



AMA Innovations in Medical Education Webinar Series

Leadership Training: Developing the next generation of physician leaders

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

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Today's Host



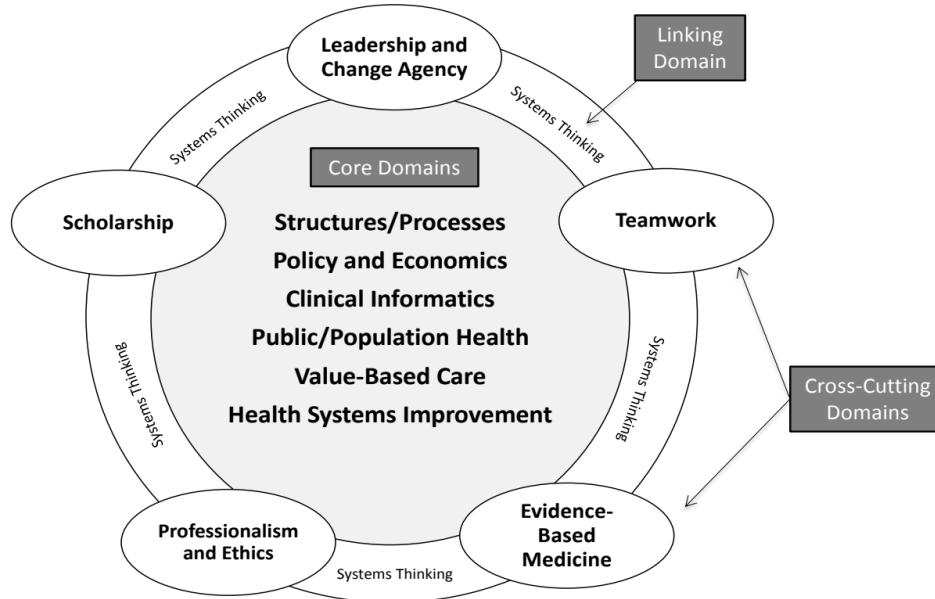
Maya M. Hammoud, MD, MBA

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

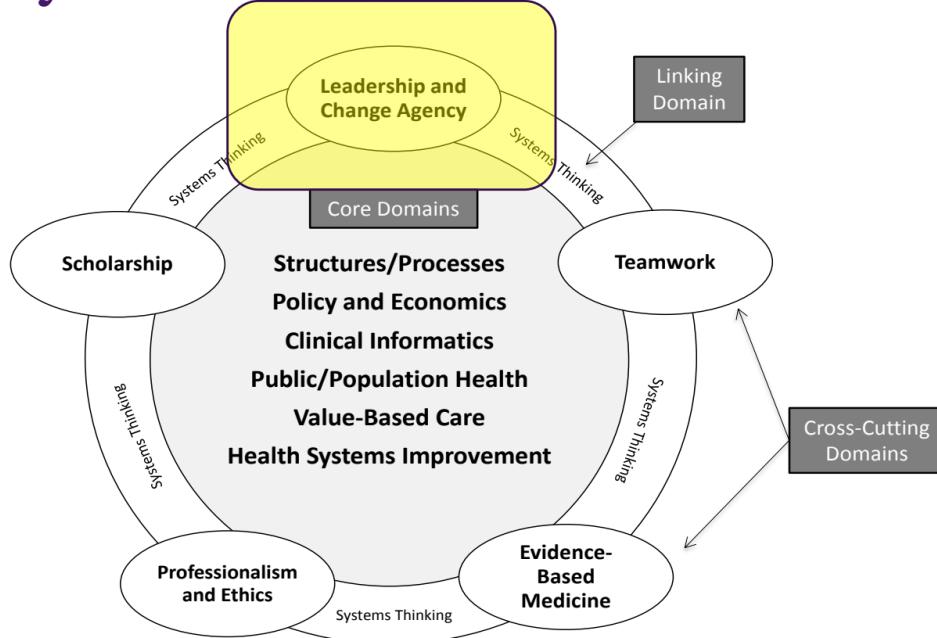


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Health Systems Science Framework



