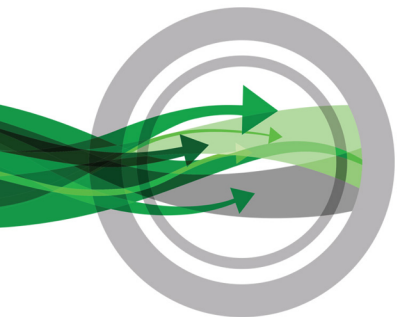
The background features a large, faint grey circle. Overlaid on this are several green arrows of varying thicknesses and colors (light green, medium green, dark green) that curve and point towards the right, creating a sense of movement and flow.

# **SI2025**

## **Part 3 of 4: Evolution, Funding & Future**

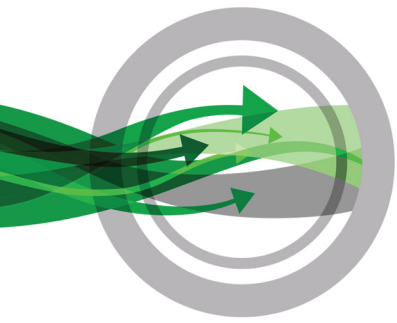
Tori Hanlon, MS, CHCP  
Graduate Medical Education Consultant



# Objectives

- Discuss key concepts of change in the following strands of the SI2025 Report:
  - Evolution in the role of other health care professionals
  - Evolution in GME
  - Uncertainties in models for GME funding
  - Role of GME in continuum of medical education
- Provide guidance for the GME (Sponsoring Institutions and Programs) as they prepare for these changes

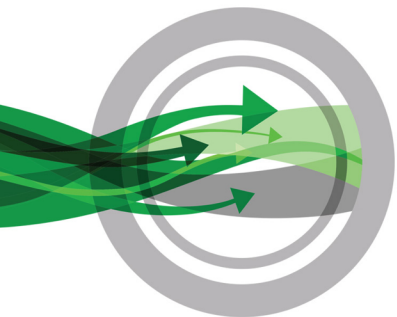




# SI2025 Refresher

- Project initiated by ACGME in 2015
- Purpose to develop a future vision for institutions sponsoring graduate medical education programs
- SI2025 Task Force appointed by ACGME Board of Directors



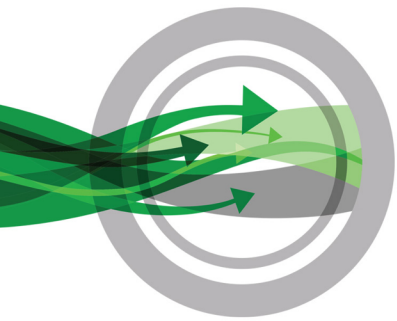


# Task Force Findings

Theme	Webinar
Changing Health care needs	SI2025 Part 2
Changes in health care delivery	
Evolution in health care systems	
Evolution in the role of the physician	
Evolution in the role of other health care professionals	SI2025 Part 3
Evolution in GME	
Uncertainties in models for GME funding	
Role of GME in continuum of medical education	



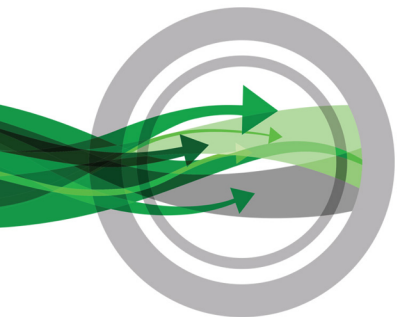




# Evolution of Other Health Care Professionals

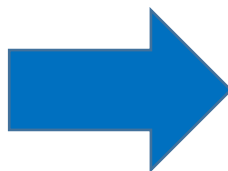
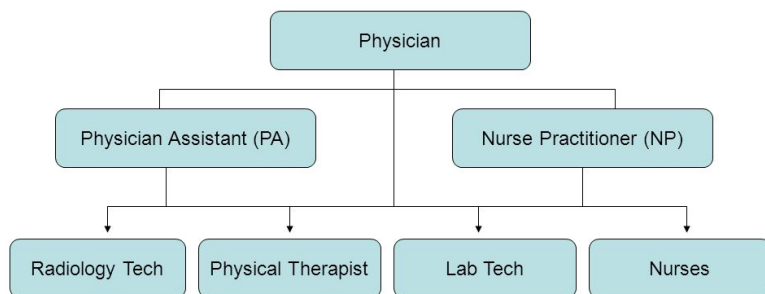
- Who?
  - Nurses
  - Nurse Practitioners
  - Physician Assistants
  - Clinical Technicians
  - Pharmacists
  - Social Workers
- “Teaming”
- Artificial Intelligence

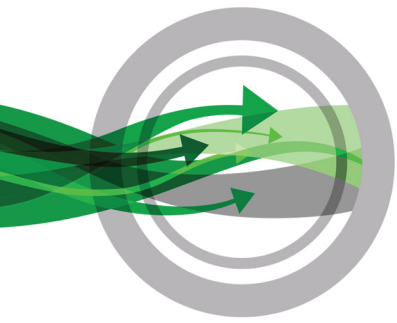




# Evolution of Other Health Care Professionals

## Hierarchy of Providers

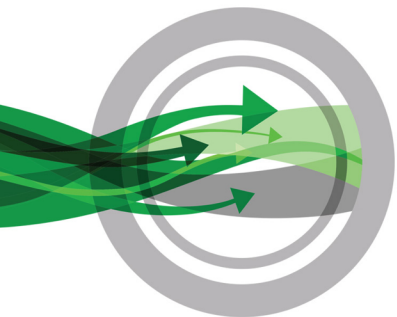




# Teaming

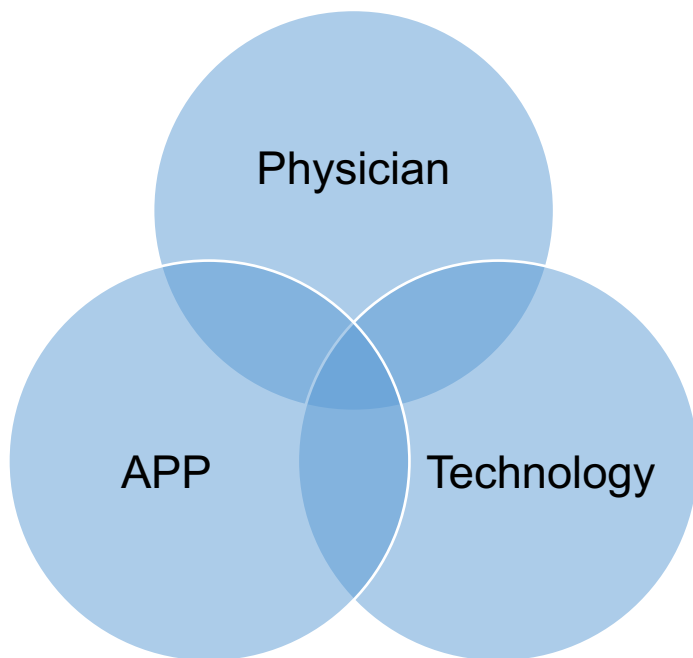
- New CLER focus area (Pathways v. 2.0)
- Trusting in the skills and motivation of an entire team of strangers
- Working together in partnership





# Technology & AI

## Overlapping Roles and Scope



**Tweet**



**Anthony R Artino Jr**  
@mededdoc

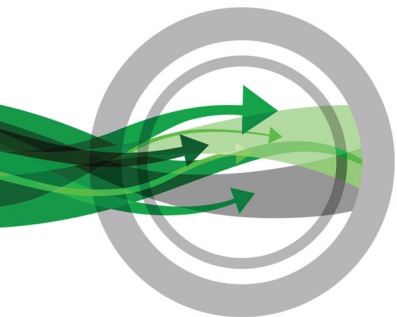


"The threat of AI is not that machines become more intelligent but that people become less intelligent." — George Dyson  
[#MedEd](#) [#DeepThoughts](#)  
[@SamHarrisOrg](#)

4:08 PM · 4/15/19 · [Twitter for iPhone](#)

1 Retweet 10 Likes





# Evolution in GME

Clinical  
Productivity &  
Faculty  
Educational Effort

Resident Learning  
Styles

GME Educational  
System

Duration of  
Residency  
Training

Structure of  
Educational  
Experiences

Compensation  
Models for Faculty

Transparency of  
GME Financial  
Support

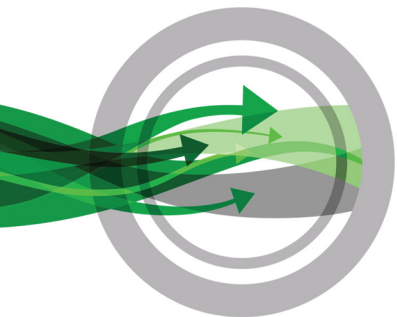
Recognition of  
Other Health Care  
Professionals as  
Faculty

Simulation/  
Educational  
Resources

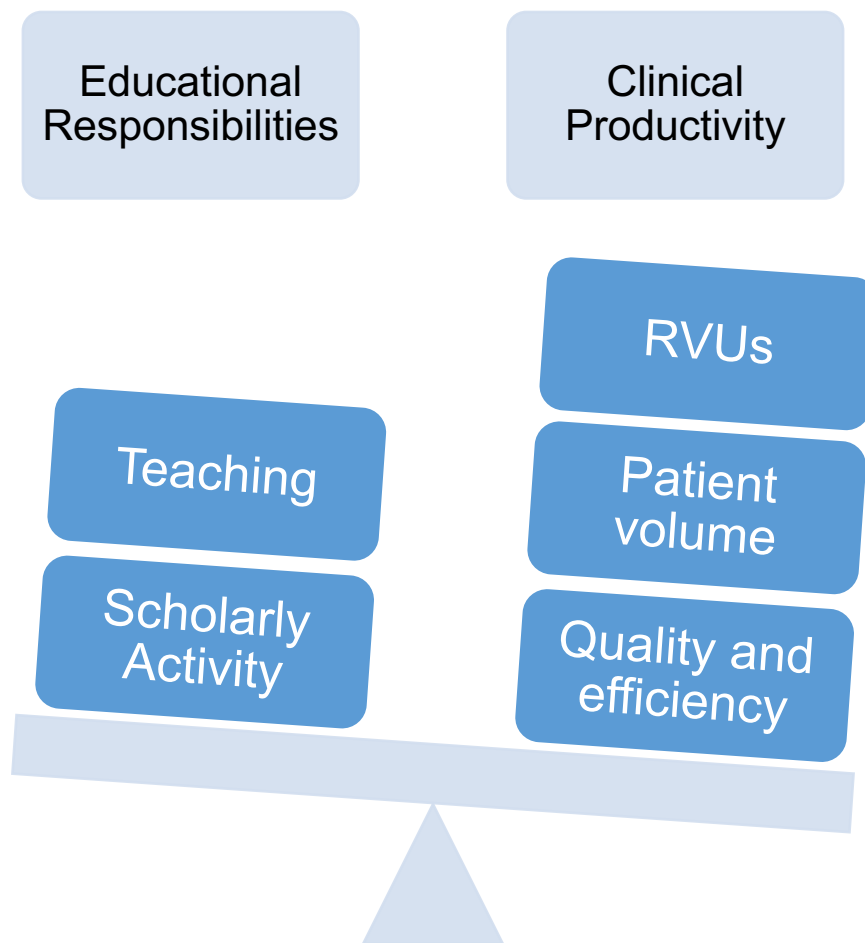
Scholarly Activity

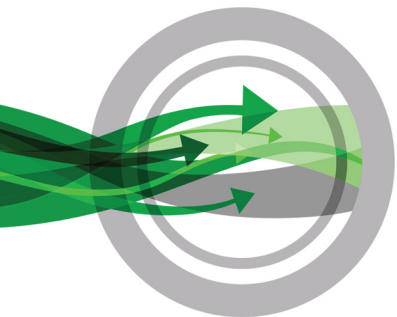
Faculty and  
Distance Learning



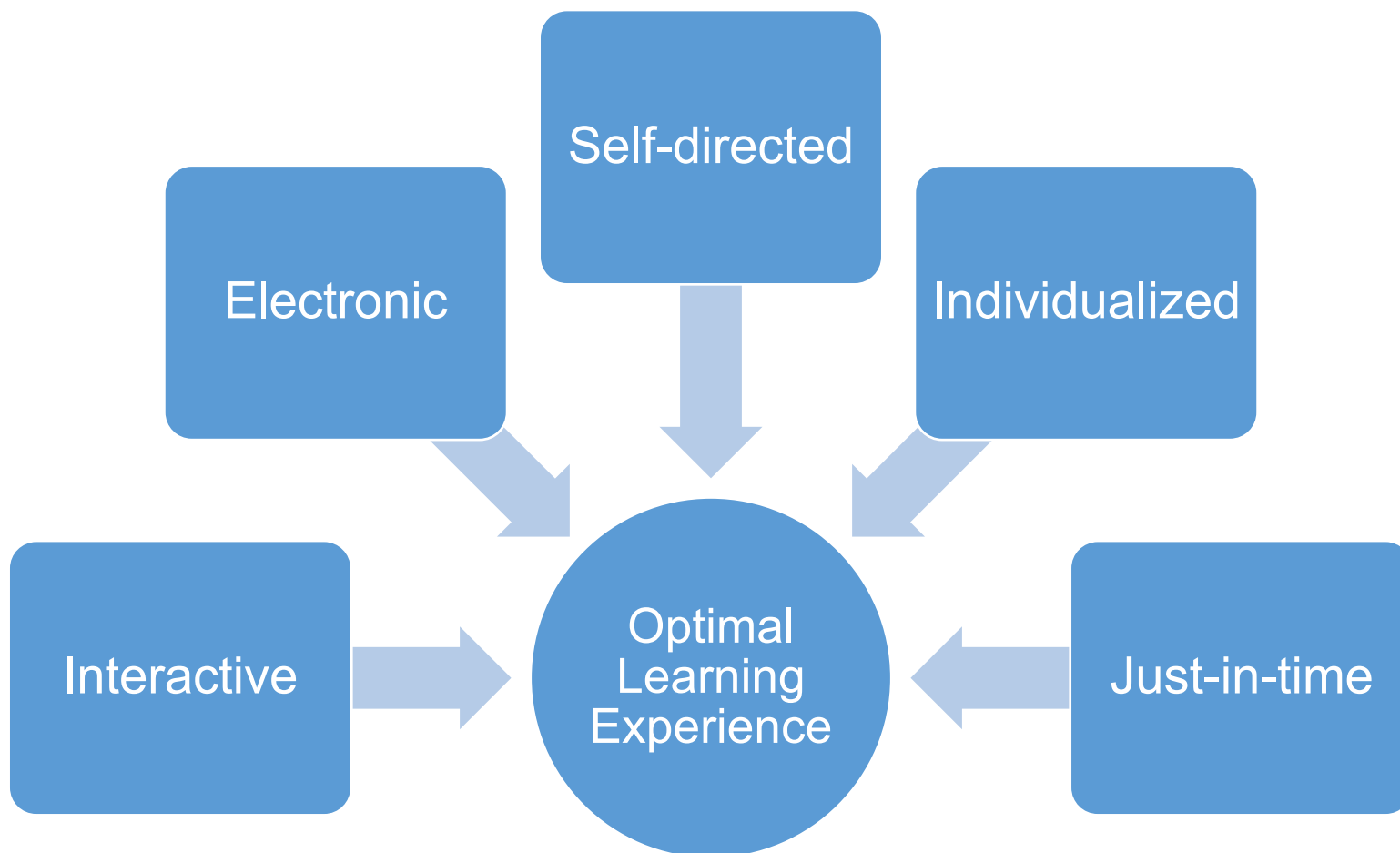


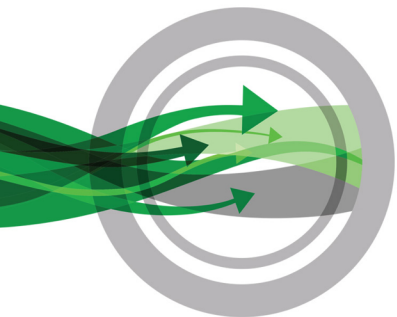
# Clinical Productivity & Faculty Educational Effort





