



Journal of Regional Medical Campuses

Entrustable Professional Activities (EPAs) for Medical Student Leadership Curriculum Across Campuses

Joann Farrell Quinn, PhD; Kira K. Zwygart, MD; Amy B. Smith, PhD; Deborah DeWaay, MD; Michael Dowdy; Robin Schroeder, MD

DOI: <https://doi.org/10.24926/jrnc.v8i2.6675>

Journal of Regional Medical Campuses, Vol. 8, Issue 2 (2025)

z.umn.edu/JRMC

All work in JRMC is licensed under CC BY-NC



Entrustable Professional Activities (EPAs) for Medical Student Leadership Curriculum Across Campuses

Joann Farrell Quinn, PhD; Kira K. Zwygart, MD; Amy B. Smith, PhD; Deborah DeWaay, MD; Michael Dowdy; Robin Schroeder, MD

Abstract

Entrustable Professional Activities (EPAs) represent essential tasks that medical trainees must demonstrate competence in before performing independently. Within the framework of competency-based medical education, EPAs serve as a bridge between broad program objectives and specific, actionable competencies required in clinical practice. By aligning EPAs with session objectives, educators ensure that each learning activity contributes to the progressive development of necessary skills and knowledge.

Following the Association of American Medical Colleges' (AAMC) introduction of Core EPAs for Entering Residency, the University of South Florida Morsani College of Medicine (USFMCOM) developed program-specific and specialty-specific EPAs to better prepare students for residency. Under this construct, USFMCOM's Scholarly Excellence, Leadership Experiences, Collaborative Training (SELECT) MD program integrated EPAs tailored to its distinctive curricular elements (referred to as domains), which include leadership, values-based patient-centered care (VBPCC), health systems, and scholarly excellence. SELECT's dual-campus structure, spanning Tampa, FL, and Allentown, PA, presents a unique opportunity to implement and assess EPAs in a longitudinal fashion across four years of training on both campuses: the Tampa campus and regional campus in Allentown.

This paper focuses on the leadership domain of the SELECT MD program and its corresponding EPA, which emphasizes the ability of a resident to effectively lead and manage collaborative healthcare teams from the start of residency. Leadership competencies include the development of patient-centered care plans using a multidisciplinary team approach, leveraging emotional intelligence, understanding personality types and conflict preferences, and creating a psychologically safe work environment. Through professional development coaching and experiential learning, students progress from pre-entrustable behaviors—such as limited awareness of emotional intelligence and its impact—to post-entrustable behaviors, where they effectively manage and motivate teams through emotional intelligence and strategic leadership practices.

By embedding leadership EPAs within the SELECT curriculum, USFMCOM ensures that graduates are not only clinically competent but also equipped with the essential leadership skills required for effective healthcare delivery.

Joann Farrell Quinn is Associate Professor, Department of Medical Education, University of South Florida Morsani College of Medicine, Tampa, Florida and Academic Director, TGH-USF People Development Institute; ORCID: <https://orcid.org/0000-0003-3972-8413>.

Kira K. Zwygart is Professor of Family Medicine and Vice Chair for Education, Department of Family Medicine, University of South Florida Morsani College of Medicine, Tampa, Florida; ORCID: <https://orcid.org/0000-0001-5182-2168>.

Amy B Smith is Senior Education Consultant at the Lehigh Valley Health Network, Allentown, PA and Professor, Department of Medical Education, SELECT Program Director, University of South Florida Morsani College of Medicine, Lehigh Valley Campus; ORCID: <https://orcid.org/0000-0002-3112-8117>.

Deborah DeWaay is Professor of Internal Medicine and Associate Dean for Undergraduate Medical Education, Department of Medical Education, University of South Florida Morsani College of Medicine, Tampa, Florida; <https://orcid.org/0000-0002-4755-6714>

Michael Dowdy is Academic Services Administrator, Department of Medical Education, University of South Florida Morsani College of Medicine, Tampa, Florida.

Robin Schroeder is Associate Professor of Family Medicine, University of South Florida Morsani College of Medicine, Tampa, Florida, Lehigh Valley Campus, Allentown, Pennsylvania

Corresponding author: Amy Smith, Department of Education, Lehigh Valley Health Network, 3900 Sierra Circle, Center Valley, PA 18034; e-mail: amy_b.smith@lvhn.org



The structured assessment of leadership competencies throughout medical training underscores the importance of developing emotionally intelligent, adaptable, and team-oriented physicians. This approach fosters a transformative educational experience that prepares future residents to confidently navigate and influence complex healthcare environments.

