The Medical School of the Future: Training Physicians and Health Care Professionals in 2025

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  American Board of Medical Specialties
  Accreditation Council for Graduate Medical Education
  Liaison Committee for Medical Education Oversight Council
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No relationship with business entities related to health care
Medical Education 2014

- Active Learning
- Early Clinical Experiences
- Role Modeling
- Professionalism
- Longitudinal Training
- Service Learning
Evolving medical education

Moving care from:
- Acute
- One physician
- One patient
- Clinic

Moving care to:
- Chronic
- Teamwork
- Population health
- Community
Evolution of Competency Based Medical Education

- ABMS/ACGME Core Competency Domains
- LCME Standard ED 1 & ED 1A
- ACGME Next Accreditation System & Milestones
- AAMC Core Entrustable Professional Activities for Entering Residency
- Coalition for Physician Accountability – regulators and accreditors agree to support ABMS/ACGME Core Domains
Future Physician Training: CBME & Milestones

Acute care, procedural skills
Chronic disease management, improved health outcomes
Patient-centered teams, prevention, lifestyle modification

Residency
Medical school
Life experience
College
21st Century Health Care Context

- Mediocre health status measures
- Increasing levels of health disparities
- Wide variation in quality, costs and outcomes
- Access to care crisis
- Patient and consumer advocacy
- Delivery system and payment reform
- Annual health care expenditures of 2.7 trillion dollars
AMA Accelerating Change in Medical Education

Strategic initiative to address gaps in physician training and future needs of our health care system

• Building on legacy of AMA’s commitment to physician education and training
• Origin of AMA (1847): medical education and ethics
• Council on Medical Education (1905): Flexnarian standards
• AMA & AAMC Co-sponsors of LCME for more than 70 years
AMA Strategic Focus Areas

“To promote the art and science of medicine and the betterment of public health”

AMA is committed to improving the health of the nation.

Advance results focused initiatives to improve public health, medical education, practice sustainability and professional satisfaction.
AMA Accelerating Change in Medical Education
Rationale

• **Solid Consensus on Need for Change**
  – 15 National Reports in 10 Years

• **Gaps in Readiness for Practice**
  – Management of Chronic Conditions
  – Management of Care Coordination
  – Systems Based Practice
  – Practice Based Improvement
  – Communication
AMA Accelerating Change in Medical Education

Goals

• Competency based assessment & flexible individualized learning plans
• Exemplary methods to achieve patient safety, performance improvement and patient centered team care
• Understanding of health care system and health care financing
• Optimize the learning environment
AMA Accelerating Change in Medical Education

- January 2013 announced program for 5 year grants to 8-10 schools
- RFP process: > 80% medical schools apply, 30 invited to submit detailed proposals, 11 awards
- Consortium formed with 11 schools to establish common projects, rigorous national evaluation plan, and speed dissemination of ideas
- Schools partner with health care systems for redesign
- Goal: Create innovations for the medical school of the future
AMA Accelerating Change in Medical Education Consortium

- Indiana University
- Mayo Medical School
- New York University
- Oregon Health & Science University
- Pennsylvania State University
- The Brody School of Medicine at East Carolina University
- The Warren Alpert Medical School of Brown University
- University of California, Davis
- University of California, San Francisco
- University of Michigan
- Vanderbilt University
Competency-based Re-design of the Curriculum

- Learner-centered CB curriculum
- Progress based on pre-determined milestones
- Portfolio-based, with continuous guided, self-assessment

- Foundational trunk followed by flexible, differentiated branches, pace based on milestones achievement
- Emphasis on leadership and change-management

- Student CB performance data → individual learning goals
- Comprehensive electronic portfolio linked learning management system
Integration of Medical Education and Healthcare Delivery Systems

- **System leaders** – curriculum development and implementation
- Faculty triads – basic & clinical science and HC delivery faculty
- Students as “patient navigators”

- Development of the “Collaboratively Expert Physician”
- **Active engagement in HC system** from 1st day of medical school
- Accelerated competency-based curriculum
Technology to Enhance Learning

- Teaching EMR (tEMR) – populated with de-identified patent data
- Faculty development – master educators in SBP & use of tEMR (across 9 state campuses)
- IP team care taught by other HCPs

- Partnership between medical school and medical center physician network → virtual patient panel, later integration of own patient data
- Electronic portfolio with dashboard to track competency development
Emphasis on Quality and Safety

- Emphasis on rural and underserved communities
- Comprehensive longitudinal curriculum focusing on QI, safety, IP skills, team-based care and leadership
- Teachers of Quality Academy

- “Science of Health Care Delivery” Curriculum
- Interaction of IP teams, patients, communities, public health resources & HCD systems on outcomes and cost
- Resiliency toolbox for students
Underserved; Workforce Focus

- Track to develop new cohort of physician leaders in primary care and population health
  - Evidence-based medical school selection process

- 3 + 3 (UME/GME) accelerated competency-based pathway
  - System integration (Kaiser PCMH) with mentor-coaches
  - Exemplary student diversity & work within ethnically diverse communities
AMA Consortium-wide Initiatives

- Systems based practice graduation competencies, milestone, EPAs
- Common assessment tools
  - OSCE exams
  - NBME subject exam
- Common data elements for national evaluation plan to measure defined outcomes
- Faculty development
- Health systems teaching tools
Medical School of the Future

- Health care systems
- Patient outcomes
- Life-long learners
- Physician workforce
  - Diversity
  - Under-served populations
- Patient safety
- Health care financing
- Quality improvement

- Competency-based assessment
- Team-based care
- Advanced technology
- Teaching tools
- Diagnosis, disease management
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