AAMC
Tomorrow's Doctors, Tomorrow's Cures®

Learn
Serve
Lead

Meeting the Moment: Supporting the Use of AI in Medical Education

February 27, 2025

Association of American Medical Colleges

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AAMC's Strategic Framing & Priorities

AI FOR MEDICAL EDUCATION

Incorporating AI into the work you do

LEARNING & NETWORKING

Learn from experts, share your experiences, and connect with peers. Come together with the academic medicine community to innovate and advance thinking and practice.

CRITICAL RESOURCES

Explore timely, high-quality resources to guide your thinking and practice around integrating AI across medical education.

COMMUNITY COLLABORATIONS

Learn more about how the academic medicine community is working together around the globe to support each other and develop best practices.

AI IN MEDICAL EDUCATION

Teaching AI best practices to learners, faculty, and staff

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What's Happening at the AAMC

Convening Learning & Networking

- Webinar series and community conversations calls (2025 webinar series kicks off Feb 27)
- Virtual community
- Presentations, conversations with affinity groups and at conferences

Disseminating Critical Resources

- Principles for the Responsible Use of AI in and for Medical Education (released Jan 2025)
- Principles to Guide the Use of AI in Medical School Admissions and Residency Selection (released July 2024)
- Active Calls for Submissions:
  - Advancing AI Across Academic Medicine Resource Collection (closed on Feb 14, resources coming in Spring 2025)
  - *MedEdPORTAL* AI Education Collection

Collaborating with the Community

- Surveying the community on AI
- International Advisory Committee for Artificial Intelligence in partnership with AMEE, IAMSE, APMEN, and AAHCI (vision & integration frameworks released Jan 2025)
- AMA, NAM, and Macy Foundation collaborations

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Speakers

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Principles for the Responsible Use of Artificial Intelligence in and for Medical Education

1. Maintain Human-Centered Focus
2. Ensure Ethical and Transparent Use
3. Provide Equitable Access to AI
4. Foster Education, Training, and Continuing Professional Development
5. Develop Curricula Through Interdisciplinary Collaboration
6. Protect Data Privacy
7. Monitor and Evaluate

Available at aamc.org/AI

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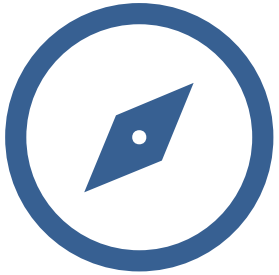
Principles for the Responsible Use of Artificial Intelligence in and for Medical Education



Overview

Created by Kimmi Studio
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Principle to Practice

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References

Available at aamc.org/AI

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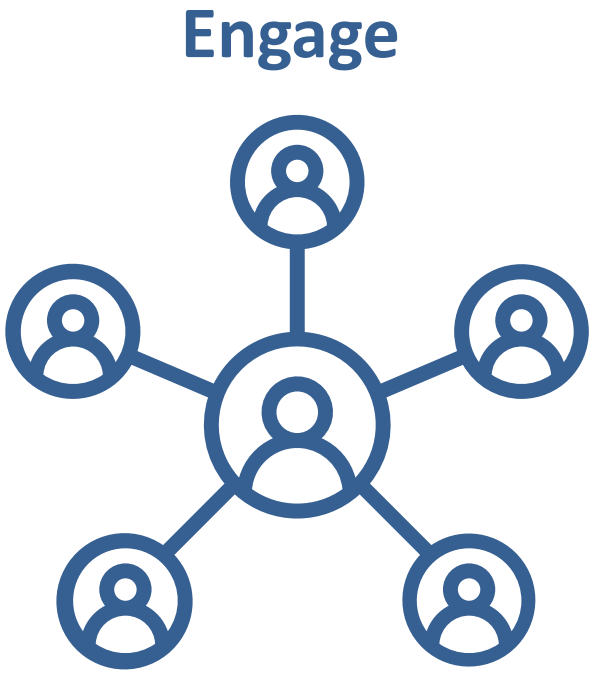
Principles for the Responsible Use of Artificial Intelligence in and for Medical Education



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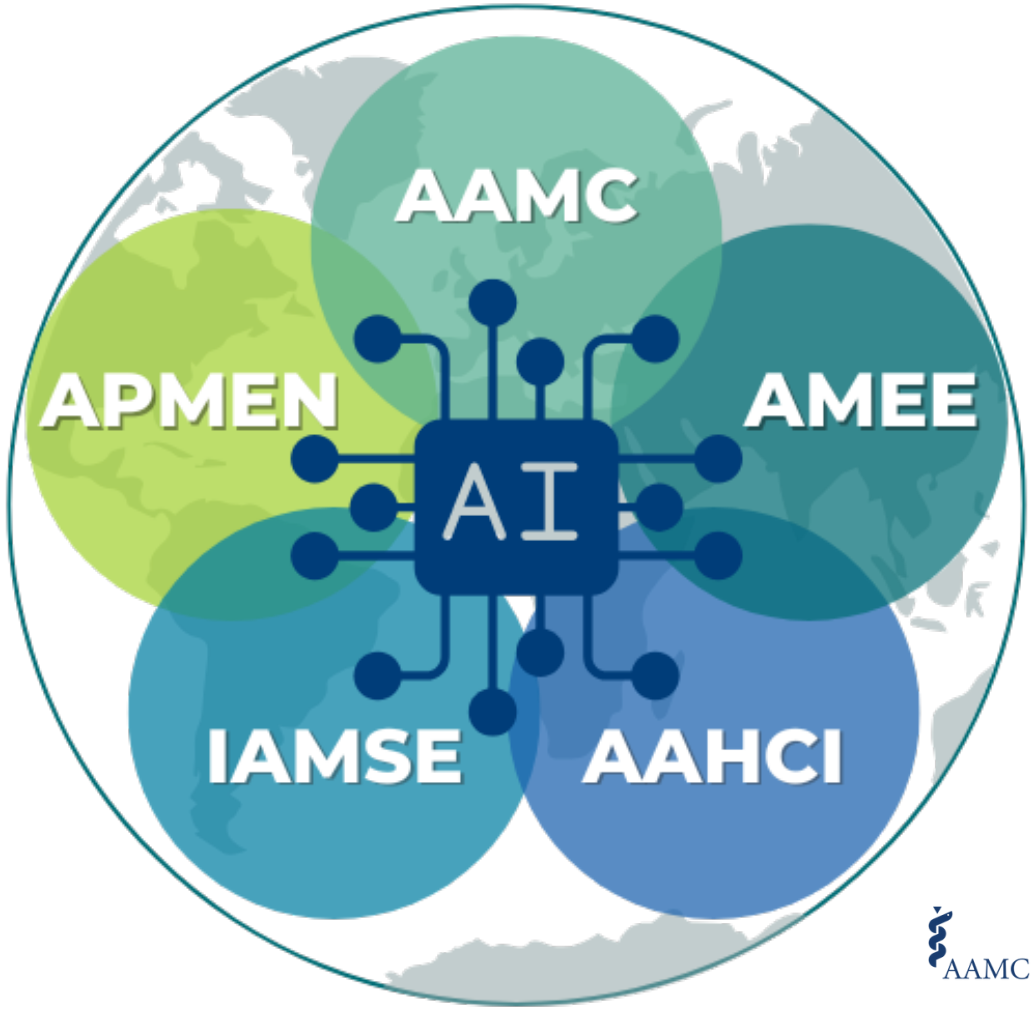
International Advisory Committee for AI (in Medical Education)

- Inaugural 16 members representing over 10 countries with expertise in AI and medical education

- Convened to provide guidance and best practices for the HPE community
  - Survey the dynamic AI landscape
  - Identify opportunities and address concerns for learners, faculty, staff
  - Imagine new realities for medical education in this AI era



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International Advisory Committee for Artificial Intelligence

www.medbiq.org

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International Vision & Integration Frameworks

The IACAI created an international future vision of AI in medical education, along with accompanying frameworks, to guide proactive integration.

