AMERICAN MEDICAL STUDENT ASSOCIATION
HOUSE OF DELEGATES 2017
RESOLUTION: B5

INTRODUCED BY: Daniel H. Gouger, Medical Education Chair, Chiamaka Agbasionwe, Medical Education Advocacy Coordinator, Jessica English, Medical Education Programming Coordinator

SCHOOL: East Tennessee State University Quillen College of Medicine, New York Medical College, East Tennessee State University Quillen College of Medicine

SUBJECT: Principles Regarding Medical Education Mission Statements

TYPE: Resolution of Principles

WHEREAS for the content of mission statements of medical schools AMSA has long supported promotion of the social mission of medical education

WHEREAS part of this support has not included support for formalized teaching of leadership development in medical education

WHEREAS High-quality healthcare increasingly relies on teams, collaboration, and interdisciplinary work, and physician leadership is essential for optimizing health system performance

WHEREAS the Accrediting Council for Graduate Medical Education has established in its common program requirements that trainees demonstrate competence in interpersonal and communication skills, professionalism including to “continuously improve patient care based on constant self-evaluation and life-long learning,” systems based practice, and quality improvement that all involve teams

WHEREAS the training and implicit characteristics of both physicians and physicians-in-training may not always be conducive to fostering teamwork and collaboration; because the healthcare industry is a challenging and dynamic environment; and medical leadership advancement within the establishment is often due to clinical, research, or academic prowess rather than demonstration of mastery of leadership competencies

WHEREAS the few formal leadership development programs in medical education tend to focus on technical skills and knowledge rather than other equally important competencies such as emotional intelligence, self and social awareness, group dynamics, and organizational psychology; and leadership development programs in medical education often exclude physicians-in-training.
THEREFORE BE IT RESOLVED that the Principles on Medical Education Mission Statements (p. 148) be AMENDED BY ADDITION to state:

The American Medical Student Association:

1. In regard to the content of mission statements of medical schools:
   a. STRONGLY ENCOURAGES medical school to recognize and actively promote the social mission of medical education.
   b. SUPPORTS comparative assessment of medical schools’ contribution to the social mission of medical education.
   c. SUPPORTS the inclusion of and accountability for causes that reflect a:
      i. Primacy of teaching to the mission of academic medical centers. Focus on formally teaching and cultivating leadership competencies in medical education:
         1. As an essential component to developing the professional identity of physicians at all levels of training and across all specialties
         2. As a means to promote effective interprofessional collaboration among healthcare professionals and teams
         3. To recognize that leadership competencies are integral to the delivery of high quality healthcare
      ii. Focus on service to the community.
      iii. Emphasis on developing scientific discovery within its students through, but not limited to, basic and/or clinical science research.

FISCAL NOTE: None

REFERENCES: