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

Maya M. Hammoud, MD, MBA
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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**
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

Presenter

Rajesh S. Mangrulkar, M.D.

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

Julia Pitkin
Medical Student
Vanderbilt University School of Medicine

Presenter

Shilpa Mokshagundam
Medical Student
Vanderbilt University School of Medicine
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)
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
Caveat – the outsized importance of “curriculum”

A New Medical Education “Core”

CREATION & DISCOVERY
- Communications
- Self-management
- Access & Affordability

TEAMWORK & GROUPS
- Inter-personal skills
- Technology proficiency
- Life-long learning

LEADERSHIP & AGENTS OF CHANGE
- Equity
- Professionalism
- Inter-professional collaboration
- Trust & Intimacy
- Partnership

OUTSTANDING FOUNDATION OF KNOWLEDGE AND SKILLS

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Leadership Builds...

UMMS Competency Framework

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...Inside Out

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Leadership Must Be About Values*

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

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Leadership Must Be Experiential

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Leadership Must Be Developmental

UMMS Leadership Journey

- IMPACT Capstone
- HBR Case Studies
- Negotiations/Value
- Pitches
- Challenging Conversations
- Team Membership
- Team Management
- Leading Yourself
- Competing Values
- Leading Self
- Impacting Systems
- Influencing Teams

LDR/Doctoring Kickoff

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Leadership Must Be Expressed

INTER-PROFESSIONAL LEARNING

SCHOLARLY CONCENTRATIONS

LEARNING COMMUNITY

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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*
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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Student Perspectives on Leadership Development within Medical School

Shilpa Mokshagundam
Julia Pitkin
Vanderbilt University School of Medicine

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?

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
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
### Outcome

**Proximal Outcomes:**
1. Develop curricula that train student leaders
2. Empower students to feel comfortable in leadership positions,
3. Promote student engagement in the community,
4. Foster mentorships between faculty and students,
5. Appreciate the unique perspectives that students leaders have to offer.

**Distal Outcomes**
1. Training doctors to take on leadership roles in the workplace and the community
2. Empowering doctors to be patient advocates
3. Training adaptable doctors for diverse, changing healthcare settings

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### Key Barriers

1. **Opportunities for Medical Student Leadership**
   - Lack of established leadership positions for medical students
   - Unclear expectations of leadership roles from students and administration

2. **Formal Leadership Curriculum**
   - Absence of dedicated leadership courses
   - Lack of hands-on, practical leadership development
   - Limited opportunities to work with other healthcare professionals

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### Proposed Strategies

- **Opportunities for Medical Student Leadership**
  - Student-run free clinics
  - Student-led organizations, such as interest groups
  - Extracurricular organizations devoted to student leadership development
  - Student-run forums on relevant issues including social justice, ethics, etc.
  - Engagement in local and national physician advocacy

- **Formal Leadership Curriculum**
  - Incorporation of business school leadership curriculum
  - Curricular tracks tailored to student interests including leadership
  - Student-driven leadership projects
<table>
<thead>
<tr>
<th>Key Barriers</th>
<th>Proposed Strategies</th>
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<tbody>
<tr>
<td><strong>(3) Student Involvement with Medical School Administration</strong></td>
<td>• Student roles on curriculum committees</td>
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<td>• Lack of student understanding of administrative functioning at their institutions</td>
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<tr>
<td>• Lack of student involvement in curricular development</td>
<td>• Administrative transparency with changes to curriculum and medical school policy</td>
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<td>• Leadership lunches with administration</td>
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<td><strong>(4) Medical School Culture Supportive of Student Leadership</strong></td>
<td>• Prioritize student involvement in institutional decision-making</td>
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<td>• Difficulty leading as a student within the hierarchy of medicine</td>
<td>• Working to empower and provide opportunities to women and racial minorities</td>
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<td>• Administrative resistance to change</td>
<td>• Celebrating student leadership successes</td>
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<td>• Student feelings of inadequacy as leaders given level of training</td>
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<th>Key Barriers</th>
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<td><strong>(5) Adequate Peer and Faculty Mentorship in Leadership</strong></td>
<td>• Faculty with dedicated time for student mentoring</td>
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<td>• Limited number of faculty engaged in student leadership mentoring</td>
<td>• Formalized structure for students seeking mentorship</td>
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<td>• Students unclear who they should contact for assistance on leadership projects</td>
<td>• Peer-to-peer leadership development programs</td>
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<td>• Limited mentorship from other successful students leaders</td>
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<td><strong>(6) Sufficient Resources Allocated to Student Leadership</strong></td>
<td>• Using time outside the curriculum (e.g. summer) for structured leadership development</td>
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<td>• Difficulty finding time in condensed basic science/clinical curricula for leadership training</td>
<td>• Dedicated administrative support for student leadership</td>
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<td>• Balancing other time commitments</td>
<td>• Access to grant funding for leadership projects</td>
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<tr>
<td>• Lack of funding for student leadership</td>
<td>• Curricular incentives for participating in student-organized projects</td>
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<td>• Lack of volunteer workforce for student-organized projects</td>
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<tr>
<td>• Lack of integration with other professional schools</td>
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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
**Individualization:** manage conflict, act ethically & with integrity

Upper-level resident simulation, feedback & reflection, with 1:1 coaching; practice building interdisciplinary teams

**Application:** build collaborative relationships, learn through others

Apply Strengths & SBIA; change management simulation, feedback & reflection, with small group coaching

**Foundation:** increase self-awareness, communicate effectively, embrace change

StrengthsFinder, SBIA, and Personal Change introductions, including small group practice with clinicians and peers

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**Peak Performance**

- Department Chair
- Dr. Jane Doe
- Medical Director
- Dr. John Smith
- Attending Physician
- Dr. Mary Johnson
- YOU

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**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.
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Questions

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Future Events

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<td>Please join us to ask questions of our panelists at:</td>
<td>July 2018</td>
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- Leadership development and assessment
- Empowering students to be engaged as leaders