- Sets forth a proactive vision and call to action for responsible and ethical use of AI in medical education.
- Provides guidance across multiple domains, for various teaching and learning contexts (classroom-based education, clinical training, etc.) and targeting specific audiences (educator, learner, etc.).
- Highlights actions that individuals and institutions can take.

https://www.medbiq.org/initiatives/international-advisory-committee-artificial-intelligence

Review the draft frameworks and provide your feedback on the website

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Vision Statements: Educators

1. **AI Culture and Integration**: Through intentional planning, AI is thoughtfully integrated into the curriculum, aligning with the institution's mission, while considering the diverse perspectives and needs of faculty. Medical schools stay current with AI applications to healthcare.
2. **AI-Literacy**: Medical educators are literate in AI technologies, developing their AI skills to enhance teaching, research, and clinical decision-making.
3. **Ethics**: Strong ethical frameworks guide responsible AI use in medical education, focusing on academic integrity, transparency, and privacy.
4. **Technology**: Institutions adapt to new AI tools and processes, evaluating their strengths, biases and limitations, while promoting equitable access to credible and reliable AI resources.
5. **Instruction**: AI improves teaching methods, supporting critical thinking and medical decision-making.

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Vision Statements: Educators

6. **Assessment**: AI-powered systems improve assessment systems with protocols in place for human involvement and bias mitigation. AI supports feedback and improvement cycles.
7. **Mentorship and Career Guidance**: AI provides support for mentorship, career planning and exploration.
8. **Curriculum**: AI assists with streamlining the curriculum, learning analytics, and educational content, ensuring a more stimulating, effective and tailored learning experience.
9. **Collaboration**: AI promotes collaboration between educators, learners, data scientists, engineers, clinicians and other disciplines to incubate and accelerate discovery.
10. **Wellbeing**: AI enhances self-actualization, selfcare, offers tools for health monitoring, and promotes a humanistic, collaborative environment.

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Methodology for Vision Development

Co-intelligent, **iterative** process of idea exchange, note-taking, and critical review.

Transparent and **collaborative** approach.

And now we need your **feedback**

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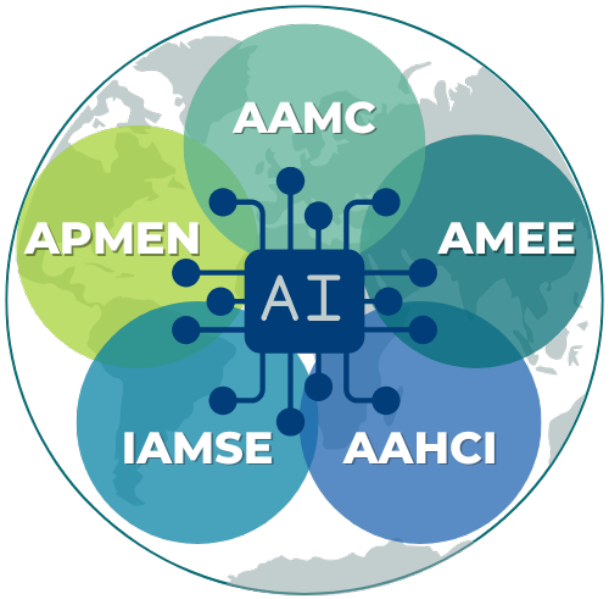
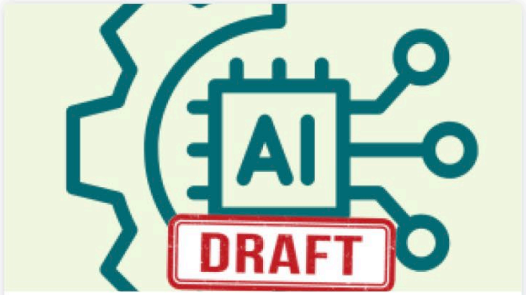
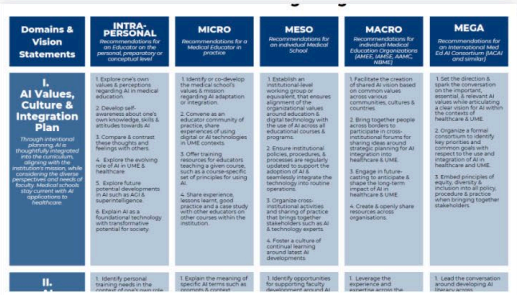




DRAFT: Artificial Intelligence in Medical Education: The 2025 IACAI Vision and Integration Framework

DRAFT: Artificial Intelligence in Medical Education: The 2025 IACAI Vision and Integration Frameworks

PDF



IACAI Matrix 1: Recommedations for Integrating AI: Educator Focus

IACAI Matrix 1: Recommedations for Integrating AI: Educator Focus

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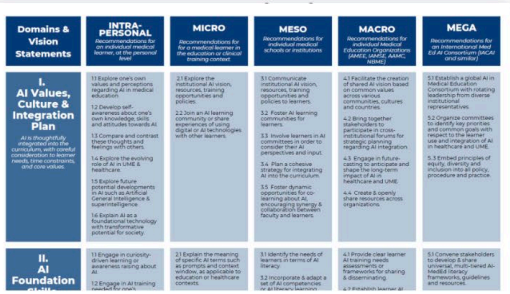
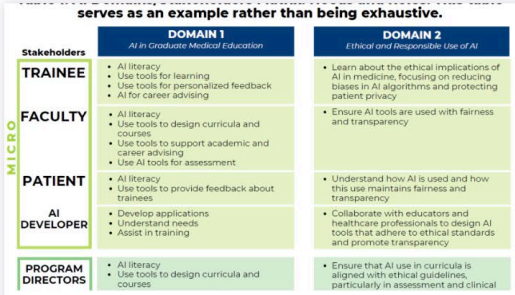


IACAI Matrix II: Recommedations for Integrating AI in UME: Learner Focus

IACAI Matrix II: Recommedations for Integrating AI in UME: Learner Focus

PDF


serves as an example rather than being exhaustive.