# GME Educational System





# GME Educational System

Break down walls  
of traditional GME  
learning environments



Twitter

Podcasts

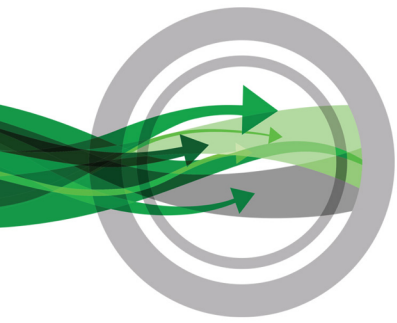
Interprofessional  
teamwork

Online journal  
club

Blog



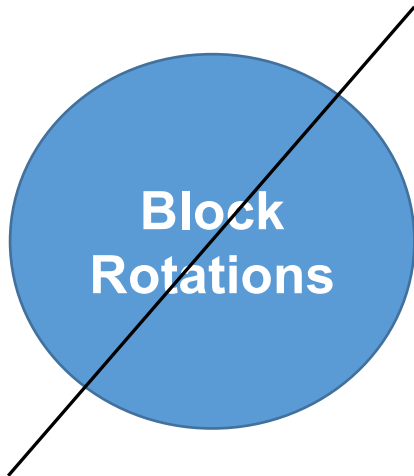


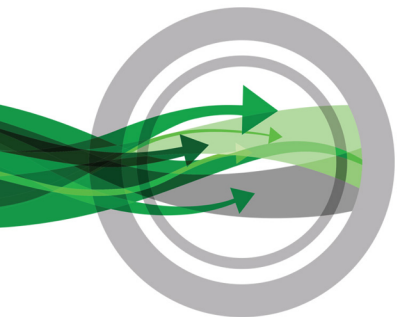


# Structure of Educational Experiences



- **Continuity of care**
- **Population health management**
- **Quality improvement**
- **Communication skills**





# Recognition of Other Health Care Professionals as Faculty

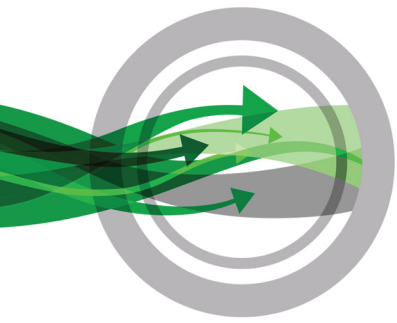
II.B.3.c)

Any non-physician faculty members who participate in residency program education must be approved by the program director.  
(Core)

[The Review Committee may further specify]

Background and Intent: The provision of optimal and safe patient care requires a team approach. The education of residents by non-physician educators enables the resident to better manage patient care and provides valuable advancement of the residents' knowledge. Furthermore, other individuals contribute to the education of the resident in the basic science of the specialty or in research methodology. If the program director determines that the contribution of a non-physician individual is significant to the education of the residents, the program director may designate the individual as a program faculty member or a program core faculty member.

