

The Segway Model: Results of a Qualitative Analysis on the Value and Role of Education in an Academic Learning Health System

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MEDICAL EDUCATION RESEARCH

Background:

Rapidly changing needs in healthcare delivery require novel methods of healthcare education that re-envision the role of learners, structure of training and utilization of data for feedback to enable learners to deliver high-quality, equitable, community engaged and technologically supported care.

Objectives:

To understand and identify the role of healthcare education in the academic learning health system (aLHS) at Atrium Health Wake Forest Baptist (AHWFB) using feedback and perspectives from key stakeholders; and to characterize challenges that must be overcome to achieve this goal.

Methods/Design:

A 4-hour half-day workshop was designed and conducted bringing together 161 leaders from across the aLHS. Attendees were divided into small groups for breakout discussions covering pre-specified, open-ended topics. Questions included: unimagined roles healthcare will need; how to drive innovation with our learners; how to leverage learners as active community members; new models needed to retain diverse talent and impact diversity; and new educational experiences needed. Responses were recorded in the electronic whiteboard platform *Padlet*. Responses were divided into individual thoughts and thematic analysis

conducted (AW, RS). Codes were created to capture sentiments of each response; themes identified for each questions independently and overall.

Results:

In total, 334 responses were recorded. Four overarching requirements were identified to drive innovation through and with our learners: (1) To deliver best practices in adult education; (2) Expand *what* and *how* students learn; (3) Fully integrate students into the aLHS; and (4) Monitor progress and track feedback. Five themes were identified for how healthcare education needs to adapt to achieve value within the aLHS including (1) Creating and sustaining community pipelines to our programs; (2) Creating cross-program learning for students; (3) Improving and expanding technological capabilities; (4) Utilizing adaptive expertise with a growth mindset; and (5) Gathering big data and making better use of feedback in real time.

Conclusions:

Our results support a 'Segway model' for the aLHS, in which the educational mission, aligned with the research mission of the aLHS, is crucial to lift up clinical practice and propel innovation forward. The five overarching themes demonstrate where medical education may directly contribute to the strategic initiatives of the aLHS, thereby adding value. Future focus groups will gauge perceptions of forum responses from unrepresented stakeholder groups.