		DOMAIN 1 AI in Graduate Medical Education	DOMAIN 2 Ethical and Responsible Use of AI
MICRO	TRAINEE	• AI literacy • Use tools for learning • Use tools for personalized feedback • AI for career advising	• Learn about the ethical implications of AI in medicine, focusing on reducing biases in AI algorithms and protecting patient privacy
	FACULTY	• AI literacy • Use tools to design curricula and courses • Use tools to support academic and career advising • Use AI tools for assessment	• Ensure AI tools are used with fairness and transparency
	PATIENT	• AI literacy • Use tools to provide feedback about trainees	• Understand how AI is used and how this use maintains fairness and transparency
	AI DEVELOPER	• Develop applications • Understand needs • Assist in training	• Collaborate with educators and healthcare professionals to design AI tools that adhere to ethical standards and promote transparency
	PROGRAM DIRECTORS	• AI literacy • Use tools to design curricula and courses	• Ensure that AI use in curricula is aligned with ethical guidelines, particularly in assessment and clinical

AI in Graduate Medical Education (Tables 1 & 2)

IACAI AI Table 1 and 2

PDF

INITIATIVES

IACAI AI Integration Vision and Frameworks Feedback Form

IACAI AI Integration Vision and Frameworks Feedback Form

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Next Steps: AI Integration

- **Rapid pace** of technological advancement and potential emergence of AGI.
- **Variability** in AI training among faculty and students.
- **Ethical concerns**: bias, transparency, and academic integrity.
- Infrastructural and policy **challenges** across institutions and countries.

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Integration Frameworks: Rationale for Development

Why develop AI integration frameworks?

IAMSE Member Survey, Summer 2024
N=136

Most medical schools were still at the beginning stages of adopting AI.

McKell D, McCoy L, Niño DF. **IAMSE Artificial Intelligence Meeting Survey: AI's Impact on Medical Education Faculty.** *Med Sci Educ.* 2024;34:1641-1646. doi:10.1007/s40670-024-02163-0

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Two Separate Matrices: Educator and Learner

Steps to take *as educators* or *for educators.*

Matrix I: Recommendations for Integrating AI - Educator Focus

Domains & Vision Statements	INTRA-PERSONAL *Recommendations for an Educator on the personal, preparatory or conceptual level*	MICRO *Recommendations for a Medical Educator in practice*	MESO *Recommendations for an individual Medical School*	MACRO *Recommendations for individual Medical Education Organizations (AMEE, IAMSE, AAMC, NBME)*	MEGA *Recommendations for an International Med Ed AI Consortium (IACAI and similar)*
I. AI Values, Culture & Integration Plan *Through intentional planning, AI is thoughtfully integrated into the curriculum, aligning with the institution's mission, while considering the diverse perspectives and needs of faculty. Medical schools stay current with AI applications to healthcare.*	1. Explore one's own values & perceptions regarding AI in medical education. 2. Develop self-awareness about one's own knowledge, skills & attitudes towards AI 3. Compare & contrast these thoughts and feelings with others. 4. Explore the evolving role of AI in UME & healthcare. 5. Explore future potential developments in AI such as AGI & superintelligence. 6. Explain AI as a foundational technology with transformative potential for society.	1. Identify or co-develop the medical school's values & mission regarding AI adaptation or integration. 2. Convene as an educator community of practice, share experiences of using digital or AI technologies in UME contexts. 3. Offer training resources for educators teaching a given course, such as a course-specific set of principles for using AI. 4. Share experience, lessons learnt, good practice and a case study with other educators on other courses within the institution.	1. Establish an institutional-level working group or equivalent, that ensures alignment of the organizational values around education & digital technology with the use of AI across all educational courses & programs. 2. Ensure institutional policies, procedures, & processes are regularly updated to support the adoption of AI & seamlessly integrate the technology into routine operations. 3. Organize cross-institutional activities and sharing of practice that brings together stakeholders such as AI & technology experts. 4. Foster a culture of continual learning around latest AI developments.	1. Facilitate the creation of shared AI vision based on common values across various communities, cultures & countries. 2. Bring together people across borders to participate in cross-institutional forums for sharing ideas around strategic planning for AI integration into healthcare & UME. 3. Engage in future-casting to anticipate & shape the long-term impact of AI in healthcare & UME. 4. Create & openly share resources across organisations.	1. Set the direction & spark the conversation on the important, essential, & relevant AI values while articulating a clear vision for AI within the contexts of healthcare & UME. 2. Organize a formal consortium to identify key priorities and common goals with respect to the use and integration of AI in healthcare and UME. 3. Embed principles of equity, diversity & inclusion into all policy, procedure & practice when bringing together stakeholders.
II. AI Foundation Skills *Medical educators are literate in AI technologies, developing their AI skills to enhance teaching, research, and clinical decision-making.*	1. Identify personal training needs in the context of one's own role & responsibilities. 2. Engage in conversations with others in a similar role about their experience using AI, & connect with other colleagues, teams or communities to increase one's AI literacy. 3. Gather evidence of one's own increasing knowledge, skills & competence with AI as part of a portfolio demonstrating engagement & commitment towards lifelong learning as part of one's professional role.	1. Explain the meaning of specific AI terms such as prompts & context window, as applicable to education or healthcare contexts. 2. Describe some of the similarities & differences across the spectrum of technologies that come under the AI umbrella such as generative AI, machine learning or deep learning. 3. Discuss the opportunities & challenges related to the training of AI algorithms as applied to healthcare or UME contexts, from various perspectives such as ethical, moral, equity, diversity or inclusion.	1. Identify opportunities for supporting faculty development around AI within the institution as well as external to the institution. 2. Identify and curate case studies, best practice examples, and key reading around AI in healthcare or UME contexts. 3. Promote the inclusion of AI training as a standard component for all educators, staff and students.	1. Leverage the experience and expertise across the membership to identify criteria for benchmarking AI readiness at individual or institutional levels. 2. Signpost relevant and important advice, guidance, opinion, commentaries, research and scholarship relevant to AI in healthcare or healthcare professions education contexts 3. Create community spaces for individuals to develop a sense of belonging, and share AI experiences in healthcare or UME contexts.	1. Lead the conversation around developing AI literacy across healthcare and UME contexts. 2. Lead on the development of positive actions, advice and guidance for designing competency frameworks at the institutional level. 3. Engage in priority setting for research and scholarship in healthcare or UMEI contexts.

