



# AMA Innovations in Medical Education Webinar Series Leadership Training: Developing the next generation of physician leaders

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Rajesh S. Mangrulkar, MD  
Shilpa Mokshagundam  
Julia Pitkin  
Timothy Daaleman DO, MPH  
May 21, 2018

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## Today's Host



Maya M. Hammoud, MD, MBA

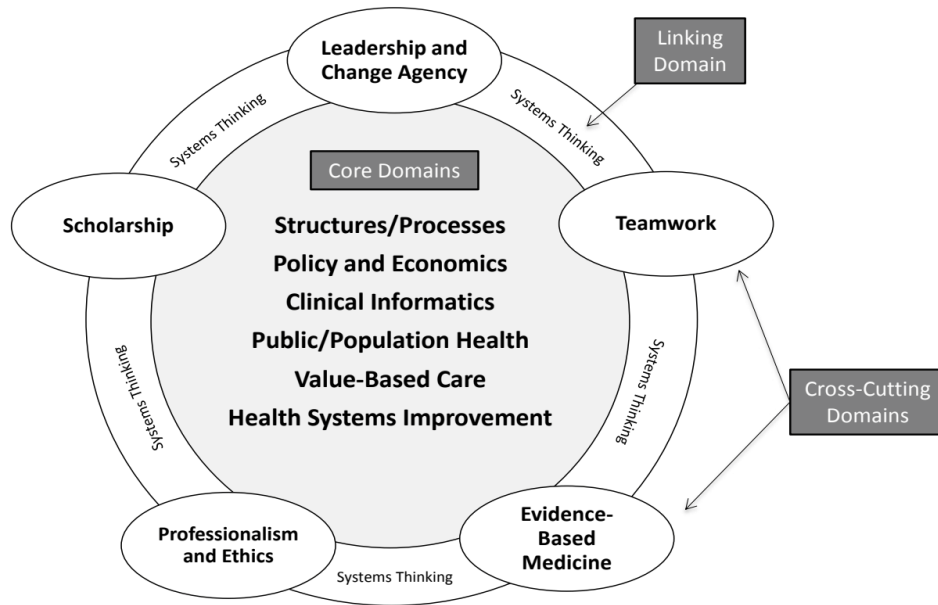
Director, Medical Education Innovation,  
American Medical Association



## AMA Accelerating Change in Medical Education Goals:

- Create competency based assessment & **flexible individualized learning plans**
- Develop exemplary methods to achieve **patient safety, performance improvement and patient centered team care**
- Understand the **health care system and health care financing**
- Optimize the **learning environment**

# Health Systems Science Framework

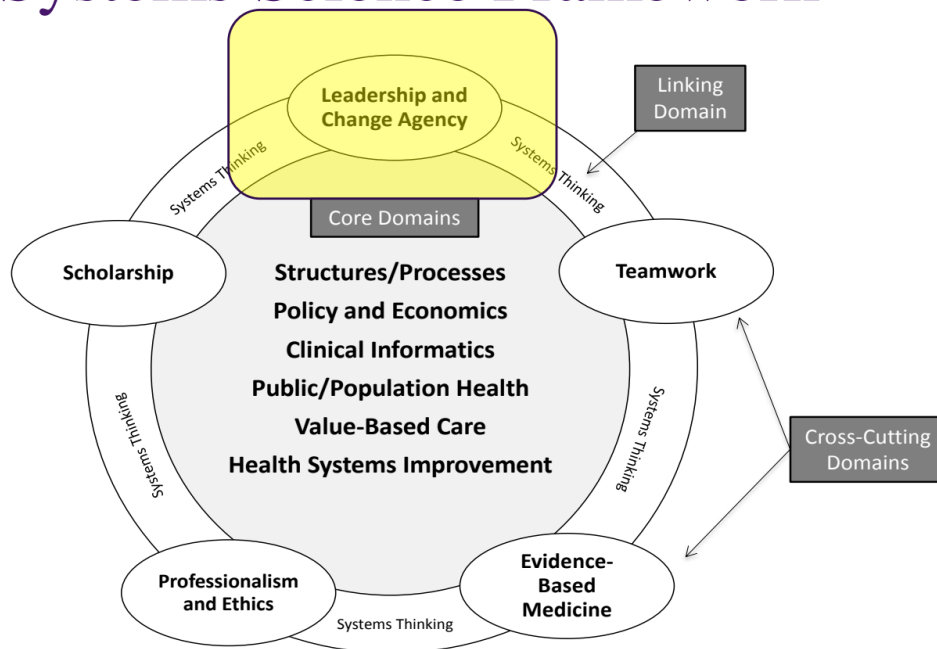


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# Health Systems Science Framework



