



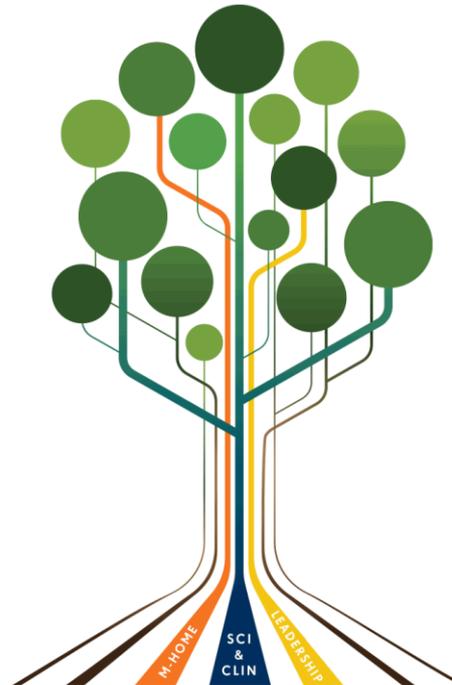
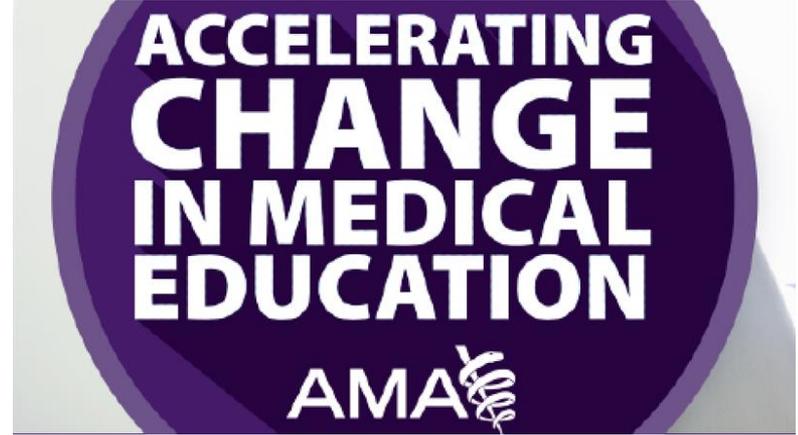
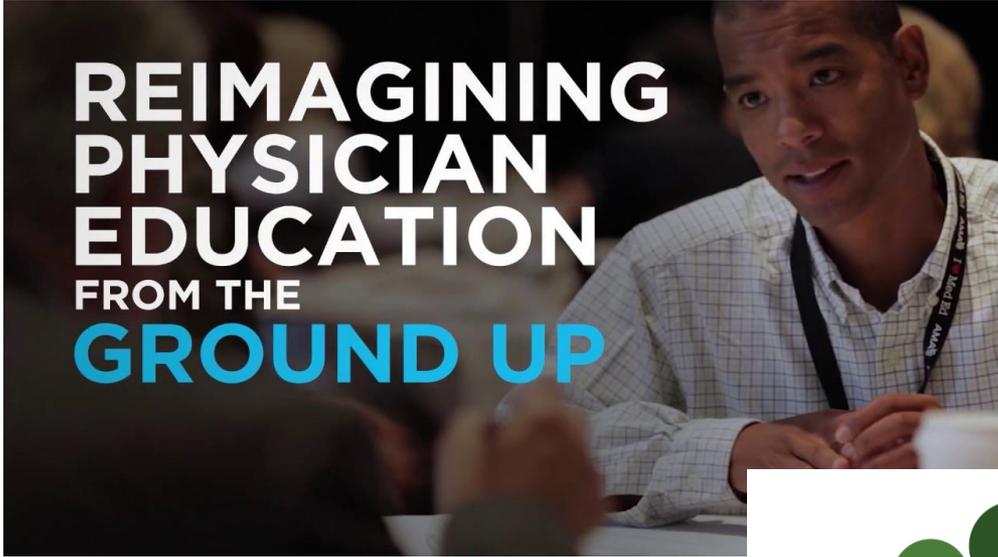
# Co-Creating Deep Change

*Crafting a Personal Narrative of Change*

**Antonius Tsai**

Director of Career and Leadership Development  
University of Utah Health

# REIMAGINING PHYSICIAN EDUCATION FROM THE GROUND UP



BRANCHES  
TRUNK

### FOURTH YEAR / LATE BRANCHES

This dedicated phase of the Branches is all about honing your clinical skills, integrating your scientific knowledge into the care you provide to individual patients, and exploring opportunities on how you can impact health and health systems for the greater good.

As a future resident physician, you will be asked to educate students of your own. During the Branches, you will get a chance to learn the ropes through dedicated opportunities to refine your teaching skills with peers and near-peers.

### THIRD YEAR / EARLY BRANCHES

When you enter the Branches in M3 year, you will choose one of four Branches to match your career interests, to focus the remainder of your medical education. This is the place in the curriculum where some students elect to start a dual degree, do international rotations, develop primary research projects, create and manage health programs, or embark on other individualized projects that interest you.