Steps to take *as learners or for learners.*

Matrix II: Recommendations for Integrating AI in UME - Learner Focus

Domains & Vision Statements	INTRA-PERSONAL *Recommendations for an individual medical learner, at the personal level*	MICRO *Recommendations for for a medical learner in the education or clinical training context.*	MESO *Recommendations for individual medical schools or institutions*	MACRO *Recommendations for individual Medical Education Organizations (AMEE, IAMSE, AAMC, NBME)*	MEGA *Recommendations for an International Med Ed AI Consortium (IACAI and similar)*
I. AI Values, Culture & Integration Plan *AI is thoughtfully integrated into the curriculum, with careful consideration to learner needs, time constraints, and core values.*	1.1 Explore one's own values and perceptions regarding AI in medical education. 1.2 Develop self-awareness about one's own knowledge, skills and attitudes towards AI. 1.3 Compare and contrast these thoughts and feelings with others. 1.4 Explore the evolving role of AI in UME & healthcare. 1.5 Explore future potential developments in AI such as Artificial General Intelligence & superintelligence. 1.6 Explain AI as a foundational technology with transformative potential for society.	2.1 Explore the institutional AI vision, resources, training opportunities and policies. 2.2 Join an AI learning community or share experiences of using digital or AI technologies with other learners.	3.1 Communicate institutional AI vision, resources, training opportunities and policies to learners. 3.2 Foster AI learning communities for learners. 3.3 Involve learners in AI committees in order to consider their AI perspectives and input. 3.4 Plan a cohesive strategy for integrating AI into the curriculum. 3.5 Foster dynamic opportunities for co-learning about AI, encouraging synergy & collaboration between faculty and learners.	4.1 Facilitate the creation of shared AI vision based on common values across various communities, cultures and countries. 4.2 Bring together stakeholders to participate in cross-institutional forums for strategic planning regarding AI integration. 4.3 Engage in future-casting to anticipate and shape the long-term impact of AI in healthcare and UME. 4.4 Create & openly share resources across organizations.	5.1 Establish a global AI in Medical Education Consortium with rotating leadership from diverse institutional representatives. 5.2 Organize committees to identify key priorities and common goals with respect to the learner use and integration of AI in healthcare and UME. 5.3 Embed principles of equity, diversity and inclusion into all policy, procedure and practice.
II. AI Foundation Skills *Institutions offer training in foundational AI literacy skills as well as elective AI training relevant to their coursework, research, and healthcare specialization.*	1.1 Engage in curiosity-driven learning or awareness raising about AI. 1.2 Engage in AI training needed for one's personal specialization & role. 1.3 Maintain awareness of the knowledge, skills and attitudes for both AI & AI literacy.	2.1 Explain the meaning of specific AI terms such as prompts and context window, as applicable to education or healthcare contexts. 2.2. Describe some of the similarities and differences across the spectrum of technologies that come under the AI umbrella such as generative AI, machine learning or deep learning. 2.3. Discuss the opportunities and challenges related to the training of AI algorithms as applied to healthcare or UME contexts, from various perspectives such as ethical, moral, equity, diversity or inclusion.	3.1 Identify the needs of learners in terms of AI literacy. 3.2 Incorporate & adapt a set of AI competencies or AI literacy learning objectives into course programmes or syllabi. 3.3 Provide access to, or curate a list of AI resources for supporting study and educational programmes. 3.4 Provide AI training to learners using a variety of different educational modalities. 3.5 Enable learners to demonstrate their AI competencies, e.g. certification or training courses.	4.1 Provide clear learner AI training needs assessments or frameworks for sharing & disseminating. 4.2 Establish learner AI resource hubs alongside signposting to different repositories where learners could access learning content. 4.3 Establish communities of AI practice connecting different stakeholders from different medical education contexts. 4.4 Deliver training on learner AI literacy for the wider medical education communities.	5.1 Convene stakeholders to develop & share universal, multi-tiered AI-MedEd literacy frameworks, guidelines and resources. 5.2 Foster the development ofAI Integration Leadership Institutes featuring: executive training programs, change management strategies, technology adoption frameworks, strategic planning for AI implementation 5.3 Ensure the perspectives of learners are included in the development of AI vision & integration frameworks.

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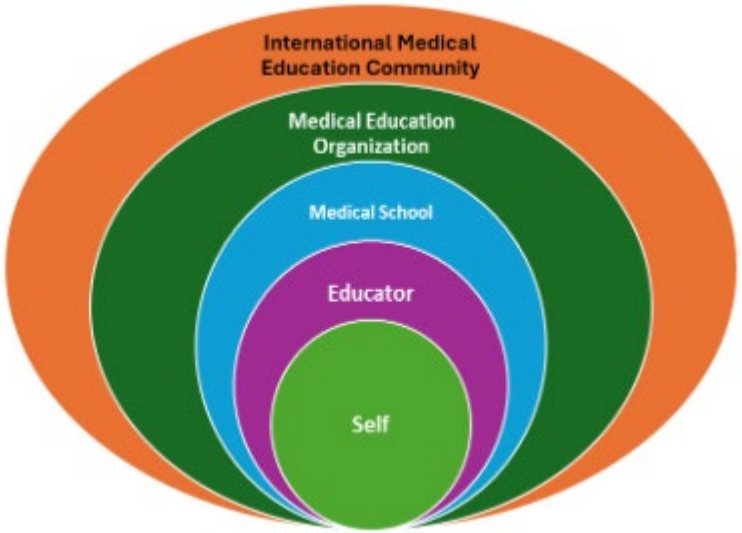
Integration Frameworks: UME Educator Matrix

Each column relates to a specific level.

Domains & Vision Statements	INTRA-PERSONAL	MICRO	MESO	MACRO	MEGA
	Recommendations for an Educator on the personal, preparatory or conceptual level	*Recommendations for a Medical Educator in practice*	*Recommendations for an individual Medical School*	*Recommendations for individual Medical Education Organizations (AMEE, IAMSE, AAMC, NBME)*	*Recommendations for an International Med Ed AI Consortium (IACAI and similar)*

1. Intrapersonal: Self: Values, attitudes, and initial preparation for AI use.
2. Micro: Educator/ Learner: Action steps for academic settings.
3. Meso: Institution: Medical school strategies, resources, policies.
4. Macro: Medical Education Organization: Action steps for organizations such as AAMC, IAMSE, AACOM, AMEE, ANZAHPE etc.
5. Mega: International HPE Consortia: Strategies for global ME/ HPE integration, with input from international consortia or organizations.



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IACAI Integration Frameworks: Domains

Each row relates to a specific domain of AI in med ed.

I. AI Values, Culture and Integration Plan
II. AI Foundational Skills
III. AI Ethical and Responsible Use
IV. AI Tools and Resources
V. AI for Instruction and Academic Tasks
VI. AI to Enhance Clinical Skills and Clinical Skills Training
VII. AI for Assessment
VIII. AI for Career Planning, Admissions & Residency
IX. AI for Curriculum Optimization and Program Evaluation
X. AI for Research
XI. AI-Ready Workforce
XII. AI for Health and Wellbeing

- Each of the 12 domains relates to a specific vision statement.
- The domains for learners are slightly different.

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IACAI Integration Frameworks: Rows Relate to Domains

Domains & Vision Statements	INTRA-PERSONAL *Recommendations for an Educator on the personal, preparatory or conceptual level*	MICRO *Recommendations for a Medical Educator in practice*	MESO *Recommendations for an individual Medical School*	MACRO *Recommendations for individual Medical Education Organizations (AMEE, IAMSE, AAMC, NBME)*	MEGA *Recommendations for an International Med Ed AI Consortium (IACAI and similar)*
IV. AI Tools & Resources *Institutions adapt to new AI tools and processes, evaluating their strengths, biases and limitations, while promoting equitable access to credible and reliable AI resources.*	1. Select & implement AI tools through informed evaluation, emphasizing human-AI collaboration rather than replacement. 2 Maintain critical awareness of AI limitations, including data quality & algorithmic bias, to ensure fair & effective educational use.	1. Explore & evaluate available AI training resources & tools within the academic environment, comparing features & costs. 2. Critically assess each tool's effectiveness, accessibility, & potential biases while ensuring selection of reliable, evidence-based AI solutions that support diverse users' needs.	1. Establish & maintain a core set of AI tools that meet educational standards & institutional policies, ensuring accessibility & functional effectiveness through ongoing assessment & iteration. 2. Implement systematic protocols for identifying & mitigating biases, while coordinating necessary human, technical, & procedural resources. 3. Partner with medical librarians to review & validate evidence-based AI tools & practices.	1. Curate & disseminate best practices for AI data security & governance while crowdsourcing information about effective tools. 2. Foster partnerships with AI developers to create specialized medical education tools, informed by educational theories of technology adoption. 3. Provide guiding principles for equitable access & responsible use of AI resources aligned with educational standards.	1. Develop global policies that promote culturally-relevant AI tools while establishing standardized evaluation frameworks for bias, reliability, & accessibility in diverse educational contexts. 2. Foster international collaboration to address resource inequities & ensure equitable access to AI resources across all medical education settings.

Use these matrices to explore steps you can take to implement AI. Check off what you'd like to accomplish. Many action steps are aspirational or beyond the current capability of a given person or institution.

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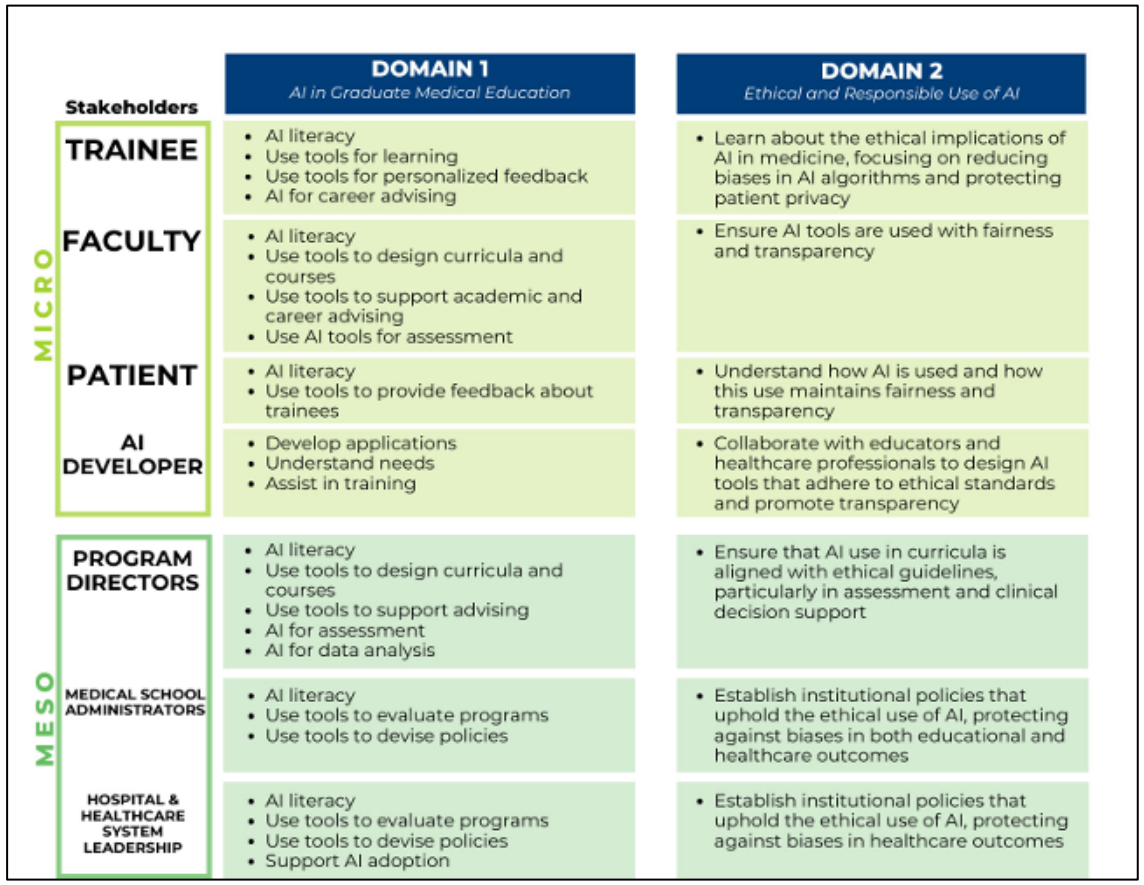
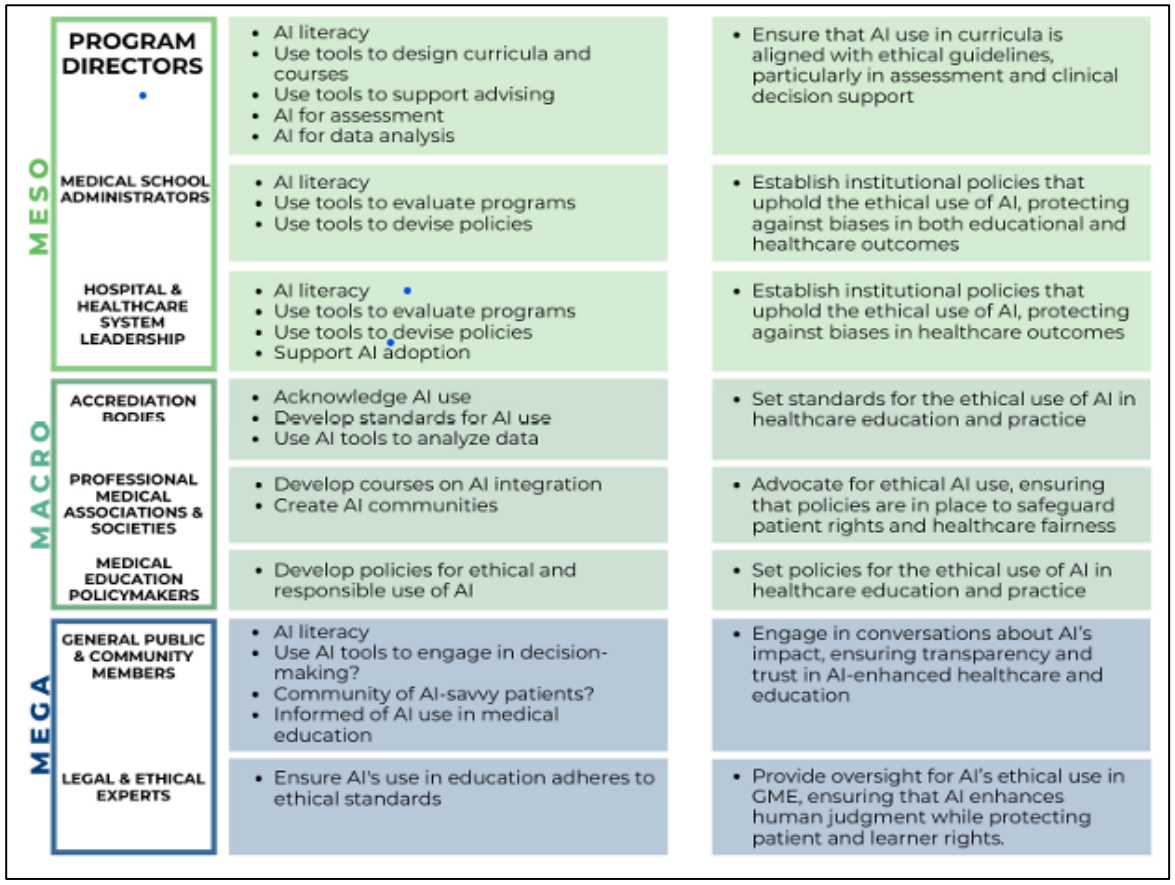
IACAI Integration Frameworks: GME



	Stakeholders	DOMAIN 1 *AI in Graduate Medical Education*	DOMAIN 2 *Ethical and Responsible Use of AI*
MICRO	TRAINEE	• AI literacy • Use tools for learning • Use tools for personalized feedback • AI for career advising	• Learn about the ethical implications of AI in medicine, focusing on reducing biases in AI algorithms and protecting patient privacy
MICRO	FACULTY	• AI literacy • Use tools to design curricula and courses • Use tools to support academic and career advising • Use AI tools for assessment	• Ensure AI tools are used with fairness and transparency
MICRO	PATIENT	• AI literacy • Use tools to provide feedback about trainees	• Understand how AI is used and how this use maintains fairness and transparency
MICRO	AI DEVELOPER	• Develop applications • Understand needs • Assist in training	• Collaborate with educators and healthcare professionals to design AI tools that adhere to ethical standards and promote transparency
MESO	PROGRAM DIRECTORS	• AI literacy • Use tools to design curricula and courses • Use tools to support advising • AI for assessment • AI for data analysis	• Ensure that AI use in curricula is aligned with ethical guidelines, particularly in assessment and clinical decision support
MESO	MEDICAL SCHOOL ADMINISTRATORS	• AI literacy • Use tools to evaluate programs • Use tools to devise policies	• Establish institutional policies that uphold the ethical use of AI, protecting against biases in both educational and healthcare outcomes
MESO	HOSPITAL & HEALTHCARE SYSTEM LEADERSHIP	• AI literacy • Use tools to evaluate programs • Use tools to devise policies • Support AI adoption	• Establish institutional policies that uphold the ethical use of AI, protecting against biases in healthcare outcomes



MESO	PROGRAM DIRECTORS	• AI literacy • Use tools to design curricula and courses • Use tools to support advising • AI for assessment • AI for data analysis	• Ensure that AI use in curricula is aligned with ethical guidelines, particularly in assessment and clinical decision support
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MESO	HOSPITAL & HEALTHCARE SYSTEM LEADERSHIP	• AI literacy • Use tools to evaluate programs • Use tools to devise policies • Support AI adoption	• Establish institutional policies that uphold the ethical use of AI, protecting against biases in healthcare outcomes
MACRO	ACCREDIATION BODIES	• Acknowledge AI use • Develop standards for AI use • Use AI tools to analyze data	• Set standards for the ethical use of AI in healthcare education and practice
MACRO	PROFESSIONAL MEDICAL ASSOCIATIONS & SOCIETIES	• Develop courses on AI integration • Create AI communities	• Advocate for ethical AI use, ensuring that policies are in place to safeguard patient rights and healthcare fairness
MACRO	MEDICAL EDUCATION POLICYMAKERS	• Develop policies for ethical and responsible use of AI	• Set policies for the ethical use of AI in healthcare education and practice
MEGA	GENERAL PUBLIC & COMMUNITY MEMBERS	• AI literacy • Use AI tools to engage in decision-making? • Community of AI-savvy patients? • Informed of AI use in medical education	• Engage in conversations about AI's impact, ensuring transparency and trust in AI-enhanced healthcare and education
MEGA	LEGAL & ETHICAL EXPERTS	• Ensure AI's use in education adheres to ethical standards	• Provide oversight for AI's ethical use in GME, ensuring that AI enhances human judgment while protecting patient and learner rights.

The GME framework builds on the UME framework. In the GME view, the domains are "GME" and “Ethical and Responsible Use".

There are 4 nested levels, defined differently from the UME framework.

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Share your feedback about the 2025 IACAI Vision and Integration Frameworks

Your feedback is vital to the improvement of our draft framework. There are two ways to provide feedback:

1. "IACAI AI Integration Vision and Frameworks Feedback Form"

This form should take less than 5 minutes to complete. Please be assured that all responses to this feedback form will remain anonymous and aggregated in our analysis. No personally identifiable information will be connected to your answers at any stage of the process, ensuring the confidentiality and privacy of your responses.

2. Focus Group Sign Up Form Link

Please register if you are interested in joining a focus group to discuss the framework. After you register, the committee will send you an invitation for a specific focus group along with a "consent to participate" form. All data collected from the focus group will be de-identified and anonymized.

Review the document entitled: Artificial Intelligence in Medical Education: The 2025 IACAI Vision and Frameworks at this link.

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Thank you!

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Upcoming AAMC AI Webinars

Stay tuned for more information on upcoming episodes in our 2025 "AI in Academic Medicine" webinar series!

Past AAMC AI Webinars

Recorded episodes are available from our 2024 season of the "AI in Academic Medicine" webinar series.

Register for the monthly series! And find resources from past webinars.

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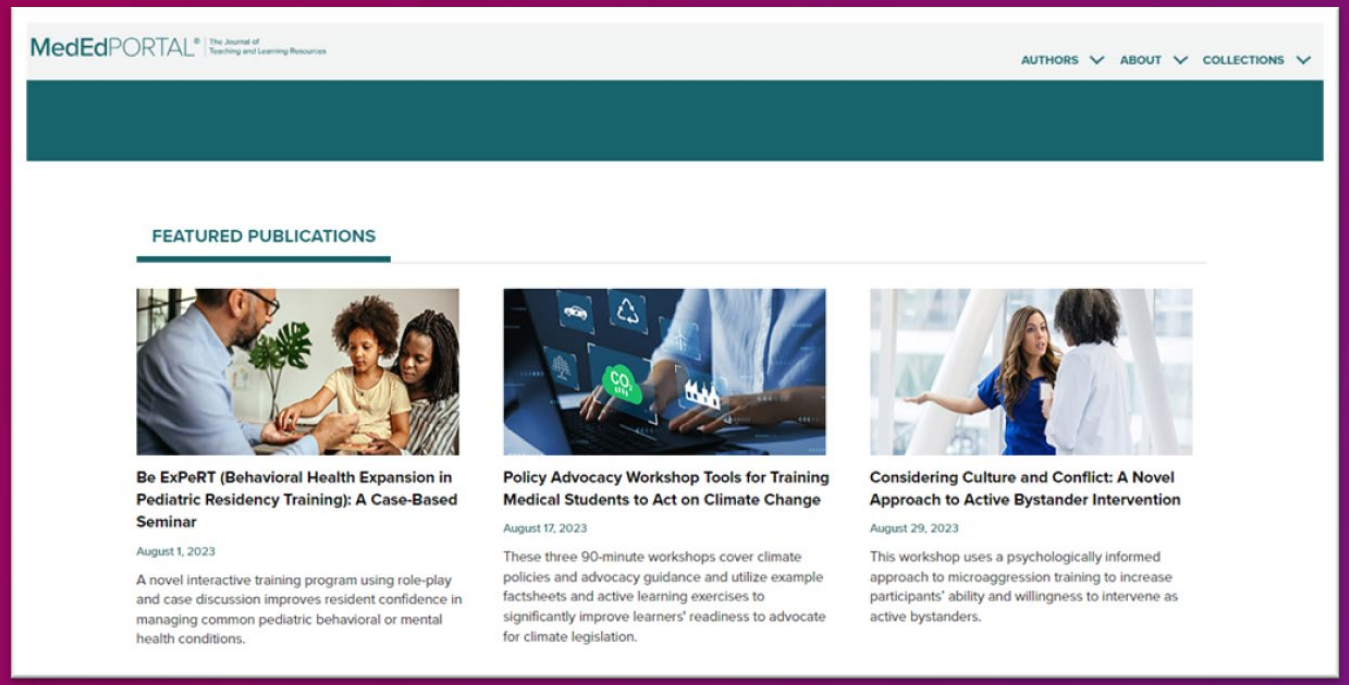

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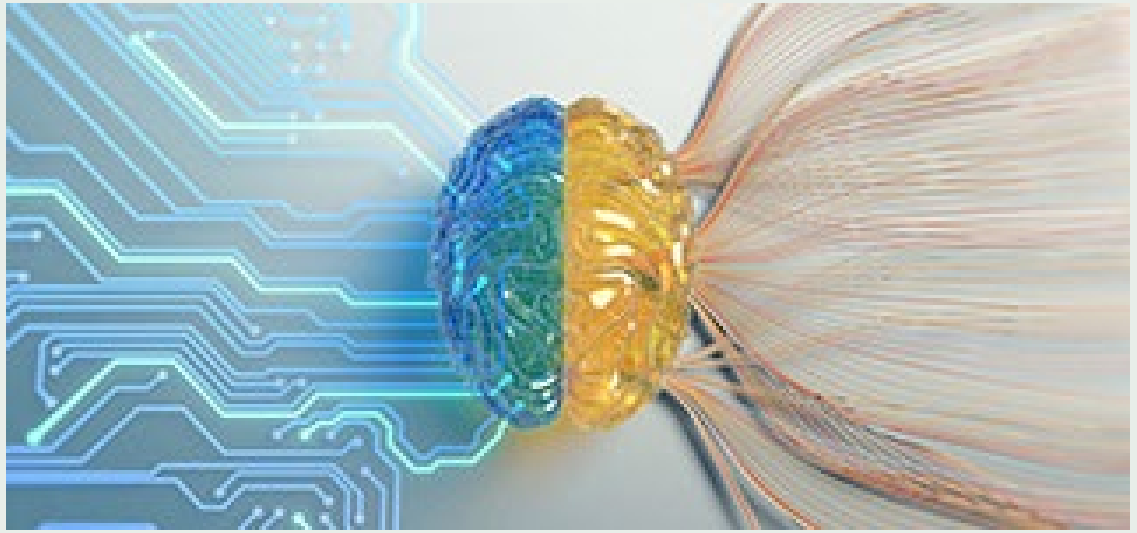

Call for Submissions: Artificial Intelligence Education

MedEdPORTAL invites submissions of responsible and ethical implementation AI tools in teaching, learning, and assessment towards the aim of improved patient care

Collection Editors

Cornelius James, MD
University of Michigan Medical School

Elissa Hall, EdD
Mayo Clinic College of Medicine and Science

Mitigating Misinformation in Medical Education

MedEdPORTAL Mitigating Misinformation in Health Care Toolkits:

- Addressing COVID-19 Misinformation Through Interprofessional Learning and Collaboration: A Standard Patient-Based Educational Toolkit
- Addressing Vaccine Hesitancy and Misinformation: Online Simulation and Standardized Patient Cases for Interprofessional Students
- Communication Techniques to Facilitate Vaccine Misinformation Conversations: A Role Play Curriculum for Medical Students

Learn more: https://www.aamc.org/about-us/mission-areas/medical-education/mitigating-health-misinformation

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Artificial Intelligence

Check out what the AAMC has to offer!

- Webinar series and community conversations calls
- Key resources collection
- Dedicated virtual community
- AI in admissions and selection guiding principles

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GET INVOLVED: CARE-AI STUDY & UPCOMING EVENTS

- CARE-AI Study: Survey Link - https://redcap.link/CAREAI1
  - Scan the QR Code to participate in the Delphi-based CARE-AI survey.

- SAVE THE DATE: Think Tank Workshop
  - Virtual Event: **June 6th, 12–2 pm ET.**
  - Don't miss this opportunity to engage in key discussions!