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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

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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

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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

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

**LEADERSHIP
AND
LEARNING**

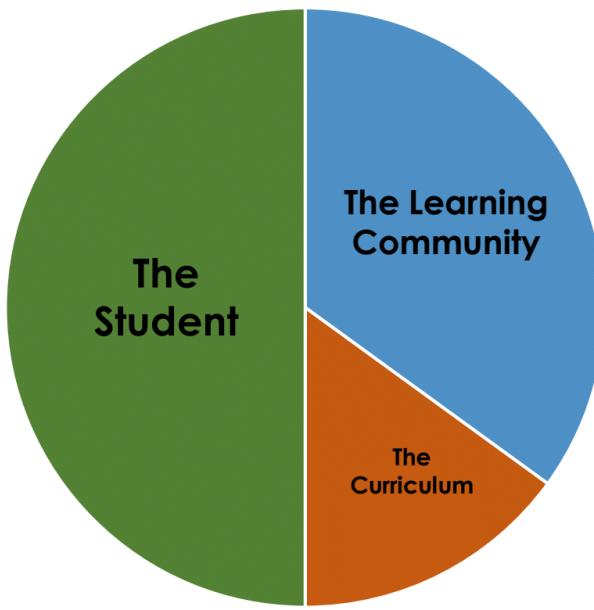
ARE INDISPENSABLE TO EACH OTHER

John F. Kennedy



celebiquote.com

Caveat – the outsized importance of “curriculum”



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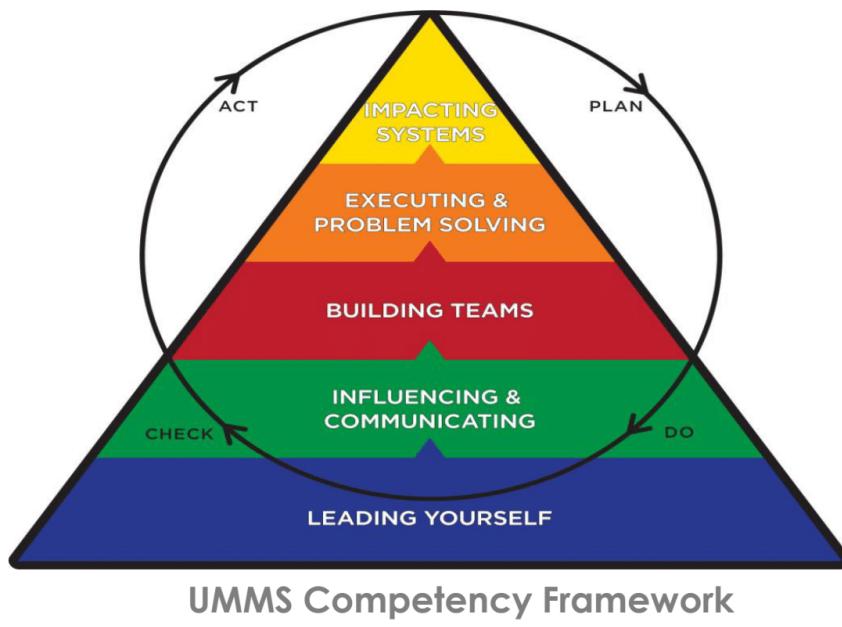
A New Medical Education “Core”



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Leadership Builds...



