Agenda

01 AAMC & AACOM Collaboration

02 AAMC Overview

03 Contracted AAMC Programs (CiM, FIRST, VSLO, CI)

04 Already Accessible AAMC Programs
A History of Cooperation

• The AAMC: 172 Accredited MD granting schools in the US and Canada; 89,000 medical students
• AACOM: 37 accredited DO-Granting schools in the US; 31,000 medical students
• The AAMC already serves our students:
  • MCAT® exam
  • VSLO®
  • ERAS®
  • Other Services
• Our students learn and practice together
• These services are well-respected services that benefit from use by both DO and MD institutions and students
How did we get here?

2017

Council on Student Affairs

VSLO access started at COMs; the Council on student affairs requested AACOM look into getting Careers in Medicine access at a discount for COMs.

2018

Early Discussions

The Board of Deans began discussing working through AACOM to get discounts on Careers in Medicine and other AAMC services. Dr. Shannon approached AAMC to begin discussions.

2019

AAMC/ AACOM Meetings

AACOM and AAMC staff begin meeting regularly to discuss an agreement between the two organization for shared services.

AAMC Board of Deans Approval

In August, Deans approved the agreement. In November, the agreement was presented and formally approved.

Agreement Finalized

The language of the agreement was finalized and signed in April 2020 with July 1 as a start date. Rollout of the services will continue through 2020.
Agenda

01 AAMC & AACOM collaboration

02 AAMC Overview

03 Contracted AAMC Programs (CiM, FIRST, VSLO, CI)

04 Already Accessible AAMC Programs
AAMC Organizational Highlights

The AAMC leads and serves academic medicine to improve the health of people everywhere

**Highlights**
- Academic Missions
- Diversity, Equity & Inclusion
- Community Engagement
- Advocacy
- Student Services
- Information & Data
- Leadership Development

**Our members**
- 172 accredited US and Canadian Medical Schools
- 80+ faculty and academic societies
- 400 major teaching hospitals and health systems

**Our Communities**
- 173,000 faculty members
- 129,000 resident physicians
- 89,000 medical students

The AAMC is located in Washington, DC

AAMC Staff 750

© 2020 AAMC. May not be reproduced without permission.
Agenda

01  AAMC & AACOM collaboration

02  AAMC Overview

03  Contracted AAMC Programs
   (CiM, FIRST, VSLO, CI)

04  Already Accessible AAMC Programs
Careers in Medicine (CiM)
To help medical students (and residents) determine where they fit in the field of medicine and learn how to make good career decisions — in choosing a specialty and throughout one’s career as a physician.

To support faculty and staff who provide career planning and advising services.
Factors Influencing Specialty Choice

- **Fit with personality, interests and skills**
  - Moderate Influence: 10.8%
  - Strong Influence: 87.6%

- **Content of specialty**
  - Moderate Influence: 14.3%
  - Strong Influence: 83.8%

- **Role model influence**
  - Moderate Influence: 29.7%
  - Strong Influence: 50.8%

- **Work/Life balance**
  - Moderate Influence: 33.2%
  - Strong Influence: 44.2%

- **Options for fellowship training**
  - Moderate Influence: 29.1%
  - Strong Influence: 31.2%

- **My future family plans**
  - Moderate Influence: 30.8%
  - Strong Influence: 27.7%

- **Income expectations**
  - Moderate Influence: 32.0%
  - Strong Influence: 13.5%

- **Length of residency training**
  - Moderate Influence: 29.6%
  - Strong Influence: 12.7%

- **Competiveness of specialty**
  - Moderate Influence: 29.9%
  - Strong Influence: 9.0%

- **Family expectations**
  - Moderate Influence: 18.5%
  - Strong Influence: 11.8%

- **Level of educational debt**
  - Moderate Influence: 15.0%
  - Strong Influence: 6.3%

Source: 2018 AAMC Graduation Questionnaire

© 2020 AAMC. May not be reproduced without permission.
CiM 4-Phase Career Planning Model

1. Understand Yourself
2. Explore Options
3. Choose your Specialty
4. Prepare for Residency
Choosing a medical specialty is one of the most significant decisions you’ll make. **We can help.**

Learn if you are eligible for a free subscription. **HOW TO ACCESS**

- **Understand Yourself**
  - Self-exploration is essential to a satisfying specialty choice

- **Explore Options**
  - Knowing about all career options that exist ensures well-informed decisions

- **Choose Your Specialty**
  - Making a career choice that makes you happy is harder than you think

- **Prepare for Residency**
  - Much is involved in the transition from applying to arriving at residency

THE 4 PHASE MODEL
You've spent the time to thoughtfully proceed through each self-assessment. How should you apply this information in your career planning?
### Specialty Profile Pages

<table>
<thead>
<tr>
<th>Specialty Path</th>
<th>Specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdominal Radiology, Diagnostic Radiology</td>
<td>Addiction Psychiatry, Psychiatry</td>
</tr>
<tr>
<td>Adult Cardiothoracic Anesthesiology, Anesthesiology</td>
<td>Adult Reconstructive Orthopaedics, Orthopaedic Surgery</td>
</tr>
<tr>
<td>Allergy and Immunology</td>
<td>Anatomic and Clinical Pathology</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>Anesthesiology</td>
</tr>
<tr>
<td>Biochemical Genetics, Medical Genetics</td>
<td>Blood Banking-Transfusion Medicine, Anatomic and Clinical Pathology</td>
</tr>
<tr>
<td>Cardiology, Internal Medicine</td>
<td>Cardiothoracic Radiology, Diagnostic Radiology</td>
</tr>
<tr>
<td>Chemical Pathology, Anatomic and Clinical Pathology</td>
<td>Child Abuse Pediatrics, Pediatrics</td>
</tr>
<tr>
<td>Child Neurology, Neurology</td>
<td>Clinical Cardiac Electrophysiology, Internal Medicine</td>
</tr>
<tr>
<td></td>
<td>Child and Adolescent Psychiatry, Psychiatry</td>
</tr>
<tr>
<td></td>
<td>Clinical Immunology and Allergy, Internal Medicine</td>
</tr>
</tbody>
</table>
Emergency medicine focuses on the immediate decision making and action necessary to prevent death or any further disability both in the pre-hospital setting by directing emergency medical technicians and in the emergency department. The emergency physician provides immediate recognition, evaluation, care, stabilization, and disposition of a generally diversified population of adult and pediatric patients in response to acute illness and injury. A high-pressure, fast-paced, and diverse specialty, emergency medicine requires a broad base of medical knowledge and a variety of well-honed clinical and technical skills. The practice is primarily hospital emergency department-based, but with extensive pre-hospital responsibilities for emergency medical systems. The care provided by the emergency physician is episodic in nature and involves a full spectrum of physical and behavioral conditions.
The Residency Explorer tool allows students to explore and compare residency programs in 23 specialties and compare their profile to applicants who matched at each program.
CiM Onsite and AAMC Site Training
Financial Information, Resources, Services, and Tools (FIRST)
FIRST Mission

To empower medical school students to borrow wisely and repay responsibly

To support the medical school staff who provide financial aid advising services
What is the FIRST Program?

The AAMC’s FIRST program provides students and residents with student loan and money management resources.

The program also offers on-campus debt management and repayment strategy workshops, live webinars, and consultation services for the financial aid staff of medical schools.

Visit [aamc.org/first](http://aamc.org/first) to learn more.
Popular Webinars

• The Current State of PSLF
• Home Financing for Medical Grads
• 7 Steps to Increase Your Credit Score
• Residency Application & Interviewing Costs
• Financial Planning for Medical Residents
• Managing Student Loans During Residency
• Financial Tips for a Premed Student
• Financial Tips – Saving and Budgeting
• Strategies for Repaying Private Loans
• Unexpected Costs After Medical School
• How to Live and Save During Residency
• Should I Rent or Buy During Residency

aamc.org/video/webinars
Financial Wellness

aamc.org/financialwellness
Welcome, Julie!

You Have a Course Available
Click below or visit Courses for full details.

Managing Credit
Credit reports and scores, credit vs. debit cards, reading your credit report, plus more.

Today @ AAMC Financial Wellness
Understanding Down Payments
A large downpayment isn't always needed to buy a home, but let's take a look at how down payments can affect your total mortgage costs.

Day three of This Week's Crash Course in Buying a Home.

Featured Tools

Show More

Identity Theft Assessment
Protect your data and protect your identity.

Budget Tracking
Get September off to a great start with budget tracking!

Get Your Credit Report
Learn about the free Annual Credit Report service.

Dashboard

Monthly Budget

Track Spending

Checklist
2 tasks to do

Financial Goals
4 goals set

Exercises & Calculators

Portfolio

MedLoans® Organizer and Calculator (MLOC)
MedLoans® Organizer and Calculator (MLOC)

The MedLoans® Organizer and Calculator (MLOC) was developed to assist medical students and residents with managing their education debt. The MLOC provides a secure location to organize and track student loans while also displaying possible repayment plans and costs based on the borrower’s student loan debt.
## MedLoans® Organizer Screen: Loan List

**Current marital status: Married to Non-MD**

<table>
<thead>
<tr>
<th>By Academic Year</th>
<th>By Loan Type</th>
<th>By Borrower</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>(1 Loan)</td>
<td></td>
<td>$20,000</td>
</tr>
<tr>
<td>2015-2016</td>
<td>(3 Loans)</td>
<td></td>
<td>$63,525</td>
</tr>
<tr>
<td>2014-2015</td>
<td>(2 Loans)</td>
<td></td>
<td>$52,722</td>
</tr>
<tr>
<td><strong>Total Loans</strong></td>
<td></td>
<td></td>
<td><strong>$136,247</strong></td>
</tr>
</tbody>
</table>

**DISCLAIMER**

This organizer provides estimates intended for use as a planning guide only. While we believe this material to be complete, we cannot guarantee the accuracy or timeliness of this information. Please contact your loan servicer(s) to discuss the exact terms of your loan(s). You may also want to consult a qualified professional for assistance in analyzing your overall financial situation.
### MedLoans® Calculator

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Married to non-MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse current salary</td>
<td>$ 235,000</td>
</tr>
<tr>
<td>Total Residency/Fellowship Yrs</td>
<td>8 years</td>
</tr>
<tr>
<td>Expected first year residency stipend</td>
<td>$ 25</td>
</tr>
<tr>
<td>Expected starting salary post-residency/fellowship</td>
<td>$ 200,000</td>
</tr>
<tr>
<td>Medical school graduation date?</td>
<td>06/2022</td>
</tr>
<tr>
<td>Household size</td>
<td>10 persons</td>
</tr>
<tr>
<td>From where do you file your taxes?</td>
<td>Continental US</td>
</tr>
<tr>
<td>Select repayment scenario</td>
<td>Compare Income-Driven Plans (REPAYE vs PAY…</td>
</tr>
</tbody>
</table>
# Repayment Summary Table

**Marital Status:** Married to Non-MD  
**Total Loans:** $136,247  
**Repayment Scenario:** Start Full Repayment  
**Res. Yrs.:** 8  
**Stipend:** $85,000 ($5,417/month)  
**Post-Res. Salary:** $120,000 ($10,000/month)  
**Grad Date:** 6/2022  
**HH Size:** 3  
**Loc:** Continental US  
**Spouse Salary:** $97,000 ($8,083/month)

**NOTE:** These are estimates only, based on federal regulations, and are subject to change. Contact your loan servicer(s) to discuss your exact balance, payment amounts, and IDR eligibility. The calculator does not verify IDR eligibility based on the academic years of your loans but it does verify IDR eligibility based on income levels.

## TOTAL Repayment Summary

<table>
<thead>
<tr>
<th>Repayment Plan</th>
<th>Total Years (includes residency/fellowship)</th>
<th>Monthly Payment</th>
<th>Monthly Payment Cap</th>
<th>Total Repayment</th>
<th>PSLF Paid/Forgiven (for me only)</th>
<th>Program Forgiveness</th>
</tr>
</thead>
</table>
| REPAYE         | 14                                         | Res.: $1,070 - $1,468  
Post-Res.: $1,705 - $2,000 | N/A | $249,993 | Paid: $162,521  
Forgiven: $77,561 | N/A |
| PAYE           | 16                                         | Res.: $1,070 - $1,468  
Post-Res.: $1,705 - $2,132 | Me: $2,145  
Spouse: $0 | $295,200 | Paid: $162,521  
Forgiven: $111,232 | N/A |
| Standard       | 10                                         | Res.: $2,153  
Post-Res.: $2,153 | N/A | $247,278 | Paid: N/A  
Forgiven: N/A | N/A |
| Extended       | 23                                         | Res.: $1,259  
Post-Res.: $1,269 | N/A | $323,592 | Paid: N/A  
Forgiven: N/A | N/A |
| Income-Based   | N/A                                        | Res.: $0  
Post-Res.: $0 | Me: $0  
Spouse: $0 | N/A | Paid: N/A  
Forgiven: N/A | N/A |
## Income Driven Plans

### Revised Pay As You Earn Repayment

- **Total Repayment over 14 years:** $249,993
- **Monthly Repayment:** $1,070 - $2,000
- **Total Interest:** $113,746
- **REPAYE 25-yr. Forgiveness:** $0
- **PSLF 10-yr. Forgiveness:** $77,561

### Pay As You Earn Repayment

- **Total Repayment over 16 years:** $295,200
- **Monthly Repayment:** $1,070 - $2,132
- **Total Interest:** $158,953
- **PAYE 20-yr. Forgiveness:** $0
- **PSLF 10-yr. Forgiveness:** $111,232

Monthly payment cap for PAYE eligible loans:
The FIRST program offers in-person and virtual presentations and training.
Key FIRST Staff

Julie Fresne  
Senior Director  
Student Financial and Career Advising Services

Julie Gilbert  
Sr. Education Debt Management Specialist

Nicole Knight  
Sr. Education Debt Management Specialist & Trainer
Important Program Definition

**Visiting Student Learning Opportunities™ VSLO® Program**

This is the overall program that includes the U.S. and the Global Networks, webinars, meetings, resources, and the application service.

**Visiting Student Application Service- VSAS®**

The application service, which is part of the VSLO program.
What is the VSLO Program?

The VSLO program is comprised of a network of vetted institutions that facilitates student mobility, to and from the United States and from one international site to another, providing valuable medical education and training, while strengthening national, regional and international collaboration in the health professions.
Primary VSLO Contacts (for institutions)

Jenny Samaan, PhD  
Sr. Director, VSLO  
jsamaan@aamc.org

Sujay Polimati, MBA  
Business Development Manager  
spolimati@aamc.org
The VSLO Network of Institutions


Global Network: 82 Participating Institutions in 39 nations.
Two Networks: One Program

The U.S. Network: institutions in the U.S. that either send their students to other U.S. medical schools, and/or receive students from other U.S. medical schools.

The Global Network: institutions located in the U.S. and in other countries that either send their students to, and/or receive students from, international institutions.
VSLO Institutional Roles

Each institution in the global and US network can function as a home and/or a host institution.

**Home Institution:** Sends pre-clinical and/or clinical students to Host Institutions.

**Host Institution**: Receives applications from clinical or pre-clinical students attending participating Home Institutions.

*Note:* You can add this role to your institutional profile and place students at your affiliated hospital sites.
## 2019 Calendar Year Application Usage Data

**January 1- December 31, 2019**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>17,920</td>
<td>6,071</td>
</tr>
<tr>
<td>Unique Electives</td>
<td>176,721</td>
<td>83,363</td>
</tr>
<tr>
<td>Average Unique Electives</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Average Applications Submitted</td>
<td>388,574</td>
<td>212,265</td>
</tr>
<tr>
<td>Average Applications Submitted</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>
## Types of Opportunities, Duration and Students

<table>
<thead>
<tr>
<th>Types of Opportunities</th>
<th>Observerships</th>
<th>Clinical Rotations</th>
<th>Community-Based Global Health</th>
<th>Research/Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Students</strong></td>
<td>Pre-clinical</td>
<td>Clinical (4th year-US)</td>
<td>Clinical (5th or 6th year-Int'l)</td>
<td>Graduate Studies</td>
</tr>
<tr>
<td><strong>Types of Students</strong></td>
<td>U.S. MD and DO</td>
<td>MPH</td>
<td>International Foreign Nationals</td>
<td>International U.S. Citizens</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>2-4 weeks</td>
<td>4 weeks</td>
<td>8 weeks</td>
<td>3-6 months (research)</td>
</tr>
</tbody>
</table>
VSLO Collaboration with Child Family Health International

Connect students with local health professionals and community leaders transforming perspectives about self, global health, and healing.

The AAMC collaboration expands locations and types of opportunities.

Virtual internships and research opportunities are available at CFHI sites.
Visiting Opportunity Examples

Tropical Medicine & Community-Based Care on the Coast of Mexico

Community Health and Native Healing in Hawai`i
Benefits to your College of Medicine

• Provides institutions **streamlined document management and application processing** for U.S. and Global network.

• **Increases offerings** of vetted U.S. and international options for your students.

• Allows greater flexibility than traditional partnership agreements as **no numerical balance required**.

• Facilitates **institutional collaboration** with Networks through listservs and meetings.

• Expands input on **best practices in student mobility**.

• **Simplifies mobility** among your existing partner institutions that are already in the VSLO network.
Contact Us

- **Email:** visitingstudents@aamc.org
- **Website:** aamc.org/vslo

- Jenny: jsamaan@aamc.org
- Sujay: spolimati@aamc.org
What is a curriculum inventory (CI)?

• A database that systematically catalogs curriculum experiences, structure, and content. It can be referred to as a curriculum inventory (CI), curriculum database (LCME), or curriculum map (COCA).

• Curriculum changes regularly so keeping documentation up to date is an ongoing effort.

• To be able to trust and use CI data, it needs to be
  • Accurate
  • Complete

• CI captures different kinds of curriculum data. Learn more in the AAMC CI Orientation video.
Why do schools need a CI?

- Communicate learning objectives
- Align content, instruction, assessment, resources
- Monitor gaps & redundancies
- Promote comparability across events, courses, schools
- Formally document curriculum for students, faculty, and others
- Make evidence-based curriculum change
  - Program/course evaluation
  - Continuous quality improvement (CQI)
  - Accreditation
  - Make progress in curriculum change goals

Read more at aamc.org/cir > Resources to Establish Your CI > CI Newsletters > “Making the case...”
Why do schools share their CI with AAMC?

- Identify national trends
- Benchmark against national norms
- Consistent standards for CI structure and content
- Get access to reports and resources
- Share your school’s innovations and strengths to highlight
- Provide evidence for accreditation
- Support AAMC’s mission to advocate for medical education to media, government, and the public
### COCA accreditation standards

<table>
<thead>
<tr>
<th>Location</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Submission 6.2</td>
<td>Osteopathic Core Competencies…provide a <strong>curriculum map</strong> demonstrating how content of these courses will be delivered.</td>
</tr>
<tr>
<td>Pre-Accreditation Submission 6.4</td>
<td>Osteopathic Core Competencies…A <strong>curriculum map</strong> demonstrating how the content of these courses is delivered…</td>
</tr>
<tr>
<td>Pre-Accreditation Submission 6.5</td>
<td>Scientific Method…A <strong>curriculum map</strong> demonstrating how the content of these courses is delivered must be made available during any site visit.</td>
</tr>
<tr>
<td>Pre-Accreditation Submission 6.6</td>
<td>Principles of Osteopathic Medicine…A <strong>curriculum map</strong> demonstrating how the content of these courses is delivered…</td>
</tr>
<tr>
<td>Pre-Accreditation Submission 6.7</td>
<td>Self-Directed Learning…A <strong>curriculum map</strong> demonstrating how the content of these courses is delivered…</td>
</tr>
<tr>
<td>Pre-Accreditation Submission 6.8</td>
<td>Interprofessional Education for Collaborative Practice… A <strong>curriculum map</strong> demonstrating how the content of these courses is delivered…</td>
</tr>
</tbody>
</table>

Read more at aamc.org/cir > Resources to Establish Your CI > CI Newsletters > “Making the case…”
Reports on our website

https://www.aamc.org/curriculumreports

50+ publicly available reports

CI and LCME Part II data

Search by category:

1. Curriculum content
2. Curriculum design and structure
3. Curriculum policy
4. Programs and institutions
5. Instruction
6. Assessment

Tutorial – Accessing reports: https://vimeo.com/382628129

Curriculum Reports

Curriculum reports include graphical interpretations of aggregate and historical curriculum data. Reports are based on two sets of data:

- The AAMC Curriculum Inventory, which includes detailed curriculum data uploaded each year by U.S. and Canadian medical schools.
- The Liaison Committee on Medical Education (LCME) Annual Questionnaire, Part II, which includes curriculum policy and structure data from all U.S. AAMC-member medical schools. Because of year-to-year changes in the questionnaire, not all data points in the reports below are available for all years.

Curriculum data report requests:
In addition to the publicly available curriculum reports searchable below, faculty from medical schools which participate in the annual AAMC Curriculum Inventory (CI) are eligible to make free custom curriculum data report requests. Please submit your data requests here. Please try to limit your request to a single curriculum topic per request. Please be sure to clearly document your research and publication intentions along with your data request.

Legislative and media requests:
For legislative requests, please contact Tannaz Rasouli (trasouli@aamc.org).
For media requests, please click here.

Referencing Curriculum Inventory Charts in Publications:
Association of American Medical Colleges. Name of Chart. AAMC Curriculum Inventory. 20xx-20xx. [Direct link to chart]. Accessed [Date].

Referencing Liaison Committee on Medical Education (LCME) Annual Questionnaire Part II Data Charts in Publications:
Association of American Medical Colleges. Name of Chart. Liaison Committee on Medical Education (LCME) Annual Questionnaire Part II, 20xx-20xx. [Direct link to chart]. Accessed [Date].
Sample website report: Instructional Methods

1. Many reports have drop-down menus
2. Click on Academic Levels to show stacked bar graph
3. Description of the chart, and the source of the data
4. Download into printable format (e.g., PDF, etc.)
5. Download data in Excel to perform more analyses

Tutorial – Accessing reports: https://vimeo.com/382628129
Reports on CI Portal

• Available August 2021 once you upload CI data to AAMC

• Your school’s Verification Reports (up to the last 10 years)

• Your school’s Accreditation Support Report (formatted for LCME DCI)

• National aggregate curriculum reports
  - Pain management
  - Biostatistics
  - Geriatrics
  - Etc.

Who is invited?
U.S. and Canadian medical schools

What is collected?
Many data points, such that the AAMC CI is millions of data points.