Acknowledgements:

The authors wish to thank the SELECT faculty and students who developed the SELECT-Leadership specific EPAs during working group sessions in 2017:

Leadership Group members: Eric Bean, Josh Cohen, Dionne Jones, Joann Quinn and, Suzanne Templer.

Key Words: Leadership, Entrustable Professional Activities (EPAs), Medical Education

Conflict of Interest Statement: The authors declare that they have no known conflicts of interest that could appear to influence the work reported in this paper.

Disclosure statement: The authors report there are no competing interests to declare.

Funding details: None

Ethical approval: Not Applicable

Background:

Entrustable Professional Activities (EPAs) are defined as essential tasks or responsibilities that a medical trainee is expected to perform independently once they have demonstrated the requisite competence. Integrating EPAs into the curriculum represents a pioneering approach in medical education, particularly within the context of competency-based training models. This framework clarifies the expectations and responsibilities that trainees must master throughout their educational journey, offering a tangible set of goals for various stages of their training. The relationship between program objectives, session objectives, and EPAs is integral to competency-based medical education (CBME). Program objectives outline the broad competencies required of a graduate. EPAs translate these broad competencies into specific, actionable tasks that a student must be able to perform in the clinical setting. Session objectives provide the step-by-step educational building blocks that prepare students to achieve proficiency in the EPAs. By aligning session objectives with EPAs, educators ensure that each learning activity is purposefully designed to contribute to the development of skills and knowledge necessary for performing specific professional activities.

After the Association of American Medical Colleges (AAMC) released the Core Entrustable Professional Activities for Entering Residency, the University of South Florida Morsani College of Medicine

(USFMCOM) developed program-specific learning objectives for the 4th year to align with the AAMC EPAs. Additionally, they created specialty-specific EPAs to prepare students for the specialty they plan to enter.

USFMCOM's Scholarly Excellence, Leadership Experiences, Collaborative Training (SELECT) MD program is a unique program that combines a traditional medical school curriculum with an innovative additional four-year longitudinal curriculum, covering leadership, values-based patient-centered care (VBPC), health systems, and scholarly excellence. The program spans two campuses in two different states with the main campus in Tampa, FL, and the regional clinical campus in Allentown, PA at the Lehigh Valley Health Network (LVHN). Students are based in Tampa for years one and two and Allentown for years three and four. While the core elements of the program are the same as the traditional medical school curriculum, the additional curricular threads of leadership, VBPC, health systems, and scholarly excellence are unique and therefore require a separate means of instruction and assessment. With this in mind, USFMCOM developed EPAs for the SELECT program to assess students' competency in the various facets of the SELECT training¹.

Leadership EPA:

The SELECT Program is often referred to as a leadership program, however, leadership is one of

four primary curricular threads, in addition to the domains of VBPC, health systems, and scholarly excellence. This paper focuses on the leadership domain alone. The leadership domain EPA stipulates that a resident should be *capable of effectively participating in and managing a collaborative team that impacts patient care from the first day of residency*. This involves developing a patient-centered care action plan that incorporates a multidisciplinary team approach. The resident is expected to leverage principles of emotional intelligence and integrate what was learned through their own experiences in professional development coaching to create a safe working environment, understand the personality types and conflict preferences of team members, and proactively manage their time together using knowledge of personality and conflict management tools.

This integration within the SELECT curriculum is designed to ensure that students not only acquire medical knowledge but also develop essential leadership skills that are critical for effective healthcare delivery. For instance, the critical competency under leadership to *"demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these¹"* is a key focus throughout the four years of the curriculum. The progression from pre-entrustable behaviors, such as being unable to understand the connection between emotional intelligence competencies and outcomes, to post-entrustable behaviors, like identifying and leveraging these connections to manage and motivate a team effectively, epitomizes the transformative journey that the curriculum aims to facilitate.

Curriculum Across 4 Years

During each of the four years of the SELECT Program students take a required course entitled SELECT Professional Development. The program is cohort-based, so all students participate in a single class together each year. Students take these required courses each year of the SELECT Program, with years one and two holding required three-hour sessions weekly, year three holding four-hour sessions weekly, and year four requires students to attend two weeks

at the beginning of the academic year, and one week at the end of the academic year with longitudinal work throughout the fourth year to accommodate other requirements of the fourth year.

One of the most impactful components of the SELECT Program is the four-year longitudinal coaching relationship. Students are assigned to groups of eight students and two faculty coaches, one from the Tampa (main) campus, and one from the LVHN (regional) campus. During all four years, the students engage with both coaches during class sessions, during 1:1 coaching sessions, as well as group coaching sessions. The 1:1 coaching occurs approximately every six weeks during each academic year. During years one and two the students are physically in the classroom with the Tampa-based coach and during year three the students are in the classroom with the Allentown-based coach. The other coach is present virtually for the large and small group sessions, allowing for interaction when the coach is not in person. The intended uses of the coaching groups for small group are to build supportive relationships within the group, and to provide a real-world collegial environment for the students to learn how to interact within a work group.

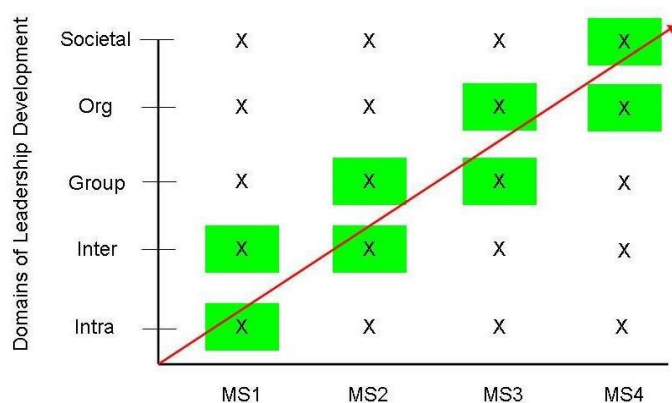
The SELECT Program framework builds upon prior session content as the students move through all four years. The emphasis of the leadership domain during the first year of the program is intentionally focused on the self. As students progress through the curriculum the focus changes from self-awareness to self-management and then to social awareness and relationship management. While the content areas are repeated throughout the program, for instance, the session on conflict management in year one would be primarily focused upon the individual's awareness of their own emotions and default conflict modes and situational approach/style. In the second year the focus changes to integrate more of the individual's self-management and begins to focus on social awareness, and this continues to build into year three and four with more of an integration of relationship management.

Roadmap

Students are exposed to each domain of leadership development throughout their SELECT studies (i.e. MS 1 - 4). However, as shown in Figure 1, it is intended

that specific domains of leadership development are emphasized within a given year. As illustrated in Figure 1, X indicates the MS year a domain of leadership development is taught and emphasized in the curriculum, and more systematically assessed. As a result, students and faculty have a general “roadmap” to guide content delivery and assessment planning. In general, Figure 1 represents current SELECT MD curriculum design emphasis and planning.

Figure 1: Conceptual Framework for Student Progression through SELECT Human Systems Framework



In the next section, we lay out the content and structure for the leadership sessions across the four year-long courses within the program (detail in Appendix A). Unless otherwise noted, the students meet within their coaching groups for the small group portion of the sessions. Included in many sessions are readings from “Cultivating Leadership in Medicine”². This edited volume was written with the intention to support the SELECT Program, as well as other leadership curricula offered throughout the continuum of medical education, with content experts from a variety of schools and programs in undergraduate medical education, graduate medical education, and continuing education. While not referenced in the individual session outlines below, readings from this book, as well as many other articles are required reading. Students are also asked to complete a variety of required and suggested assessments, which are used within the class sessions, 1:1 coaching sessions, as well as part of an individual professional development plan completed by each student starting in year one.

Year One- July through May

Prologue 1: Introduction to the SELECT Program

SELECT Professional Development Course 1 begins with a required three-day session called Prologue, where students attend day-long sessions, alongside their faculty coaches. The students are provided with an overview and expectations for the program, as well as an overview of Prologue and the Professional Development course. Content is delivered by the College administration, the Program leadership, course directors, and content-specific domain leads. Students spend time in a variety of sessions intended to introduce the curriculum, acclimate them to the school, and provide them with time to get to know their cohort, coaching groups, and faculty coaches.