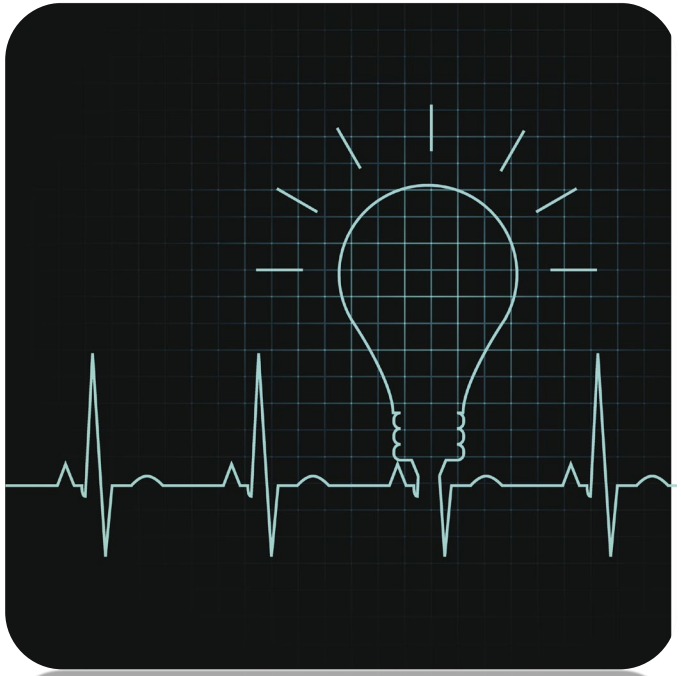
THANK YOU

EqHSLab.com EqHSLab@bruyere.org Equity in Health Systems Lab @EqHSLab @EqHS.Lab

Submit to an AAMC Call for Submissions

Find information about:

- Active calls open now
- Annual and recurring calls
- Submitting to *Academic Medicine* and *MedEdPORTAL*



Updated throughout the year as new calls open

www.aamc.org/about-us/mission-areas/medical-education/scholarship-submissions

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Join the AAMC Communities

Engage with colleagues through discussion threads, access useful resources, and network with peers on topics of interest in this free virtual communities network

communities.aamc.org

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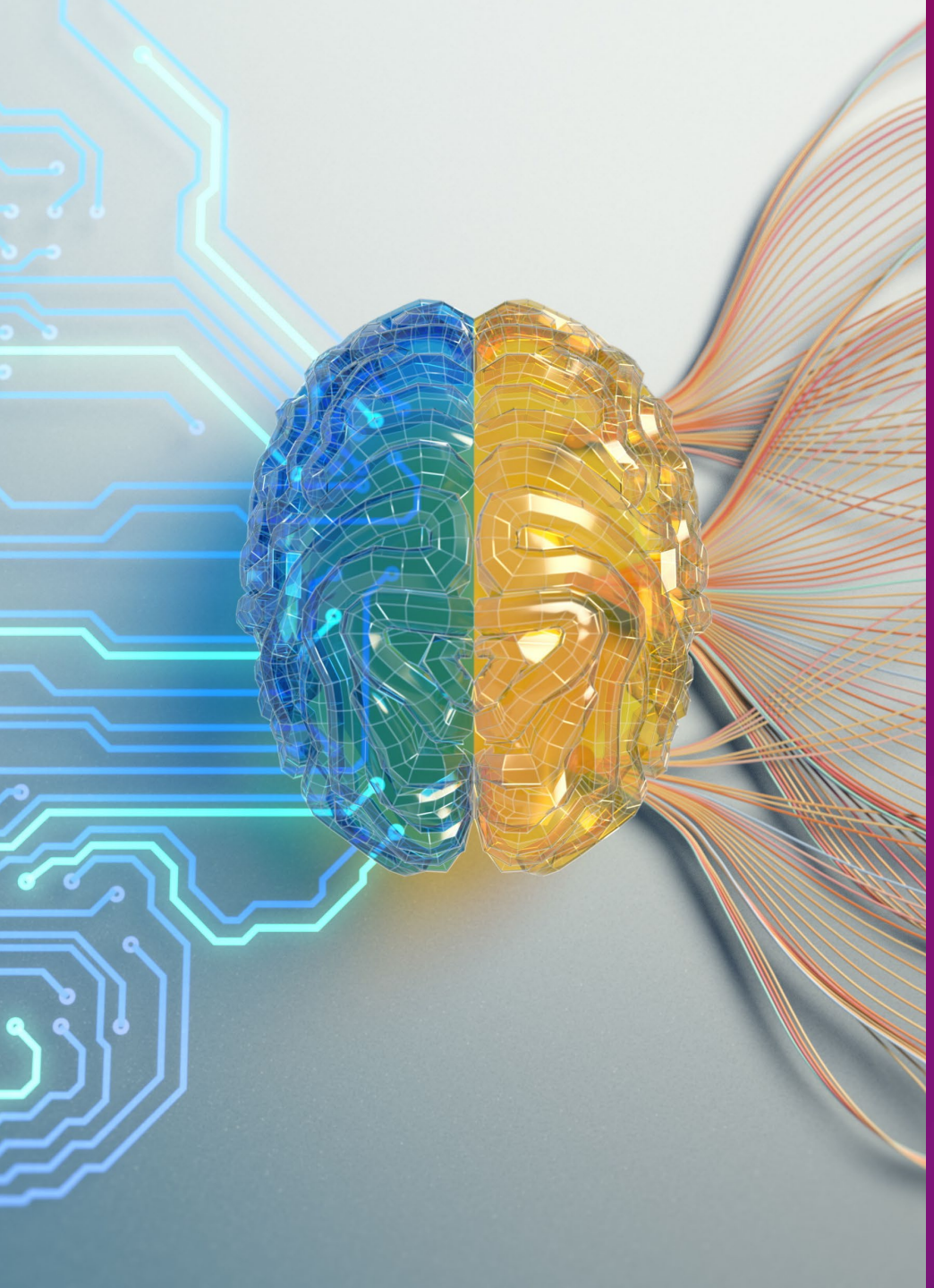

Now Open! AI in Health Professions Education Virtual Community

Join this virtual forum to share ideas, ask questions, learn from experts, connect with peers, and grow professionally.

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communities.aamc.org

Virtual Curriculum Community

Looking to connect with colleagues, ask questions, and share your expertise in curriculum? Consider joining the virtual Curriculum Community, with over 800+ members across MD and DO medical schools.

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Learn more at aamc.org/SCOPE

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Learn more at aamc.org/curriculum-keywords

Curriculum Keywords

This resource of approximately 100 terms may be used in mapping and reporting curriculum content. Enhancements include:

- Artificial intelligence
- Climate change
- Structural competency

And more!

Terms are aligned Liaison Committee of Medical Education (LCME), Commission on Osteopathic College Accreditation (COCA), United States Medical Licensing Examination (USMLE), National Board of Osteopathic Medical Examiners (NBOME), and others.

Thank you to the AAMC Curriculum Committee and Reference Center for their collaboration on this effort.

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Building Better Curriculum Webinar Series

This regular webinar series shares best practices, discusses timely topics, and highlights health professions institutions and medical schools' approaches and innovations in curriculum design, evaluation, topics, learning, assessment, and management.

Learn more at aamc.org/curriculum-webinars

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Learn more at aamc.org/curriculum-methods

Educational Method Terms

A working group has been launched to update the standardized terms to map curriculum instruction and assessment. This joint effort of the Curriculum Committee and MedBiquitous is part of a larger effort to create a matrixed approach to standardized vocabulary.

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The Collaborative Development of Foundational Competencies for Undergraduate Medical Education

Project Aim:

Through an inclusive and iterative process, we will create a common set of national foundational competencies for use in undergraduate medical education programs in the U.S. that align horizontally among UME programs and vertically across the continuum of medical education.

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American Association of Colleges of Osteopathic Medicine

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AAMC StandPoint Surveys: 2023 State of Medical School Faculty Engagement – Now Available

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