- The Branches:
- Patients and Populations
  - Diagnostic and Therapeutic Technologies
  - Procedures-Based Care
  - Systems-Focused and Hospital-Based Practice

### SECOND YEAR / CLINICAL TRUNK

The Clinical Trunk features two phases of learning. In the first phase, the Transition to Clerkships, students prepare to enter the clinical environment, focusing on linking their scientific foundations to clinical skills and patient care. In the second phase, students are immersed in departmentally organized clinical rotations, the Core Clerkships.

### FIRST YEAR / SCIENTIFIC TRUNK

The Scientific Trunk features organ system-based sequences with normal and abnormal organ functions and pathologies presented side by side. This is longitudinally integrated with "Doctoring," a clinical skills course where students learn the art of medical interviewing and physical examination. This first year also includes courses designed to foster clinical reasoning skills, evidence-based medicine skills, leadership and interprofessional collaboration.

**LONGITUDINAL LEARNING** Cultural competency. Effective listening. Better bedside manners. These lifelong skills require more time to develop, so we made more room for them in our curriculum. Through these four-year experiences, you will have room to grow into the physician you would like to be.



*When you lead people through difficult change, you take them on an emotional roller coaster because you are asking them to relinquish something — a belief, a value, a behavior — that they hold dear.*  
— **Ronald A. Heifetz**, *Leadership on the Line*



# Welcome to iPACE™

## Interprofessional Partnership to Advance Care and Education

### Preamble

The interprofessional team includes diverse professionals whose main objective is to provide **excellent patient centered** care while **respectfully** learning from, with, and about each other; **innovating** with one another; and **owning** their continuous improvement with passion and **integrity**.

### Core Principles

- Patient-centered care that involves an interprofessional team that includes the patient and their family (**one team**)
- Intentional, structured, and collaborative team practice (**one round**)
- Full involvement of the care team in formulating and communicating patient-care plans (**one plan** that gives **one message**), with utilization of telecommunication technology as necessary.
- Purposeful learning by the interprofessional team
- Co-location of patient and care team to optimize teaming potential
- Promoting team members' full scope of practice and well-being
- Commitment to and participation of the full team in rapid cycle improvement

