

U21 Health 2010



WHAT U 21 HAS ACCOMPLISHED?

- **INTRA AND INTERDISCIPLINARY COLLABORATION**
- **FLAGSHIP PROJECTS: TO MODEL COLABORATION**
 - **TELEMEDICINE**
 - **eHEALTH**
 - **International Student exchange program**
 - **Doctoral Student Forum**
 - **MDG's Project**
- **WHAT IS THE NEXT PROJECT?**
- **ARE WE READY TO ENGAGE IN ANOTHER CHALLENGE?**





[Table of Contents Outline](#)
[View Contributor Index](#)



Commentary: **The Flexnerian Legacy in the 21st Century**

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Abstract

The climate of academic medicine today was shaped in part by Abraham Flexner's recommendations in 1910's *Medical Education in the United States and Canada*. At the celebration of the 100th anniversary of the Flexner Report, however, some wonder whether the times require another look at our complex system of medical education. In fact, an underlying theme of many articles in this special issue of *Academic Medicine* is that the medical education community's response to the Flexner


Report—and the individualistic, expert-centric culture to which it gave rise—may now work *against* the collaboration needed for greater integration across the medical education continuum, highly networked teams in discovery research, and interprofessionalism in clinical care. The question, as many authors suggest, is not whether medical education is being true to Flexner, but whether academic medicine is responding to the implications of post-Flexnerian education and whether it is

able to embrace the cultural change needed to address 21st-century health care needs.

This commentary examines this cultural shift and identifies some key trends behind it, concluding by suggesting five success factors for achieving transformational change, including ways the Association of American Medical Colleges is working to support its members in these efforts.


Acad Med. 2010; 85:190–192.





21st. Century Challenges:

- “Multiprofessional team approach”
 - Adjustments in;
 - infrastructure
 - Curriculum design
 - Assessment system
 - Faculty development
 - Scenarios fro training
 - Continuous Professional Development
 - Knowledge transfer
 - Technology utilization
 - Research
 - Financial Model



21st. Century Challenges:

- CREATE A HORIZONTAL LEARNING COMMUNITY
 - REQUIERING:
 - CULTURAL CHANGES ON THE PROFESSIONAL TEAM
 - PATIENTS AND THEIR FAMILIES INVOLVEMENT
 - ACCOUNTABILITY
 - INVESTMENT

- BUILDING CAPACITY FOR THE DIFFERENT REGIONS OF THE WORLD
 - INSTITUTIONAL COLLABORATION
 - CREATION OF NETWORKS OF COLLABORATION SHARING AND DEVELOPING SOLUTIONS
 - BUILT UP IMPROVEMENTS AND SAVINGS



U21 Health Challenges

- **What should be the next project or projects?**
- **Would the search of models to create “this collaborative, highly integrated interprofessional teams to respond to the complex societal Healthcare needs”, be part of U21 agenda?**
- **Should we develop educational research to measure the impact and generate the evidence to support “the model”?**
- **Should we develop capacity, as U21, to meet this challenge?**
- **Can we the develop common strategies and establish and agenda or action plan to meet these challenges?**
- **Can the top “item” in the agenda should be Faculty Development to establish and cope with these goals?**
- **Do we agree that together we have capabilities to reach further out that any of us can do on its own?**



Recommendation

1. The institution should instill a culture for lifelong learning. Continuous professional development is a shared responsibility of the individual, employer, professional association, and appropriate regulatory authority
2. Provide faculty development in how to teach and evaluate communications skills
3. The CPD should meet certain quality standards enforced by responsible institutions and should meet the frequency appropriate to the individual's environment and context
4. A system to monitor and evaluate the practice of the health professionals to ensure quality and patient safety need to be in place
5. Reinforce and remind faculty members that they are role models, and they are accountable for their actions towards both patients and learners.
6. Invest time, money and other resources in faculty development that increases learning.

