

The Learning Health Care System: USU Perspective

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Standard Disclaimer

- The opinions expressed are ours and not to be construed as official Department of Defense policy



1968



Apollo 8 - first manned spacecraft to orbit the moon



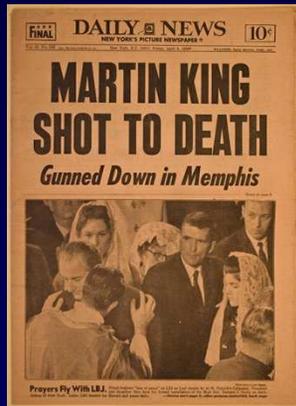
Richard M. Nixon elected President



1968



Robert F. Kennedy Assassinated



Martin Luther King, Jr. Assassinated



200,000 NYU students stage anti-war protest





Medical Developments of 1968



Dr. Christian Barnard performs first heart transplant in South Africa



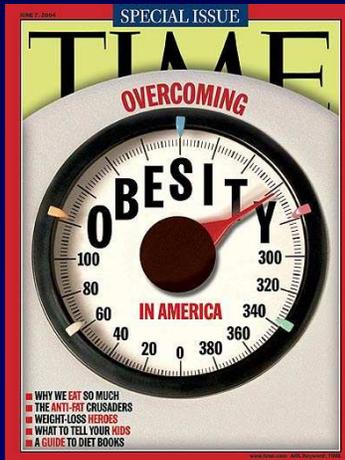
Dr. Michael DeBakey supervises five teams of surgeons in the first simultaneous, multi-organ transplant



Medical Developments of 1968



- William Cleveland reports first thymus transplant in Miami



- USDA issued report on eating habits of American public noting decline in nutritional values of average diet and increase in obesity

*(Plus ça change,
plus ça même chose)*



Medical Developments Since 1968



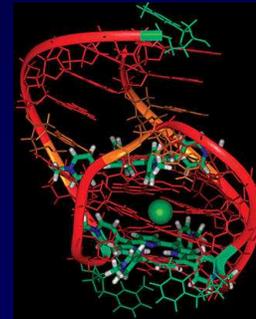
- CT Scan



- MRSA



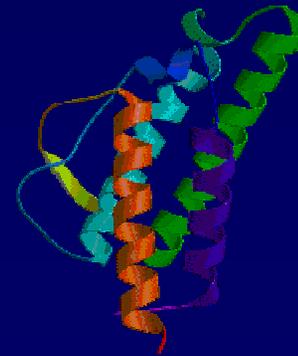
- MRI



- Oncogenes



- The Genome



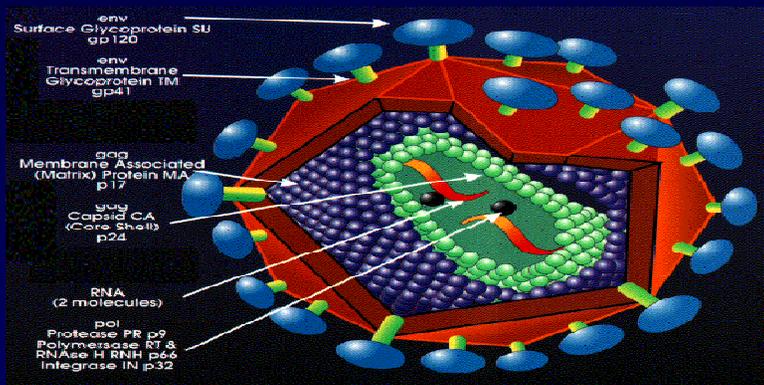
- Cytokines



Medical Developments Since 1968



- Laparoscopic Surgery



- HIV



- Polymerase Chain Reaction (PCR)



“It is not amazing that a man may practice medicine the rest of his life without ever opening a book again.



“It is not surprising that a man may practice medicine the rest of his life without ever opening a book again.

Nor is it surprising how poorly he will do it.”

