



# Leadership, Health Systems Science, and Professional Development Across the UME to GME Continuum

Seetha Monrad, MD; Patrick Bridge, PhD; Nell Kirst, MD; Helen Morgan, MD; Michelle Daniel, MD, MHPE; Rajesh Mangrulkar, MD  
University of Michigan Medical School

CBME

Leadership Development and  
Change Management

UME to GME Transition

Coaching and Advising

## Consortium Projects

### Project 1

#### Leadership and Health Systems Science (LHSS) Curriculum

LHSS aims to achieve a better patient experience, improve population health outcomes, and reduce healthcare expenditures change by focusing on the principles, methods and practice of improving quality, outcomes and cost of health care delivery for patients and populations.

### Project 2

#### Competency-Based Medical Education (CBME) Across the Continuum

To implement and assess competency-based medical education (CBME) and competency development across all phases of training (premedical to UME to GME and finally CME) for all learners, regardless of their individual educational path.

### Project 3

#### Faculty Development for Advising in the Branches

To develop faculty to be equipped to provide effective advising and coaching to prepare students for their transition to residency by developing faculty members' skills in key domains (e.g., individual development plans, career counseling and interview preparation).

## Grant Team Members



**Rajesh S. Mangrulkar, M.D.**  
*Associate Dean for Medical Student Education*



**Michelle Daniel, M.D.**  
*Assistant Dean for Curriculum*



**Seetha Monrad, M.D.**  
*Assistant Dean for Assessment, Evaluation & Quality Improvement*



**Helen K. Morgan, M.D.**  
*Director, M4 Clinical Comprehensive Assessment (M4CCA) and Residency Prep Courses*



**Nell Kirst, M.D.**  
*Co-Director, Leadership Development Program*

## Development and Structure of Project Objectives

### Leadership and Health System Science (LHSS) Curriculum

Our vision is to educate the next generation of physicians to practice medicine in a way that will lead positive change which will result in better health of our local communities, our country and the world. This will be done via a four-year longitudinal leadership development program and health systems science curriculum.

- A Task Force was convened with experts in
- Quality Improvement and Patient Safety
  - Health Policy
  - High Value Care
  - Ethics
  - Inter-professional Education
  - Informatics and Data Science
  - Leadership
  - Population Health
  - Evidence-based Medicine and Hospital Systems



### Competency-Based Medical Education (CBME)

- ❖ **Competency Assessment Work Group:** On-going review and improvement of competency assessment initiatives.
- ❖ **Support in the Holistic Review Process:** Students academic performance reviewed twice a year by Competency Development Review Teams.
- ❖ **Evaluation and Assessment:** On-going development and implementation to keep pace with curriculum reform initiatives.



### Faculty Development for Advising in the Branches

The Branch Advisor must understand the goals and objectives of the medical school curriculum. Branch Advisors will be responsible for advising the student in planning their educational experiences during the Branches by assisting in the creation of the student's Individualized Development Plan (IDP) and schedule. The Branch Advisor will discuss career plans with the student and will facilitate opportunities for the student to seek advice from a broad network of individuals, including those who have experience in the clinical specialty that interests the student.

#### Branch Advisor Training and Introduction

- ❖ Applications are received year-round for Advisor positions
- ❖ Advisors must complete a set of 21 modules, that when completed can also be used as a reference tool in the future.

#### Branch Advisor Support

- ❖ Branch Advisor Office Hours – These sessions take place monthly and give Advisors the opportunity to ask questions and get updates about the curriculum, student scheduling, etc.
- ❖ Branch Advisor Weekly Updates – Sent out monthly to let faculty know what students are doing and/or what they should be talking with their student(s) about and all sorts of other information for them to read and/or share with their students (scheduling updates, upcoming events, opportunities within the Branches, etc).
- ❖ Advisors are Included on Branch Events – Includes Launch, Intensive Sessions, Patient Based Scientific Inquiry (PBSI) presentations, Introduction to the Branches talk, Dr. Tamara Gay's (Student Affairs Dean) talks about planning for Residency.

133  
Branch  
Advisors

### UME to GME Coaching

Six transition coaches trained to work with students and help them develop an individualized development plan to help them transition to internship. The coaching will be student driven, but will focus on their competency data from medical school.



## Challenges and Gap Addressed

**LHSS** – Primary Challenge: development of an accepted, easy-to-understand, and cohesive conceptual model that contains the different elements of HSS.

- Tactic – Clear branding, single course Director (with team)
- Tactic – Phased implementation beyond the Scientific Trunk into the Clinical Trunk (core clerkships) and Branches (post-clerkship) to enhance relevance, while students are learning in the clinical setting.
- Future – closer ties to the Paths of Excellence program (scholarly concentration) and capstone projects.

**CBME** – Primary Challenge: lack of good assessment tools and how performance data is used to make decisions about student competence.

- Tactic – A competency assessment team of faculty and administrators was convened to assess the progression of first year medical students toward meeting specific competency domains.
- Ongoing and Future – Implementation of holistic review in all competency committees, and engagement with students and the coaching program to improve the utility of the review for student development.

**Branch Advising** – Primary Challenges: confusion among students about the myriad of advisors and coaches as part of the new educational program, as well as inconsistent faculty skills in coaching and advising.

- Tactic – Convening of retreat to develop clarity of roles and responsibilities for Branch Advisors, Faculty Career Advisors, and Coaches
- Future – Close coordination between the Curricular and Student Affairs teams as the faculty are selected and trained in these distinct roles.

## Institutional Contacts

Rajesh Mangrulkar: [rajm@med.umich.edu](mailto:rajm@med.umich.edu)

Michelle Daniel: [micdan@med.umich.edu](mailto:micdan@med.umich.edu)

Seetha Monrad: [seetha@med.umich.edu](mailto:seetha@med.umich.edu)

Helen Morgan: [hjkang@med.umich.edu](mailto:hjkang@med.umich.edu)

Nell Kirst: [nellb@med.umich.edu](mailto:nellb@med.umich.edu)