Data includes things like:
• Structure, like courses, modules, threads across time
• Program objectives and links to the Physician Competency Reference Set (PCRS)
• Course titles, descriptions, learning objectives
• Event titles, descriptions, learning objectives, keywords, instructional methods, assessment methods, resources
• Timing and duration of courses and events
<table>
<thead>
<tr>
<th>Resources to Establish Your CI</th>
<th>Resources to Use Your CI Effectively</th>
<th>Resources for Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CI Newsletters</td>
<td>• <em>Curriculum in Context</em> publication series</td>
<td>• CI participating vendor list</td>
</tr>
<tr>
<td>• <em>Building Better Curriculum</em> webinar series</td>
<td>• Medical school schematics</td>
<td>• MedBiquitous CI technical standards</td>
</tr>
<tr>
<td>• Physician Competency Reference Set (PCRS)</td>
<td>• Sample Verification Report</td>
<td>• AAMC CI Business Rules</td>
</tr>
<tr>
<td>• Standardized vocabulary for instructional methods, assessment methods, and resources</td>
<td>• Guide to the Verification Report</td>
<td>• XML file example</td>
</tr>
</tbody>
</table>

These are selected resources. Find them all on [aamc.org/cir](http://aamc.org/cir)
Get Started with CI

• Subscribe to AAMC CI communications at by emailing: ci@aamc.org.

• Visit the CI website

• Watch our orientation video:
  “Resources to Establish Your CI”
Agenda

01 AAMC & AACOM collaboration

02 AAMC Overview

03 Contracted AAMC Programs (CiM, FIRST, VSLO, CI)

04 Already Accessible AAMC Programs
Browse and purchase a variety of academic publications 24/7 in the AAMC Store. The AAMC Store offers publications for medical students and academic medicine professionals. Examples include:

- AAMC Faculty Salary Report
- Diversity and Inclusion in Academic Medicine
- Leading: Top Skills, Attributes, and Behaviors Critical For Success
- Core Entrustable Professional Activities for Entering Residency

store.aamc.org
Optimize your career while fulfilling the mission and objectives of your institution.

Discover tactics, insights, and programming designed exclusively by and for academic medicine professionals.

For AACOM members, access may be available to specific Leadership Development programs, as well as certain virtual programs hosted by AAMC affinity groups and the AAMC Annual Meeting. Discover tactics, insights, and programming designed exclusively by and for academic medicine professionals. From engaging with leading subject matter experts to forging valuable relationships with peers, our specialized offerings empower individuals and enable institutions to thrive.

Learn more
Academic Medicine serves as an international forum for the exchange of ideas, information, and strategies to address the major challenges facing the academic medicine community as it strives to carry out its missions in the public interest. The journal’s areas of focus include: education and training issues; health and science policy; institutional policy, management, and values; research practice; and clinical practice in academic settings.

Members of the AACOM community are invited to submit articles.

Email: academicmedicine@aamc.org
• Subscribe to the AM Rounds blog
• Subscribe to the Academic Medicine Podcast
• Follow @AcadMedJournal on Twitter
Learn Serve Lead 2020: The Virtual Experience

- Learn Serve Lead is the AAMC’s annual meeting and will take place Nov 16-18.
- This event serves as a learning opportunity for the academic medicine community and is typically attended by 3,000+ senior leaders.
- This year, the event will take place virtually.
- The virtual event will feature speakers, content for the academic medicine community, and discussions about COVID-19.
- Registration for 2020 opens in August.
MedEdPORTAL is a MEDLINE-indexed, open-access journal of teaching and learning resources in the health professions published by the Association of American Medical Colleges (AAMC), in partnership with the American Dental Education Association.

MedEdPORTAL publications are stand-alone, complete teaching or learning modules that have been implemented and evaluated with medical or dental trainees or practitioners. Each submission is reviewed by editorial staff and external peer reviewers using a standardized review instrument grounded in the tenets of educational scholarship.

Relevant Communities
- CEOs and deans
- Researchers and scientists
- Faculty physicians
- Medical students
- Resident physicians
- University and hospital administrators
- Institutional advancement, government relations, and student affairs staff

Visit: mededportal.org
For more information, please visit: AAMC.org/AACOM