Sir William Osler
1903



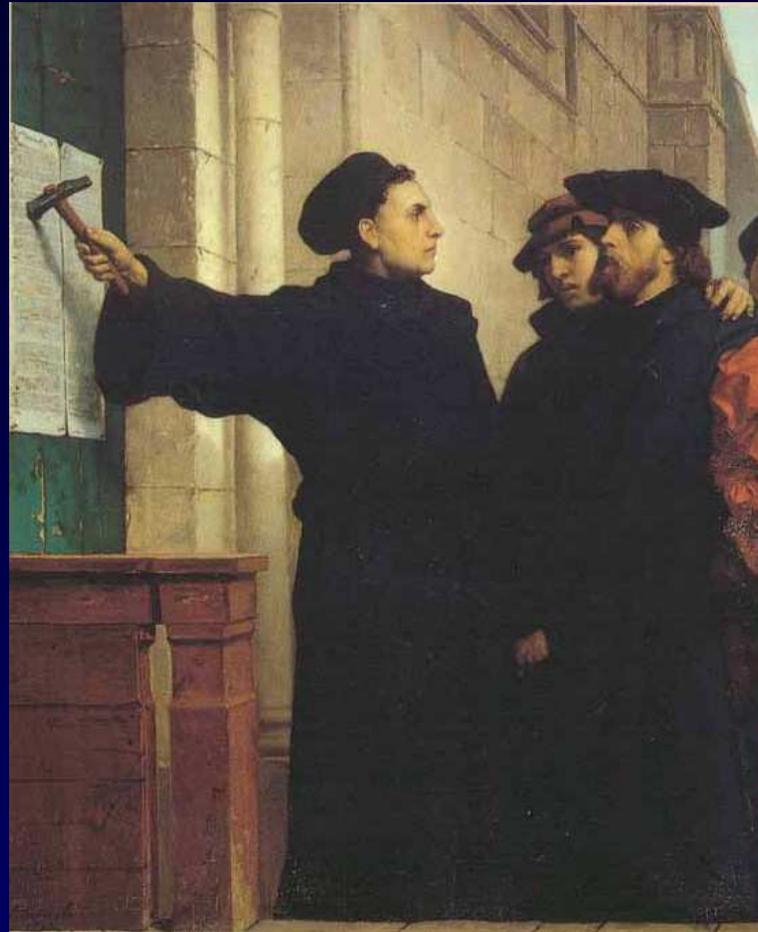
Doubling Time of Scientific Knowledge

- 1750 – 1900: 150 years
- 1900 – 1950: 50 years
- 1950 – 1960: 10 years
- Since 1960: 5 years
- By 2020: 73 days!



Universities as Durable Organizations





1517

Martin Luther Nails His Theses
to the Door of the Cathedral at Wittenberg



If we take 1537, 20 years later, as a starting point.....

- 66 institutions existed then that are still around in largely identifiable forms



And 62 universities



So What Does This Tell Us?



Society Values Universities



The Learning Organization

- Peter M. Senge, Ph.D.; 1990 *“The Art and Practice of the Learning Organization”*
 - “In the long run, the only sustainable source of competitive advantage is your organization’s ability to learn faster than its competition”



The Learning Organization

- A learning organization develops through the collaborative efforts (Team Learning according to Dr. Senge) of its members
- The MHS needs a strong core element that is dedicated to *learning*
- The Uniformed Services University is such a core element



Learning

- In Chinese, the word learning means:
 - To study and practice constantly
 - In building a learning organization there is no “getting there” – it is a constant journey of study, practice and experimentation
 - Learning means that the organization is always in school





"It's worse than we thought—there's going to be random testing for competence."

A University

- What better place to foster constant study, practice and experimentation than our MHS University = Uniformed Services University



University

- A University is its community of faculty and students
- The ability of this community to *learn* depends, according to Senge, on:
 - “Dialogue; the capacity of members ...to suspend assumptions and enter into a genuine thinking-together...allowing the group to discover insights not attainable individually.”



