



Use of Learning Communities Sessions to Develop Medical Student Understanding of Leadership Concepts and Principles

William B. Cutrer, Andrew Pfeffer, Michael Pilla, Charlie Rush, Ban Allos, Matthew Miller, Walter Clair, Amy Fleming, Beth Ann Yakes

Bill Cutrer MD, M.Ed.

Assistant Dean of Undergraduate Medical Education
College Mentor and Director of Learning Communities





- Change in healthcare is ubiquitous
- Physician leadership is needed now more than ever
- As we learn more about how physician leaders can positively influence patient outcomes and healthcare delivery, it is important to understand **how to develop and sustain effective leaders** across the continuum of medical education



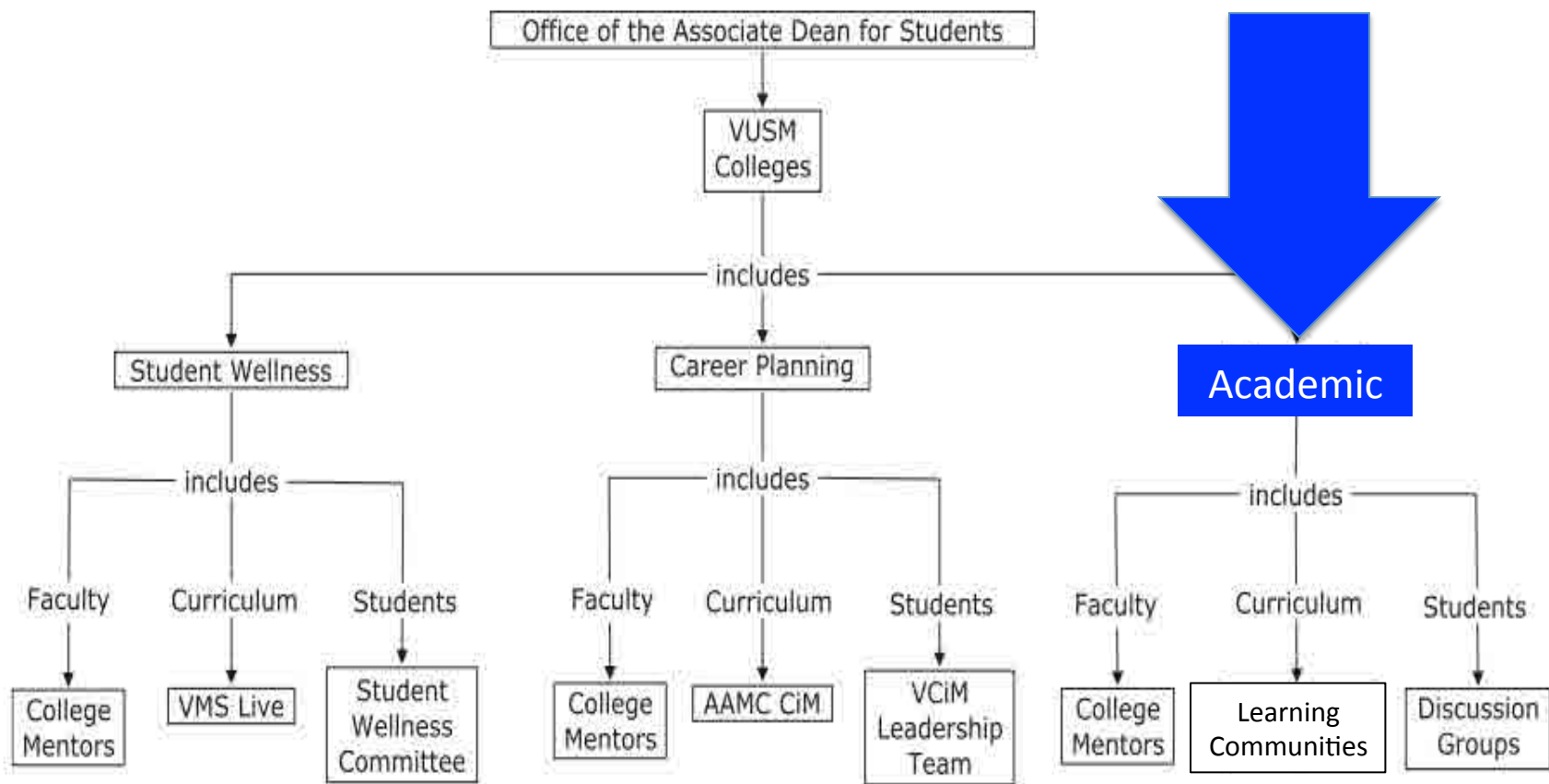


Figure 2 Colleges restructured as learning communities, Vanderbilt University School of Medicine (VUSM), 2011. VMS Live is a longitudinal wellness curriculum delivered in annual wellness retreats over the four years of medical school. AAMC CiM indicates Association of American Medical Colleges Careers in Medicine (<https://www.aamc.org/students/medstudents/cim/>); VCiM, Vanderbilt Careers in Medicine.





Learning Communities

- Definition:
 - “intentionally developed longitudinal groups that aim to enhance students’ medical school experience and to maximize learning”
- Function by:
 - fostering communication among students and faculty
 - promoting caring, trust, and teamwork
 - assisting students establish academic/support networks
 - encouraging student participation in learning activities



