



Tomorrow's Doctors, Tomorrow's Cures

# 21<sup>st</sup> Century Challenges for Medical Education

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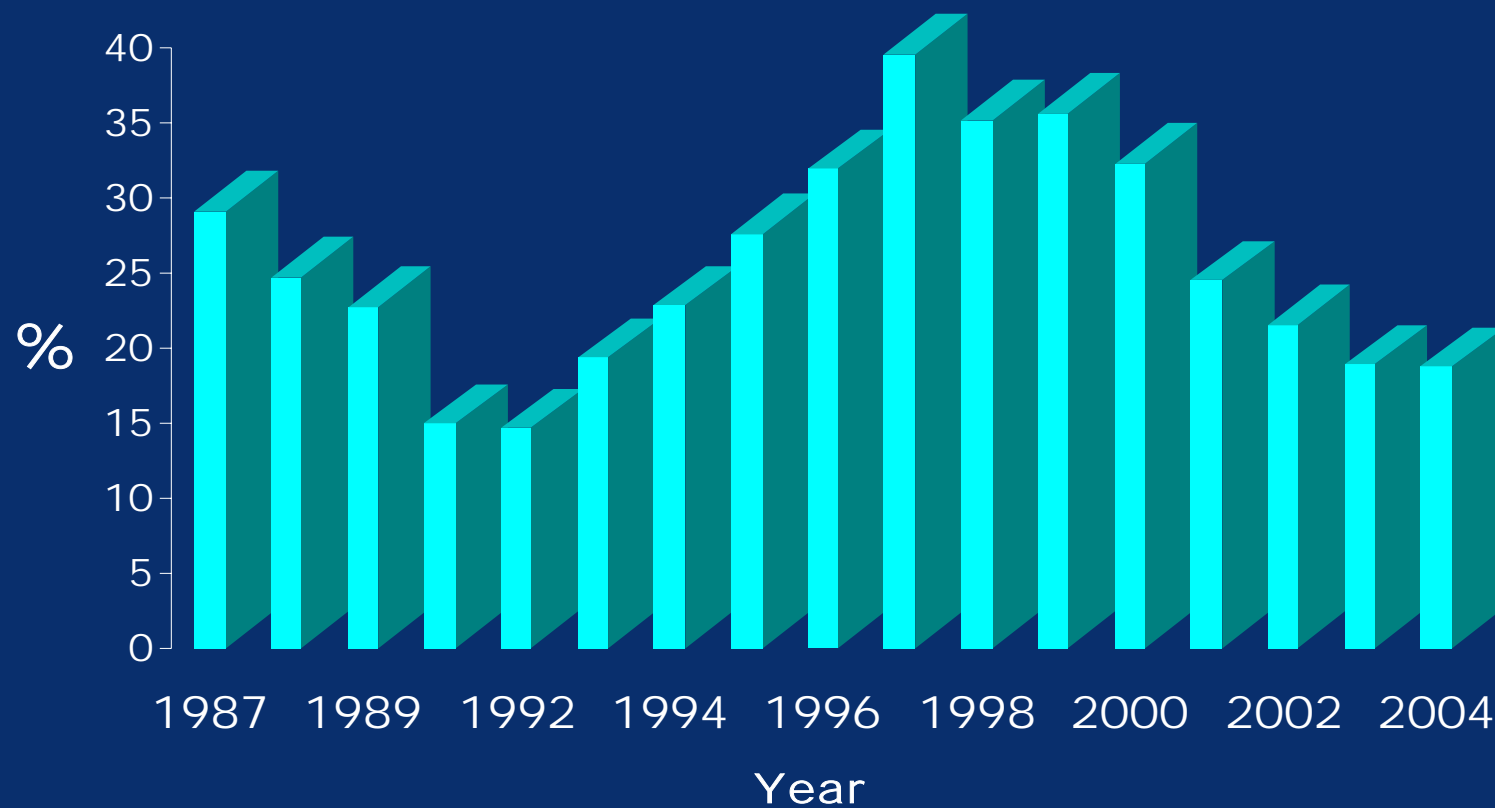
# Major Challenges for the Future

- Adequacy of the overall physician workforce

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- Adequacy of the overall physician workforce
- Generalist-specialist distribution

# % of Medical School Graduates Planning a Generalist Career\*



\*Family Practice, General Internal Medicine, or General Pediatrics  
Source: AAMC Medical School Graduation Questionnaire

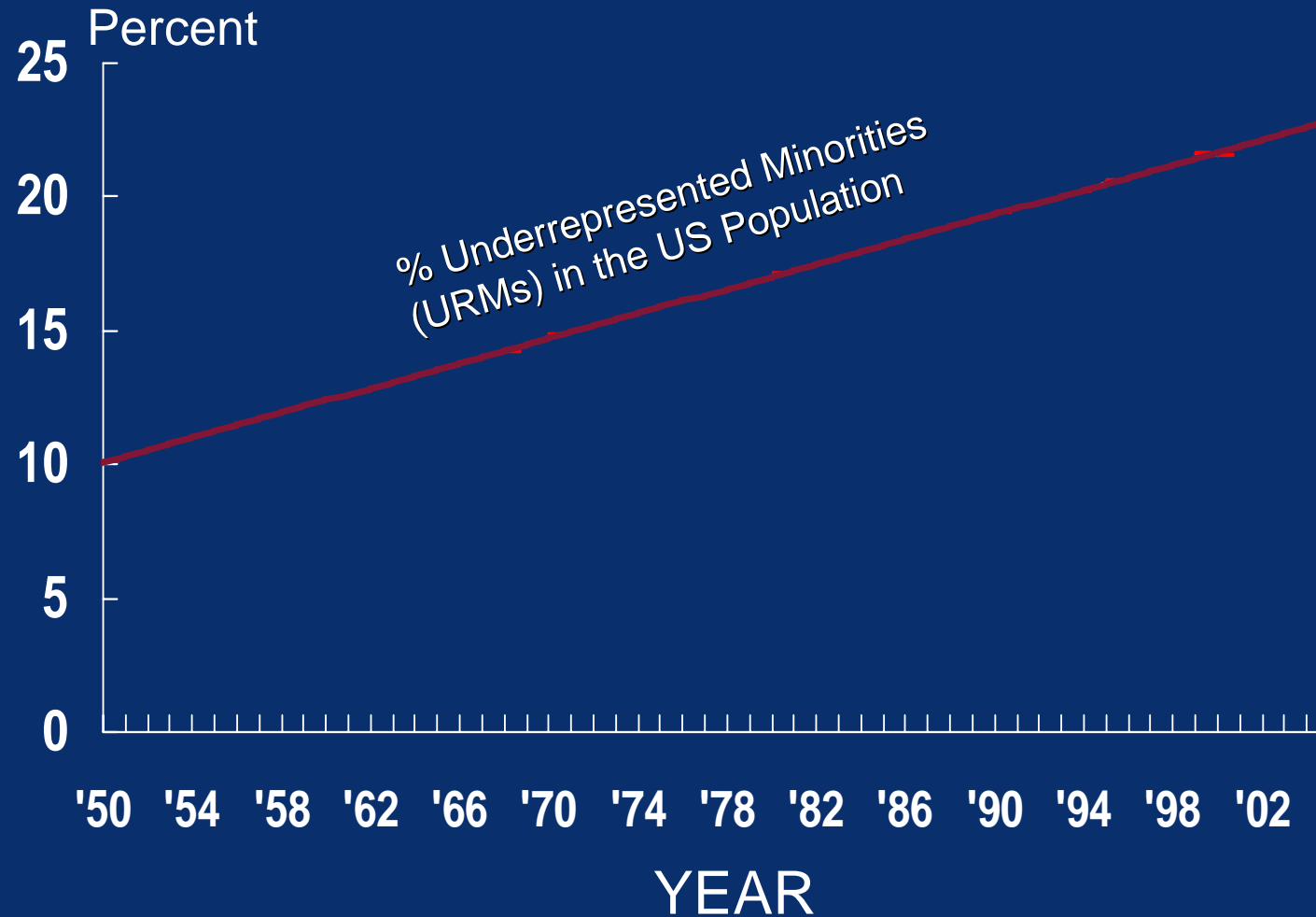
# Major Challenges for the Future

- Adequacy of the overall physician workforce
- Generalist-specialist distribution
- Geographic maldistribution

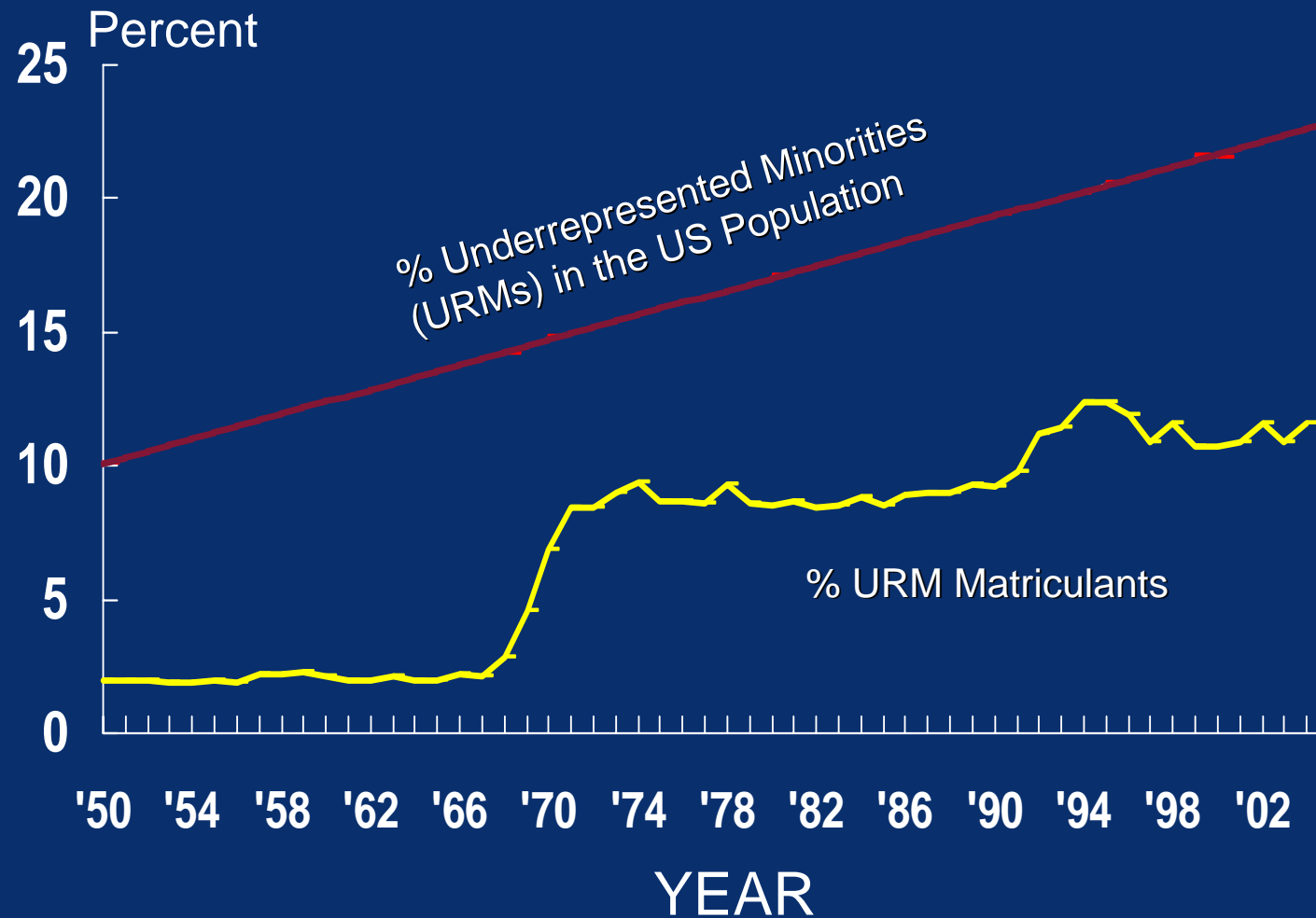
# Major Challenges for the Future

- Adequacy of the overall physician workforce
- Generalist-specialist distribution
- Geographic maldistribution
- Racial and ethnic diversity

# Bridging the Diversity Gap



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# Major Challenges for the Future

- Adequacy of the overall physician workforce
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- Alignment of the curriculum with the needs and expectations of the public

# Curricular Challenges to Undergraduate Medical Education

At a fundamental level, our challenges are the same as they have always been:

1. Prepare students to be life-long learners
2. Provide the scientific foundation necessary for:
  - the practice of evidence-based medicine
  - the understanding of new discoveries
3. Equip students with the basic knowledge and clinical skills necessary to enter residency training
4. Strengthen the character traits that define professionalism and that sustain medicine as an ethical enterprise

# Curricular Challenges to Undergraduate Medical Education

But Today we face a double whammy

- How to prepare students for the new paradigms of health care
- While adapting the curriculum to the new paradigms of medical education

# Shifting Paradigms in Health Care: Implications for Medical Education

The individual	→	The community
Acute disease dominates	→	More chronic illness/disability
Episodic care	→	Continuous care
Cure of disease	→	Preservation of health
Reactive	→	Prospective
Physician provider	→	Teams of providers
Paternalism	→	Partnership with patients
Provider centered	→	Patient/family centered
Parochial health threats	→	Global health threats

# Shifting Paradigms in Medical Practice: Implications for Medical Education

Cost indifference	→	Extreme cost consciousness
Anecdotal care	→	Evidenced-based medicine
In-patient focused	→	Ambulatory/home centered
Solo/small groups	→	Integrated systems
Quality assumed	→	Performance is measured
Trust assured	→	Trust must be earned

All this on top of.....

# Shifting Paradigms in Medical Education

Passive “spoon feeding”	→	Active, student directed
Everything in paper	→	Increasingly computer-based
Rote learning	→	Curiosity driven, PBL
Regurgitate facts	→	Demonstrate competence
Biology of disease	→	Determinants of illness
Horizontal segregation (departmental courses)	→	Horizontal integration (interdisciplinary segments)
Vertical segregation (2+2)	→	Vertical integration (2x2)
See one, do one, teach one	→	Computer/mannequin simulation
Physical examination	→	Comprehensive clinical skills
Curriculum structure	→	Learning objectives

# Major Challenges for the Future

- Adequacy of the overall physician workforce
- Generalist-specialist distribution
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- Racial and ethnic diversity
- Alignment of the curriculum with the needs and expectations of the public
- Professionalism



# What's Special About Educating "Professionals"?

## Expertise -- To know

Imparting the specialized knowledge required to analyze, plan, and make expert judgments

## Skills -- To do

Ensuring competency in the special techniques required to find solutions and intervene effectively

## Character -- To be

Strengthening the moral fiber of students by conscious, conspicuous, and conscientious role modeling in order to deepen their commitment to *be* professionals

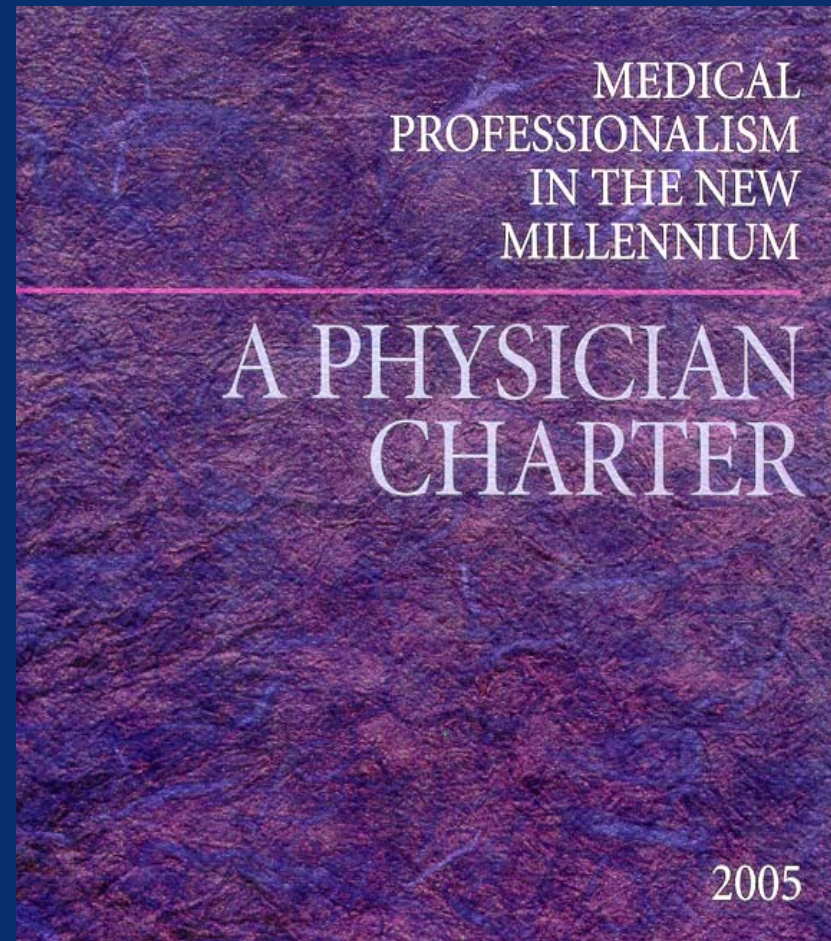
## A Must Read

Principles and responsibilities  
of physicians in fulfillment  
of medicine's Social Contract

Primacy of patient welfare

Patient autonomy

Social justice



<[www.abimfoundation.org](http://www.abimfoundation.org)>



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