




Change Management & Medical Education

مدیریت تغییر بر اساس نتایج اعتباربخشی
در ارتقاء آموزش پزشکی

Khajavi A, MD, PhD





"Change is inevitable,
growth is optional."

JOHN MAXWELL

Accreditation for Accreditation!

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Accreditation: A never-ending quest for excellence!

Accreditation: The ultimate benchmark for quality!

Accreditation: A virtuous cycle of continuous improvement!

Accreditation all the way!



Change Management
Chance Management

An opportunity for study and research

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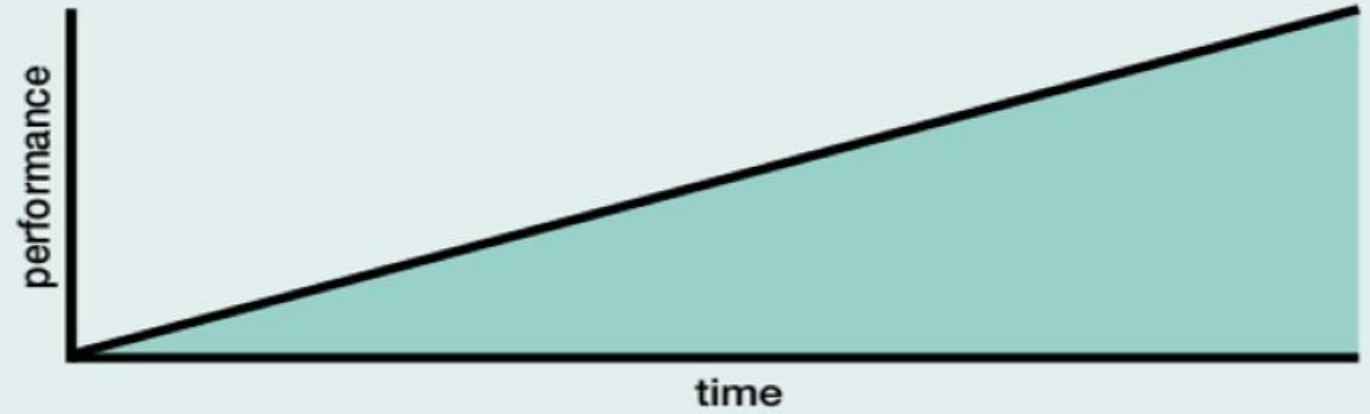
- Change may be **an imprecise science**, but evidence is available on what works and what does not...
- Change management **literature is large** and contains contributions from **several different academic disciplines**...
- **Different people** involved in the change programme will have **different views** of the precipitating event, of the underlying causes of the problem, and of the desirable outcomes of the programme.
- It will commission **new studies** to improve the knowledge base.

What is meant by 'change'?

- **Planned** versus **emergent** change
- **Episodic** versus **continuous** change
- **Developmental, transitional** and **transformational** change