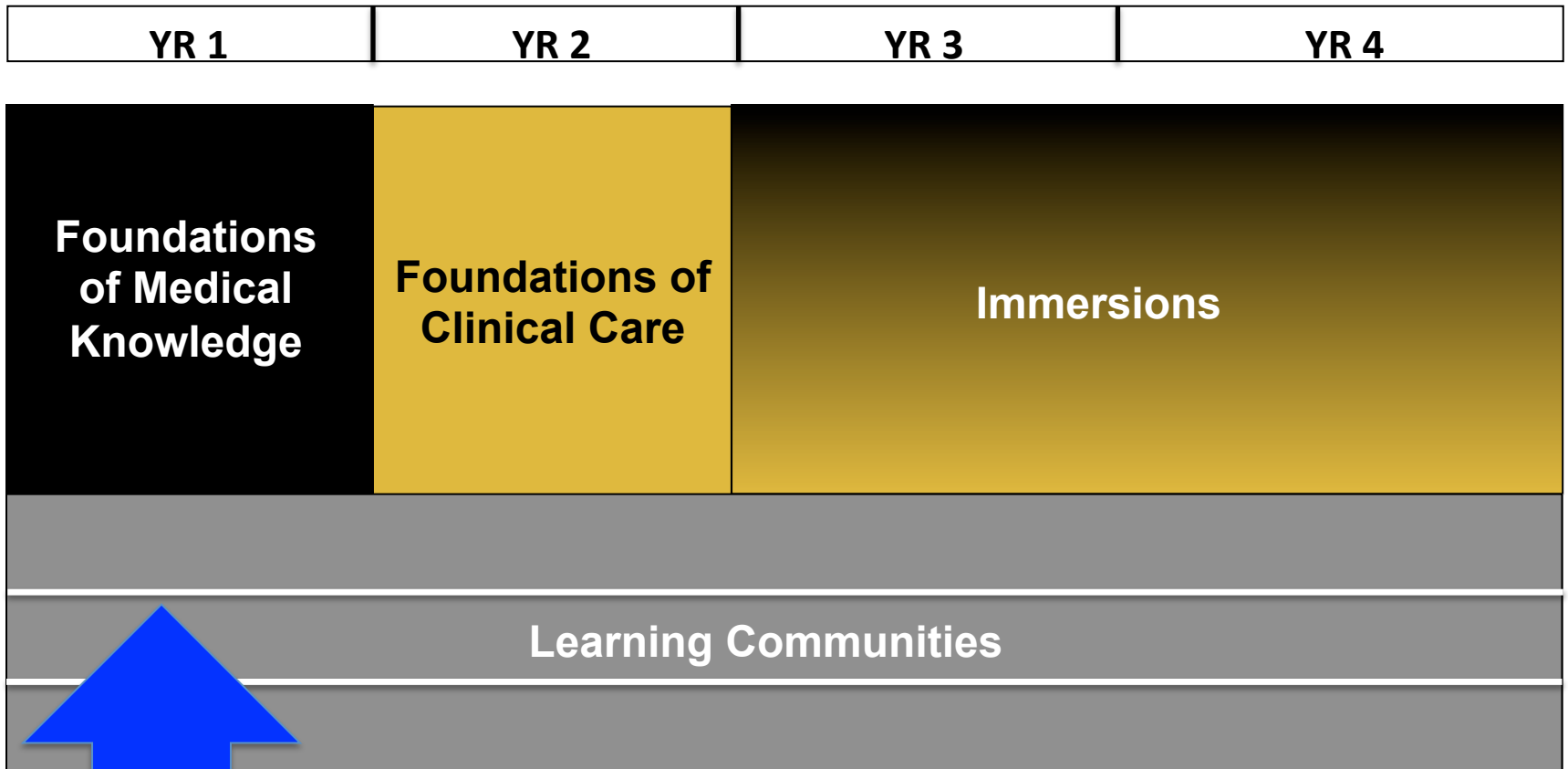


VUSM Learning Communities

- Seek to maximize learning, specifically related to student development as professionals



Elements of VUSM Curriculum 2.0





1st Year Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8 AM - Noon	Case-based Small Group	Large/Medium Group or Lab	Case-based Small Group	Large/Medium Group or Lab	Case-based Small Group
	Large/Medium Group or Lab		Large/Medium Group or Lab		<div style="border: 2px solid blue; padding: 5px; text-align: center;"> Learning Communities </div>
1 PM – 5 PM	Clinic, Physical Diagnosis, OR Self-Directed Learning	Clinic, Physical Diagnosis, OR Self-Directed Learning	Clinic, Physical Diagnosis, OR Self-Directed Learning	Clinic, Physical Diagnosis, OR Self-Directed Learning	Large/Medium Group or Lab
					Physical Diagnosis





VUSM Learning Communities

- Typical Session
 - Pre-class Assigned Readings (25 pages)
 - Post a question about the readings in an online reading forum
 - 30 minute “Context Talk”
 - Group discussion about the topics, facilitated by College Mentors





