Purpose

Not in the century since Flexner’s epic report that reformed medical education, has there been such change in the training of health care professionals. The Carnegie Foundation again commissioned a blueprint to improve the education of physicians for our times holding a promise to reshape the future for decades to come. It has the promise to also impact medical education for decades to come. To paraphrase the four main findings of the report, the *I’s* have it:

1. *Individualize* the path to standardized patient outcomes
2. *Integrate* and collaborate in learning
3. *Inquiry* and improvements should become habits
4. *Identity* formation of the physician as a professional should be strengthened.

We are privileged to have the authors of this report and leaders in medical education present their thoughts on the opportunities and challenges facing changes in contemporary medical education.

Target Audience

Des Moines University students, staff, faculty, adjunct clinical faculty, and alumni.

Agenda

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<th>September 1, 2011</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
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<tr>
<td><strong>Purpose:</strong></td>
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| **Speaker:** | David Irby, Ph.D.  
*Vice Dean for Education, Professor of Medicine and Director of the Office of Medical Education at University of California, San Francisco School of Medicine* |
**September 8, 2011**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Integration and Inquiry, Innovation and Improvement</th>
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<tbody>
<tr>
<td>Purpose:</td>
<td>“Educating Physicians” calls for an integrated approach to medical education and cultivation of habits of mind and cultures that support inquiry, innovation, and improvement. In this session we will discuss the context and impetus for these two recommendations as well as relevant literature from the learning sciences. Then we will delve into practical applications and promising examples of these recommendations in undergraduate and graduate medical education. We will conclude with time for participants to discuss ways of applying these recommendations to educational programs in their own institutions.</td>
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| Speaker: | Bridget O’Brien, Ph.D.  
*Assistant Professor in the Office of Medical Education at the University of California, San Francisco* |

**September 15, 2011**

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<thead>
<tr>
<th>Topic:</th>
<th>Individualization</th>
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| Purpose: | Objectives:  
1. Describe drivers of and barriers to the widespread adoption of the principles of individualization and standardization.  
2. List current teaching strategies that are compatible with individualization and standardization.  
3. Cite pedagogical theories that support an individualization and standardization approach.  
4. Describe elements of a successful individualization and standardization program.  
5. Give examples of innovative educational programs implementing an individualized and standardized curriculum. |

In keeping with a national focus on outcomes measures in health care and education, the 2010 Carnegie Foundation Report on Educating Physicians calls for medical educators and education systems to commit to developing objectively measurable performance standards for learners at all levels and ensuring that these standards are met before completion of the formal educational programs. To achieve these standardized outcomes, educators must prepare to continuously assess their learners across a broad range of complex competencies and to individualize curricula and experiences to the meet the professional developmental needs of their learners.

This shift from a time based advancement system to a competency based advancement system poses unique challenges in both classroom and clinical learning environments. The speaker will address these challenges and provide examples of how the goal of individualized learning with standardized outcomes can be achieved in today’s busy health care environment.
| Speaker: | Catherine Lucey, M.D.  
*Interim Dean, Vice Dean for Education at The Ohio State University Medical Center  
College of Medicine* |
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<td><strong>September 22, 2011</strong></td>
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<td><strong>Topic:</strong></td>
<td>Instituting and Using a Holistic Admissions Process</td>
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<td><strong>Purpose:</strong></td>
<td>The Holistic Admission webcast is designed to assist both biomedical science and clinical faculty in exploring the complex dynamics of weighing and balancing applicants’ experiences and attributes with their academic achievements as a means of accomplishing the mission-based excellence they seek. The author provides a background for instituting and using a holistic review process to screen, interview and select applicants for medical school admissions while offering a context for the motivation for change, the challenges faced and the lessons learned.</td>
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| **Speaker:** | Marlene Ballejos, Ph.D.  
*Assistant Dean for Admissions at the University of New Mexico School of Medicine* |
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<td><strong>September 29</strong></td>
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<td><strong>Topic:</strong></td>
<td>Professional Identity Formation</td>
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<td><strong>Purpose:</strong></td>
<td>The role of the physician in society has always required a broad-based education. However, during the most recent decades, emphasis on the improvement of health care delivery has broadened even further the variety of curricular areas that are important in medical education. In this talk, Dr. Skeff will highlight and discuss a conceptual model to help identify and focus attention on these expanding curricular areas. It is hoped that this model can enable faculty to identify areas for expanded focus and trainees can identify areas of emphasis for their careers.</td>
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| **Speaker:** | Kelley Skeff, M.D., Ph.D.  
*Vice-Chair for Education in the Department of Internal Medicine at Stanford University* |

**CME Credit**

CME credit was not awarded for this series.

**Commercial Support**

Educational grants were not accepted for this series.

**Registration**

There was not a fee to attend this program.
Contact

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