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# Objectives

- Define leadership and discuss the importance of leadership development for medical students
- Summarize students' perceived needs and gaps in leadership training during medical school
- Identify the key elements necessary to develop a leadership curriculum for medical students
- Describe measurable leadership competencies

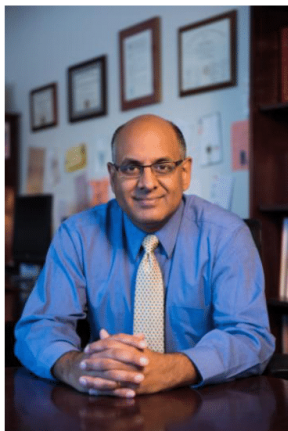
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## Presenter



Rajesh S. Mangrulkar, M.D.

Marguerite S. Roll Professor of Medical Education  
Associate Dean for Medical Student Education  
University of Michigan Medical School

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## Presenter



Julia Pitkin

Medical Student

Vanderbilt University School of Medicine

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## Presenter



Shilpa Mokshagundam

Medical Student

Vanderbilt University School of Medicine

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## Presenter



Timothy P. Daaleman, DO, MPH

Professor of Family Medicine and Social  
Medicine and Director, Leadership  
Development

University of North Carolina at Chapel Hill  
(UNC)



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## Leadership Development in Undergraduate Medical Education

Rajesh S. Mangrulkar, M.D.  
Marguerite S. Roll Professor of Medical Education  
Associate Dean for Medical Student Education  
University of Michigan Medical School  
email: [rajm@umich.edu](mailto:rajm@umich.edu)

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## Audience Response Question

Describe the extent to which you agree with the following statement:

*I believe that leadership training should only be for a subset of medical students who “opt in”.*

- a. Strongly Agree
- b. Agree
- c. Not Sure
- d. Disagree
- e. Strongly Disagree

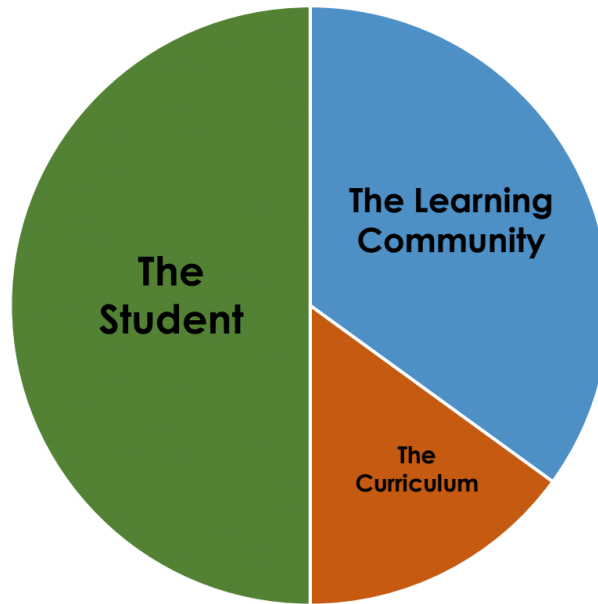
leadership is not a  
position or a title,  
it is action and  
example.

LEADERSHIP  
AND  
LEARNING  
ARE INDISPENSABLE TO EACH OTHER  
*John F. Kennedy*



celebrityquote.com

# Caveat – the outsized importance of “curriculum”



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## A New Medical Education “Core”