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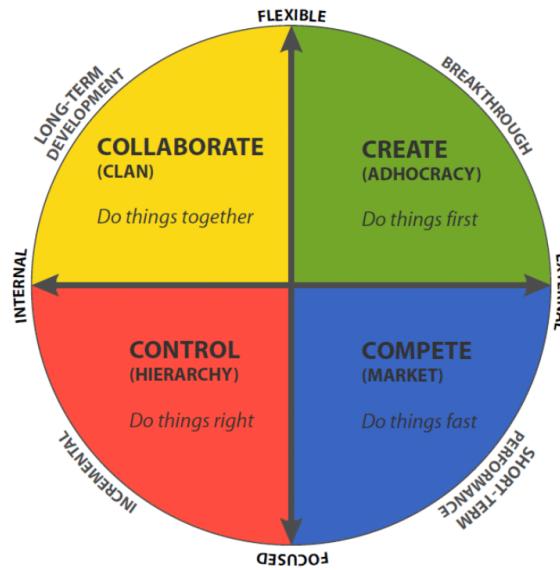
...Inside Out



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Leadership Must Be About Values*



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

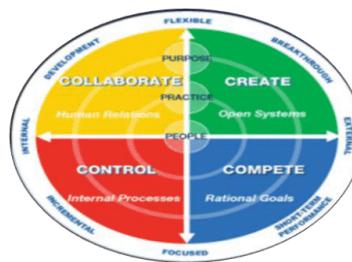
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Leadership Must Be Experiential



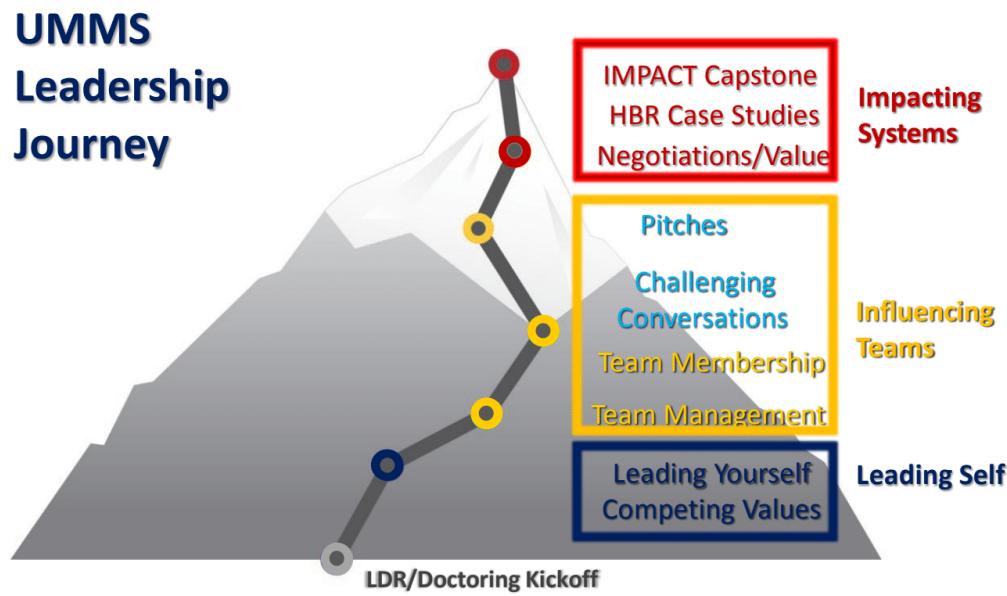
Leading Oneself
Communicating & Influencing
Building Teams
Executing & Problem Solving
Impacting Systems



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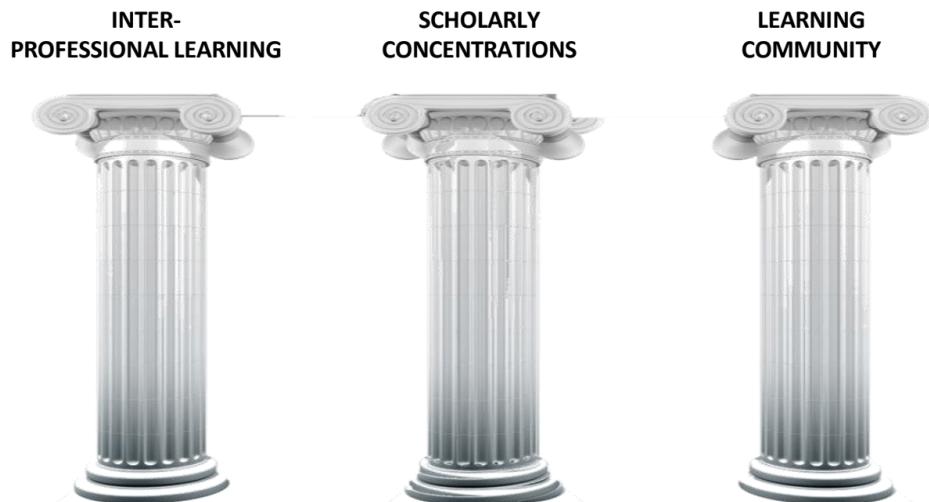
Leadership Must Be Developmental



