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Plus one each from Brasil, Canada, New Zealand and Singapore!
Educating the 21st Century Physician: New Roles and Identities for Faculty
Catherine Lucey MD
UCSF School of Medicine
2/26/18

Roles and Disclaimers
❖ Physician/Internist: Zuckerberg San Francisco General Hospital
❖ Executive Vice Dean, UCSF School of Medicine
❖ Vice Dean for Education
❖ PI: AMA Accelerating Change in Medical Education Grant 2013-2018
❖ Site PI and Steering Committee: MCW Kern Institute National Transformation Network 2017-2023
❖ Director: American Board of Medical Specialties

Our North Star

The purpose of medical education
Reduce the burden of suffering from illness and disease and improve the health of society
Today, we will

- Review the challenges and opportunities that are driving changes in the medical education
- Recognize the challenges and opportunities these changes present to our faculty
- Propose a model for conceptualizing the identity of 21st century faculty

Foundational Science has Changed

20th Century

21st Century
The Burden of Illness & our Views of Disease have Changed

20th Century

21st Century

The Way We Manage Information has Changed

20th Century

21st Century

The Way we Deliver Care has Changed

20th Century

21st Century

Our Colleagues have Changed

20th Century

21st Century
Our Understanding of the Root Cause of Critical Issues has Changed

Safety  Quality  Equity  Accuracy  Value

Our Students have Changed

20th Century

21st Century

Our Patients have Changed...
And have Stayed the Same

Biomedical & Care Delivery Challenges Facing 21st Century Health Professionals

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<th>Opportunities</th>
<th>Challenges</th>
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<tr>
<td>Conquering of Acute Disease</td>
<td>Complex Chronic Disease</td>
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<td>Scientific Advances</td>
<td>Delay in Diffusion</td>
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<td>Super-specialization</td>
<td>Fragmentation of Care</td>
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<tr>
<td>Clinical Technology</td>
<td>Overload, Depersonalization</td>
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<td>Outcome Metrics</td>
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<td>Advanced Degrees for all HP</td>
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Social Challenges Facing 21st Century Health Professionals

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<th>Opportunities</th>
<th>Challenges</th>
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<tr>
<td>Increase in Diversity, Intersectionality</td>
<td>Challenges to Relationship Building; Need for more professional diversity</td>
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<td>Ease of Information Access for the Public</td>
<td>Expectation for Shared Decision Making</td>
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<tr>
<td>Societal Concerns: Cost, Quality, Safety</td>
<td>Increasing Demands for Accountability</td>
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</table>

The 21st Century Physician must master Enduring AND Emerging Competencies

The Identity of the 21st Century Physician

- Compassionate, Ethical Professional
- Evidence Based Clinician
- Scientifically Critical Thinker
- Interprofessional Team Member
- Advocate for Social Justice
- Life Long Learner and Teacher
- Systems Steward

Supporting the Faculty Who Will Do This Work
21st Century Faculty need new skills to teach, assess, mentor, guide learners

- CQI, Pt. Safety
- High Value Care
- Health Equity
- Informatics
- IPCC
- Shared Decision Making
- Procedural Skills
- Precision Medicine
- And more...

- Outcomes Based Assessment
- Identity Formation & Coaching
- New methods: reasoning, physical diagnosis, procedures, tech
- Diverse Learners
- Interprofessional Learners

To Prepare 21st Century Physicians, 21st Century Faculty must change

Typical Faculty Reaction
New Framework: Habits of Mind for Teaching Faculty

- Inquiry
- Equity
- Growth

Teacher Development for Inquiry

- Embracing co-learning with students and residents
- Building environments supportive of uncertainty and exploration
- Learning to put the question at the center stage
- Recognizing the contributions of different scientific domains
- Building skills in information seeking and resource finding
- Mastering teaching for transfer strategies

Inquiry

- Appreciating the limits of existing medical knowledge and practice
- The instinct to continuously ask
  - Do I know enough?
  - Do WE know enough?
  - Are we succeeding in our goals?
- The ability to engage others in the search for better info: Data, Experts, Evidence

Equity

- Realizing that structural racism and interpersonal bias negatively impact diverse learners & patients
- Recognizing that achieving equity in education requires shedding the prevailing colorblind/equality paradigm.
Teacher Development for Equity

❖ Recognizing and addressing unequal burdens on UIM learners that can impact performance, learning, and opportunities
❖ Microaggressions and Stereotype Threat
❖ Differences in Social Capital
❖ Race Conscious Professionalism
❖ Confronting and mitigating personal conscious/unconscious bias
❖ Approaching students with an eye towards their contributions rather than their deficits.

Teacher Development for Growth

❖ Nurturing a culture of trust and safety for learners
❖ Committing time for direct observation/review and providing effective, actionable feedback
❖ Describing learning that has occurred as core to assessment
❖ Modeling personal goal setting, learning failures and recovery

Growth

❖ Embracing the view that learners work with us to learn with us, rather than perform for us.
❖ Using assessment for learning to meet students where they are, then move them forward
❖ Committing time for retakes and stretch assignments

Educator Development to support Habits of Mind

Design Structures, Systems, Tools to Support
Faculty work w/Learners

Program Competencies
Course/Clerkship Design
Student Roles and Assignments
Programs of Assessment
Faculty Support, Recognition & Awards
Program Evaluation Metrics
Supporting Faculty to Develop New Teaching Identities

- Developing supportive communities of practice
- Individualizing education to align with personalized career goals while realizing collective educational goals
- Situating faculty learning in their workplaces
- Living the habits of mind of inquiry, equity and growth

21st Century Workplaces Must Also Change

Clinical CoP and Educational CoP Must be Synergistic

Clinicians & Patients, Students, Educators, Scholars

Conclusions

- Our educational programs must continuously adapt to meet the needs of our evolving society.
- Faculty, educated in the past, must adapt to new roles and responsibilities to prepare graduates for the future.
- A new Era in Health Professions Faculty Development, with a new frameworks and new areas of focus will help meet our social contract.
UCSF Bridges Curriculum:
Help us improve health and reduce suffering.
One Bridge at a Time