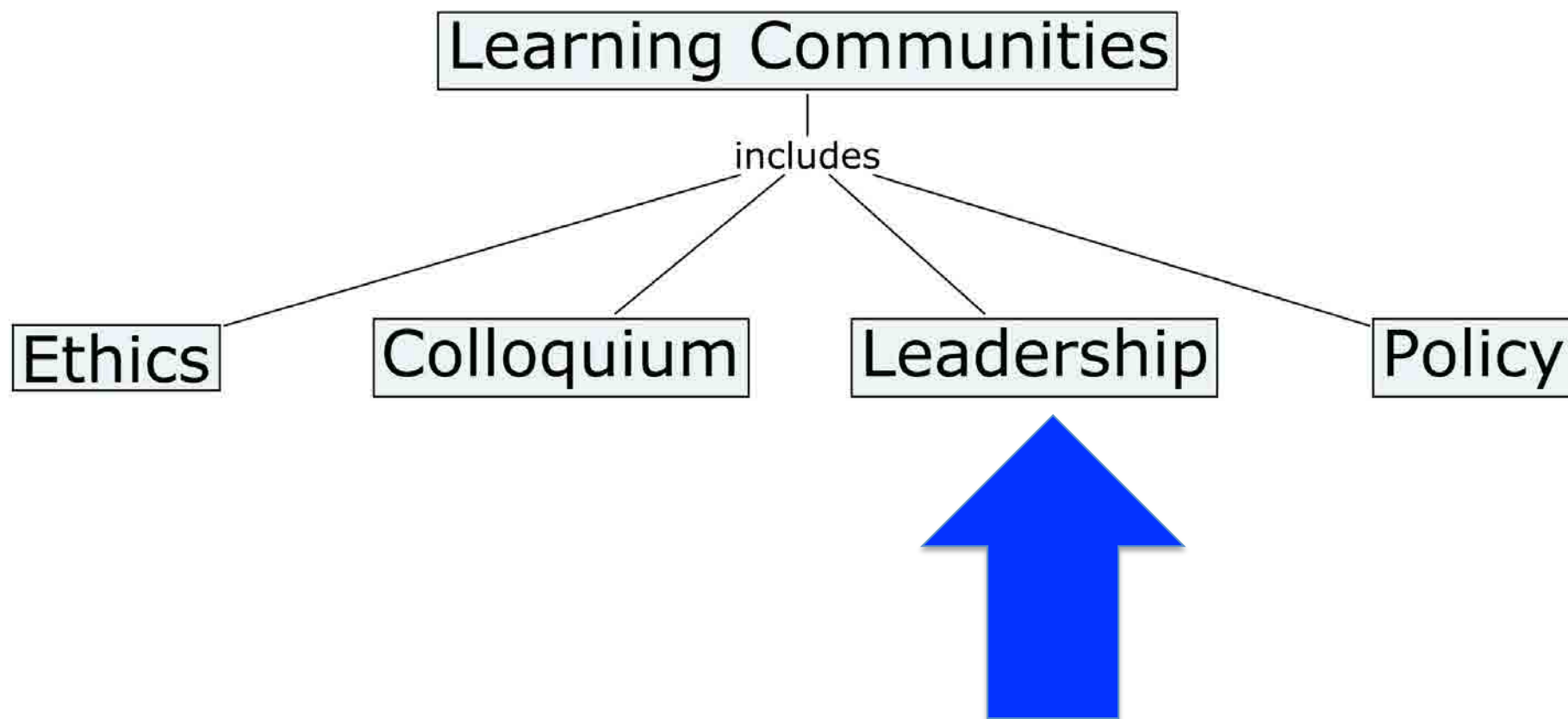
VUSM Learning Communities

- The academic sessions are
 - Developmentally appropriate as the students progress through the phases of the curriculum
 - Effectively integrated with other course and clerkship efforts





1st Year LC Overview

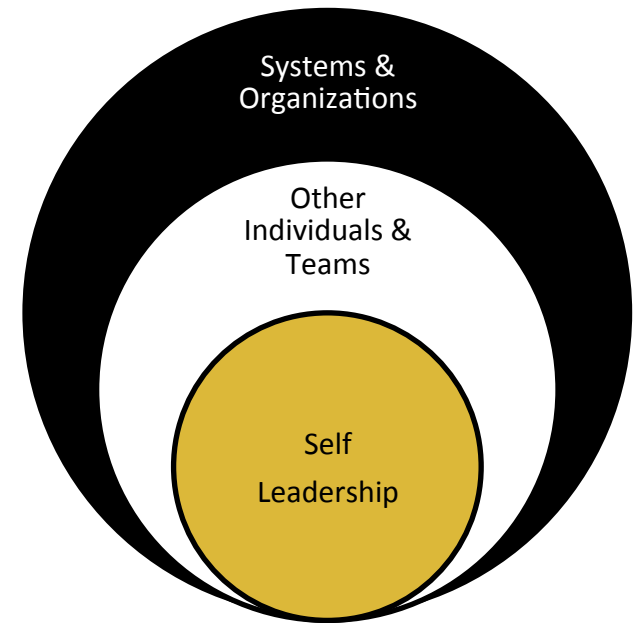




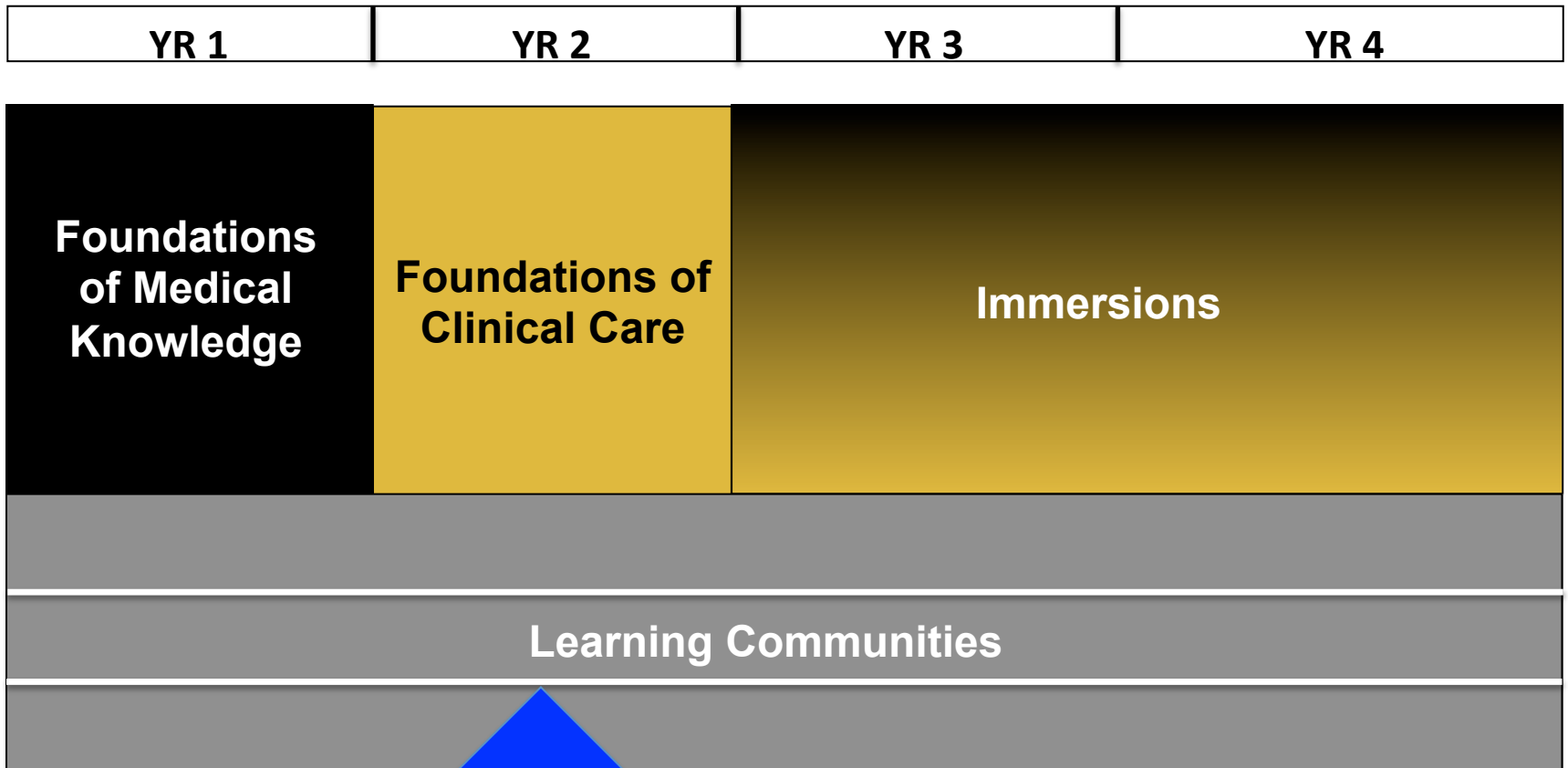
VUSM 1st Year LC—Leadership

Leadership Sessions

- 1) Self-Awareness
- 2) Time Management
- 3) Conflict Management



Elements of VUSM Curriculum 2.0



2nd Year Clerkship Phase

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Week 1		Longitudinal Interession Day					