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Leadership Must Be Expressed

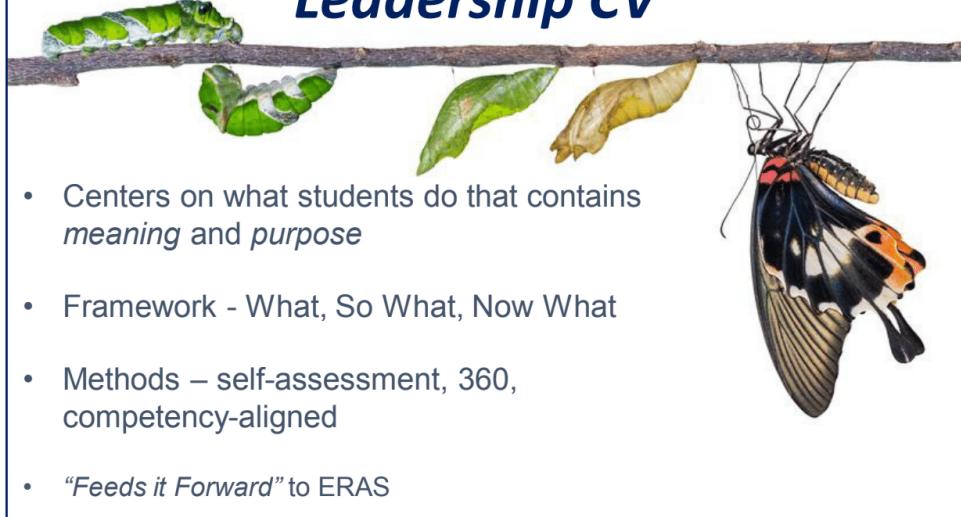


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Leadership Must Be Assessed

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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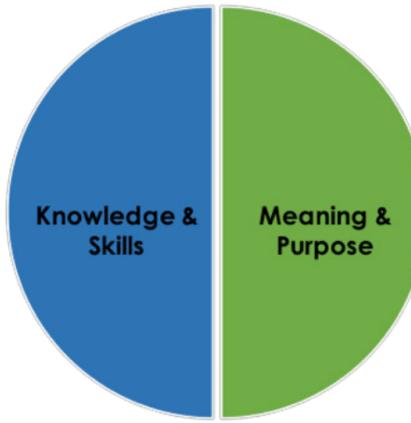


Too much “How”, not enough “Why”

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



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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