PATIENT  
CENTERED

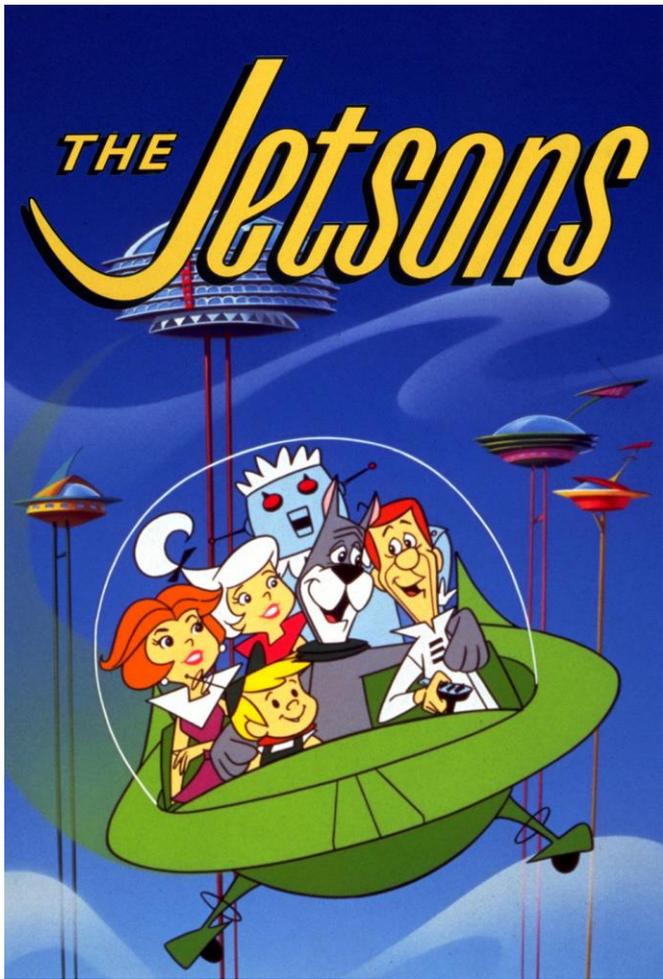
RESPECT

INTEGRITY

EXCELLENCE

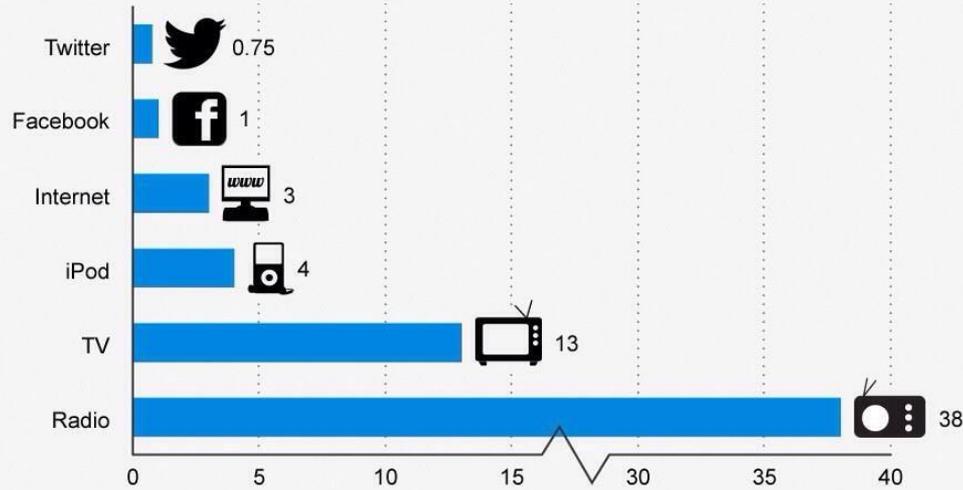
OWNERSHIP

INNOVATION



# The Rapid Rise of Social Media

Time to reach 50 million users worldwide (in years)

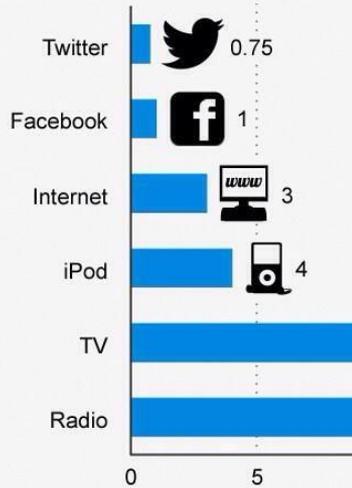


The pace of change has increased



# The Rapid Rise of Social Media

Time to reach 50 million users worldwide (in years)



The pace of change has increased

statista The Statistics Portal

cc creative commons

The creation of a vast, complex, interconnected system





- Pandemic
- Homelessness
- Obesity
- Terrorism
- Opioid Epidemic
- Global Warming
- Healthcare Access
- ...

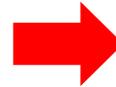
Based upon Rittel and Webber (1973)



# CREATIVE DISRUPTIONS



# DISRUPTORS TO HEALTHCARE & EDUCATION





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## Interprofessional Partnership to Advance Care and Education

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PATIENT  
CENTERED

RESPECT

INTEGRITY

EXCELLENCE

OWNERSHIP

INNOVATION



# meaning

[ mee-ning ] [SHOW IPA](#) 

[SEE SYNONYMS FOR meaning ON THESAURUS.COM](#)

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*noun*

- 1 what is intended to be, or actually is, expressed or indicated; signification; import:  
*the three meanings of a word.*
- 2 the end, purpose, or significance of something:  
*What is the meaning of life? What is the meaning of this intrusion?*
- 3 *Linguistics.*
  - a the nonlinguistic cultural correlate, reference, or denotation of a linguistic form; expression.
  - b linguistic content (opposed to [expression](#)).

<https://www.dictionary.com/browse/meaning>



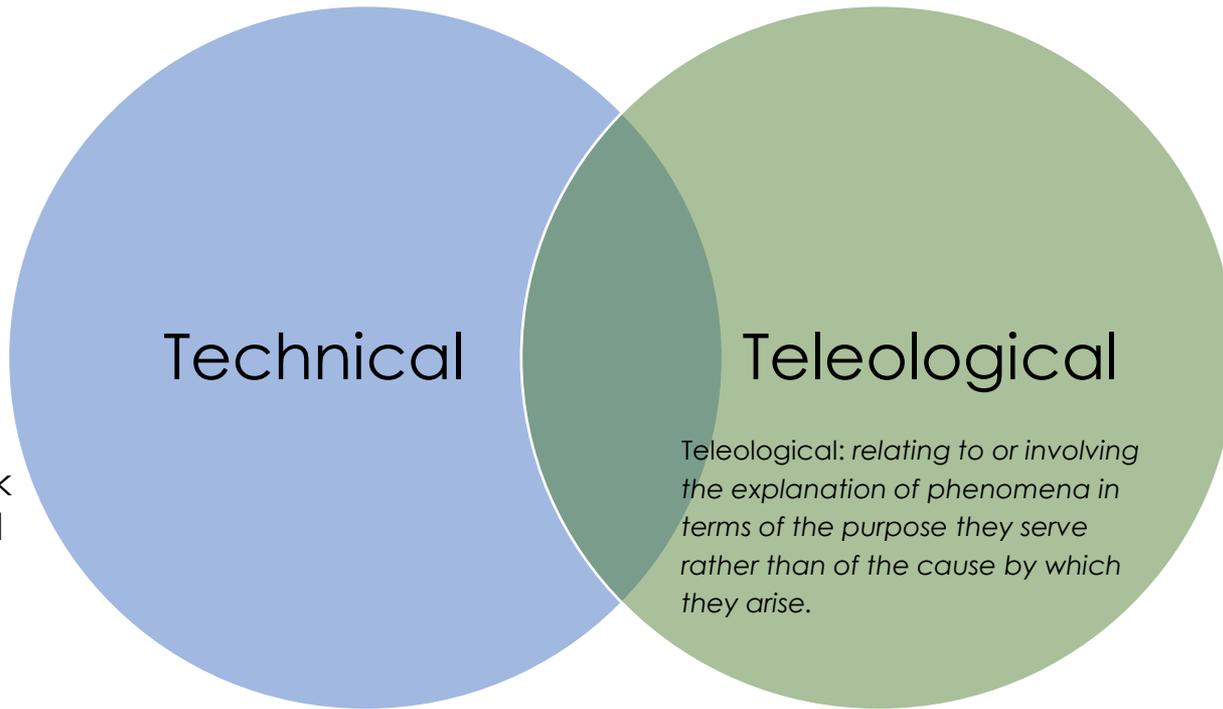
*I am free and that is  
why I am lost.*