Week 2							
Week 3							
Week 4							
Week 5		Longitudinal Interession Day					
Week 6							
Week 7							
Week 8							

2nd Year Clerkship Phase

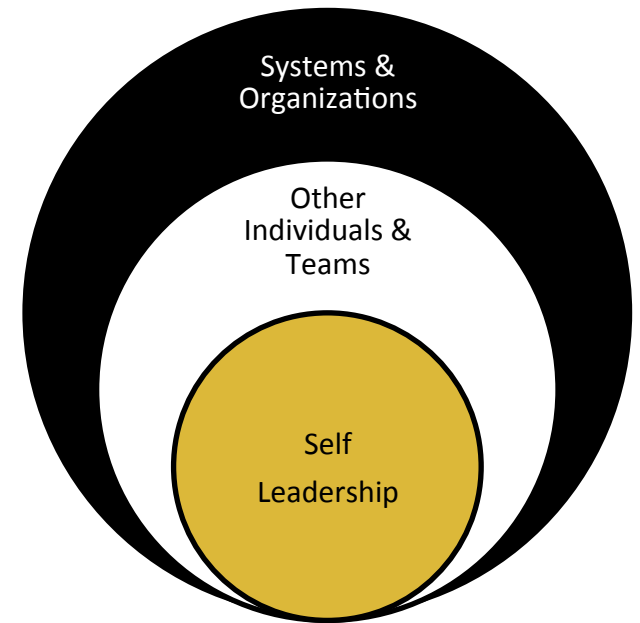
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM- Noon	Longitudinal Interession Day				
1:00 PM-5: PM	Learning Communities Sessions	Clerkship	Clerkship	Clerkship	Clerkship



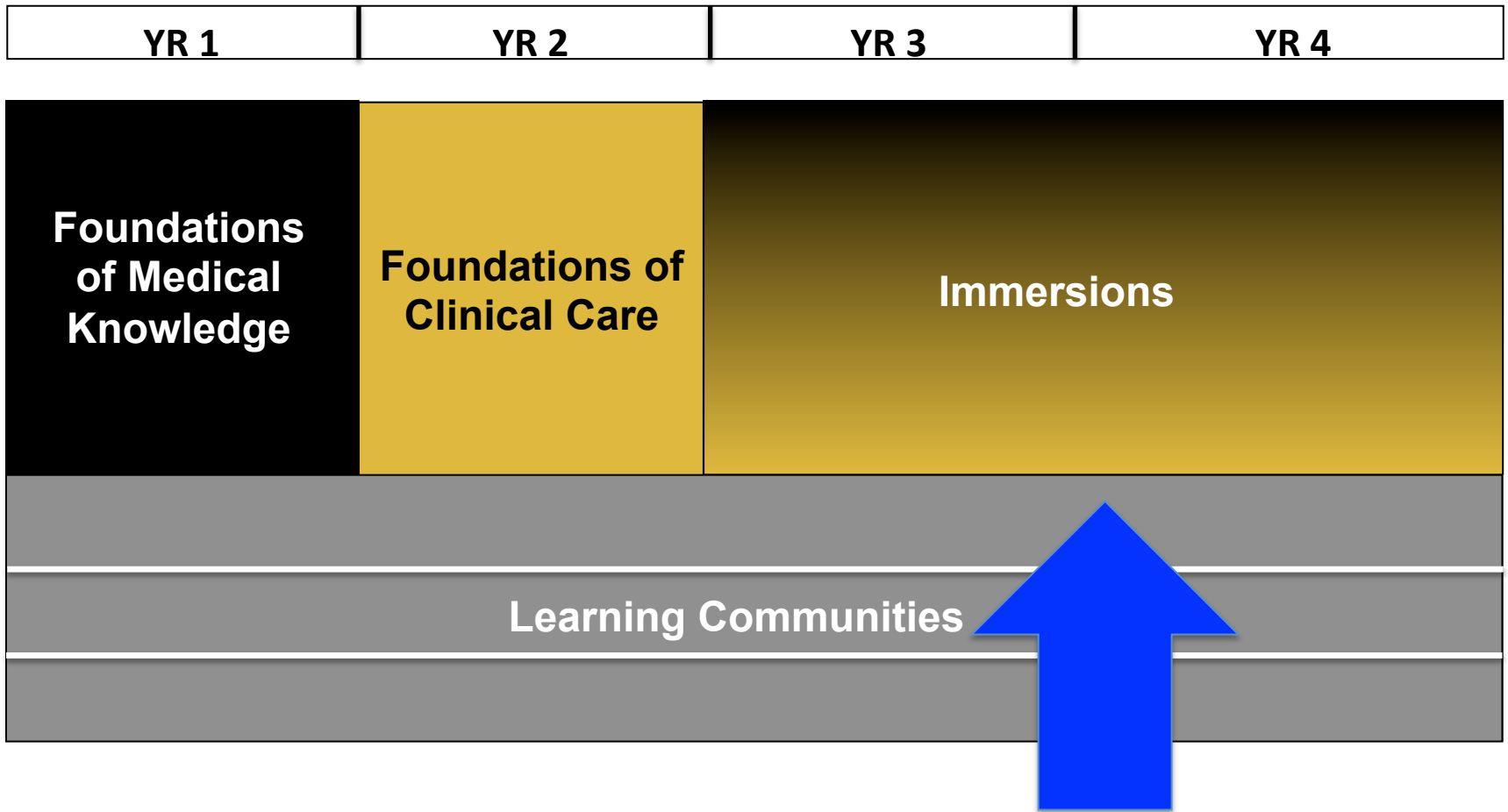
VUSM 2nd Year LC—Leadership

Leadership Sessions

- 1) Focus
- 2) Self-Assessment



Elements of VUSM Curriculum 2.0



3rd/4th Year Immersion Phase

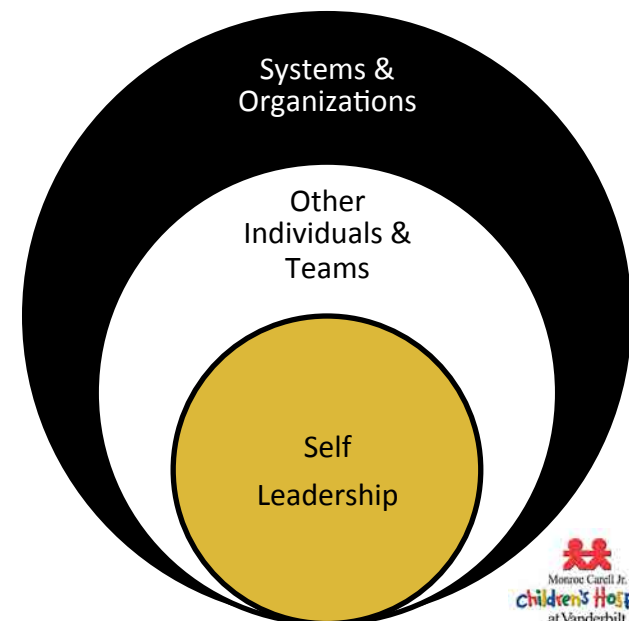
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Week 1							
Week 2							
Week 3		LC Group Meeting					
Week 4							



VUSM 3rd/4th Year LC—Leadership

Leadership Sessions

- 1) Lifelong Learning
- 2) Situational Leadership and Diagnosing
- 3) Problem-Solving
- 4) Priority Setting
- 5) Change Management
- 6) Dealing with Uncertainty
- 7) Leading and Managing Up





1st-4th Course Evaluation 15-16

Course Evaluation Questions (5-point scale from Strongly Disagree to Strongly Agree)	% who Agree/Strongly Agree		
	1 st Year	2 nd Year	3 rd /4 th Year
Motivated me to continue learning in this area	72%	77%	63%
Contributed to my professional development as a physician	89%	87%	72%





College Mentor Evaluation (1st Year Data)

Course Evaluation Questions (5-point scale from Strongly Disagree to Strongly Agree)	Mean Score for AY14-15	Mean Score for AY15-16
Develops trusting relationships with the students.	4.69	--
Establishes a safe learning environment in the group.	4.7	4.74
Is willing to accept feedback from students	4.69	--
Stimulates me to take responsibility for my own learning process	4.6	4.7
Effectively leads the College group discussions.	4.6	4.68
Stimulates curiosity and excitement regarding the Learning Communities discussion topics	4.62	4.72
During the Learning Communities College group discussions, this Mentor talks about the right amount. (1-Far Too Little <—> 5-Far Too Much)	3.29	--





Qualitative Course Evaluation Comments

Comments

The **discussions** within the sessions were **time-efficient and fruitful**, with various points on **perspectives** shared by a multitude of different people. Our college mentors were sensational in general, particularly at keeping us engaged on the topic at hand and segueing appropriately between topics.

I appreciated the exercise of completing the pre-session readings and then working through the **two [leadership] case studies**. This provided a good discussion topic for our in-session readings.

Discussions can sometimes turn into an **unproductive complaining fest**.

Not helpful, seems like **busy work**

The **assignments are overkill**. The reflection and case studies seemed redundant. Assigning just the case studies assignment would have been sufficient to assess understanding of the readings.





Critical Lessons Learned

- 1) Importance of using of broad readings and topics
- 2) Focus on practical and tangible application of theoretical ideas
- 3) Intentional targeting of session topics to level of learner development
- 4) Elimination of “busy work” assignments





Questions?



For further questions, email Bill.Cutrer@Vanderbilt.Edu