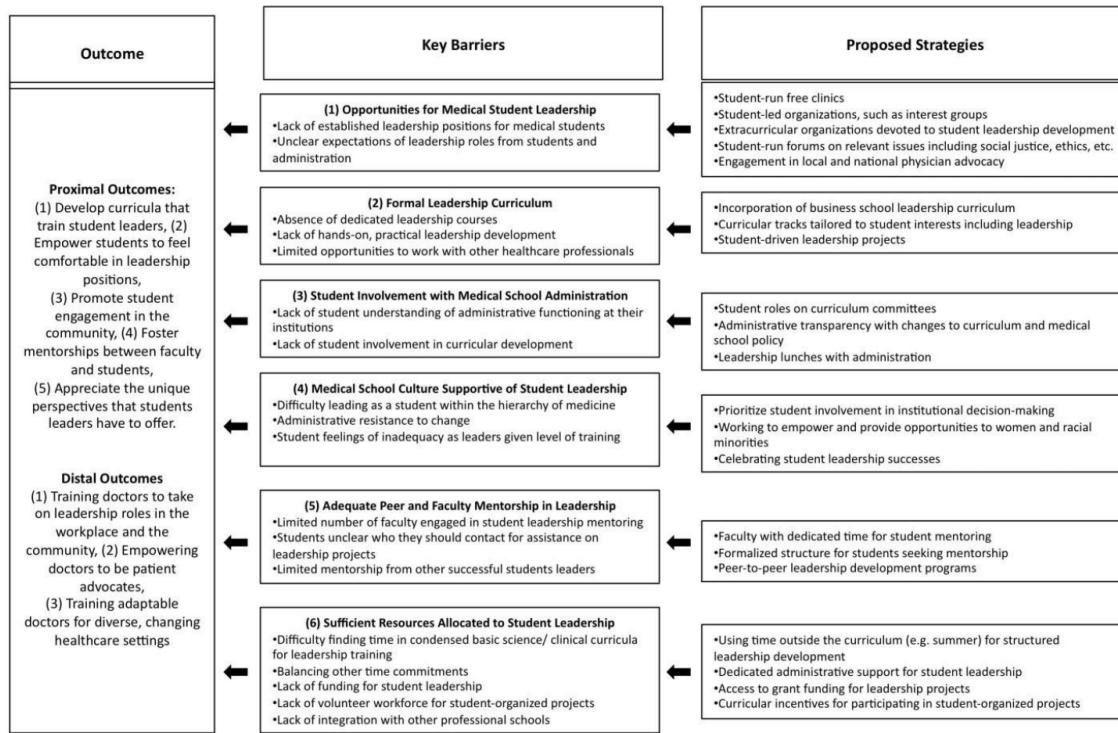
- Lack of opportunities for medical student leadership
- Desire for practical, hands-on leadership curriculum, including student-driven leadership projects and opportunities for collaboration with other professional schools
- Student interest in participating on curriculum committees and contributing 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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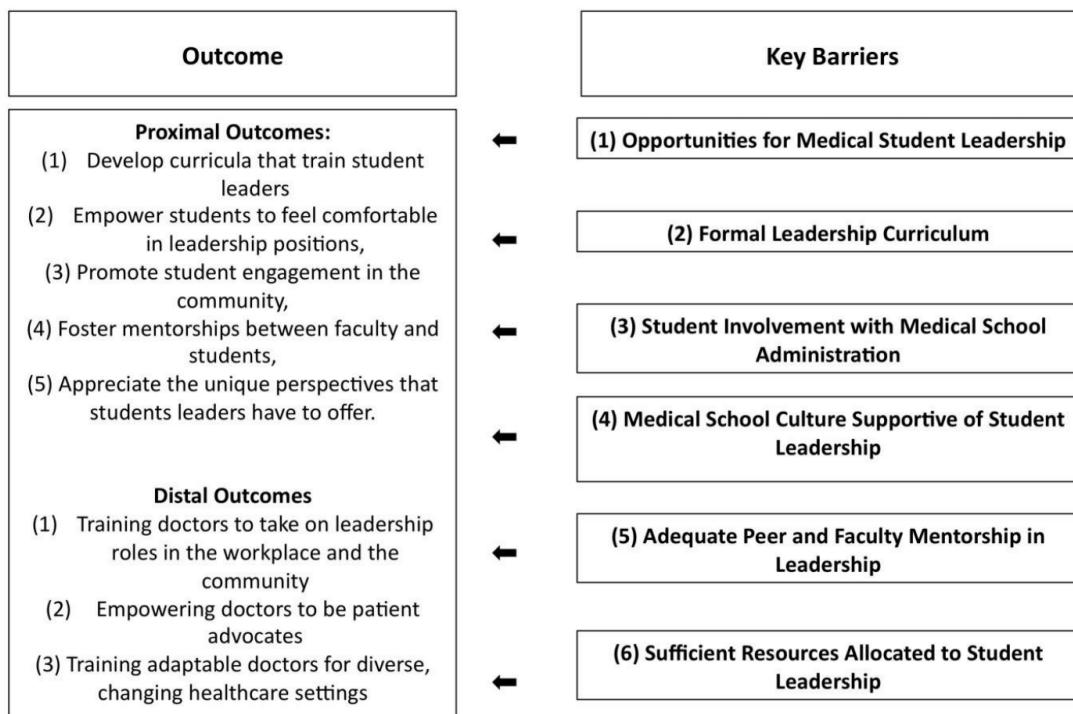