Developmental change

Improvement of existing situation



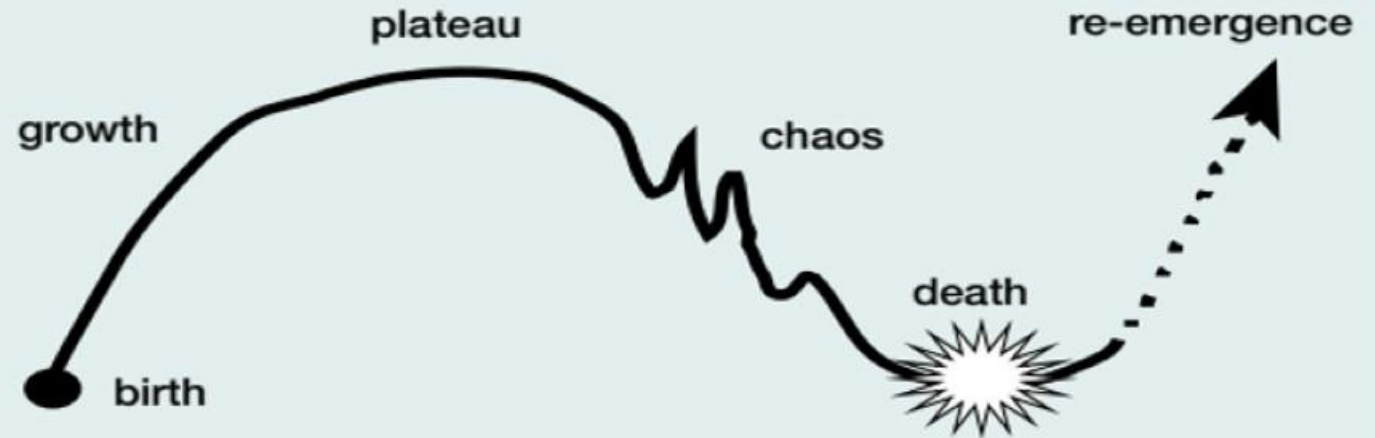
Transitional change

Implementation of a known new state;
management of the interim transition state over a
controlled period of time



Transformational change

Emergence of a new state, unknown until it takes
shape, out of the remains of the chaotic death of
the old state; time period not easily controlled



Systems thinking and **change**

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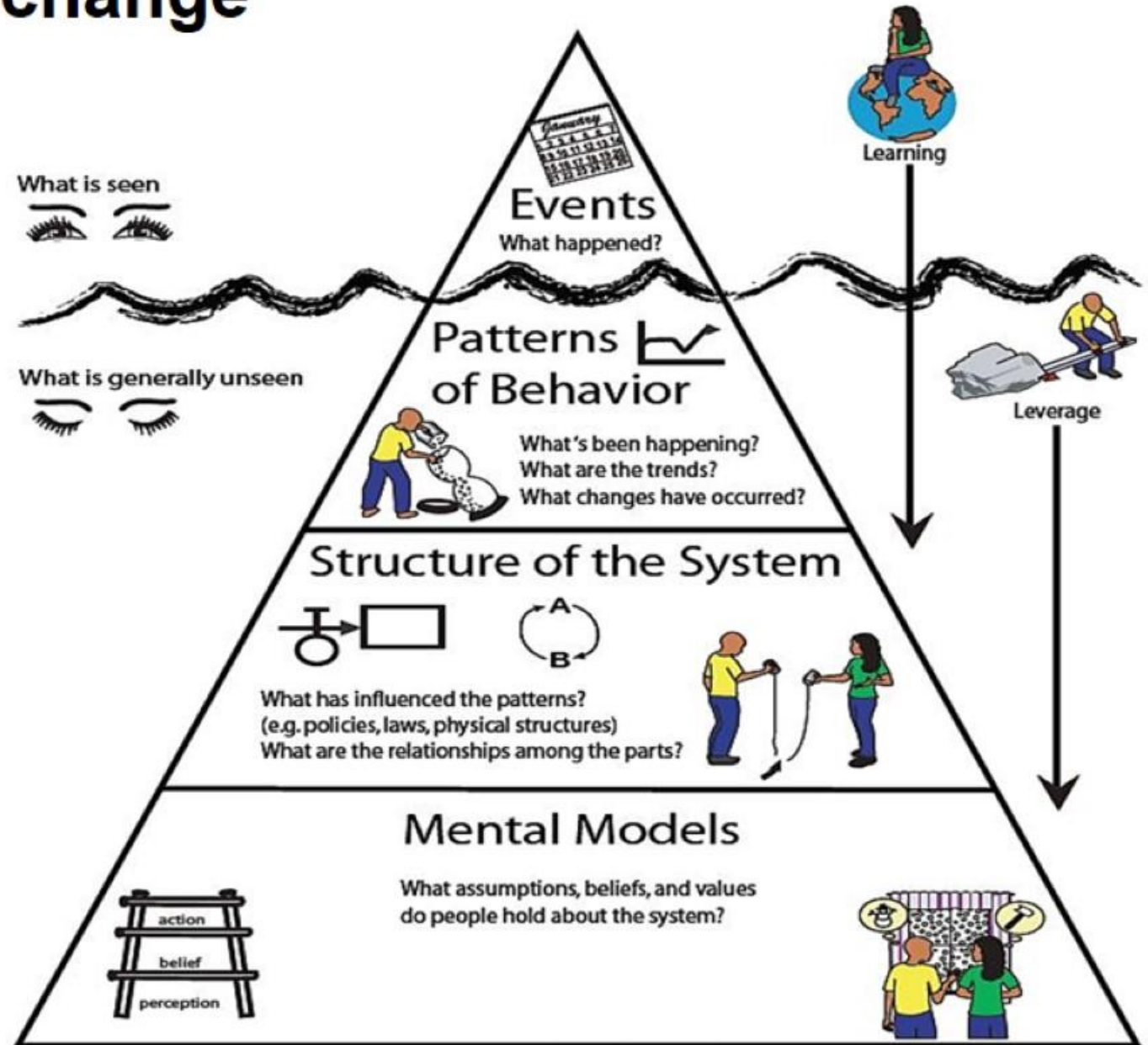
Iceberg...

**Seeing What's
Below the
Surface**

Systems thinking and change

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کاربرد تفکر سیستمی در مدیریت تغییر

تفکر سیستمی در مدیریت تغییر تاکید میکند بر:

- ❖ **کلنگری:** یک سیستم از اجزای مرتبط و به هم وابسته تشکیل شده که باید به عنوان یک کل در نظر گرفته شود.
- ❖ **وابستگی به محیط:** یک سیستم را نمی توان جدا از محیط آن در نظر گرفت.
- ❖ **نیاز به انرژی برای تغییر:** سیستمی که در تعادل است تنها در صورتی تغییر می کند که نوعی انرژی به آن اعمال شود.
- ❖ **دیدگاه‌های متفاوت بازیگران سیستم:** بازیگران درون یک سیستم دیدگاهی بسیار متفاوت نسبت به عملکرد و هدف آن سیستم دارند.

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Problem or Problematic Situation: there is no Solution!

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Who and what can change?

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- Change intervention level: **Organization, Group, Individual-level**
- '**People** should be seen **as a way of solving problems** ... rather than **as part of the problem** and either taken for granted or more rigidly controlled'.
- **Individual** level – which are **central to the Who? and What?** of change.

Individual-level change interventions:

The adoption process, from an individual perspective, has been depicted as **a five-stage process**, starting with:

1. establishing an **awareness** of the innovation in potential adopters and proceeding through:
2. **persuasion**, or arousal of interest
3. **mental evaluation** of the innovation
4. **trial**, to
5. **implementation**



Change Management in Medical Education

Why change?

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- In the dynamic landscape of medical education, the **collaborations between medical schools and technology companies** are pivotal.
- This synergy **is not merely a trend but a necessary evolution** to keep the curriculum not just relevant but ahead of the curve.

Examples:

- **AI**
- **Genomics**
- **Digital Health**

Why change?

- **Healthcare** and **medical education systems** are **constantly** becoming more **complex** and **changed**.
- In the dynamic landscape of medical education, the **collaborations**

Change is a multifaceted and challenging process...

Examples:

- **AI**
- **Genomics**
- **Digital Health**

مدیریت تغییر در آموزش پزشکی

مدیریت تغییر در آموزش پزشکی به فرآیند پیاده‌سازی شیوه‌های آموزشی، برنامه‌ها یا سیاست‌های جدید در یک مؤسسه آموزشی پزشکی اطلاق می‌شود. این فرآیند به معنای گذار مؤثر از وضعیت فعلی به وضعیت مطلوب آینده با حداقل اختلال و حداکثر سود برای دانشجویان، اعضای هیئت علمی و در نهایت، مراقبت از بیمار است.

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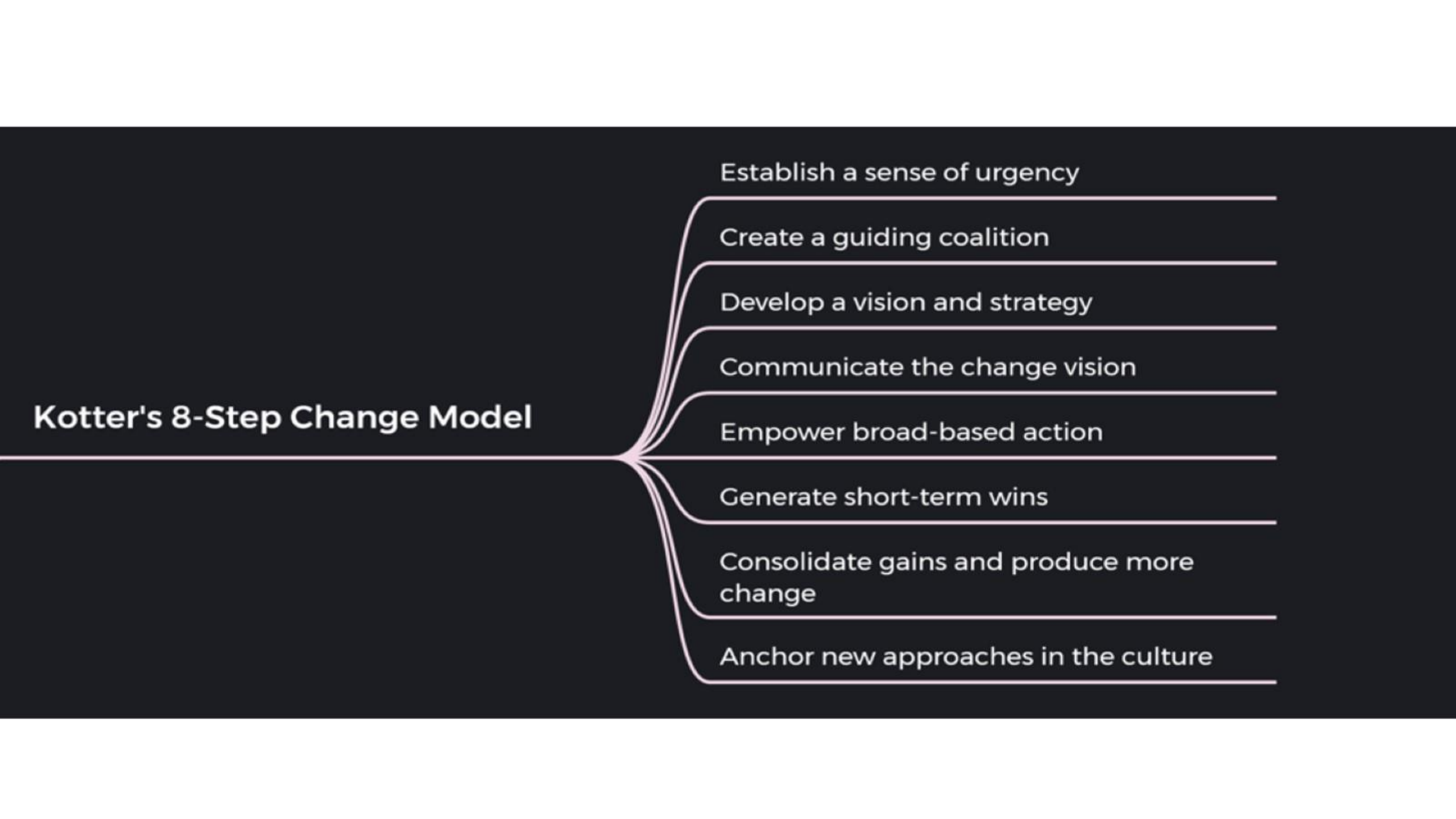
Key aspects?

- Understanding the Need for Change
- Planning and Implementation
- Overcoming Resistance
- Evaluation and Sustainability
- Focus on People
- Communication is Key
- Sustainability Matters

HOW?

Change Models & Frameworks

Kotter's 8-Step Change Model



Establish a sense of urgency

Create a guiding coalition

Develop a vision and strategy

Communicate the change vision

Empower broad-based action

Generate short-term wins

Consolidate gains and produce more change

Anchor new approaches in the culture

Recognize the need for change

Unfreeze

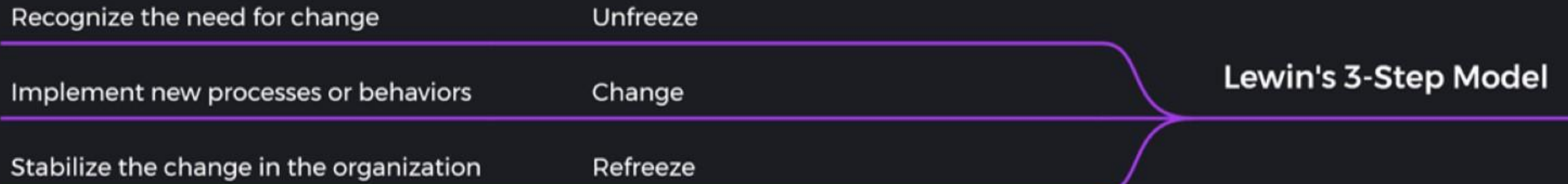
Implement new processes or behaviors

Change

Stabilize the change in the organization

Refreeze

Lewin's 3-Step Model



McKinsey 7-S Framework

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graph LR; A[McKinsey 7-S Framework] --- B[Strategy]; A --- C[Structure]; A --- D[Systems]; A --- E[Shared values]; A --- F[Skills]; A --- G[Staff]; A --- H[Style];
```

Strategy

Structure

Systems

Shared values

Skills

Staff

Style

Ending

Neutral zone

New beginning

The Bridges' Transition Model

```
graph LR; A[Ending] --- B[Neutral zone]; B --- C[New beginning]; A --- D(( )); B --- D; C --- D; D --- E[The Bridges' Transition Model]
```

Awareness of the need for change

Desire to support and participate in the change

Knowledge of how to change

Ability to implement the change on a day-to-day basis

Reinforcement to sustain the change

The Prosci ADKAR Model



ADKAR



Awareness

Ensure awareness of issues



Desire

Incentivize with benefits and consequences



Knowledge

Know how to create and how to sustain change



Ability

Closing the skills gap that limits change



Reinforcement

Measuring and rewarding wins

Change happens at the individual level

Change happens at the individual level

- For a group or organization to change, **all the individuals** within that group or organization **must change**.

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- For a group or organization to change, **all the individuals** within that group or organization **must change**.
- The Prosci **ADKAR Model** is a framework for **understanding and managing individual change**.
- **ADKAR** is an acronym for the **five outcomes an individual needs to achieve for a change to be successful**.
- **When applied to organizational change**, this model allows **leaders and change management teams to focus their activities on** what will collectively drive **individual change** and produce **organizational results**.



PRACTICAL TIPS

Twelve tips for managing change in medical education

[version 1]

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Open Peer Review

Migrated Content



رهبری تغییر چالش برانگیز است و آموزش دهندگان پزشکی اغلب فاقد منابع، دانش و مهارت برای مدیریت موفقیت آمیز ابتکارات تغییر هستند.



در مدیریت تغییر، مهم است که تشخیص دهیم سازمان ها تغییر نمی کنند، بلکه این افراد هستند که تغییر می کنند، آن هم به صورت تک تک...



تغییر می تواند تأثیر بی ثبات کننده ای بر افراد داشته باشد و رویکردی سیستماتیک برای حمایت از افراد در طول فرآیند تغییر ضروری است.



بدون یک رویکرد سیستماتیک، مدیریت تغییر واکنشی و موردی اقدام خواهد کرد و در نتیجه بسیاری از برنامه های تغییر در رسیدن به نتایج مورد نظر شکست می خورند.



1. Consider individual change



2. Anticipate resistance to change



2. Anticipate resistance to change

علل رایج مقاومت در برابر تغییر:

- ❖ دلایل روانشناختی (مثلاً بی‌زاری ذاتی از تغییر)
- ❖ دلایل سیاسی (مثلاً تغییر به نفع من نیست)
- ❖ فقدان درک معنا یا آمادگی برای تغییر (مثلاً عدم اطمینان از ضرورت تغییر یا تغییر بیش از حد)
- ❖ مقاومت در برابر فرآیند (مثلاً مخالفت با نحوه مدیریت تغییر)

3. Ensure adequate change management resources



4. Establish active and visible sponsorship



Walk the Talk...



5. Create 'desire' to engage in the change



5. Create 'desire' to engage in the change

Clearly addressing the question:

"What's in it for me?" (WIIFM)

can be an effective strategy for raising desire in individuals to engage in the change process.

6. Manage change with effective training and coaching



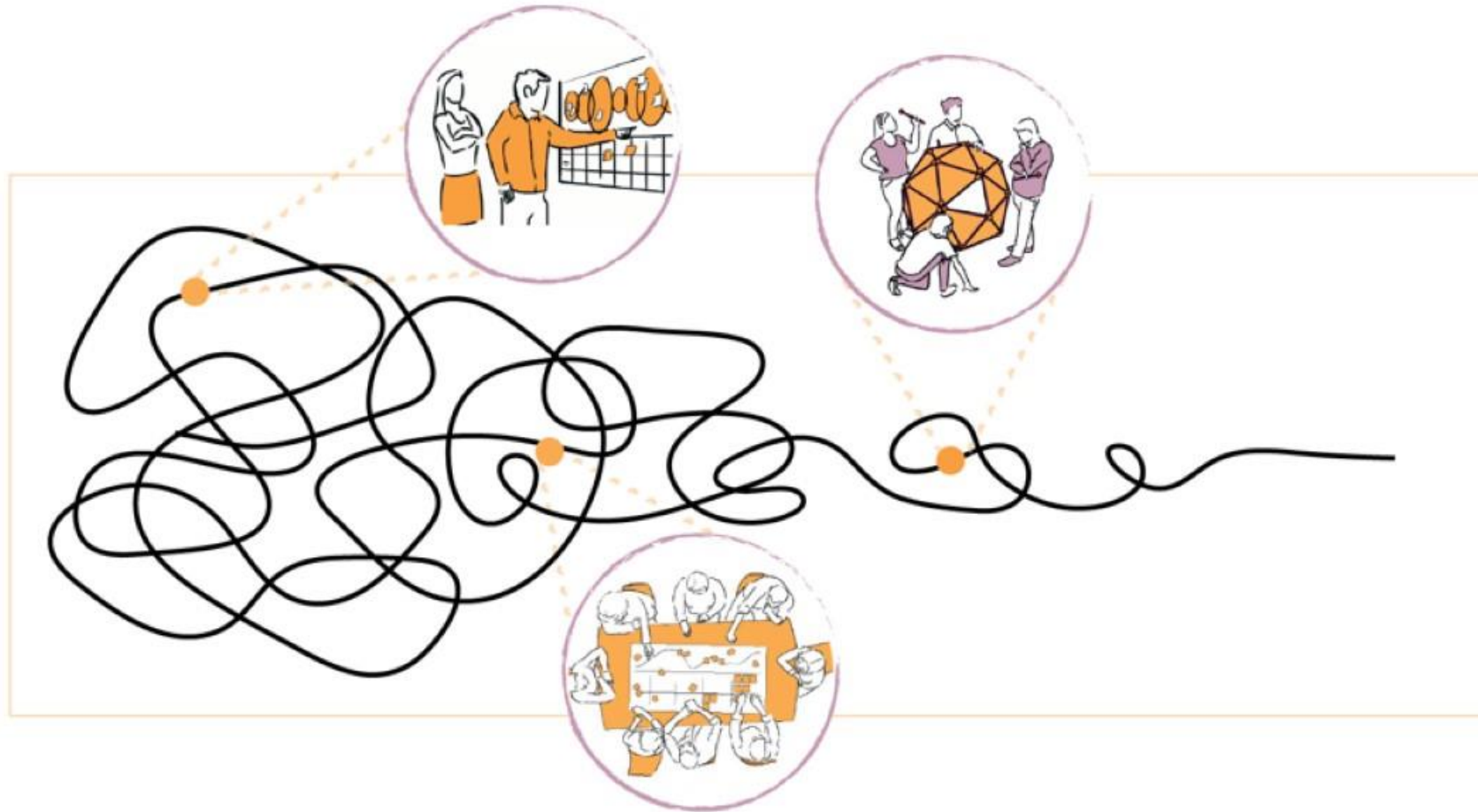
7. Develop effective communication plans



8. Engage in constructive dialogue



9. Create opportunities for co-design



10. Reinforce the change and celebrate successes



11. Begin the change process early



12. Use ADKAR to develop a change management plan



12. Use ADKAR to develop a change management plan

سنگ بناهای مدل:

- ❖ آگاهی از نیاز به تغییر (Awareness)
- ❖ میل به ایجاد تغییر (Desire)
- ❖ دانش در مورد چگونگی تغییر (Knowledge)
- ❖ توانایی اجرای مهارت‌ها و رفتارهای جدید (Ability)
- ❖ تثبیت برای حفظ تغییر (Reinforcement)

مطالعه موردی: استقرار سیستم آموزش مبتنی بر صلاحیت در دانشکده
پزشکی دانشگاه علوم پزشکی تهران

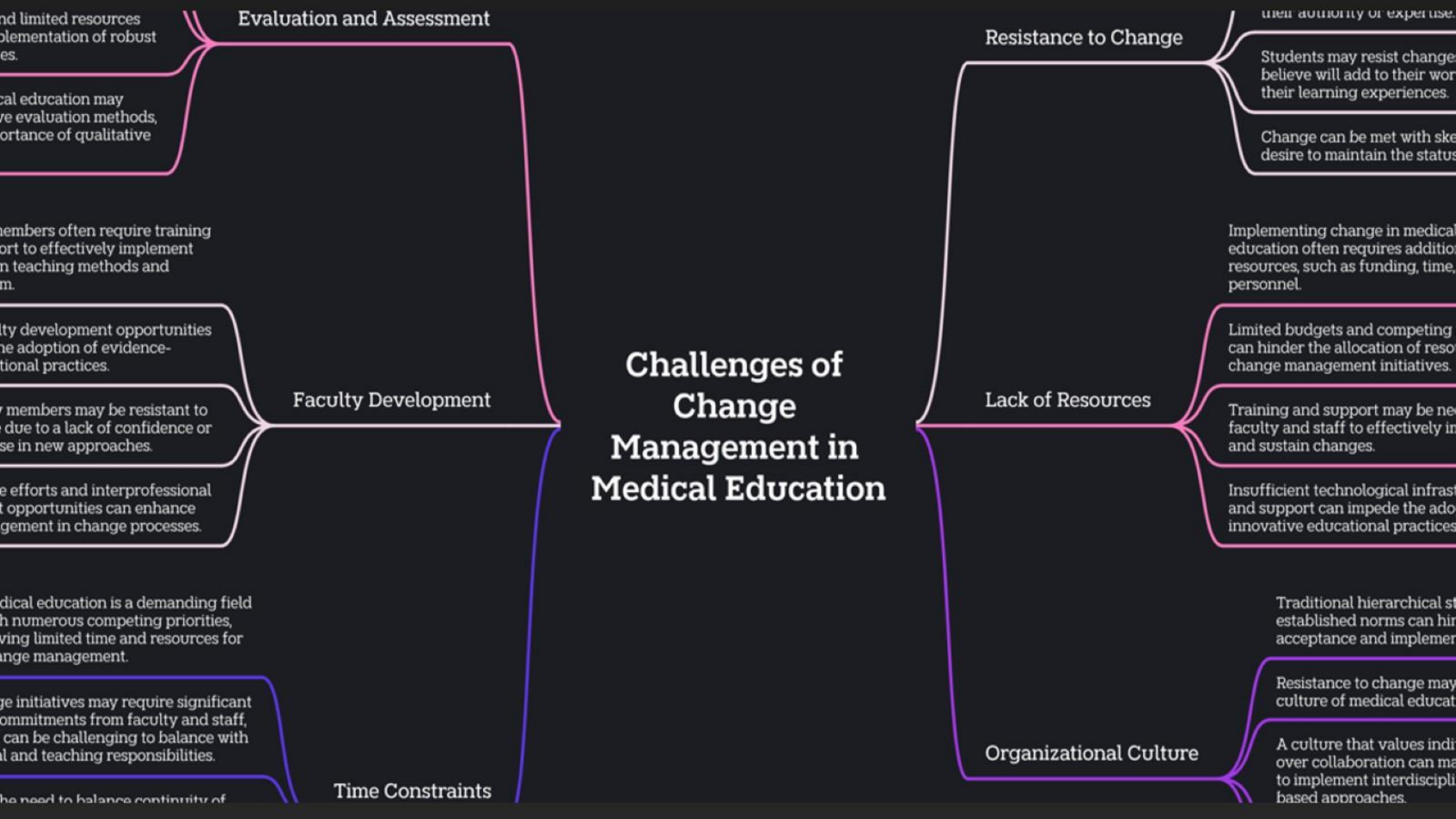
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درس‌هایی آموخته شده:

- مدیریت تغییر یک فرآیند پیچیده است که به زمان، تلاش و تعهد نیاز دارد.
- مشارکت فعال ذینفعان برای موفقیت هرگونه ابتکار عمل تغییر ضروری است.
- ارتباطات موثر کلید انتقال اطلاعات و ایجاد انگیزه در ذینفعان است.

عوامل موفقیت:

- تعهد قوی رهبری دانشکده به CBME
- مشارکت فعال ذینفعان در فرآیند تغییر
- برنامه‌ریزی و اجرای دقیق
- ارتباطات موثر
- پایش و ارزیابی مستمر



Evaluation and Assessment

and limited resources
plementation of robust
es.

ical education may
ve evaluation methods,
ortance of qualitative

Faculty Development

Members often require training
ort to effectively implement
n teaching methods and
m.

ty development opportunities
ne adoption of evidence-
tional practices.

r members may be resistant to
y due to a lack of confidence or
se in new approaches.

ie efforts and interprofessional
t opportunities can enhance
gement in change processes.

Challenges of Change Management in Medical Education

Resistance to Change

their authority or expertise.

Students may resist change
believe will add to their wor
their learning experiences.

Change can be met with ske
desire to maintain the status

Lack of Resources

Implementing change in medical
education often requires addition
resources, such as funding, time,
personnel.

Limited budgets and competing
can hinder the allocation of reso
change management initiatives.

Training and support may be nee
faculty and staff to effectively in
and sustain changes.

Insufficient technological infrastr
and support can impede the ado
innovative educational practices

Organizational Culture

Traditional hierarchical st
established norms can hin
acceptance and implemen

Resistance to change may
culture of medical educat

A culture that values indi
over collaboration can ma
to implement interdiscipli
based approaches.

Time Constraints

Medical education is a demanding field
h numerous competing priorities,
ving limited time and resources for
ange management.

ge initiatives may require significant
ommitments from faculty and staff,
can be challenging to balance with
al and teaching responsibilities.

he need to balance continuity of

Opportunities

- Adapting to evolving medical knowledge and practices
- Embracing technology and digital transformation
- Responding to changes in healthcare policies and regulations
- ...

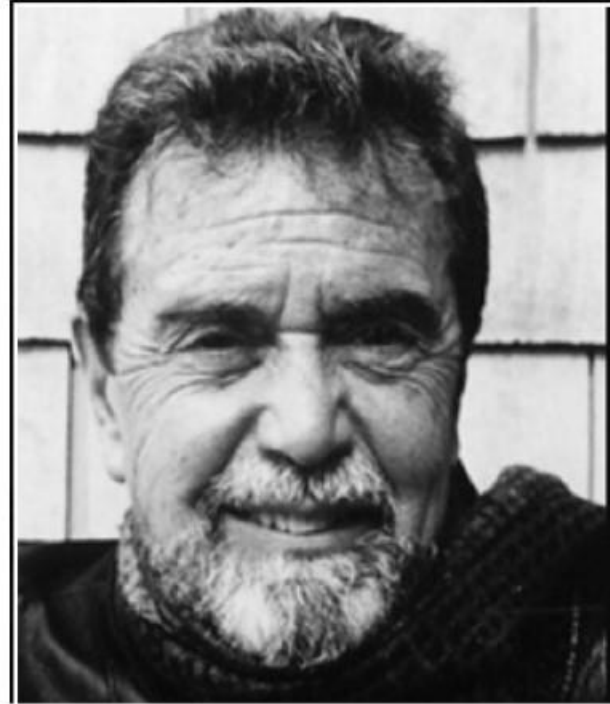
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Question:

Can the application of accreditation results be an opportunity to improve the quality of medical education?

Change is the outcome
of all true learning.
Leo Buscaglia



از توجه شما سپاسگزارم.