

A Medical Leadership Training Framework: The Case of Family Physicians in Their Early Career

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Medical Leadership



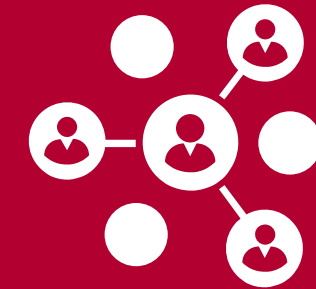
Better Treatments

- Clinical healthcare teams that set long-term goals
- Take responsibility for achieving them



Better Care

- Utilizing clinical experience to meet patients' needs
- Supporting the well-being of clinicians



Healthier Society

- Driving improvements on health service
- Playing a crucial role in delivering high-quality clinical care

The research added value

The study analyzes experimental innovative training for medical leadership in the Israeli health system, intended for family physicians in their early career.



Our Vision



Professional and personal residents development



Develop the next generation of ward staff



Develop medical education leadership



Develop a professional identity



Medical leadership for underprivileged populations



Cultivate future management within the organization

"OFEC" Leadership Training Program

- The Department of Family Medicine in Haifa, Israel, held a 1-year leadership program in 2020-21
- Intended for 12 residents and young specialist family physicians (FPs) with exceptional leadership abilities
- Co-facilitated by two senior FPs (including a participatory researcher)



"OFEC" Leadership Training Program

- Nine 7-hour monthly sessions held by the learners
- Two workshops
- An expert panel
- Homework tasks
- Weekly group video conference meetings
- Planning a project according to their vision



Research Goals and Questions

Primary objective:

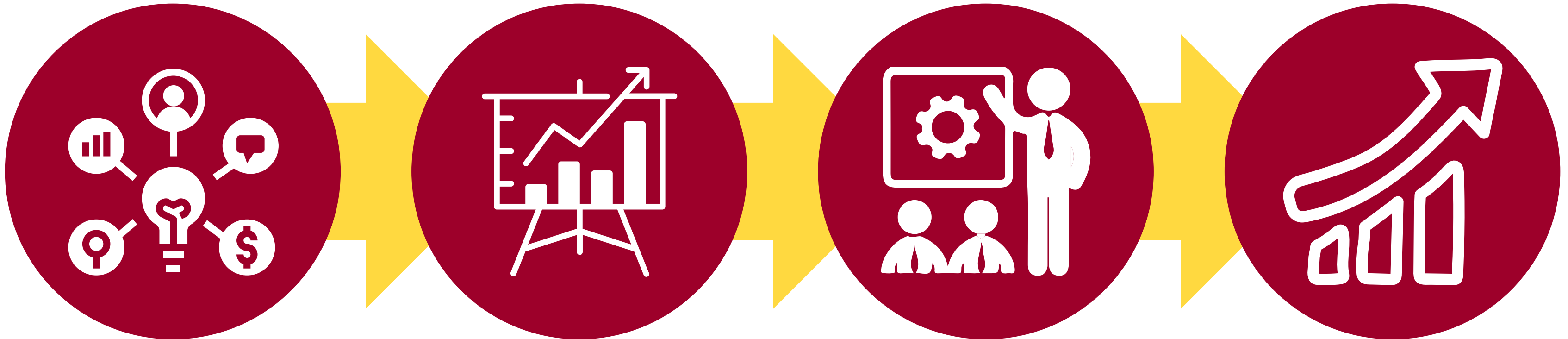
Designing a framework for training medical leaders.

Secondary objective:

Analyzing the pilot training program to identify the necessary leadership competencies for physicians.

- What should a universal framework for medical leadership training include?
- What competencies should medical leaders have, according to research participants?
- What is the appropriate curriculum for leadership training?