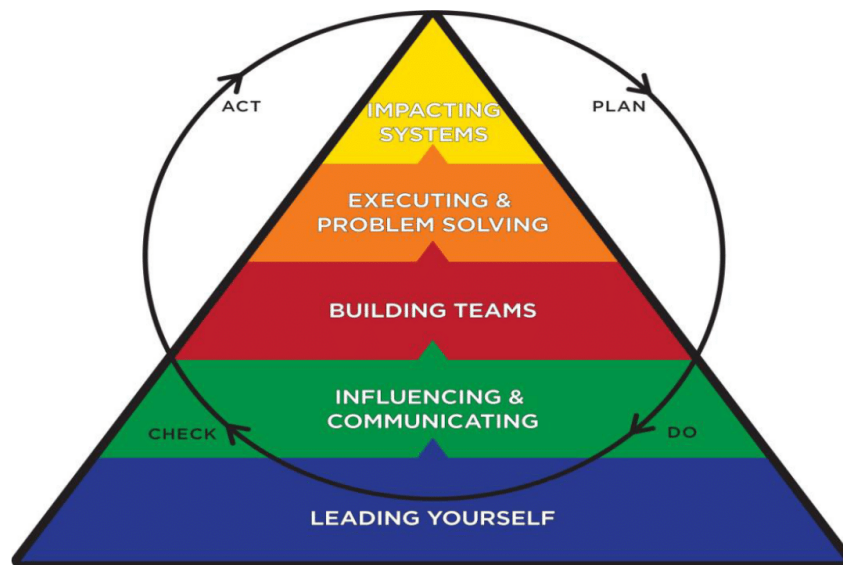


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# Leadership Builds...



UMMS Competency Framework

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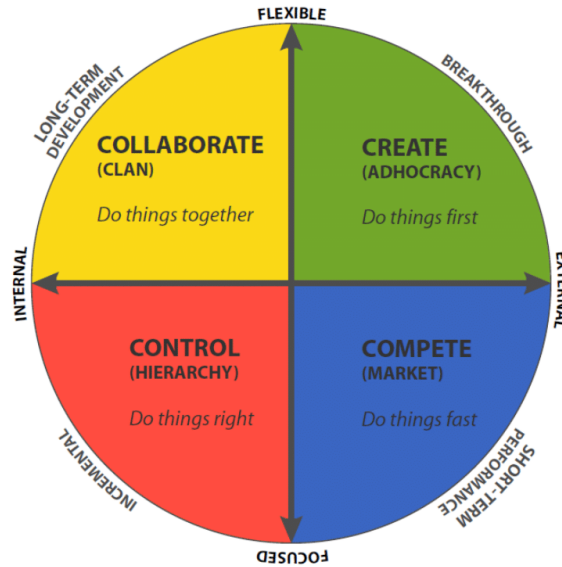
## ...Inside Out



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# Leadership Must Be About Values\*



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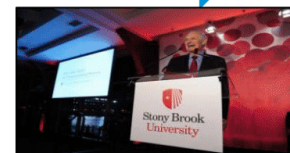
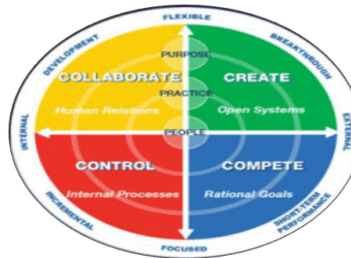
*\*Competing Values Leadership:  
Cameron, Quinn, deGraff, Thakore*



# Leadership Must Be Experiential



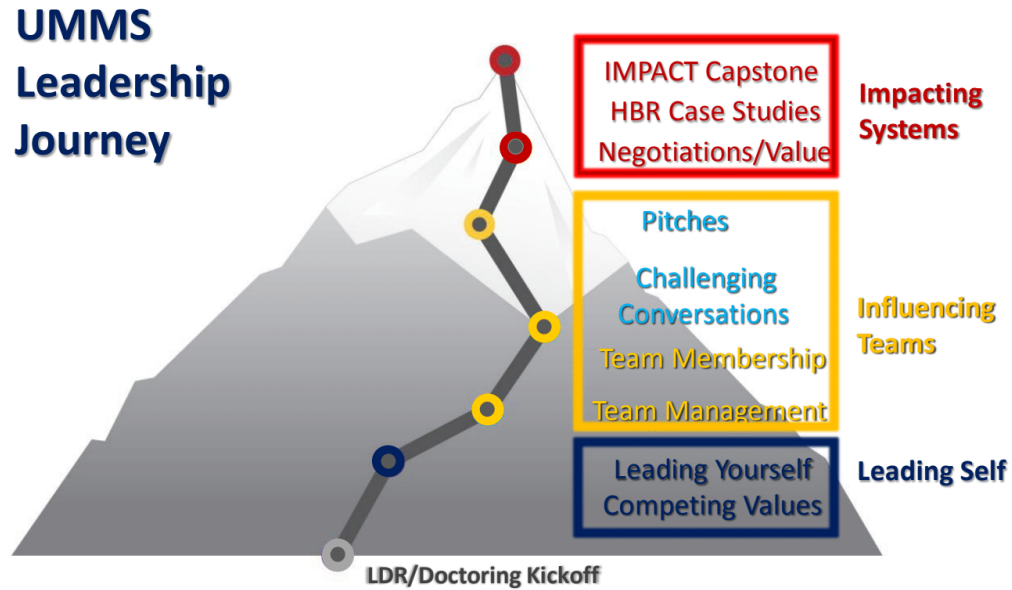
Leading Oneself  
Communicating & Influencing  
Building Teams  
Executing & Problem Solving  
Impacting Systems



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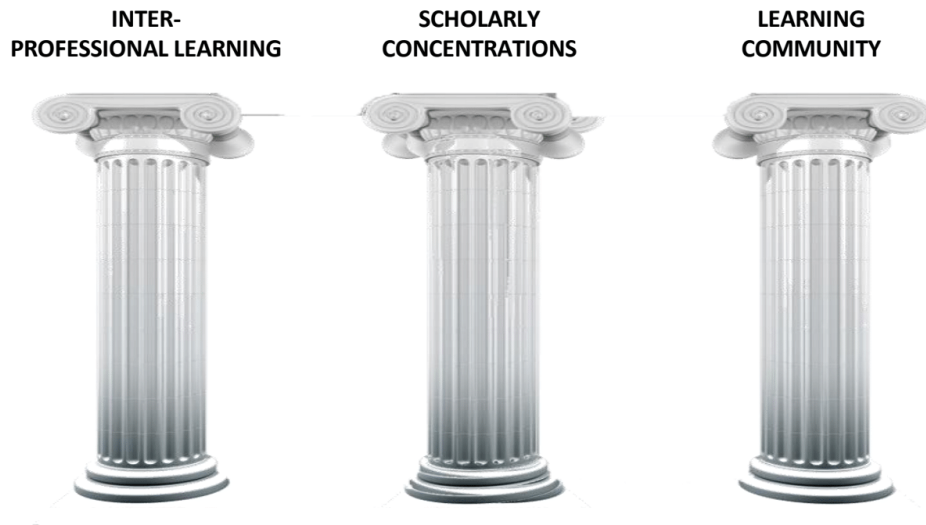
# Leadership Must Be Developmental



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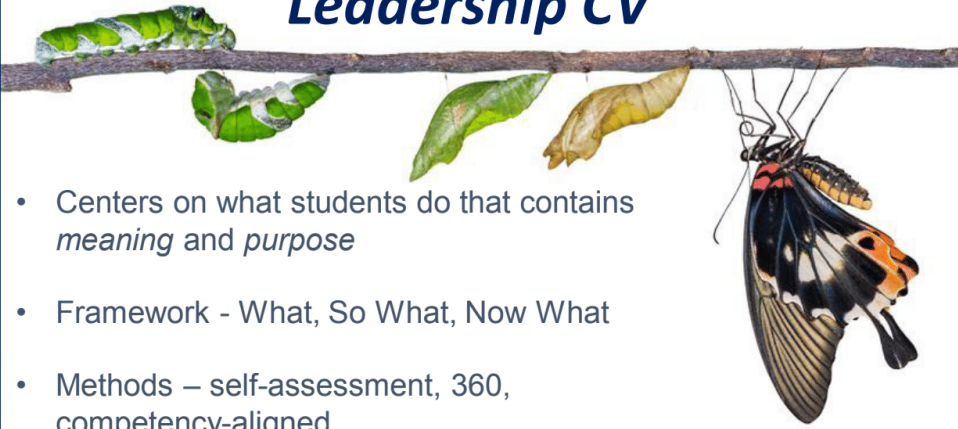
# Leadership Must Be Expressed



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# Leadership Must Be Assessed



## Leadership CV

- Centers on what students do that contains *meaning and purpose*
- Framework - What, So What, Now What
- Methods – self-assessment, 360, competency-aligned
- “Feeds it Forward” to ERAS

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## Emerging Shared Concepts from Other Schools\*

- Skepticism abounds
- Common curricular themes:
  - Self-actualization, self-discovery, self-awareness, emotional intelligence
  - Openness to coaching, improving, developing, adaptation
  - Teamwork, the role of peers, through an inter-professional lens
  - Experiential – change agency
- Common curricular items: Teamwork, Communication, and Systems
- Assessment is very nascent

