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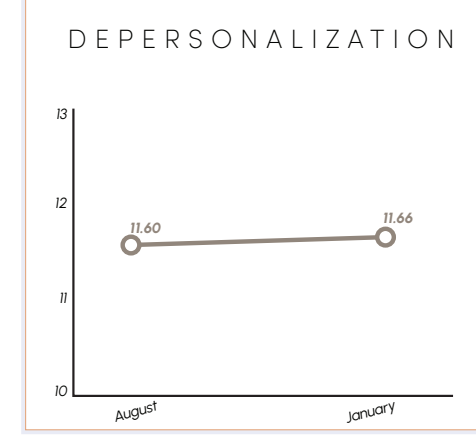
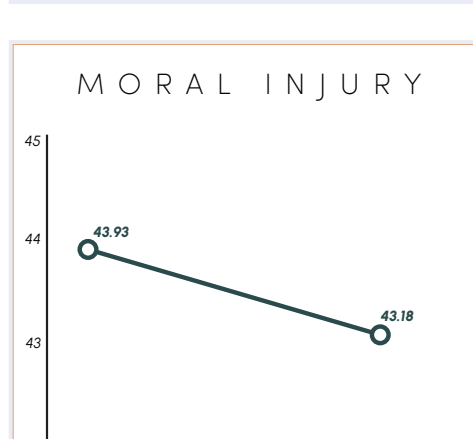
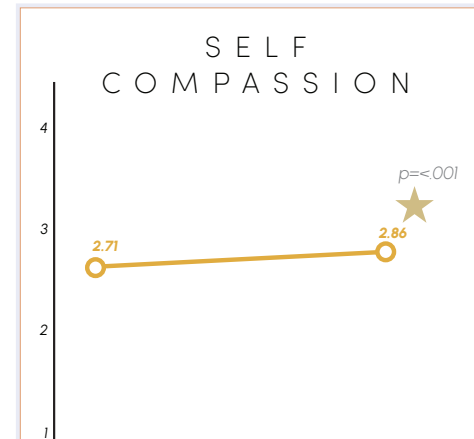
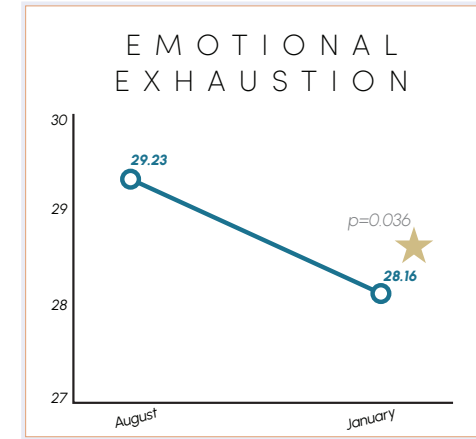
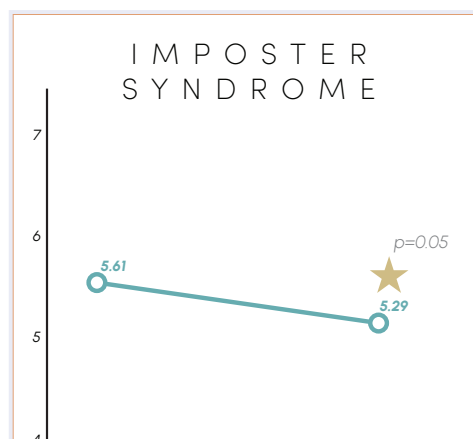
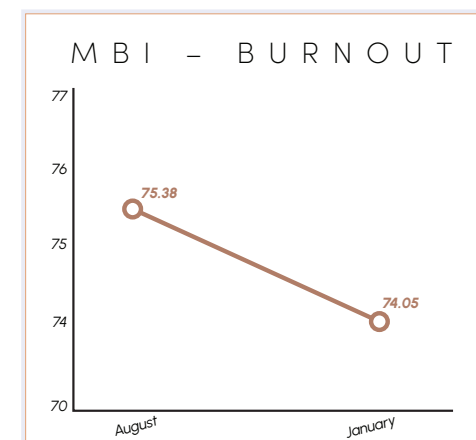
Approach

The AACOM UME-GME Task Force was established in 2022 as a multi-year initiative to address key challenges in osteopathic medical education, particularly the transition to residency. Originally planned as a three-year initiative, the task force has been extended for an additional three years. The **Transition to Residency Working Group** was created within the task force to identify and address challenges and opportunities for osteopathic medical students. This group developed three action groups focused on: Residency Readiness Bootcamps, Data Collection & Strategy, Resources for Unmatched Medical Students

Unmatched Student Toolkit

The Unmatched Students Action Group developed a toolkit with tailored resources for students re-entering the match. Additionally, the group partnered with the **Better Together Physician Coaching Program** at the University of Colorado to provide mentoring resources to unmatched students. This initiative expanded to include fourth-year medical students at select colleges of osteopathic medicine during the 2024-2025 academic year. While the proportion of unmatched osteopathic medical students is relatively small, the group strongly advocates for providing comprehensive resources to support these students.