Community of Faculty

- USU's strength is based on its faculty



Community of Faculty

- Who are they?
 - Approximately 350 billeted and 3,700 non-billeted
 - Spread across the entire MHS and civilian institutions
 - Physicians, nurses, scientists, administrators, NCOs
 - Tied together by appointment to the faculty
 - Provide thousands of hours of volunteer clinical teaching



Non-Billeted Faculty

- We could not survive without these key members of our learning organization
- Visits to MHS teaching hospitals raised concerns:
 - How do we support our non-billeted faculty?
 - Why do they provide volunteer teaching?
 - What are the barriers to building our University faculty team to strengthen our dialogue?



More Concerns

- Growing pressures on faculty time
- Increased demands to provide clinical instruction in the time-pressured outpatient environment
- Extraordinary deployment tempo creating increased teaching demands on faculty



Concerns led to Action

- Dr. Rice charged a Task Force in May 2009 to review the existing appointment and promotion policies for USU clinical faculty
- Determine if changes were needed to incentivize and recognize the volunteer clinical faculty



Premise

- Volunteer faculty teach because they get personal satisfaction, professional growth and recognition
- How does USU optimize this satisfaction, growth and recognition?
- How does USU recognize clinical teaching as a core attribute of its faculty?



Ernest L. Boyer: Scholarship Reconsidered - 1990

- Scholarship and Faculty achievement are more than research and publication alone
- 4 domains:
 - Scholarships of:
 - DISCOVERY
 - INTEGRATION
 - APPLICATION
 - TEACHING





*"Too bad about old Ainsworth. Published and published,
but perished all the same."*

4 Domains – each have value

- **Discovery**: original research
- **Integration**: what do the findings from original research mean?
- **Application**: applying new knowledge to practice to lead to new understanding and new knowledge
- **Teaching**: stimulating active learning in students; starting the dialogue at the heart of a learning organization



Boyer: Faculty = “Mosaic” of talent

- Task Force worked to understand how to best recognize and develop all members of the faculty
- USU is at its best when its faculty is satisfied, recognized and fully engaged
- The heart of a learning organization like USU is its faculty across all corps and disciplines throughout MHS



National Trends

- Nationally, more than 3/4 of U.S. medical schools have developed separate and distinct faculty tracks for full-time clinical faculty whose primary responsibilities are in clinical care
- The majority of schools that have this type of track modify the professorial title with a “Clinical” prefix such as Clinical Professor of Medicine



Task Force Report

- Survey from USU to each MTF that provides teaching
- Huge response from 545 individual faculty
- Clear messages:
 - Faculty love teaching
 - Frustrations generated by a perceived lack of recognition and academic promotion grate on our volunteer faculty leading to dissatisfaction



Task Force Report

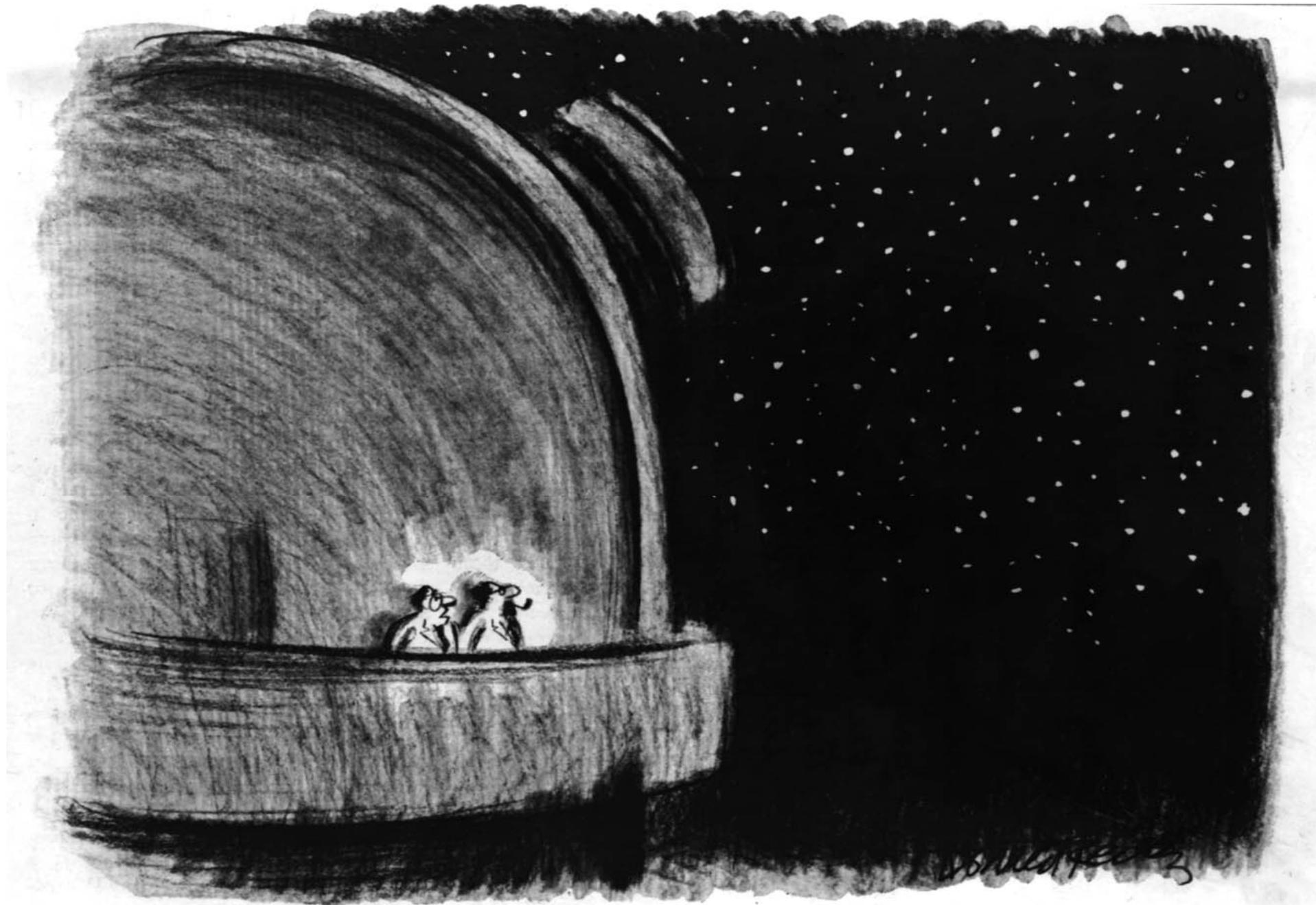
- Incentives identified
 - Faculty appointment and academic promotion
 - LRC access
 - Awards & recognition for outstanding teaching
 - Joys of working with USU students – our MHS future



Task Force Report

- Barriers identified
 - Distance
 - Poor IT infrastructure to ease submission and tracking of faculty appointment paperwork
 - Perceived lack of recognition for teaching and clinical work
 - Lack of communication from the institution leading to a sense of “dis-integration” with USU





"I do wonder, sometimes, what other galaxies have done about tenure."

Message received! – Action Plan

- Enhance our faculty appointment system by restoring Clinical prefixed appointments
 - Validates the importance of clinical teaching and the Scholarships of application, teaching and integration
- Clarify and decrease variability in the use of “Adjunct” faculty titles
- Continue to encourage faculty choosing a research-intensive track, practicing the scholarship of discovery



Action Plan - continued

- Develop an electronic portfolio application to ease & unify faculty appointment and promotion
 - Procurement underway
- Increase communication between USU and its non-billeted faculty
 - New position of the Associate Dean for Faculty
 - Serve as the primary conduit and advocate for billeted and non-billeted faculty throughout the MHS
 - Site visits to each of the primary 26 teaching sites in MHS



Faculty, the University & the MHS

- The faculty are the heart of the University
- A university that is a learning organization is key for the MHS
- The MHS healthcare organization needs to learn: to study and practice constantly
- USU is the heart of this study and practice



MHS

- Engaged in research in many areas
 - CHPPM
 - Fort Detrick
 - WRAIR
 - Natick
 - Ft. Rucker
 - NOMI
- Do we coordinate as well as we should?
- Do we disseminate information as well as we should?