\*UM, UNC, UT-Austin, PSU, Utah, UC-Davis, UND, UW, Mayo, AACOS, CUNY, UCSF, ECU

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# Too much “How”, not enough “Why”

## The Frontier: Restoring Balance

### HOW?

- **Example Questions**
  - How do I interpret a patient's blood test results?
  - How do I perform a differential diagnosis?
  - How do I determine whether a patient requires surgery?
- **Strategy:** Acquire and Practice



### WHY?

- **Example Questions**
  - Why is practicing medicine **meaningful** for me?
  - What are my professional **ethics** and **values** as a physician?
  - What is my professional **mission** and how will I **impact** the field of medicine?
- **Strategy:** Experience and Reflect

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IDEA - ACTION



IMPACT

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# Student Perspectives on Leadership Development within Medical School

Shilpa Mokshagundam  
Julia Pitkin  
Vanderbilt University School of Medicine

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## Purpose

To identify medical student perspectives on leadership education within their respective institutions



## Approach

Anonymous survey of medical student attendees following the AMA ACE Student-Led Conference on Leadership, held at the University of Michigan in Ann Arbor in August 2017.

- What do you perceive as unique opportunities for leadership development within your medical school?
- What barriers have you encountered in your leadership development?
- What do you perceive as support within your medical school – faculty members, courses, funding resources – for your leadership development?
- After attending the conference, what leadership opportunities would you like to see incorporated at your medical school?

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## Data Analysis

- Thematic content analysis to review and code survey responses and field notes from small group discussions at the conference. All investigators agreed on priority areas and strategies to address those areas based on the data.
  - Member checking
  - Triangulation
- 20% response rate (30/154 students)
  - Unknown distribution, because survey was anonymous

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## Key Themes

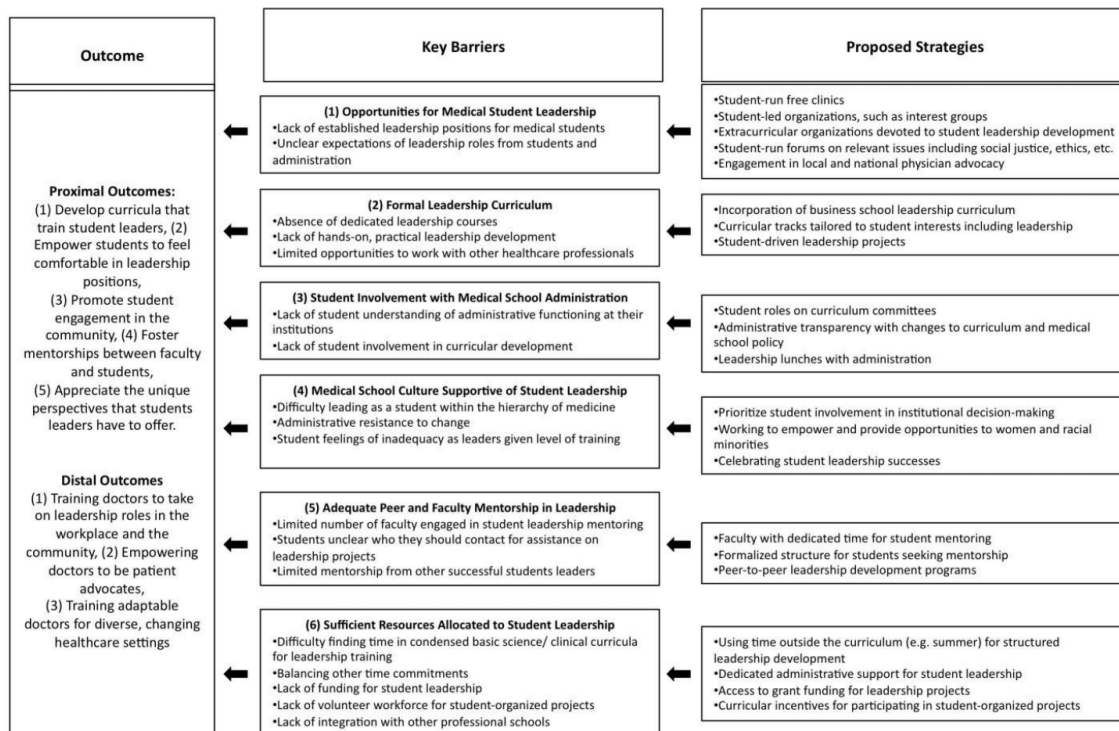
- Lack of opportunities for medical student leadership
- Desire for practical, hands-on leadership curriculum, including student-driven leadership projects and opportunities for collaboration with other professional schools
- Student interest in participating on curriculum committees and contributing to administrative decision-making
- Hierarchical nature of medicine as a barrier in seeking out new leadership roles
- Importance of an institutional culture supportive of medical student leadership
- Role of adequate faculty and peer mentorship
- Limited resources (funding, time) for student leadership development