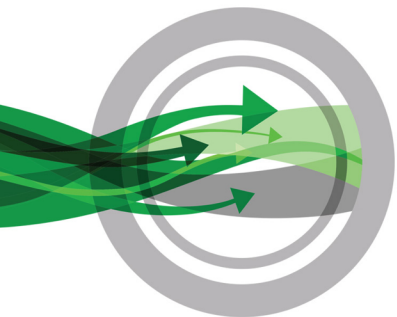




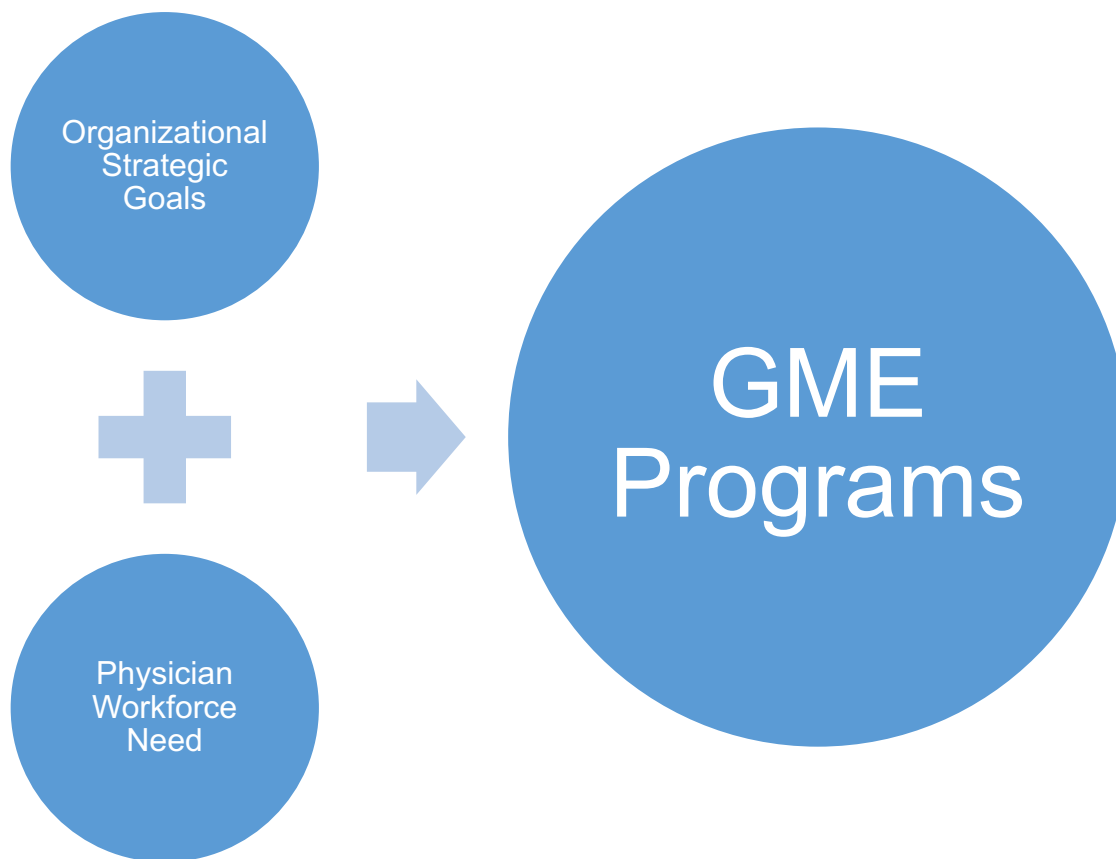
# Recognition of Other Health Care Professionals as Faculty

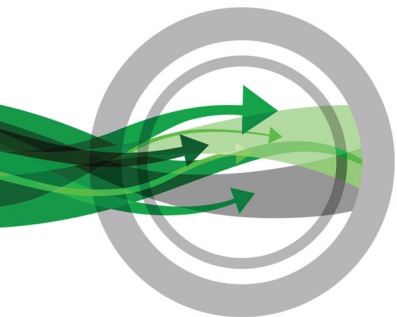
- Greater care coordination due to greater healthcare delivery settings
- Overlapping leadership and communication skill sets
- Emphasis on team functioning, telemedicine, use of data and technology to improve care





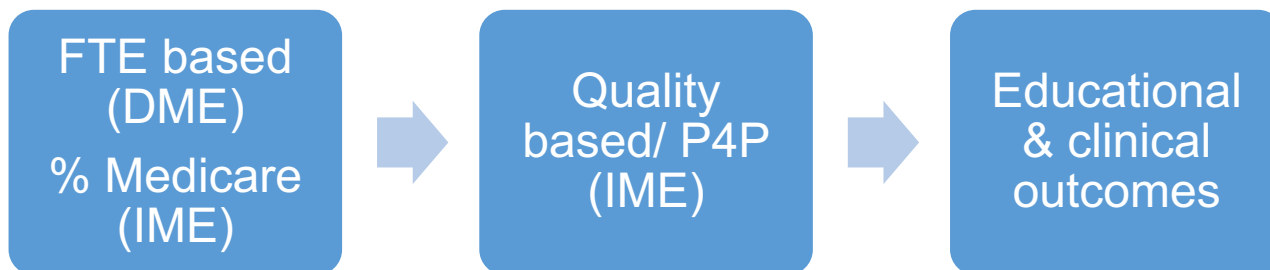
# Uncertainty in GME Funding





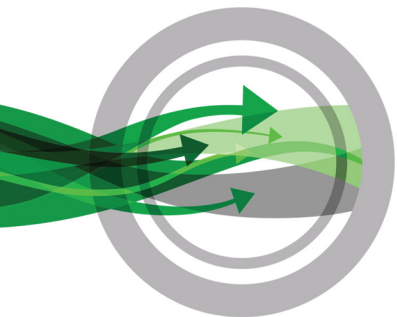
# Uncertainty in GME Funding

- Greater transparency and accountability
- Link GME reimbursement to quality of GME

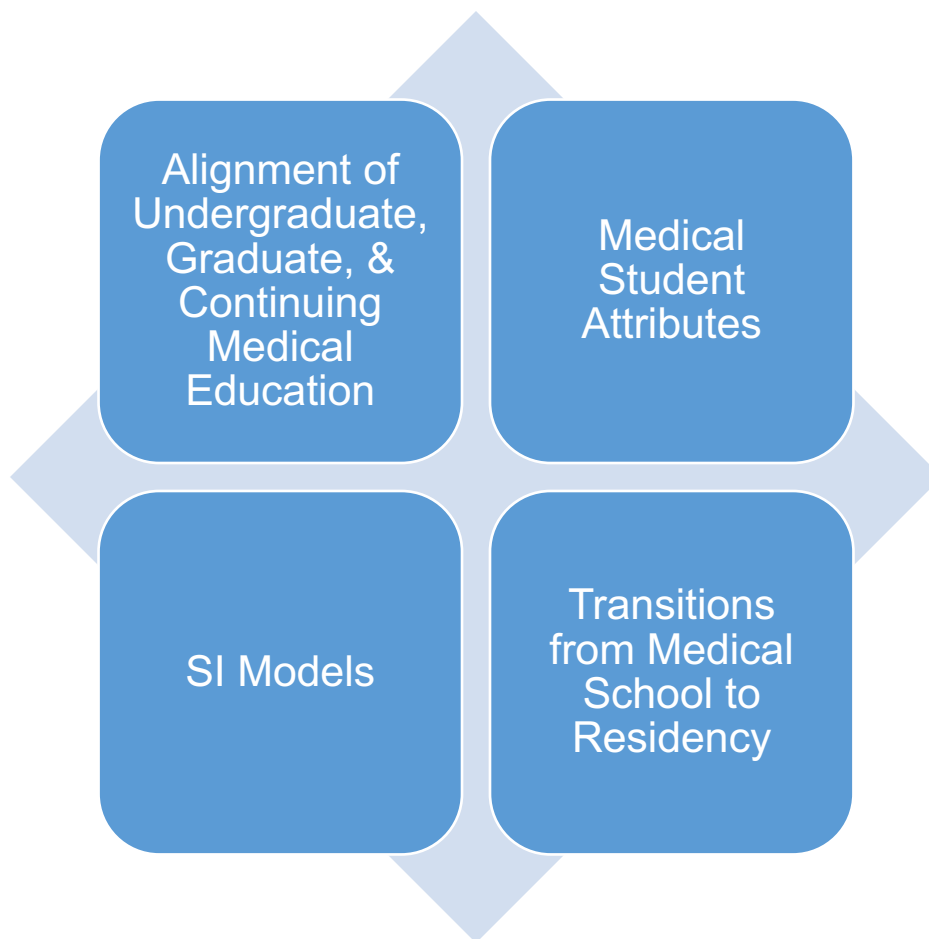


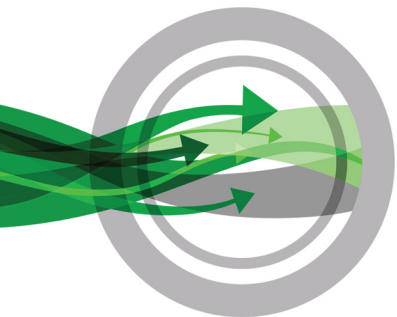
National Academies of Sciences, Engineering, and Medicine. 2018. *Graduate medical education outcomes and metrics: Proceedings of a workshop*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17266/25003>.





# Role of GME in Continuum of Medical Education





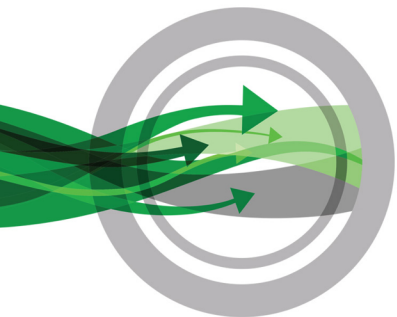
# Medical Student Attributes

Current View	2025 Projected View
Medical schools primarily matriculate students with strong scientific skills	Medical schools matriculate students with high levels of achievement in increasingly diverse academic disciplines and interests

- I.C. The program, in partnership with its Sponsoring Institution, must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. <sup>(Core)</sup>

Background and Intent: It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution's mission and aims. The program's annual evaluation must include an assessment of the program's efforts to recruit and retain a diverse workforce, as noted in V.C.1.c).(5).(c).





# Transitions from Medical School to Residency



**4<sup>th</sup> Year Med School**

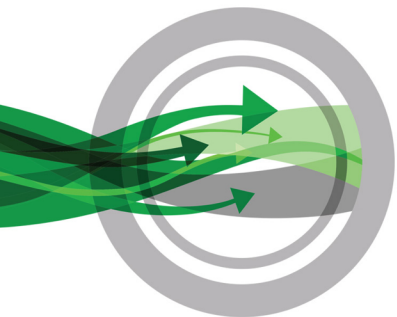


**Intern Year**

How do  
we bridge  
the gap?



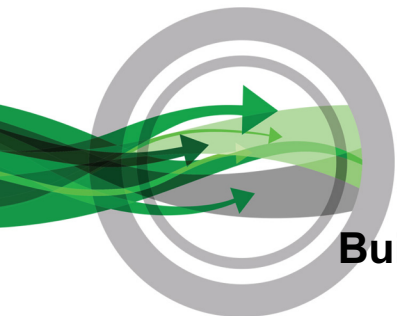




# Tying it all Together

## Evolution of the Roles and Responsibilities of the Sponsoring Institution, 2016-2025





## Upcoming Live Webinars

### **Building Your Sponsoring Institution – The First 2 Years**

Thursday, May 30, 2019  
12:00pm – 1:00pm EST

### **Special Reviews: Helpful not Hurtful**

Thursday, June 6, 2019  
12:00pm – 1:00pm EST

### **2019 CPR Part 3 of 4: Section IV & Section V**

Tuesday, June 18, 2019  
12:00pm – 1:00pm EST

### **GME is Not Just GME**

Tuesday, July 9, 2019  
12:00pm – 1:00pm EST

## **NEW Faculty Development Series**

### **15 Minutes to Effective Feedback**

## On-Demand Webinars

### **2019 CPR Part 1 of 4: Overview**

**SI 2025 Part 1 of 4:  
Introduction & Overview**

### **Onboarding the New Coordinator**

### **2019 CPR Part 1 of 4: Overview**

### **AIMs and Action Plans**

### **SI 2025 Part 2 of 4: Changes on the Horizon**

### **Ask Partners – Spring Freebie**

### **Understanding the CLE**

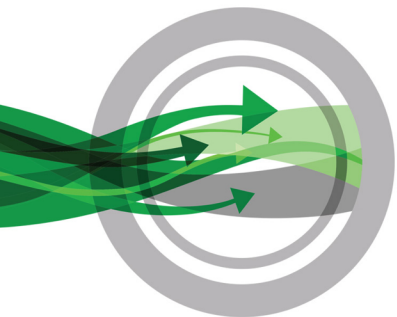
### **Onboarding the New Program Director**

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Passports can save you time & money!*

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