~ Franz Kafka

Identifying and categorizing something

Analyzing and determining causation

Performing a task using specialized methodology



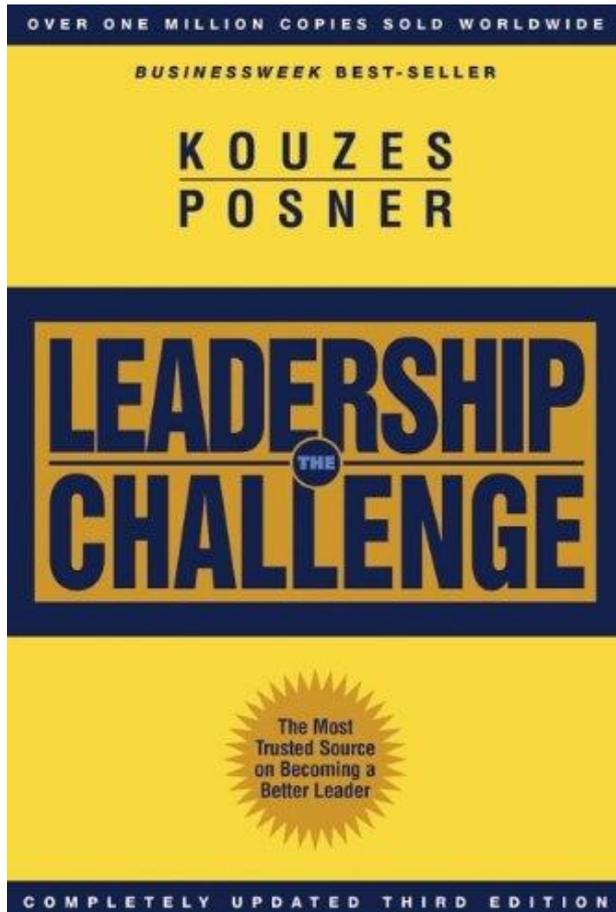
What does it mean?

Why does it matter?

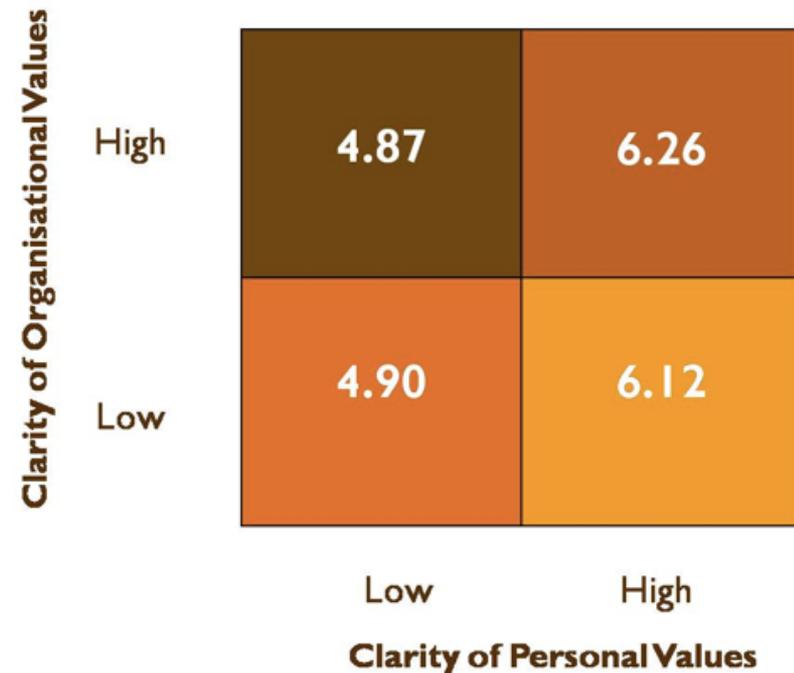
What is the purpose?

Stuff is happening... ...what meaning will I give it?

# CLARIFYING YOUR OWN MEANING



**Commitment to the Organization\***  
(7-point scale)



\*Source: Kouzes and Posner, *The Leadership Challenge*



## Health Care Transformation Begins With You

Wiley Souba, MD, ScD, MBA

### Abstract

Most health care transformation efforts are unsuccessful because they overlook the importance of personal transformation in enabling major systemic change. Personal transformation is about creating access to a broader range of ways of being, thinking, and acting in order to be more effective in dealing with those challenges for which conventional strategies are inadequate. As many of

health care are inevitable, mastering context is critical to transformation. In moving the organization forward, key thought leaders who embrace new ways of working together can help others recontextualize their challenges, thereby serving as important catalysts for diffusing these innovations into the culture. The ensuing improvement in performance is less the result of

theory and more a function of having altered the context through which one's challenges are understood. When individual transformation parallels organizational transformation, a tipping point is reached where there is a visible increase in organizational members' effectiveness, a marked increase in organizational members' impact on others' performance, and a collective

*Every challenge you deal with – a disruptive faculty member, mounting demands on clinical productivity, new pedagogies – occur within a context. But unlike the content of these challenges, context is always alterable.*

radical change that steers an organization in a new direction resulting in marked improvements in performance, the word

work in these organizations who are not immune, and we have always described the kind of transformational change that

words, nothing changes without personal transformation.” Without the capacity to shift our usual (automatic)

*Interestingly, your own effectiveness will not be enhanced, first and foremost, because you acquired another skill. Rather, it will be enhanced because the perspective from which you operate has changed.*

have such an impressive capacity to resist change, and partly because the amount of change being strived for is so radical and difficult. In his landmark article, Kotter<sup>1</sup> described the major traps that can derail any corporate transformation effort, which include a lack of urgency; an uncommitted leadership team; a vision that is unclear or undercommunicated; tolerating individuals who resist

Unfortunately, the assumption that major systemic transformation naturally leads to individual transformation is flawed. The truth is that the transformation of individuals within an organization must parallel the transformation of that organization. Failure to recognize this complementary, reciprocal relationship has contributed significantly to the struggles that medical schools and

exactly how we expand the breadth and depth of our leadership portfolio is often unclear. We have all experienced how difficult it is to break free from and go beyond our engrained, default ways of leading. A science of transformation, however, is emerging, and it provides a useful place to start.

Context is critical, powerful, and





*Transition always starts with an ending. To become something else, you have to stop being what you are now; to start doing things a new way, you have to end the way you are doing them now; and to develop a new attitude or outlook, you have to let go of the old.*

~ **William Bridges**, *Transitions: Making Sense of Life's Changes*

# SEASON 1 **LETTING GO**



### Reflections for this season

- What is ending/over and what isn't?
- Which relationships do I want to continue? Which do I need to end?
- What can I take with me from the role that is ending? What skills, lessons, or values can I continue?

### Actions for this season

- Minimize taking on of additional obligations in your current role.
- Allocate time outside of current role to engage personal projects and activities.
- Wind down current obligations on good terms (if possible) with those in your professional circle.

### Additional Resources

- Bridges, W., Bridges, S. & Starmer, M. (2019). *Transitions: making sense of life's change*. New York, NY: Lifelong Books, LLC.
- Brooks, D. (2020). *Snowed mountain: the quest for a moral life*. S.I.: Random House.
- Coelho, P., Clarke, A. & Smith, J. (2014). *The alchemist*. San Francisco: HarperOne.

In the circle below, record your reflections and identify three key actions you will commit to taking to successfully navigate the transition of this season

### My Reflections:

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### My 3 Key Actions:

- 1.
- 2.
- 3.



*For everything there is a season, and a time for every purpose under heaven*

~ Ecclesiastes 3:1

*At some point, you will feel the beginning of an ending. What was once going strong no longer has the same energy as it once did. There is the temptation to "revive" things to what they once were, but the inner voice is whispering for you to begin to move on. All living things experience "cycles" during which growth is followed by decline. The decline is not a "problem," but rather part of a natural process to make way for the next cycle of growth and life.*

# SEASON 2 **CREATING SPACE**



### Reflections for this season

- How might this transition actually benefit me? What is this transition allowing me to do?
- What is most important to me? What is my deeper purpose?
- What are realistic short-term goals/checkpoints to help me through this "season"?

### Actions for this season

- This is time for pause. Allow for the absence of clear direction, and refrain from impulsively starting new activities.
- Create routines and set minor short-term goals to create structure and "ground" during the season.
- Reconnect with your deeper self through reflection on values and purpose.

### Additional Resources

- Tsai, A. (2018). *Solving for "Why"*. Pennsauken, NJ: BookBaby. (This is my book)
- Ohlsson, P. (2018). *The planes that roam you: a guide to free-lancers in difficult times*. Boulder, Colorado: Shambhala.
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*When I run after what I think I want, my days are a furnace of distress and anxiety; If I sit in my own place of patience, what I need flows to me, and without any pain. From this I understand that what I want also wants me, is looking for me and attracting me.*

~ Rumi

*This is a time for rest and recovery. Just as farmland needs regular times to lay fallow in order to be productive in future seasons, people need regular times to disengage from their work in order to better re-engage with their work in the future. Inaction allows for creative energy to gather below the surface and burst forth in the coming spring.*



# SEASON 3 **NEW BEGINNINGS**



### Reflections for this season

- Who are people I should connect/re-connect with who can help me get started?
- What are some positive outcomes that could come from this new role?
- What new behaviors must I adopt to succeed in this new role?

### Actions for this season

- Reach out to your social connections. Let them know what you want and let them help connect you to more people.
- Act on what you are inspired to do. Allow your creative energy to guide your direction.
- This is a time to learn and master new skills. Take time to read about and practice new ideas and skills.

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*"If Winter comes, can Spring be far behind?"*

~ Percy Bysshe Shelley

*"Spring is the time of plans and projects."*

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*Just as you despair that winter will last forever, spring slowly emerges. A small but vital inspiration emanates which points to new hopes and beginnings. This is the time to cultivate and "grow" your ideas. Build upon your early notions with creativity and imagination; use discipline and practice to learn into new ways of being.*





Comfort  
Dissatisfaction



Hope  
Fear



## A "Solving for WHY" Primer for Managing Career Transitions

# SEASON 1 **LETTING GO**



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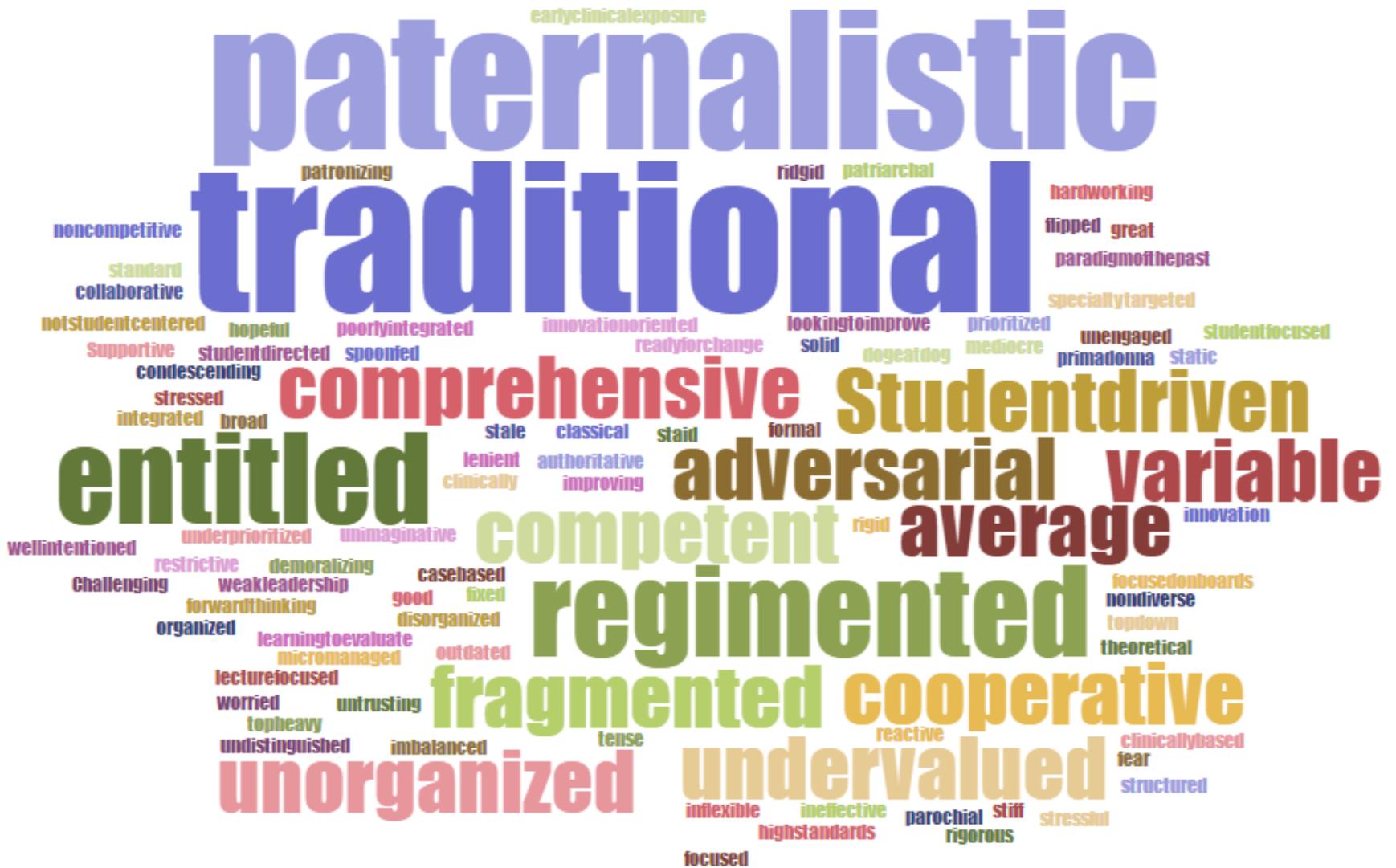
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Connectedness  
Strategic  
Individualization  
Responsibility  
Relator