Year One Sessions:

The year begins with a broad discussion about emotional intelligence and continues with a deeper dive into topics by session: self-awareness and self-management, power and influence, communication, positive affect, empathy, and wellbeing, appreciative inquiry, perception and bias, conflict management, and public speaking. Scholarly excellence begins in the second half of the first year preparing students for the SELECT Summer Immersion Course which occurs during the summer between year one and year two. Students identify a mentor and participate in an experiential project of their selection/creation with a focus on at least one of the SELECT domains; leadership, VBPC, health systems.

Year Two- July through February

Prologue 2: Summer Immersion Poster Presentation and Introduction to Year Two

Prologue 2 is a two-day course and begins with the students presenting their Summer Immersion course project posters to their colleagues, as well as faculty and administration. Students then continue with an introduction to the second year and participate in a team building activity within their coaching groups.

Year Two Sessions:

The second year wraps up with leadership sessions that cover: change management, self-management (revisited), conflict management (revisited), and

effective teams. The sessions revisit topics and build upon the previous year's sessions, providing a new perspective that includes social awareness, while the first-year sessions are more focused on a self-perspective.

Year Three- June through May

Year Three Sessions:

In year three, the sessions include professionalism and resilience, managing change (again building on previous knowledge), team development including an action learning project, project management, professional identity formation, and power and influence.

Year Four- June through March

SELECT Four is a longitudinal course including 2 weeks in June, longitudinal asynchronous work throughout the year, and ending with a 1-week Epilogue.

Prologue 4 is held for 2 weeks at the beginning of year four, when students come together for the SELECT-specific curriculum. Sessions include personal brand development, relationship-centered communication (building upon prior communication content), levels of systems, leadership with feeling and imposter syndrome, and negotiation.

Epilogue is one week at the end of the SELECT Program and includes content sessions and a final assessment. Each domain provides an opportunity for content sessions, as well as a wrap up of the year and of the SELECT Program. Sessions include resilience and leadership and how you will be graded as a leader.

The longitudinal leadership assignments are reflective papers. Students view a film from a choice of four ("On the Basis of Sex", "Pitch Perfect", "42", and "The Blindside") and are asked to write an essay that describes four different types of power demonstrated by a character in the movie and whether it was effective. A second essay describes the team development that was observed in the film with examples demonstrating the various stages of team development.

Assessment

The innovative approach of integrating EPAs with the curriculum underscores the importance of developing well-rounded medical professionals who are not only clinically competent but also possess the leadership, interpersonal, and systemic understanding necessary to navigate and improve the healthcare landscape. This integration serves as a model for medical education, emphasizing the significance of competency-based education and the value of entrustable professional activities in preparing trainees for the complexities of modern medical practice.

The assessment structure for the additional curriculum domains (leadership, values-based patient-centered care, and health systems) is a series of comprehensive exams each year. The exams include three parts, 1) multiple choice questions (MCQs) in the format of vignettes, 2) a standardized patient scenario called an OSSE (objective structured SELECT exam³), and 3) an oral exam. Each portion of the oral and written exams includes questions from that year on content taught in class sessions from each domain. MCQs are tagged by question within our question data bank by session, to ensure appropriate coverage of the content within the exam. The OSSE simulates a workplace encounter and students are expected to demonstrate leadership skills to navigate the situation. The OSSE and oral exam rubrics have sections to ensure competence by domain, and students must pass each domain for successful completion of the exam.

Program Outcomes

In October of 2024 data was collected from an alumni survey which was sent to all graduates (n=1523; 1113 Core students and 410 SELECT students) of the college of medicine from graduation year 2016 to 2024. SELECT respondents (n=104) commented that they used the leadership tools learned in medical school, with most focus on communication, emotional intelligence, difficult conversations, and conflict resolution. The Core respondents (n=170), who did not have the specified additional emotional intelligence and leadership training as the SELECT students, cited learning listening and communication skills, obtained from their doctoring courses, without

any specific reference to learning leadership skills in medical school. Without the formal leadership curriculum, while the other students may be learning skills, we consider important for leadership, they do not identify them as such.

Representative quotes from the graduates demonstrate the impact that the leadership curriculum had upon them.

Quote from a 2023 graduate, "SELECT was awesome! I think I've used teamwork skills, coaching, and quality improvement work consistently so far in residency."

Quote from a 2017 graduate, "SELECT helped me understand how to lead and how to follow."

Quote from a 2019 graduate: "I have integrated almost all tools I learned through SELECT into my further development as a doctor. Communication skills, understanding of health systems, leading up and confronting conflict."

Quote from a 2021 graduate: "My whole professional life is based on the foundation SELECT built. I use communication models, quality improvement models, patient care models, and so much more without even thinking about it during my day to day."

Because the curriculum identified leadership skills as such, and had specific EPAs that students needed to meet to demonstrate competency of, the SELECT students were able to identify the skills that contribute to their individual leadership effectiveness.

Conclusion

The SELECT program was presented with a unique opportunity to establish EPAs that addressed the program's additional curricular threads of leadership, values-based patient-centered care (VBPCC), health systems, and scholarly excellence to supplement the AAMC Core Entrustable Professional Activities for entering residency. Through an explicit link of domain-specific EPAs from curriculum to assessment for each domain of additional content, the SELECT Program has provided a template for other courses, programs, and schools to offer content-specific curriculum in leadership, values-based patient-centered care, health systems, and scholarly

excellence. This paper outlined the specifics of the leadership domain.

The SELECT program administration and faculty offer an outline of the program content as a roadmap for others to follow in implementing a robust leadership curriculum, which is essential to holistically train the physicians of the future. After graduating twelve cohorts, the program will end in its current format in 2027 due to organizational changes.

References

1. Quinn JF, DeWaay D, Zwygart KK, Smith AB. Entrustable Professional Activities in Medical Education: SELECT Leadership, Values-Based Patient-Centered Care, Health Systems, and Scholarly Excellence. *Journal of Regional Medical Campuses*. 2024;7(3). doi:<https://doi.org/10.24926/jrmc.v7i3.6157>
2. Quinn JF, White BAA. (2022). *Cultivating Leadership in Medicine*, 2nd ed. Kendall Hunt, Dubuque, IA; 2022. ISBN:9781792494895.
3. Zwygart KK, Smith AB. OSSE—a SELECT Medical Student Competency Assessment. *Medical Science Educator*. 2016;26(2):199-202. doi:<https://doi.org/10.1007/s40670-016-0232-0>
4. Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y. A Schematic Representation of the Professional Identity Formation and Socialization of Medical Students and Residents. *Academic Medicine*. 2015;90(6):718-725. doi:<https://doi.org/10.1097/acm.0000000000000700>

APPENDIX A

Prologue 1: Introduction to the SELECT Program

SELECT Professional Development Course 1 begins with a required three-day session called Prologue, where students attend day-long sessions, alongside their faculty coaches. The students are provided an overview of the year, and expectations for the program overall, as well as those for year one's course. Content is delivered by the College administration, the Program leadership, course directors, and content-specific domain leads. Students spend time in a variety of sessions intended to introduce the forthcoming curriculum, acclimate them to the school, and provide them with time to get to know their cohort, coaching groups, and faculty coaches.

Session One: Emotional Intelligence

The academic year begins with the first leadership session covering an introduction to emotional intelligence, which is the foundational framework for the leadership domain throughout the program. In the first session, the students are also debriefed on the 360-degree emotional intelligence assessment they take, which provides developmental feedback that they will use throughout the year, and beyond, and is the basis of their professional development plan they develop and receive support on from their faculty coaches.

The students write letters to their "future selves", which are returned to them in the fourth year during SELECT Epilogue at the end of the academic year, which is also the end of the program. Students participate in a small group session, where they spend time getting to know their group members and faculty coaches and complete a coaching contract that sets the ground rules for their engagement with their group of eight students and two faculty coaches, which will remain together for all four years of the program. They also participate in a self-awareness activity and discuss a leadership teaching case that is provided to them.

Session Two: Self-Awareness and Self-Management

In the second session, students explore self-awareness through a didactic that includes a focus on self-awareness and self-management, and then break into a small group session. In small group the students work on a series of activities and discussions that includes a focus on self-awareness and clinical performance, an assessment and discussion of locus of control, and completion of an activity on their own self-awareness and self-management.

Session Three: Power and Influence

In session three, the students begin with a didactic on the what, why, and how of types of power and styles of influence. In small group, the students explore body language and the messages they receive and the way they feel, then reviewed key takeaways from the didactic. They finish up the session playing a relationship game on reward power.

Session Four: Communication

Session four focuses on the dynamics of communication on trust and respect for physicians, and communication tools needed to communicate within teams and ultimately improve leadership. Following the large group didactic, students move into small groups and work on an interactive activity on storytelling, then participate in an active listening exercise, and end the session in a peer-coaching session.

Session Five: Positive Affect, Empathy, and Wellbeing

In the final session of the first leadership block, students explore positive affect, how it impacts us and our ability to learn and grow; as well as the importance of empathy. Following a short didactic on the basics of affect and well-being, students move into small groups. Students begin with a gratitude activity, which spurs positivity and opens them to learning. They then explore empathy through an experiential sharing activity and review positive and negative emotions in follow up from a large group activity.

Session Six: Appreciative Inquiry

The first session of the second leadership block of first year focuses on Appreciative Inquiry (AI). Led most recently by a guest speaker who is an expert in the field, the students explore the principles and philosophy of appreciative inquiry, with an emphasis on positive questioning, collaborative inquiry, and the co-creation of shared futures within the large group. In small group the students then practice applying techniques and methods for AI in various contexts. Finally, students explore how to integrate AI principles into organizational development and change management initiatives.

Session Seven: Perception and Bias

During session seven, students learn about the fundamental concepts of the science of human bias. In small groups the students explore the potential impact of implicit biases on physician's perceptions and behavior and application of skills for reducing and managing biases. Students are also encouraged to take one or more Implicit Association Tests online offered through Project Implicit and discuss their outcomes with each other.

Session Eight: Conflict Management

In this first session on conflict management, students explore the conflict modes, learn how managing conflict well can impact a physician, as well as their patients and colleagues, and explore their own conflict styles. Students review the conflict management basics in large group and then break into small groups to review their own individual Thomas-Kilmann Conflict Mode Instrument (TKI) results, explore different conflict management styles, how they impact interpersonal, group, and team dynamics, and how to choose the best approach for any situation.

Session Nine: Public Speaking

In this final session of leadership for year one, students learn about the differences among the functions of the parts of speech and learn how to engage with others through speech and body language. Following a large group session on the elements of effective public speaking, each student develops and presents a 3–4-minute speech within their small group. Each student is provided feedback by the group and the entire group participates in a discussion. This session prepares the students for their upcoming poster presentation on their individual scholarly projects, which occurs at the end of the Summer Immersion course.

Year Two- July through February

Prologue: Summer Immersion Poster Presentation and Introduction to Year Two

Prologue two is two days long and begins with the students presenting their Summer Immersion course project posters to their colleagues, as well as faculty and administration. Students then continue with an introduction to the second year and participate in a team building activity within their coaching groups. They reflect together as a class on the impacts of leaders and followers within the groups and how levels of influence can be effective in group decision-making.

Session One: Change Management

The second year begins with change management, with a focus on understanding the process of change, and recognizing barriers to change. Students engage in large group with a short didactic on change management and the various models of change and then watch the Atul Gawande video, 'How do we heal medicine,' and then break off into small groups for discussion. The deliverable for the session is for the group to come up with one change initiative that they would like to see. It could be at any level, and they are required to submit one per group. Groups are not required to carry out the change initiative, however over the years there have been groups that have pursued their plan and set in motion positive change within the college and beyond.

Session Two: Self-Management

While self-management was taught in the first-year course, as well, self-management is now revisited through the lens of action, instead of awareness, as it was in the first year. This perspective now focuses on the information that students take in from the outside to create understanding of how we integrate our own awareness of ourselves with the outside world to determine the most appropriate response. After a short review of self-management and an introduction to this new perspective, students move into small groups for discussion and an exploration of archetypes to deepen their understanding of awareness and observations of self. Students complete an exercise on helping relationships which explores how they can support others in their development of awareness. The session ends with an activity that focuses on their tasks of the day and how they can assign purpose to them.

Session Three: Conflict Management

Session three revisits conflict management. Within large group students review conflict management basics presented in year one, and then do a deeper dive with a focus on teamwork and group decision making. In small groups, the students explore conflict management from a situational perspective, and then revisit the previous year's material on how to approach difficult situations with their new understanding and personal experiences and revisit their Thomas-Kilmann Conflict Mode Instrument (TKI) results.

Session Four: Effective Teams

The final session for year two focuses on understanding how to contribute positively to team performance, including resolving workplace conflicts, and reaching group decisions. This session follows conflict management where the basics of interpersonal interaction were provided, and the focus of the large group didactic is on teamwork essentials. The students then move into small group for activities and discussion about effective teams. Students are encouraged to practice observational skills during the group interactions, which are team-focused activities that include brainstorming, debate, and decision-making with the ability to choose their topic from a list of 'hot topics.' Students are then asked to debrief on the essentials of teamwork they experienced during the activity.

Year Three

Session One: Professionalism and Resilience

This session includes third- and fourth-year students. At the beginning of the academic year, this shared experience is appreciated by the students. After a short didactic intended to apply the "how to" to becoming more resilient, the students complete the Professional Quality of Life Scale, individually. In groups of mixed year three and four students, the Using Values to Build Resilience and The Spheres of Personal Control activities are completed. Each student selects a skill to build resilience for focus during the year. Coaches facilitate this process.

Session Two: Managing Change

This session builds upon the previous sessions on change and revisits individual transition and applies the principles to change management to healthcare. After a brief review of a change management model, the students move to small groups. First, the students assess their personal stage of transition. Since they recently moved to Pennsylvania from Florida, this is often the focus. Then, using a real case, the students develop recommendations for a specific stage of change for an actual new program at LVHN. They debrief in the large group, so that all stages of change are covered. Many valuable ideas for the program evolved from this student work.

Session Three: Team Development and Introduction to Action Learning Projects

Prior to this session, students are encouraged to review their past personal assessments including the TKI. A short didactic review of Team Development is presented in preparation for a new student team. The Action Learning Project (ALP) is introduced, and the students are assigned to a new group of 6-7 students to work on this project throughout the rest of the academic year. The major focus of action learning is on individual and team learning, rather than the outcome. Each ALP has an LVHN sponsor and is a real hospital/network problem or question to be addressed. At this first session, the students select their team leader and team manager, they discuss their individual strengths and areas for development, and create a team profile.

Session Four: Project Management

The students are introduced to LEAN concepts, including the A3 tool as part of the Health Systems domain. During this leadership session about Project Management, the A3 is reviewed and then the students, working in their ALP groups, create an A3 for an assigned "problem". The additional project management tools to be used during the ALP are presented. These include Project Structure, a Team Charter, a High-Level Responsibility Chart (RACI), Meeting Agenda and Minutes, a Gantt style project management plan, an A3, and an Executive Summary. The ALPs are presented live, via PowerPoint at the end of the academic year. The leadership domain time is largely spent on these projects for the remainder of the year.

Session Five: Professional Identity Formation, Power and Influence

After a didactic review of Power and Influence, a deeper dive into Professional Identity Formation is explored. The students break into their coaching groups to individually complete the McClelland Motives Questionnaire, and then a Types of Power exercise where they discuss and assign perceived types of power to well-known individuals. The students write an individual reflection on their own professional development in response to four prompts based on professional identity formation as described by Richard and Sylvia Cruess⁴. All of these are discussed in the coaching group as each activity is completed.

Additional sessions: Action learning project work time. Portions of other four-hour sessions are allotted for work on the ALP.

Year Four- year four is presented in a consolidated format at the beginning (Prologue 4) and ending (Epilogue) of the academic year

Prologue 4 Sessions:

Brand Development

A series of 4 sessions is devoted to this topic. The students are given a pre-assignment list of questions for trusted friends and family to obtain feedback on their strengths and areas for development. Then, a nationally known

speaker talks about the importance of cultivating one's own brand. The next session provides some didactic and a review of the many additional competencies that these students have because of the SELECT program. The students work in peer pairs to develop an "elevator speech" that conveys their brand. The final session in this series is in the coaching group. Each student presents their "elevator speech" to the group and receives feedback on how well they captured who they are. Time is given for editing and each student presents, again. This session is well-received as a preparation for residency interview questions.

Relationship Centered Communication (RCC)

RCC is a four-hour workshop that was developed by LVHN in partnership with the Academy of Communication in Healthcare (ACH). There are short didactic segments prior to each of the three "skill sets". Then, in coaching groups, the students role play and receive feedback from their peers and a trained ACH facilitator. This is a supportive, appreciative process that includes creating and prioritizing the agenda, empathy, and providing information to patients in manageable chunks.

Levels of Systems

A team of individuals who might impact a patient with multiple chronic problems is convened for this session. This team includes the patient, the patient's partner, primary care physician, a pharmacist, in-patient case manager, a human resources representative, and a representative from the health insurance plan. A case is presented, each expert states their perspective and the students ask questions. Each group summarizes the challenges of each of these individuals. This session is based on the Institute of Medicine's four-level model of the health care system.

Leadership with Feeling and Impostor Syndrome

A short didactic addresses emotion in leadership. Fear, anger, and shame are discussed and the difference between sharing emotions and being emotional is emphasized. Recognizing that emotions often get transformed into anger and how to manage this is an important take away. Imposter syndrome is a popular topic. After an overview of what it is and why it happens, the students are invited to discuss the topic in their coaching groups. The students are offered the Clance IP scale as a way of exploring their own imposter syndrome in more detail.

Negotiation

After an introduction to the basic tenets of negotiation, the students are asked to apply conflict management skills to actual negotiations. In teams of two, black and red licorice are the currency for a car buying negotiation and a coveted spot on a research team negotiation. Conflict management and emotional intelligence concepts are reviewed.

Epilogue Sessions:

Resilience and Leadership

This session is presented by an invited physician leader who shares their story with the students. This session touches upon emotional intelligence, leadership with feeling, leadership style and resilience. This session is a presentation followed by student questions.

There is a faculty panel on this topic. SELECT faculty share times when they were particularly resilient and times when they weren't and how they learned from those experiences.

How You Will Be Graded as a Leader

A compensation expert from LVHN provides the students with an overview of compensation for physicians. Fee for service, wRVUs, value-based reimbursement and similar topics are presented with time for questions. An expert from the patient survey team provides the students with insight as to the questions that are asked on the surveys and how they may impact physician compensation, insurance payment to the organization and quality metrics.

Longitudinal Assignment

For this assignment, students view a film from a choice of four ("On the Basis of Sex", "Pitch Perfect", "42", and "The Blindside") and are asked to write an essay that describes four different types of power demonstrated by a character in the movie and whether it was effective. A second essay describes the team development that was observed in the film with examples demonstrating the various stages of team development.

APPENDIX B: Program Objectives

The SELECT Program-Specific Objectives are listed below, which are additive to the overall college of medicine program objectives. These program-specific objectives cover personal and professional development and system-based practice.

Medical Education Program Objectives: SELECT MD Program

Upon completion of the Morsani College of Medicine SELECT MD program, medical students must have demonstrated competency in each of the following AAMC Competency Domains:

1. Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- 1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.
- 1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications
- SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

2. Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- 2.1 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- 2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- 2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices
- SELECT 2.7 Examine national and international health systems, policy and finance.

3. Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise

3.2 Set learning and improvement goals

3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes

3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement

3.5 Incorporate feedback into daily practice

3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems

3.7 Use information technology to optimize learning

3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals

3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care

3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self- assessing knowledge gaps and setting improvement goals, them perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

4. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds

4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies

4.3 Work effectively with others as a member or leader of a health care team or other professional group

4.4 Act in a consultative role to other health professionals

4.5 Maintain comprehensive, timely, and legible medical records

4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics

4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

5.1 Demonstrate compassion, integrity, and respect for others

5.2 Demonstrate responsiveness to patient needs that supersedes self-interest

5.3 Demonstrate respect for patient privacy and autonomy

5.4 Demonstrate accountability to patients, society, and the profession

5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

6. Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty

6.2 Coordinate patient care within the health care system relevant to one's clinical specialty

6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

6.4 Advocate for quality patient care and optimal patient care systems

6.5 Participate in identifying system errors and implementing potential systems solutions

6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems.

SELECT 6.9 Integrate knowledge of healthcare systems into individual patient care.

7. Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust

7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served

7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations

7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

8.2 Demonstrate healthy coping mechanisms to respond to stress

8.3 Manage conflict between personal and professional responsibilities

8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior

8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients

8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system

8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease

8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

Adopted and approved by the USF Health Morsani College of Medicine Curriculum Committee May 2017.