to Residency

Course Name	Description	Learning Objectives	Core Competency
<b>Self-Assessment</b>	This tool helps rising interns identify strengths and areas for improvement within core competencies.	<ul style="list-style-type: none"> <li>Identify activities within the core-competency topic areas that have been cited as strengths and opportunities for growth</li> <li>Reference performance feedback from medical school to help you reflect on your readiness for residency</li> </ul>	
<b>Individual Learning Plan (ILP)</b>	This tool helps rising interns set goals and manage progress throughout their first year of residency.	<ul style="list-style-type: none"> <li>Identify learning opportunities and create goals by using areas for improvement outlined in your completed Self-Assessment.</li> <li>Utilize the completed ILP as a roadmap for educational goals during your first year of residency</li> </ul>	
<b>Sleep Deprivation: Effects on Patient Care</b> <i>Run time: 10 minutes</i>	This micro-lesson covers the signs and symptoms of sleep deprivation, as well as its impact on physician performance and quality of care. It also reviews the ACGME Common Program Requirements around sleep deprivation and resident duty hours.	<ul style="list-style-type: none"> <li>Recognize the signs of sleep deprivation and fatigue in yourself and others</li> <li>Describe the effects of sleep deprivation on physician performance and quality of care</li> <li>Review the Accreditation Council for Graduate Medical Education (ACGME) Common Program Requirements around sleep deprivation and resident duty hours</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Sleep Deprivation: Fatigue Mitigation Strategies</b> <i>Run time: 11 minutes</i>	This module is recommended upon completing <i>Sleep Deprivation: Effects on Patient Care</i> .  This micro-lesson reinforces the importance of adhering to the ACGME Common Program Requirements and accurately reporting duty hours and provides strategies and tips for fatigue mitigation to improve resident well-being.	<ul style="list-style-type: none"> <li>Recognize how adhering to the Accreditation Council for Graduate Medical Education (ACGME) Common Program Requirements can improve resident well-being</li> <li>Identify strategies for mitigating sleep deprivation, increasing alertness, and self-advocacy</li> <li>Apply sleep deprivation prevention and mitigation strategies in real-world scenarios to ensure personal well-being and quality care</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Basics of Patient Safety</b> <i>Run time: 25 minutes</i>	This course provides an overview of patient safety, explains how a team of health professionals can improve patient care and outcomes, and describes how to respond to medical errors.	<ul style="list-style-type: none"> <li>Identify the basic principles of patient safety</li> <li>Explain how medical errors are classified</li> <li>Describe the elements of full disclosure and apology when addressing those affected by medical errors</li> <li>Recognize how human factors, systems thinking and “Just Culture” can improve patient safety</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Systems-based practice</li> <li>Professionalism</li> </ul>
<b>Patient Handoffs</b> <i>Run time: 14 minutes</i>	A handoff is an opportunity for a patient to continue to receive quality care but also a time with a high risk for errors. Learn the components of the ISBARQ protocol for giving and receiving a good patient handoff and identify tips for a successful handoff.	<ul style="list-style-type: none"> <li>Define a patient handoff</li> <li>List reasons errors occur during patient handoffs</li> <li>Describe the components of the ISBARQ protocol for giving/receiving a proper patient handoff</li> <li>Identify tips for successful patient handoffs</li> <li>Perform a successful patient handoff</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>

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## From UME to GME: Transition to Residency (continued)

Course Name	Description	Learning Objectives	Core Competency
<p><b>Working Effectively Within An Interprofessional Team</b> <i>Run time: 20 minutes</i></p>	<p>As part of providing quality patient care, you will work with a wide variety of other health care professionals on an array of teams. Learn about the various interprofessional teams, the roles team members play and optimizing the function of a team.</p>	<ul style="list-style-type: none"> <li>• Identify team members and roles</li> <li>• List strategies for optimizing clinical team functionality</li> <li>• Explain the relationship between teams and interprofessional practice</li> <li>• Optimize clinical team functionality</li> <li>• Apply ACGME competencies to optimize the workings of an interprofessional team</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Systems-based practice</li> </ul>
<p><b>Systems Thinking</b> <i>Run time: 15 minutes</i></p>	<p>This course helps learners better understand, navigate and change complex systems, such as those found within the US health care system.</p>	<ul style="list-style-type: none"> <li>• Define systems thinking</li> <li>• Explain the importance of systems thinking in clinical care</li> <li>• Identify how a health system fits the definition of a complex system</li> <li>• List the habits of a systems thinking health professional and how they can be applied to improve clinical care</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Practice-based learning and improvement</li> <li>• Interpersonal and communication skills</li> </ul>

# Introduction to Coaching Transitions in Medical Education

Course Name	Description	Learning Objectives	Core Competency
<b>Intro to Coaching Transitions in Medical Education</b> <i>Run time: 15 minutes</i>	This course provides a blueprint for educators and medical education leaders planning transitions programming across the medical education continuum.	<ul style="list-style-type: none"> <li>Identify the key elements to begin coaching learners through transitions in medical education</li> <li>Explain the importance of feedback and fostering open conversations with trainees</li> <li>Recognize what skills help trainees thrive in each stage of their medical education and training</li> </ul>	
<b>Identifying and Applying Wellness Strategies</b> <i>Run time: 10 minutes</i> 0.25 Credit CME	Faculty who take this course will learn how to identify wellness in their residents and themselves. Then, learn strategies to practice self-care and guide residents on how to implement wellness strategies in their lives.	<ul style="list-style-type: none"> <li>Identify and access wellness tools</li> <li>Evaluate areas where your residents struggle or have challenges, and help them make an action plan</li> <li>Practice self-care strategies and model them for your residents</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> </ul>
<b>Prioritizing Wellness for Yourself and Others</b> <i>Run time: 16 minutes</i> 0.25 Credit CME	Stress has serious consequences for physicians and their patients. This course will help faculty develop awareness of common physician stressors and stress-prevention techniques for themselves and their residents.	<ul style="list-style-type: none"> <li>Describe stresses that physicians frequently encounter</li> <li>Identify general and severe health issues that can be caused by stress</li> <li>Build awareness of provider stressors, prevention techniques and universal empathy</li> <li>Reflect on your own stress levels and sense of well-being</li> <li>Help residents identify coping tools</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Interpersonal and communication skills</li> </ul>
<b>Supporting Resident Well-being</b> <i>Run time: 18 minutes</i> 0.25 Credit CME	This course is designed to help faculty identify contributing factors of burnout in themselves and their residents, plus identify when residents need additional help.	<ul style="list-style-type: none"> <li>Define health and wellness</li> <li>Identify factors contributing to physician burnout</li> <li>Examine new ways to improve well-being</li> <li>Recognize physician burnout in your peers and yourself</li> <li>Recognize when residents need additional help</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>Integrating Telehealth into Clinical Training</b> <i>Run time: 59 minutes</i> 1.00 Credit CME	This course provides strategies and solutions on how to incorporate telehealth into clinical training at your institution, while still fostering competency development and assessment of trainees.	<ul style="list-style-type: none"> <li>Consider strategies to incorporate telemedicine as a core element of the clinical curriculum at your institution</li> <li>Describe the typical flow of a telemedicine encounter and points at which learners can be engaged, taught, and assessed</li> <li>Discuss key faculty development needs to promote active teaching, including assessment and feedback, during such encounters</li> <li>Identify a framework to organize and implement telehealth clinical education at your institution</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> <li>Professionalism</li> <li>Patient care</li> </ul>
<b>Facilitating an Effective "Residents as Teachers" Program</b> <i>Run time: 12 minutes</i> 0.25 Credit CME	In this course, faculty will review the One-Minute Preceptor teaching model and learn effective ways to integrate teaching into clinical care - all while evaluating residents' ability to function as teachers.	<ul style="list-style-type: none"> <li>Summarize the planning, teaching and feedback phases of teaching</li> <li>Describe and apply the five steps in the one-minute preceptor model for teaching</li> <li>Define formative feedback and identify its characteristics</li> <li>Demonstrate effective ways to integrate teaching into clinical care and to evaluate residents' ability to function as teachers</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> </ul>

Continued on next page.