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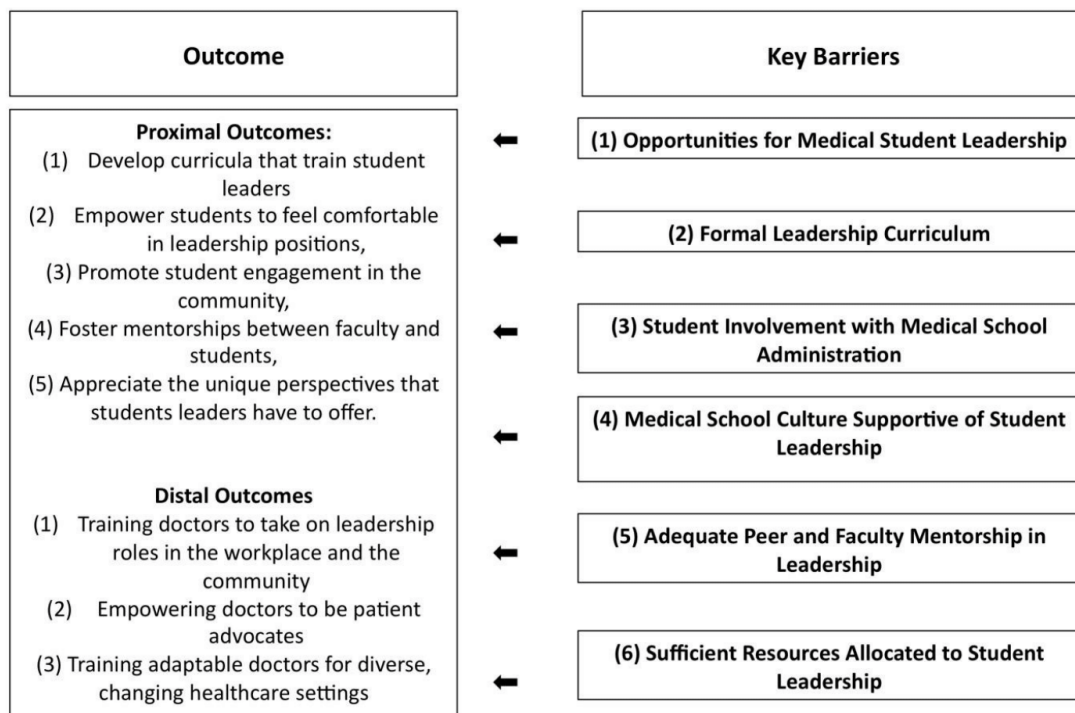
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School of Medicine