WELLBEING INDICES DATA PRE + POST TEST RESULTS FALL 2023 GME COHORT (ALL SITES)



Over the course of this Better Together Coaching Cohort, on average, resident and fellow's emotional exhaustion and imposter syndrome score fell, and their self compassion rose significantly.*

The other scores trended in the right direction, and importantly did not worsen, as is the usual national trend during medical training.

The drop in emotional exhaustion is meaningful as a 1 point increase in this subscale is associated with a 5-7% increase in suicidal ideation and up to a 6% increase in self-reported major medical errors.

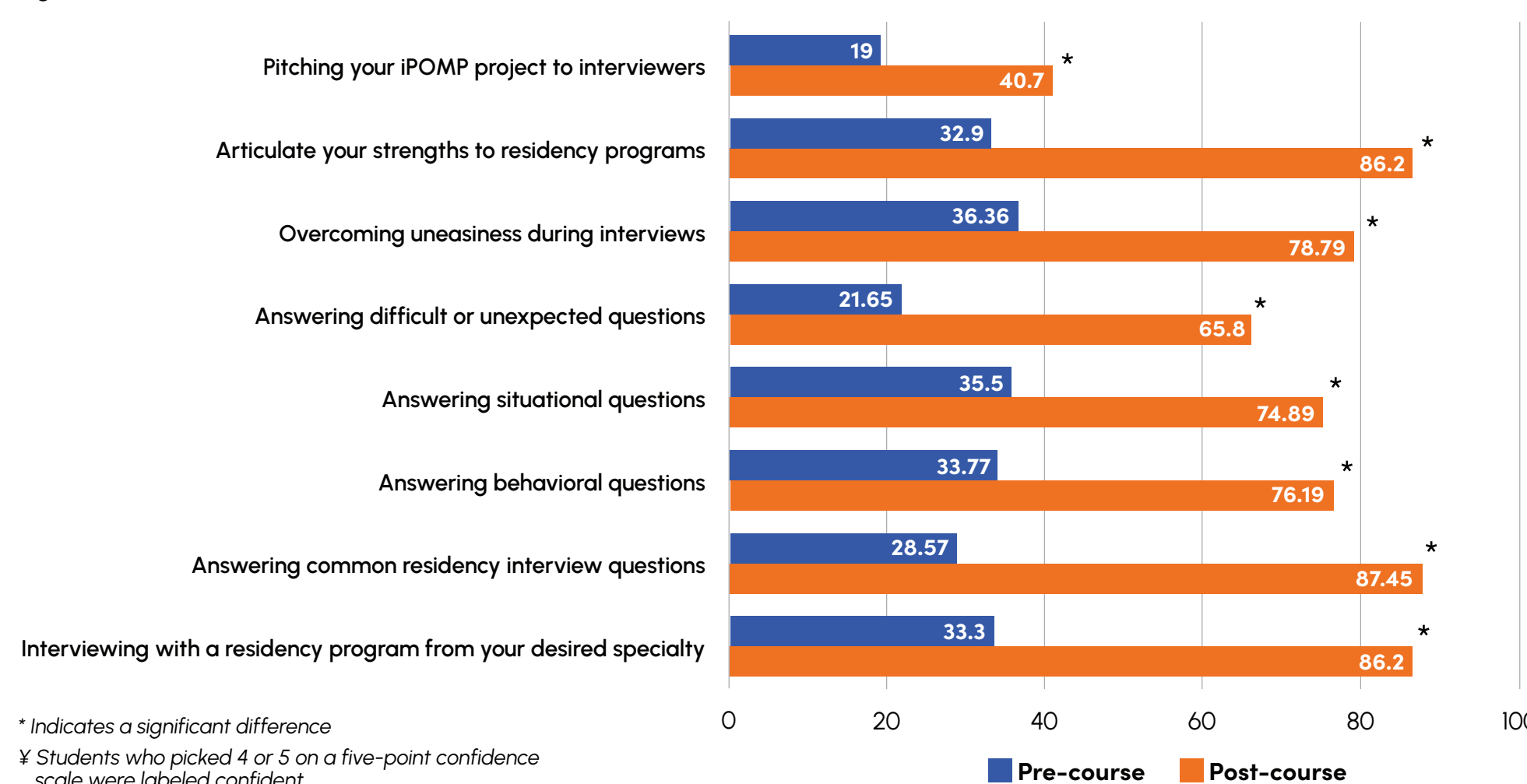
- Shanafelt TD, et al. Ann Surg. 2010; and 2011

Interviewing Strategies Research Grants Results

Research on interview formats demonstrated that virtual interview training programs significantly improve medical students' interviewing skills. The task force awarded research grants to study the impact of innovative interview preparation courses on residency readiness. Findings indicate that structured interventions to enhance interview skills have a measurable positive impact on student performance.

Percent Feeling Confident about Interviewing Skills*

Figure 1



* Indicates a significant difference

‡ Students who picked 4 or 5 on a five-point confidence scale were labeled confident.

Transition to Residency Data Collection & Strategy

- The Data Collection & Strategy Group identified significant gaps in data transparency and standardization, particularly concerning audition rotations. While multiple sources of information exist, each has limitations.
- The group is analyzing AACOM's Graduating Seniors Survey to assess the impact of audition rotations on residency match outcomes.
- The group urges national organizations and stakeholders to expand data collection and analysis efforts related to the value and impact of audition rotations for osteopathic medical students.

Supporting Appreciative Advising Strategies

A new initiative by the task force is exploring **compassionate and appreciative advising strategies** to enhance residency advising. The newly formed **Advising Action Group** has conducted focus groups with residency advisors and is scheduling additional sessions with osteopathic medical students to understand their advising needs. The goal is to develop and disseminate resources that support residency applicants through effective, student-centered advising approaches.

Residency Readiness Bootcamp

- The Residency Readiness efforts have established a validated framework of essential skills for incoming residents. This framework, which has received feedback from program directors across various specialties, is being piloted at five colleges of osteopathic medicine (COMs) to assess student confidence before and after participation in a residency bootcamp.
- The Residency Readiness Bootcamp Playbook outlines 17 essential skills that can be assessed in a bootcamp setting, ideally conducted after the Match and before residency begins. These validated skills can be documented by medical schools and shared with residency programs.
- In 2024, the group launched a pilot with five COMs to assess the impact of the residency bootcamps on students' self-assessed confidence levels. The pilot is undergoing an **Institutional Review Board (IRB) approval process**, with the first COM set to host a residency bootcamp in April 2025. Additionally, the group is exploring the use of an **AI Chatbot** to simulate nurse calls and enhance practical training.

CHART 1. WHAT CORE KNOWLEDGE/SKILLS DO STUDENTS NEED BEFORE ENTERING RESIDENCY?

Knowledge/Skills Needed	Longitudinal Check Offs During Medical School	Validated Items Before Starting Residency	Can Be Validated Online
ACLS/PALS: Intubation, running a code	X	X	
Acid/Base balance	X	X	X
Consenting for procedures	X	X	X
DNR	X	X	X
How to hand off a patient	X	X	X
Inserting peripheral IV	X	X	
Triage patients when on call	X	X	X
History taking	X	X	X
Physical exam	X	X	
Oral presentation	X	X	X
OPP/OSCE	X	X*	
Ultrasound skills (POCUS)	X*	X*	
Reading and presenting a chest X-ray	X	X	X
Admissions, transfer and discharge documentation	X	X	X
Fluid resuscitation	X	X	
Assessing suicide risk	X	X	X
EKG interpretation	X	X	X
Sutures	X	X	
Access evidence-based resources at point of care	X		
Comfort care transition or goals of care discussion	X		

Knowledge/Skills Needed	Longitudinal Check Offs During Medical School	Validated Items Before Starting Residency	Can Be Validated Online
Communicating with consultants (formal, verbal or written consult request)	X		
How to advocate for patients and health equity as a resident	X		
Communicating with non-physician colleagues (what are appropriate requests)	X		
How to efficiently review the EMR (key tabs and in what order)	X		
Time management, prioritizing tasks (e.g., consults then orders, then family updates, then notes, etc.)	X		
Delivering bad news	X		
Assessing patient's decision-making capacity	X		
DPOA vs. medical decision-maker, POLST vs. advanced health directive	X		
Basics of health insurance	X		
Basics of quality improvement projects	X		
Receiving and providing feedback	X		
Hospice vs. LTAC vs. SNF -> transferring care decisions	X		
Fundamentals of antibiotics	X		
Fundamentals of sedation/analgesia medications	X		
Guides on other procedures like thoracentesis, paracentesis, arthrocentesis, chest tube placement, etc.	X		
Growth mindset	X		
Self-care/wellness	X		

*Based on curriculum at COMs

Conclusions

The Residency Readiness Bootcamp Action Group developed a playbook outlining 17 essential skills for incoming residents. A pilot study is underway to assess its impact, with the first residency bootcamp scheduled for April 2025. The group is also exploring AI-driven training simulations to enhance practical skill development.

The Data Collection Action Group continues to analyze audition rotation data and advocates for greater transparency in the transition to residency. Expanding data collection will help ensure osteopathic students have access to critical residency application insights.

The task force remains committed to supporting students through mentorship, research, and data-driven initiatives that enhance their transition to residency.

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