The Research Methods



First Step

- Needs assessment
- Budget allocation
- Preliminary training design
- Interviews with candidate

Second Step

- The research planning
- A researcher diary

Third Step

- The training program
- Data collection
- Framework development

Fourth Step

- Conclusion
- Framework design and refinement

Research Tools

Thematic analysis:

- **Interviews:** 42 video or phone-based semi-structured interviews with trainees, mentors, and senior physicians
- **Questionnaires:** need assessment and pre- and post-course questionnaires
- **Learner's reflections**
- **A researcher's diary:** observations, discussions, insights, and reflections regarding the research process
- **Documents:** Israeli health policy



Interviews



Observations



Reflections and insights



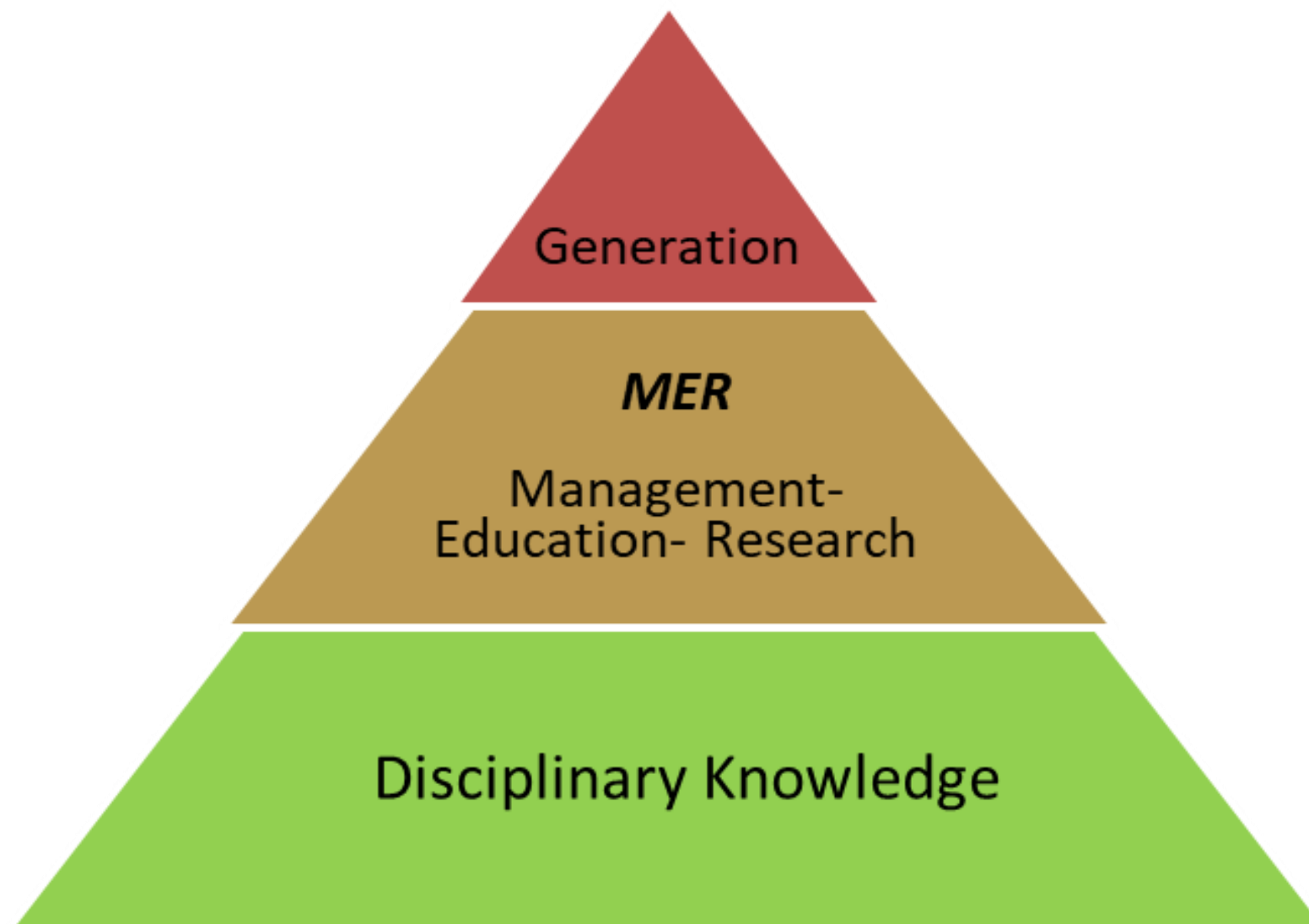
A researcher diary



Questionnaires



Policy documents

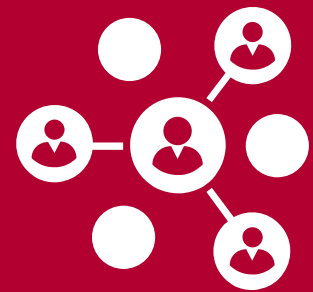


The MERge Model¹

Our innovation is the expansion and adaptation of the MERge model to the medical professions.

¹Hazzan, O., & Lis-Hacohen, R. (2016). The MERge model for business development: The amalgamation of management, education and research. Springer

Results- Framework Designing



Management

- Leading change
- Flexibility
- Decision making
- Teamwork
- Communication
- Being a role model



Education

- Peer-to-peer learning
- Project-based learning
- Reflective ability
- Learning environment



Research

- Data collection and analysis
- Literature review
- Gathering diverse knowledge sources
- Continuous updating

Results highlights the **values** integrated into the physician's professional life

The H-Axis



Humanistic

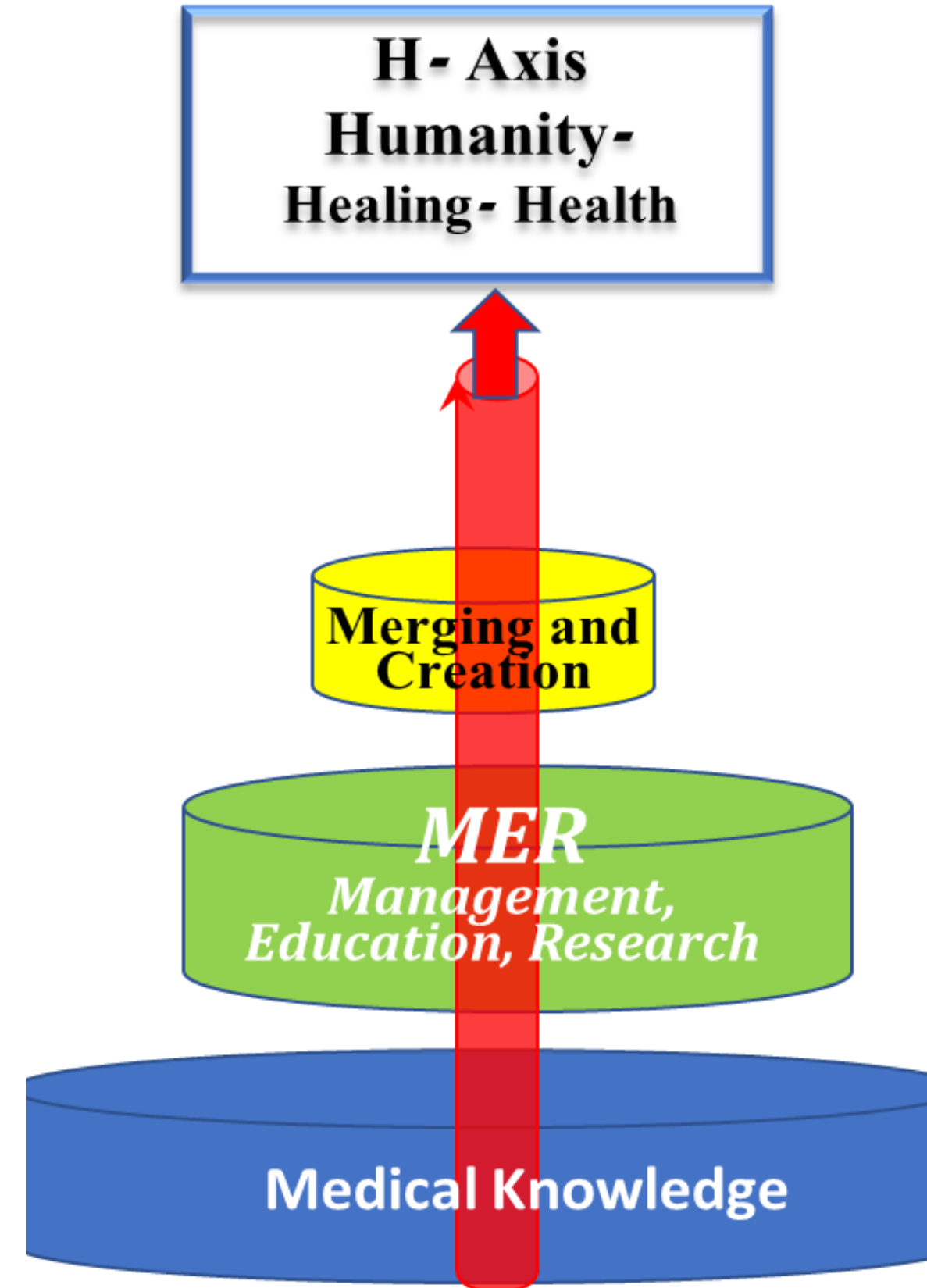


Healing



Health

The H-MERge Framework



Results - The Value Axis

Medical Values (Healing)

- Compassioned treatment
- Patient-centered care
- Therapeutic continuity
- Medical confidentiality
- Shared decision-making
- Patient autonomy
- Avoiding harm (*'Primum non nocere'*).

Universal Values (Humanistic)

- Integrity
- Social justice
- Equality
- Honesty
- Solidarity
- Empathy
- Friendship

Activities Of The Training Graduates

Activity	Setting
Facilitation of a three-year course for medical students	Faculty of Medicine, Technion
Initiating a project to establish a health center specifically tailored to Arab women's cultural needs	HMO (Clalit Health Service)
A leadership workshop for leading residents	Faculty of Medicine, Bar-Ilan University
Facilitating a workshop: "How to cope with ethical dilemmas"	"CHEMAR" conference, 2022
Facilitating a workshop: "Leadership in the time of Corona"	"CHEMAR" conference, 2022
Developing and teaching a new course: "Decision-making"	Continuing education (CME) for residents
Getting an appointment as a research coordinator	HMO
Appointment as a clinic manager	HMO
Facilitating a workshop: "Creativity in the days of Corona- Thinking outside the mask"	"HILAR" conference, 2022
Facilitating a workshop: "In the journey to Ithaca"- Clinical-ethical dilemmas	Shabtai Ben-Meir conference, 2022
Developing a course in LGBT medicine and research to assess the course's effectiveness	CME for residents
Establishing a residents' research forum; Residents in the forum initiated nine new researches	HMO

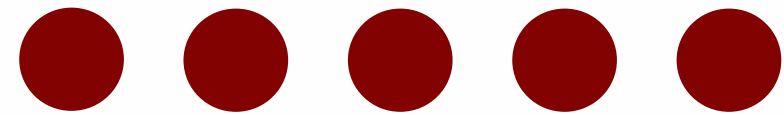
"CHEMAR"- The Israeli association of teachers in family medicine

"Shabtai Ben-Meir" conference- The annual scientific conference for family physicians in Israel


"HILAR"- The Israeli association of medical education



Reflection



"How do you raise the future leaders? You don't have to grow them; provide them the right environment to grow independently. The program's facilitators and participants shared this idea. The facilitators are not sculptors who mold the learners into tomorrow's leaders but gardeners who provide the right amount of water, fertilizer and sun so that the inner ability of each learner can grow. The facilitators provide a framework, support and guidance and then step back, allowing the learners to manage themselves without indicators, scores, punishments or rewards."



Take Home Message

- Physicians at all career stages require medical leadership training to develop competencies for effective leadership.
- Effective medical leadership requires integrating medical values with management, education, and research competencies.
- Medical leadership training prioritizes incorporating humanistic and medical values as fundamental elements.



DISCUSSION

Please reach out to us for any questions you may have

01

Have you come across leadership training in other family medicine departments or settings?

02

Could you share the core principles of medical leadership training?

03

What do you think about the proposed framework?

Thank You