## Introduction to Coaching Transitions in Medical Education (continued)

Course Name	Description	Learning Objectives	Core Competency
<p><b>Modeling a Supportive Learning Environment</b></p> <p><i>Run time: 18 minutes</i> 0.25 Credit CME</p>	<p>In this module, faculty will learn how to model a professional learning environment for their residents, while outlining the importance of effective feedback as residents begin to teach in the clinical environment.</p>	<ul style="list-style-type: none"> <li>• Describe the role of the faculty members and residents in creating an effective learning environment</li> <li>• Describe the qualities of a role model of professionalism</li> <li>• Identify the factors that affect giving and receiving feedback</li> <li>• Outline the procedure for effective feedback</li> <li>• Define learner mistreatment</li> <li>• Explain how to deal with learner mistreatment</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Practice-based learning and improvement</li> <li>• Professionalism</li> </ul>
<p><b>Academic Coaching Video Series</b></p>	<p>Intended for any educator in a medical setting, particularly clinical faculty working with students or residents, these videos identify the competencies, skills, and approaches of successful academic coaches alongside examples of what to avoid. Educators at any point in their career can use these videos to become more effective medical education leaders.</p>	<ul style="list-style-type: none"> <li>• Coaching the Disengaged Learner</li> <li>• Relationship Building</li> <li>• Skills Coaching</li> <li>• Appreciative Inquiry Model</li> <li>• Portfolio Coaching</li> <li>• Coaching the Excelling Learner</li> <li>• Coaching the Struggling Learner</li> <li>• Coaching Basics</li> <li>• Well-Being Coaching</li> </ul>	

## Faculty Development

Course Name	Description	Learning Objectives	Core Competency
<b>Facilitating an Effective “Residents as Teachers” Program</b> <i>Run time: 12 minutes</i> 0.25 Credit CME	In this course, faculty will review the One-Minute Preceptor teaching model and learn effective ways to integrate teaching into clinical care - all while evaluating residents’ ability to function as teachers.	<ul style="list-style-type: none"> <li>Summarize the planning, teaching and feedback phases of teaching</li> <li>Describe and apply the five steps in the one-minute preceptor model for teaching</li> <li>Define formative feedback and identify its characteristics</li> <li>Demonstrate effective ways to integrate teaching into clinical care and to evaluate residents’ ability to function as teachers</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> </ul>
<b>Identifying and Applying Wellness Strategies</b> <i>Run time: 10 minutes</i> 0.25 Credit CME	Faculty who take this course will learn how to identify wellness in their residents and themselves. Then, learn strategies to practice self-care and guide residents on how to implement wellness strategies in their lives.	<ul style="list-style-type: none"> <li>Identify and access wellness tools</li> <li>Evaluate areas where your residents struggle or have challenges, and help them make an action plan</li> <li>Practice self-care strategies and model them for your residents</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> </ul>
<b>Integrating Telehealth into Clinical Training</b> <i>Run time: 59 minutes</i> 1.00 Credit CME	This course provides strategies and solutions on how to incorporate telehealth into clinical training at your institution, while still fostering competency development and assessment of trainees.	<ul style="list-style-type: none"> <li>Consider strategies to incorporate telemedicine as a core element of the clinical curriculum at your institution</li> <li>Describe the typical flow of a telemedicine encounter and points at which learners can be engaged, taught, and assessed</li> <li>Discuss key faculty development needs to promote active teaching, including assessment and feedback, during such encounters</li> <li>Identify a framework to organize and implement telehealth clinical education at your institution</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> <li>Professionalism</li> <li>Patient care</li> </ul>
<b>Modeling a Supportive Learning Environment</b> <i>Run time: 18 minutes</i> 0.25 Credit CME	In this module, faculty will learn how to model a professional learning environment for their residents, while outlining the importance of effective feedback as residents begin to teach in the clinical environment.	<ul style="list-style-type: none"> <li>Describe the role of the faculty members and residents in creating an effective learning environment</li> <li>Describe the qualities of a role model of professionalism</li> <li>Identify the factors that affect giving and receiving feedback</li> <li>Outline the procedure for effective feedback</li> <li>Define learner mistreatment</li> <li>Explain how to deal with learner mistreatment</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> <li>Professionalism</li> </ul>
<b>Prioritizing Wellness for Yourself and Others</b> <i>Run time: 16 minutes</i> 0.25 Credit CME	Stress has serious consequences for physicians and their patients. This course will help faculty develop awareness of common physician stressors and stress-prevention techniques for themselves and their residents.	<ul style="list-style-type: none"> <li>Describe stresses that physicians frequently encounter</li> <li>Identify general and severe health issues that can be caused by stress</li> <li>Build awareness of provider stressors, prevention techniques and universal empathy</li> <li>Reflect on your own stress levels and sense of well-being</li> <li>Help residents identify coping tools</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Interpersonal and communication skills</li> </ul>
<b>Supporting Resident Well-being</b> <i>Run time: 18 minutes</i> 0.25 Credit CME	This course is designed to help faculty identify contributing factors of burnout in themselves and their residents, plus identify when residents need additional help.	<ul style="list-style-type: none"> <li>Define health and wellness</li> <li>Identify factors contributing to physician burnout</li> <li>Examine new ways to improve well-being</li> <li>Recognize physician burnout in your peers and yourself</li> <li>Recognize when residents need additional help</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>

