Transition to Residency Courses at US MD Medical Schools

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Association of American Medical Colleges  
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Talking Points

➢ Connect AAMC’s focus on the TTR courses landscape as a result of CoPA recommendations

➢ Share what AAMC is doing to understand the TTR courses landscape and barriers to access

➢ Provide update on the implementation of AAMC Resident Readiness Survey

➢ Share collaborative work to disseminate TTR resources
Coalition for Physician Accountability

Recommendations

9 & 28

- Recommendations for a common framework and set of competencies
- Specialty-specific, just-in-time training for all incoming first-year residents
LCME Survey

- Medical schools share data with LCME regarding required TTR courses in their annual questionnaire
- Questions may change from year-to-year but AAMC does track the data collected
- [https://www.aamc.org/data-reports/curriculum-reports/data/transition-residency-courses-medical-school-programs](https://www.aamc.org/data-reports/curriculum-reports/data/transition-residency-courses-medical-school-programs)
Specialty-Specific or General Course
(for all students where course is REQUIRED)

Data Source: Liaison Committee on Medical Education (LCME) Annual Medical School Questionnaire Part II

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Topics Included in Course
(2021-22 Cycle)

✓ Training in Clinical Procedures
✓ Working in Teams
✓ Working with EHR/Health Records
✓ Disease Management
✓ Patient Safety/Reporting Medical Errors
✓ Advanced Communication Skills
✓ Hand-off Procedures
✓ On-call Emergencies
✓ Stress and Burnout in Residency Training
✓ Health System Content

Lesser Taught Topics:
- ACLS/ATLS Training & Cert
- Medical Regulatory Content

Data Source: Liaison Committee on Medical Education (LCME) Annual Medical School Questionnaire Part II
Required or Elective Course
(for all students where course is ELECTIVE)

Question: Of MD schools (n=118, 76%) indicating they offer a TTR course, is it Required or Elective?

Data Source: AAMC Telephone/Email Data Collection with MD Schools, 2023-2024 cycle

Required vs. Elective Courses
2022-2023

- No Resp: 17
- Elective: 18
- Required: 77

10%
Content for Elective Courses

Elective Course Content
N=18

- General: 4, 22%
- Specialty: 6, 34%
- No Resp: 2, 10%
- Both: 6, 34%

Legend:
- Blue: General
- Red: Specialty
- Yellow: No Resp
- Green: Both
Barriers to Creating TTR Course

➢ Insufficient time and resources
➢ Lack Faculty/CD to lead
➢ Budgetary constraints
➢ Lack awareness of resources/curricula
➢ Lack rationale when most curricula already covered

Data Source: AAMC Telephone/Email Data Collection with MD Schools
Resident Readiness Survey Project
Resident Readiness Survey

The Benefits:

- Reduce the effort PDs expend in providing feedback to medical schools
- Standardize the questions and method of collection
- Increase the feedback schools received about their learners
- Ultimately, improved patient care and a smoother transition to GME for our medical school graduates
## Resident Coverage

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of all graduates at participating schools</td>
<td>12,035</td>
<td>20,044</td>
<td>22,242</td>
</tr>
<tr>
<td>Number (%) of residents covered</td>
<td>5,567 (52%)</td>
<td>9,688 (53%)</td>
<td>14,457 (65%)</td>
</tr>
<tr>
<td>Mean Minutes per Survey Completed</td>
<td>2.4</td>
<td>2.3</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Resident Performance

### 2020
- Exceeded overall performance expectations (34.2%): 34
- Met overall performance expectations (63.3%): 63
- Did not meet overall performance expectations (2.5%): 63

Count: N=5,527

### 2021
- Exceeded overall performance expectations (31.2%): 31
- Met overall performance expectations (65.1%): 65
- Did not meet overall performance expectations (3.7%): 64

Count: N=9,598

### 2022
- Exceeded overall performance expectations (29.8): 30
- Met overall performance expectations (67.1%): 67
- Did not meet overall performance expectations (3.1%): 3

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So ...

What’s Next?
AAMC Efforts

➢ Use information gathered from LCME and our own work to better understand access to TTR resources

➢ Collaborate with other organizations to develop foundational competencies to support learners across the continuum

➢ Collaborate with others on maximizing access to TTR resources at medical schools
TTR Educators Collaborative

A group of medical educators working together to prepare students to improve the education medical students receive just prior to becoming interns.

Leader:
Matthew Rustici, MD
Associate Professor, Pediatrics
University of Colorado Anschutz Medical Campus

https://www.ttreducators.com/
TTR Educators Goals:

The Collaborative has 3 areas of focus:

1. Standardizing curricular materials for TTR courses
2. Creating, validating and disseminating assessment tools that can be used in TTR courses to improve the learner handoff from UME to GME
3. Providing advice and support to facilitate medical education research around TTR courses
The TTR Compendium

- Funded by the Josiah Macy Jr. Foundation and the Zell Family Foundation
- Editor-in-Chief: Matthew Rustici, MD
- Free teaching materials made and used by TTR course directors. Each topic is available for these specialties:
  - Emergency Medicine
  - Obstetrics/Gynecology
  - Family Medicine
  - Pediatrics
  - Internal Medicine
  - Psychiatry
  - Surgery
- https://www.ttreducators.com/compendium
TTR Compendium Authors and AAMC are working together to provide resources in AAMC’s MedEdPortal, a peer-reviewed, open-access journal of teaching and learning resources that are freely available to medical educators.
In Summary

➢ The TTR courses landscape is varied but AAMC works to:

▪ Understand barriers to TTR resources in order to improve access for all learners

▪ Collect and share RRS outcomes with program directors and medical schools

▪ Collaborate with groups and organizations to increase access of TTR resources to both medical schools and learners