ANALYSIS

Constant comparative qualitative analysis after each round (R1=120; R2=30)

Reactor Panels reviewed themes - were refined and finalized with > 100 additional stakeholder discussants.

Following Aurora Health Care review – project determined not to require IRB oversight.

RESULTS: 2020 PHYSICIAN JOB ROLES

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Local State</th>
<th>National (&gt; WI)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care systems leaders</td>
<td>8.5</td>
<td>5.5</td>
<td>14</td>
</tr>
<tr>
<td>Medical school deans &amp; education leaders</td>
<td>7.5</td>
<td>17.5</td>
<td>25</td>
</tr>
<tr>
<td>Society/Organization/Foundation Leaders</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Public Hlth/Policy Leaders / Com Advocates</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

RESULTS: IMPLICATIONS MED ED CONTINUUM

CONTINUUM OF EDUCATION ... IT’S ABOUT CARE OF PATIENTS

- Must establish a true continuum from start to retirement
- Integrated/single accreditation across continuum
- Emphasize clinical learning environment/workplace
- Competency versus “time-based” assessment (standardized across country?)
- Longitudinal competency focused portfolios
- Continuous Learning & Quality Improvement driven by outcomes
- Heightened accountability for what we expect of education across the continuum
- Emphasis on workplace
- Clinical environments model our espoused values
- Integrated health care systems have key role as provide opportunity for meaningful integration across sites, professions and continuums of education
- Right now our clinical systems are totally misaligned with our vision
- Interprofessional Teams – roles and scope of practice
- Intentional focus on continuous application of QI & EBM processes & principles
- QI is not viewed as a project but the work we work
- Physician identity is as both clinician and improvement agent
- Really fabulous with technology

MEDICAL STUDENT EDUCATION & RESIDENT EDUCATION

- National pre-clinical curriculum
- Emphasize value-added roles as part of team
- Longitudinal relationships between teachers & learners
- Early specialization

CONTINUING PROFESSIONAL DEVELOPMENT

- Focus on “Progressive Problem Solving”

DISCUSSION & FUTURE WORK

- Starting with physician “job performance” expectations can illuminate and prioritize training across the continuum of medical education
- Allows identification of cross-cutting roles/functions independent of specialization or stage in medical education continuum
- “Job description” format required respondents to focus on limited number of key roles/functions
- Stakeholders were highly congruent re: their physician 2020 job roles/functions
- Prioritize training across the continuum of medical education

REFERENCES