



# Educating Physicians: A Call for Reform of Medical School and Residency

By Molly Cooke, David M. Irby, Bridget C. O'Brien

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### Praise for Educating Physicians

"Educating Physicians provides a masterful analysis of undergraduate and graduate medical education in the United States today. It represents a major educational document, based firmly on educational psychology, learning theory, empirical studies, and careful personal observations of many individual programs. It also recognizes the importance of financing, regulation, and institutional culture on the learning environment, which suffuses its recommendations for reform with cogency and power. Most important, like Abraham Flexner's classic study a century ago, the report recognizes that medical education and practice, at their core, are profoundly moral enterprises. This is a landmark volume that merits attention from anyone even peripherally involved with medical education." —Kenneth M. Ludmerer, author, *Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care*

"This is a very important book that comes at a critical time in our nation's history. We will not have enduring health care reform in this country unless we rethink our medical education paradigms. This book is a call to arms for doing just that." —George E. Thibault, president, Josiah Macy, Jr. Foundation

"The authors provide us with the evidence-based model for physician education with associated changes in infrastructure, policy, and our roles as educators. Whether you agree or not with their conclusions, if you are a teacher this book is a must-read as it will frame both what and how we discuss medical education throughout the current century." —Deborah Simpson, associate dean for educational support and evaluation, Medical College of Wisconsin

"A provocative book that provides us with a creative vision for medical education. Using in-depth case studies of innovative educational practices illustrating what is actually possible, the authors provide sage advice for transforming medical education on the basis of learning theories and educational research." —Judith L. Bowen, professor of medicine, