

# SI 2025 – Changes are on the Horizon

## Is Your GME Organization Ready?



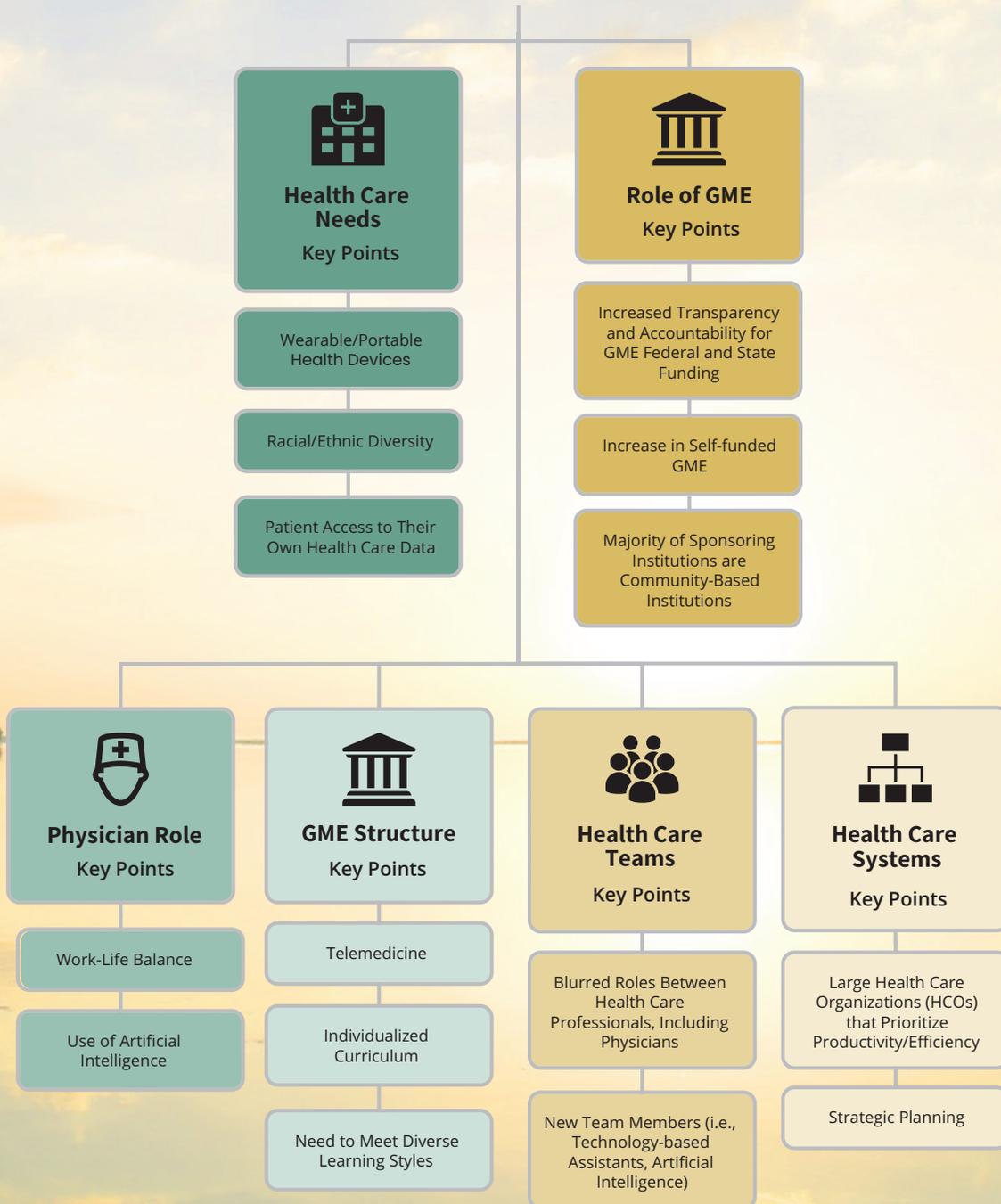
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Mindset Shifts Needed and Suggested Curriculum Components to Meet the Expectations of SI 2025 Table Included on the Back

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# Mindset Shifts Needed and Suggested Curriculum Components to Meet the Expectations of SI 2025

Areas of Change	Mindset Shifts	Curricular Components Integrated into the GME curriculum
Health Care Needs	<ul style="list-style-type: none"> <li>• Millennials care for patients with different expectations and desires from themselves (i.e., millennial physician providing care for an aging baby boomer who prefers in-person visits)</li> <li>• Increased expectations for training physicians to operate as part of a team</li> <li>• Comfort level with patients who have most of their patient data available to them in real-time</li> <li>• Not all patients will have access to technology to be equally health care data savvy</li> </ul>	<ul style="list-style-type: none"> <li>• How to integrate wearable/portable devices into the health care workflow</li> <li>• Geriatrics: remote care, home care, community-based care</li> <li>• “Consumer-oriented” Health Care: Urgent Care and Retail-based Health Care</li> <li>• Technical proficiency (internet usage; virtual visits)</li> <li>• Providing care for different cultures and how to practice inclusive medicine</li> <li>• Quality metrics</li> <li>• How to mine big data for patient care management decisions</li> </ul>
Physician Role	<ul style="list-style-type: none"> <li>• Artificial intelligence needs to be trustworthy and safe. AI will need to be appropriately vetted (topic for Journal Clubs)</li> <li>• Transition from specialization departments to service lines</li> <li>• HCOs will be highly involved in compensation plans for physicians</li> <li>• Electronic, self-directed, and individual approaches to accessing and incorporating medical literature</li> </ul>	<ul style="list-style-type: none"> <li>• Health care financial systems</li> <li>• Core principles of cost-conscious practice</li> <li>• Role of value in health care decision-making</li> <li>• Function and documentation of care processes</li> <li>• How to use AI effectively</li> <li>• How to function as part of a health care team</li> <li>• Critical thinking skills to evaluate AI/health care technology</li> </ul>
Health Care Systems	<ul style="list-style-type: none"> <li>• Health care will be provided in community settings, retail outlets, and homes</li> <li>• Urgent care centers, pharmacies, and big-box stores will provide emergency care; chronic care, and disease management (asthma, hypertension, and CHR) with limited physicians providing the care</li> <li>• Large Health Care Organizations (HCOs) will be the norm</li> </ul>	<ul style="list-style-type: none"> <li>• How to develop/evaluate clinical care pathways</li> <li>• How to integrate AI into health care management</li> </ul>
Health Care Teams	<ul style="list-style-type: none"> <li>• Health care teams will not be hierarchical</li> <li>• Communication and professionalism will need additional and specific assessment tools</li> <li>• Artificial Intelligence (AI) is part of the health care team practice, including a) diagnoses; b) managing care, and c) care coordination</li> </ul>	<ul style="list-style-type: none"> <li>• “Teaming” and interprofessional education</li> <li>• Communication skills for 21st-century physicians</li> </ul>
GME Structure	<ul style="list-style-type: none"> <li>• Learning environment must be aligned with the learner’s individual learning expectations/needs, including a) interactive; b) web-based; c) self-directed; d) just-in-time learning; and e) individualized based on needs/experience (pandemic-created lapses in training)</li> <li>• Longitudinal experiences allow trainees to better develop skills needed for newer health care delivery models</li> <li>• GME will be asked to quantify the value of educational efforts, align strategically with the goals of the organization</li> <li>• Greater focus on interprofessional education and team-based care which are led by non-physicians</li> </ul>	<ul style="list-style-type: none"> <li>• How to function as part of a health care team</li> <li>• Providing care for different cultures and how to practice inclusive medicine</li> <li>• Technical proficiency (internet usage; virtual visits)</li> </ul>
Role of GME	<ul style="list-style-type: none"> <li>• Frequent audits and a higher level of documentation will be required by state and federal funding entities</li> <li>• Recruitment strategies to increase assessment of diverse academic and personal backgrounds, and the multicultural nature of patient populations</li> </ul>	<ul style="list-style-type: none"> <li>• “Boot Camp” sessions during orientation and/or the beginning of the first year of training to build clinical skills and prepare PGY-1s to provide safe care to patients</li> <li>• Resiliency skills for 21st-century physicians</li> </ul>