## A “Solving for WHY” Primer for Managing Career Transitions

# SEASON 2 **CREATING SPACE**



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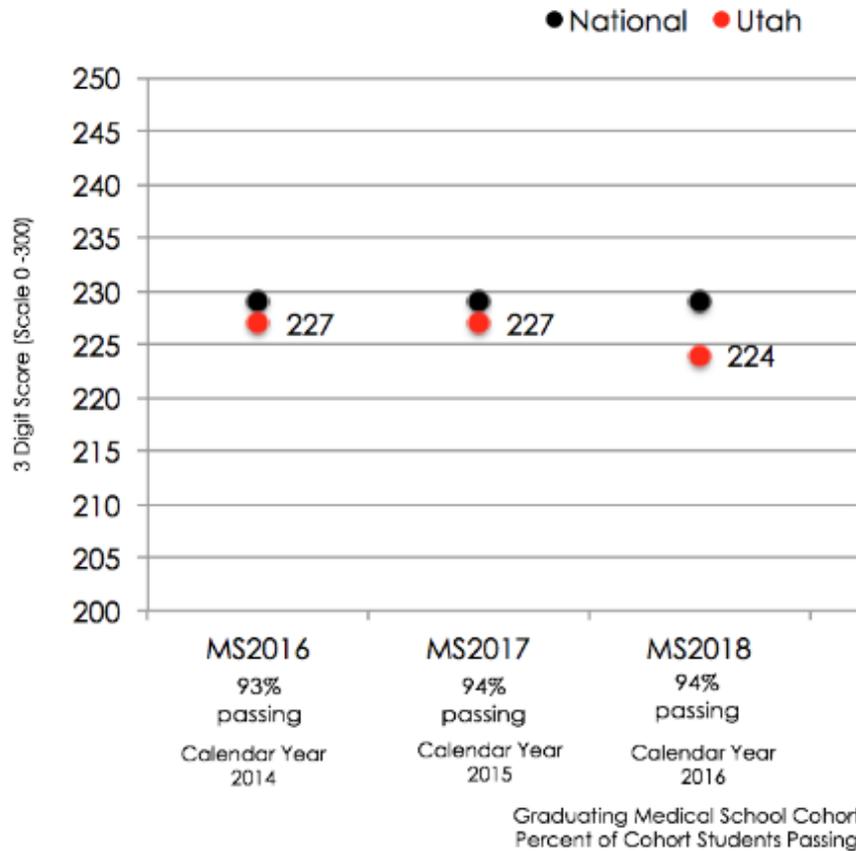
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# Step 1 Mean Performance

## USMLE Step 1

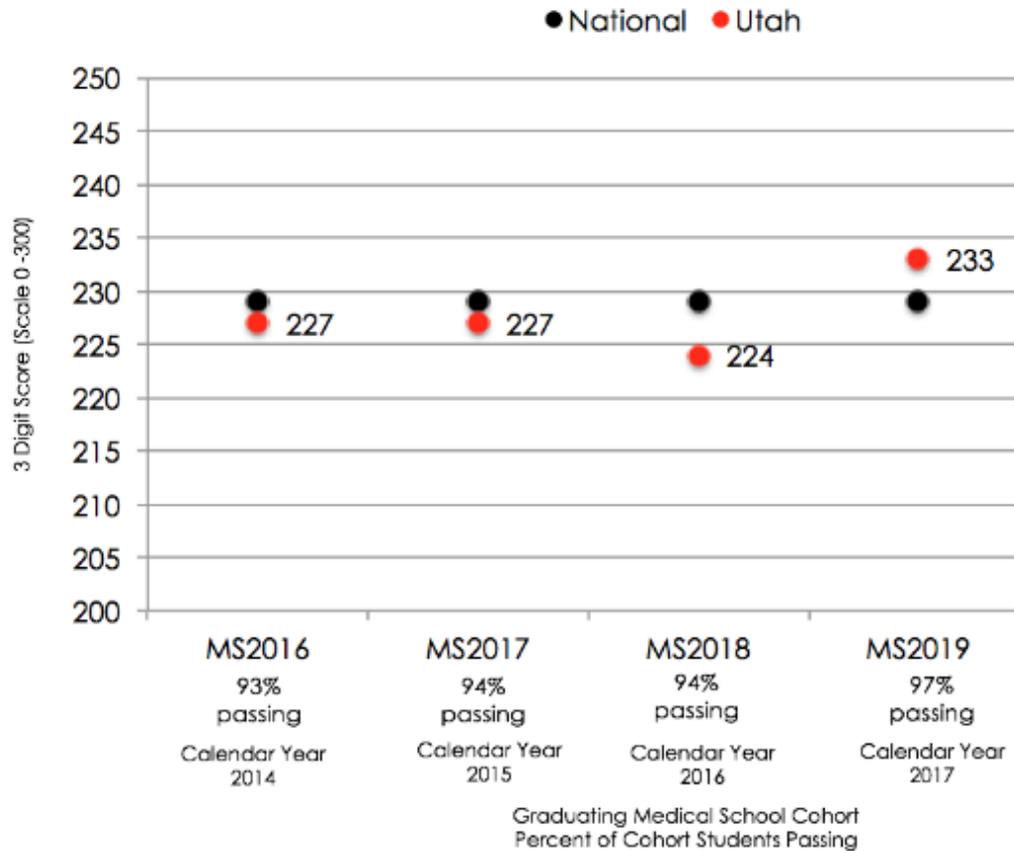


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# Step 1 Mean Performance

## USMLE Step 1

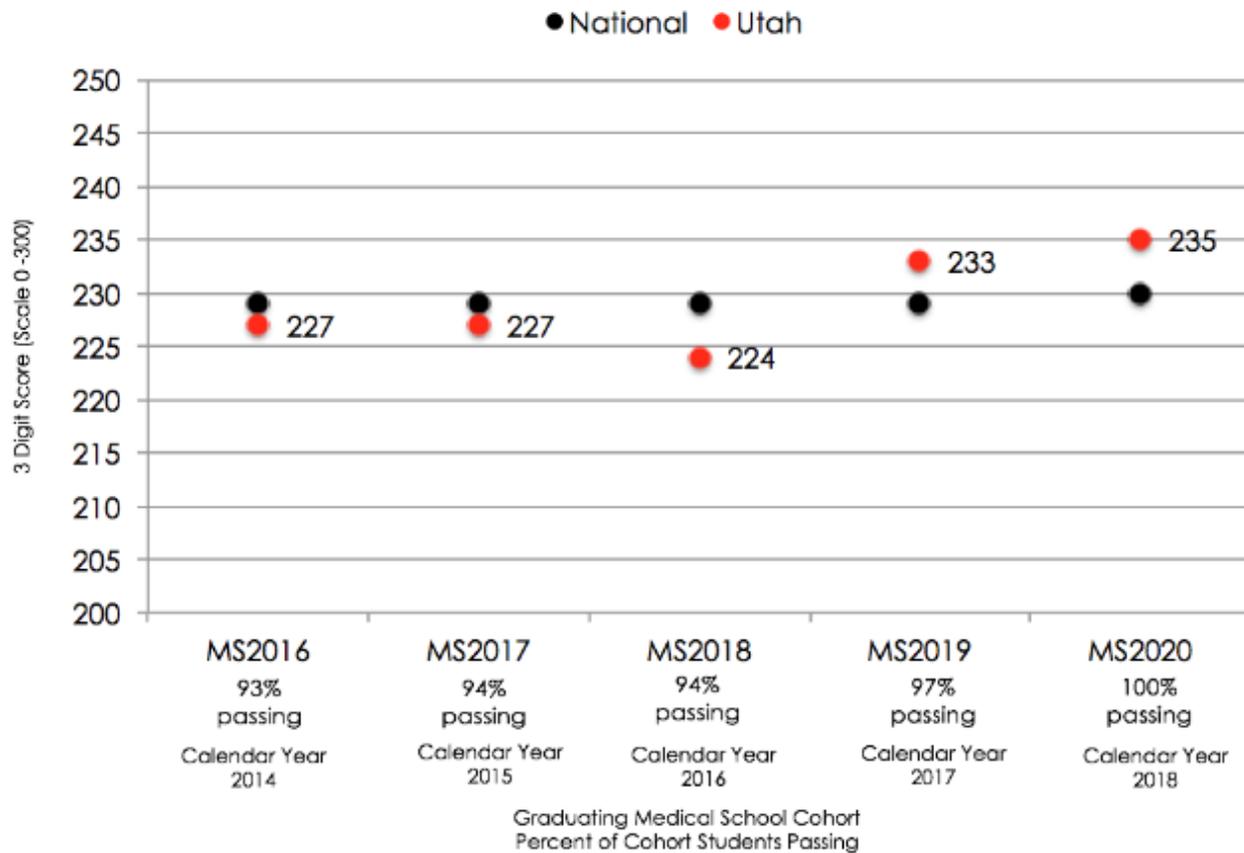


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# Step 1 Mean Performance

## USMLE Step 1



	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Utah
<b>GQ Report Item #7: Overall Satisfaction</b> Please indicate the extent to which you agree with the following statement: (Percent answering "Agree" or "Strongly Agree"):  Overall, I am satisfied with the quality of my medical education.	81.8	86.6	90.4	93.7	95.6	96.0

*Percentiles are based on the ordered data from 142 schools. The 10th percentile = the data from school number 15 of 142; 25th percentile = school 36; 50th percentile = average of schools 71 and 72; 75th percentile = school 107; and 90th percentile = school 128.*



A "Solving for WHY" Primer for Managing Career Transitions

## SEASON 3 **NEW BEGINNINGS**



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*It is when we are in transition that we are most completely alive.*

**– William Bridges**

*Light precedes every transition. Whether at the end of a tunnel, through a crack in the door or the flash of an idea, it is always there, heralding a new beginning.*

**– Theresa Tsalaky**