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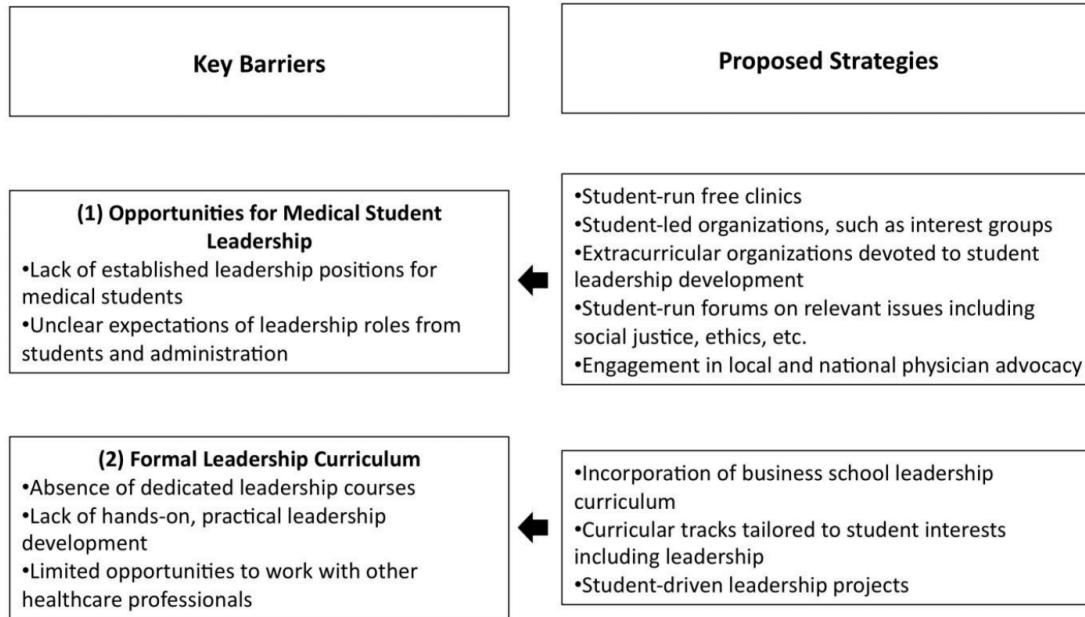
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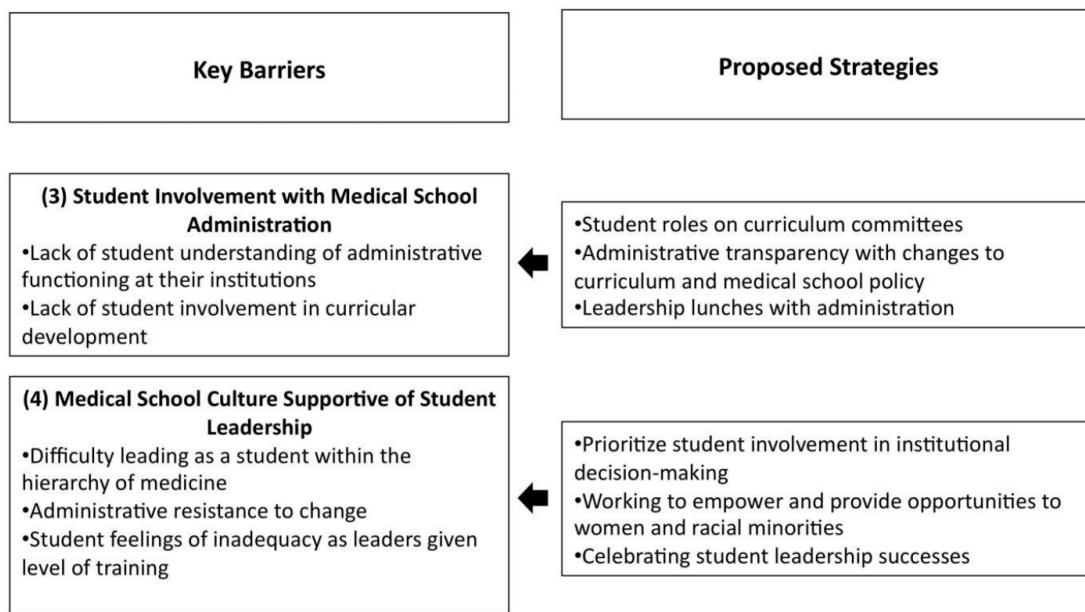
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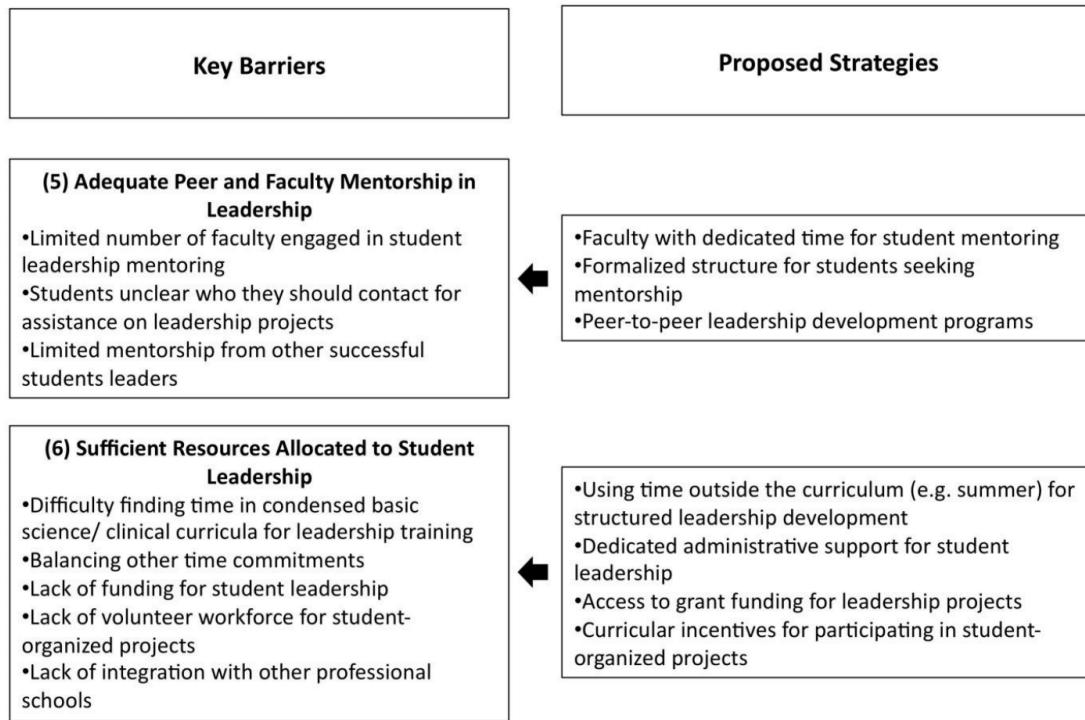


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Conclusions

- 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
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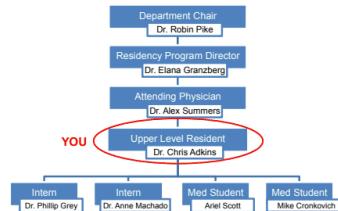
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Peak Performance



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

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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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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