## Professionalism in Residency

Course Name	Description	Learning Objectives	Core Competency
<b>Conflicts of Interest</b> <i>Run Time: 13 minutes</i>	Mishandling and/or misidentifying conflicts of interest can have negative professional and legal consequences. Learn about conflicts of interest and work through real-life examples that teach learners how to manage them and their associated risks as you practice medicine.	<ul style="list-style-type: none"> <li>• Define “conflict of interest”</li> <li>• Identify when a conflict of interest is problematic</li> <li>• Demonstrate how to address problematic conflicts of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Professionalism</li> <li>• Interpersonal and communication skills</li> </ul>
<b>Creating an Effective and Respectful Learning Environment</b> <i>Run Time: 20 minutes</i>	Residents serve as both teachers and learners in a medical education setting, meaning they share in the responsibility of creating an effective and respectful learning environment. In this module, you’ll learn about the role of the resident in creating an effective learning environment, giving and receiving feedback, and combating mistreatment and abuse.	<ul style="list-style-type: none"> <li>• Describe the role of the resident in creating an effective learning environment</li> <li>• Describe the qualities of a role model of professionalism</li> <li>• Identify the factors that affect giving and receiving feedback</li> <li>• Outline the procedure for effective feedback</li> <li>• Define learner mistreatment</li> <li>• Explain how to deal with medical student mistreatment</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Practice-based learning and improvement</li> <li>• Interpersonal and communication skills</li> </ul>
<b>Fraud and Abuse</b> <i>Run Time: 21 minutes</i>	Filing false insurance claims to Medicare, Medicaid, and other federally funded health care programs, even by accident, can cripple or destroy a physician’s practice. This module provides a brief overview of the issue, the specific fraud and abuse laws, and resources for better understanding and staying in compliance with the laws.	<ul style="list-style-type: none"> <li>• Identify key laws that deal with fraud and abuse in health care</li> <li>• Explain proactive steps you and your practice can take to identify and comply with the fraud and abuse laws</li> <li>• Recognize where you can go for help, more information or to report violations</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Professionalism</li> </ul>
<b>Privacy and Confidentiality</b> <i>Run Time: 19 minutes</i>	Privacy and confidentiality are the foundation for a successful patient-physician relationship—patients’ trust in us allows them to be comfortable sharing the information we need to care for them. This course discusses the importance of confidentiality and the regulations that safeguard it.	<ul style="list-style-type: none"> <li>• Explain why privacy and confidentiality are important to the patient-physician relationship</li> <li>• Describe the two parts of the Health Insurance Portability and Accountability Act (HIPAA)</li> <li>• Define a privacy violation</li> <li>• List the five components of the HIPAA Privacy Rule</li> <li>• Explain the permissible disclosures under HIPAA</li> <li>• Know where to find privacy and confidentiality information at your facility</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Professionalism</li> </ul>
<b>Resident Intimidation</b> <i>Run Time: 14 minutes</i>	Resident intimidation can take many forms, some quite subtle, but you do not have to be a passive victim. Learn how to respond appropriately and professionally to resident intimidation and model behaviors that can reduce mistreatment and intimidation in the work culture.	<ul style="list-style-type: none"> <li>• Define “resident mistreatment” and “resident intimidation”</li> <li>• List the different forms of resident mistreatment and intimidation</li> <li>• Respond appropriately and professionally to mistreatment and intimidation</li> <li>• Model behaviors to decrease a culture of mistreatment and intimidation</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> </ul>

## Professionalism in Residency (continued)

Course Name	Description	Learning Objectives	Core Competency
<b>Residents as Teachers</b> <i>Run Time: 12 minutes</i>	Teaching is an important part of the medical resident role. Learn about the One-Minute Preceptor teaching model, what it means to give formative feedback, and how to orient a learner to you (the resident), the setting, and the patient.	<ul style="list-style-type: none"> <li>Summarize the planning, teaching and feedback phases of teaching</li> <li>Describe and apply the five steps in the one-minute preceptor</li> <li>Define “formative feedback” and identify its characteristics</li> <li>Illustrate the steps in the one-minute preceptor model</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Interpersonal and communication skills</li> </ul>
<b>Working Effectively within an Interprofessional Team</b> <i>Run Time: 20 minutes</i>	As part of providing quality patient care, you will work with a wide variety of other health care professionals on an array of teams. Learn about the various interprofessional teams, the roles team members play and optimizing the function of a team.	<ul style="list-style-type: none"> <li>Identify team members and roles</li> <li>List strategies for optimizing clinical team functionality</li> <li>Explain the relationship between teams and interprofessional practice</li> <li>Optimize clinical team functionality</li> <li>Apply ACGME competencies to optimize the workings of an interprofessional team</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Interpersonal and communication skills</li> </ul>

## Additional Courses

Course Name	Description	Learning Objectives	Core Competency
<b>Building the Patient-Physician Relationship</b> <i>Run time: 14 minutes</i>	All patients deserve the best care from their physicians, even when they are frustrated by their health conditions. Learn how to navigate challenging patient encounters by using active and generative listening to overcome conflicts and strengthen the patient-physician relationship.	<ul style="list-style-type: none"> <li>Describe the importance of the patient-physician relationship</li> <li>Define what makes an encounter challenging</li> <li>List key assumptions that medical professionals should make when treating patients</li> <li>Identify how your emotional state affects the patient-physician interaction and relationship</li> <li>Explain why both satisfied and dissatisfied patients can be challenging</li> <li>Change your approach for patients whom you typically find to be challenging</li> <li>Demonstrate active and generative listening skills that can help you overcome conflicts and strengthen the patient-physician relationship</li> </ul>	<ul style="list-style-type: none"> <li>Patient care</li> <li>Professionalism</li> <li>Interpersonal and communication skills</li> </ul>
<b>End-of-Life Care</b> <i>Run time: 19 minutes</i>	Advance directives and end-of-life issues are complicated and often confusing for patients and physicians alike. This course defines the different types of advance directives, provides an overview of your rights and responsibilities as a physician and offers communication strategies as issues continue to unfold.	<ul style="list-style-type: none"> <li>Identify the goals of advance care planning</li> <li>Define the different types of advance directives</li> <li>Explain your rights and responsibilities as a physician in terms of advance care planning</li> <li>Describe common patient and family concerns surrounding end-of-life issues</li> <li>Identify when to broach the subject of end-of-life planning</li> <li>Discover examples of effective communication with patients and their families concerning end-of-life acceptance and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>Promoting Medication Adherence</b> <i>Run time: 19 minutes</i>	Many patients taking medication are doing so improperly, resulting in various health issues. This module explores the problems of medication nonadherence and provides strategies to better communicate with your patients and help them manage their medications.	<ul style="list-style-type: none"> <li>Describe the impact of medication adherence on patients and patient outcomes</li> <li>Identify the factors that contribute to medication nonadherence</li> <li>Outline strategies to improve medication adherence in your patients, including improved communication</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> </ul>
<b>Understanding Clinical Trials</b> <i>Run time: 19 minutes</i>	Though not all residents will be involved in clinical trials throughout their medical career, most will have some involvement in human subject research. This course lays out the basics, background, and ethics of clinical trials that lead to innovative treatments	<ul style="list-style-type: none"> <li>Define the terms associated with clinical trials</li> <li>Describe the phases of drug testing</li> <li>Trace the evolution of guidelines for ethical conduct of clinical research</li> <li>List the organizations responsible for monitoring clinical trials</li> <li>Explain what you should know before you begin a clinical trial</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Practice-based learning and improvement</li> </ul>

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