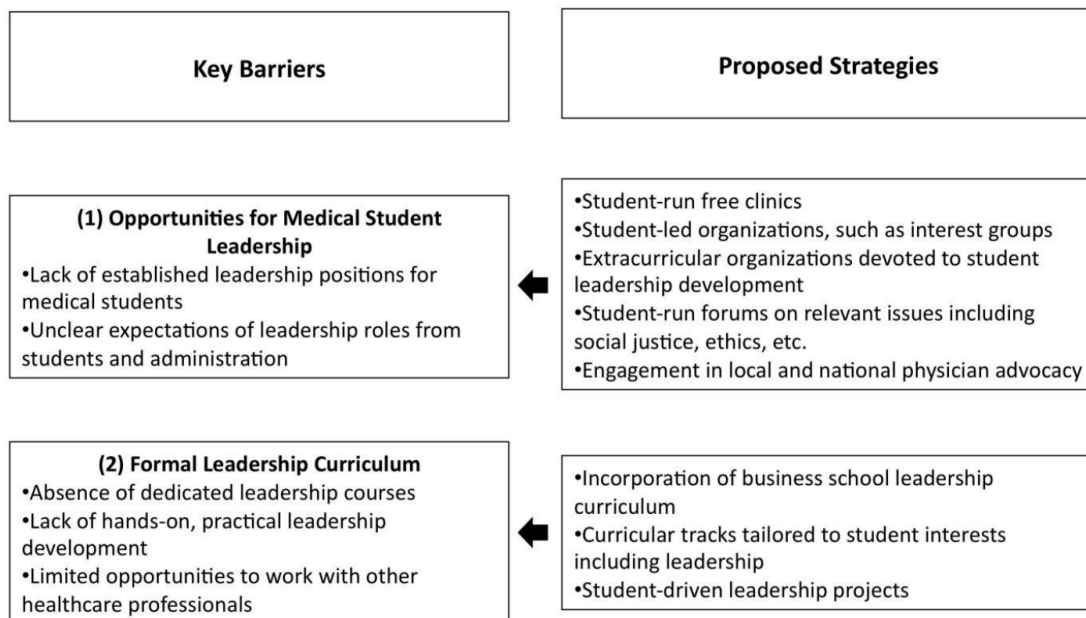


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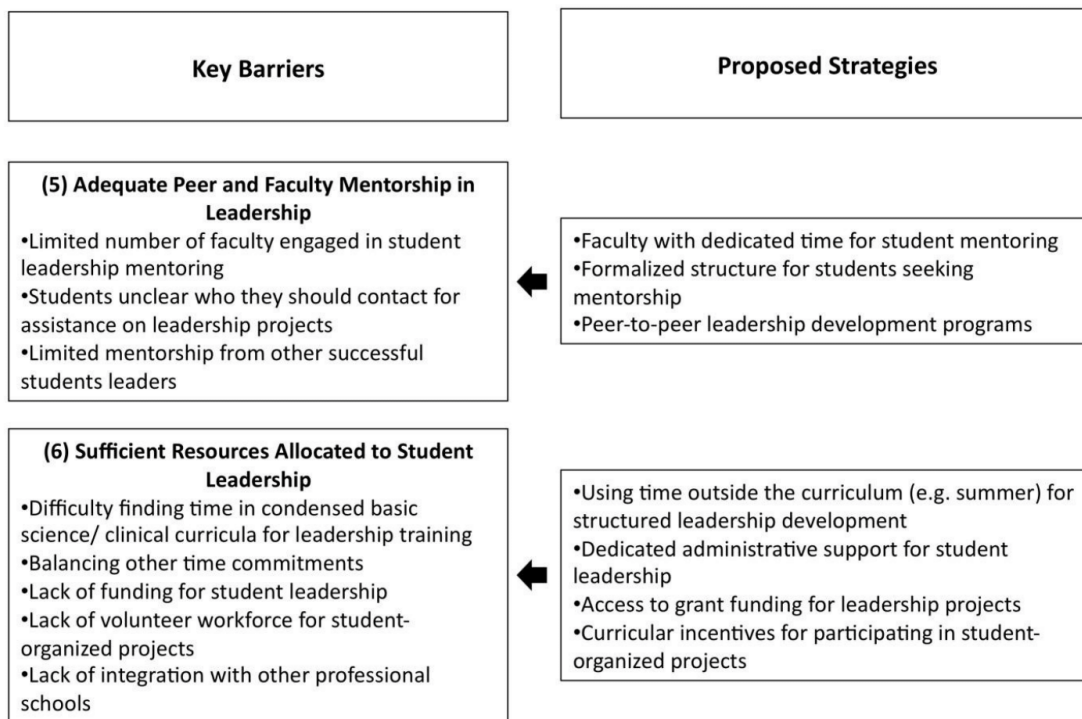
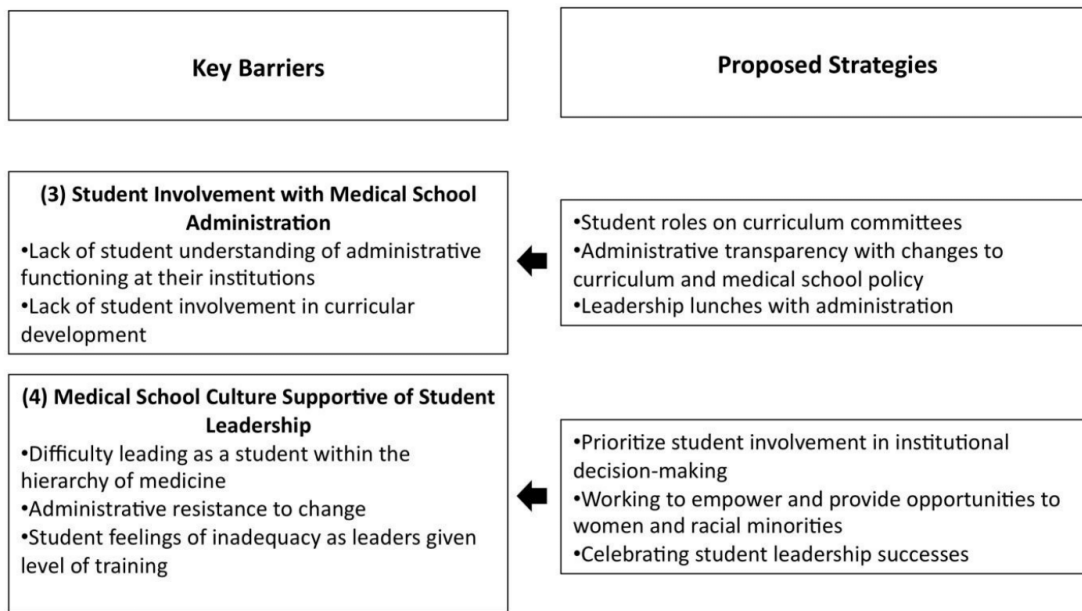


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## Conclusions

- Developing medical student leaders requires a multimodal approach
- Hierarchical systems within medicine may devalue the input of students based on perceptions of students as inferior team members
- Institutional support of medical student leadership development is not only an investment in the next generation of physicians, but also brings the influx of new ideas

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## UNC School of Medicine Leadership Initiative

**Timothy P. Daaleman, DO, MPH**  
**Professor of Family Medicine and Social Medicine**  
**Director, Leadership Development**  
**University of North Carolina at Chapel Hill (UNC)**

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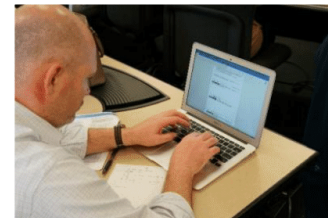
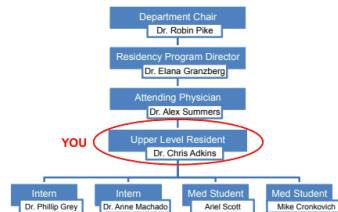
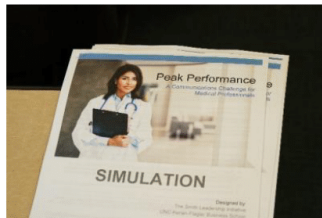
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## Peak Performance



### Opportunity to practice:

- 100% - communication, managing conflict
- 91% - self-awareness
- 82% - managing others
- 64% - collaboration, respect

### Pre- & post self-assessment (1-5)

• Self-awareness	4.33	4.14
• Communication	4.00	3.71
• Collaboration	3.94	3.78
• Openness	4.28	4.21
• Managing Conflict	3.72	3.42
• Managing Others	3.72	3.35

### Overall satisfaction (1-5)

Realistic	4.45
Small group	4.55
Self-reflection	4.64
One-on-one w/ coach	4.88
Net Promoter Score	91%



## Audience Response Question

Describe the extent to which you agree with the following statement:

*Students are immersed in settings where leadership examples abound (both effective and ineffective).*

- a. Strongly Agree
- b. Agree
- c. Not Sure
- d. Disagree
- e. Strongly Disagree

## Summary

- *Diversity* of curricula abounds!
  - Leadership programs for all students
  - Leadership programs for a subset of students
- Programs are focusing on *inward development, skill-building, and impactful change agency*.
- *Student empowerment* is key – their potential to catalyze this movement is critical.
- Leadership opportunities are *everywhere* for students, inside and outside the medical school curricula.



## AMA Innovations in Medical Education Webinar Series Leadership Training: Developing the next generation of physician leaders

# Questions

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## Future Events

### Continue the discussion

Please join us to ask questions of our panelists at:

<https://ama-assn.org/communities/accelerating-change-in-medical-education>

- Leadership development and assessment
- Empowering students to be engaged as leaders

### Future webinars

July 2018

**Student Portfolios**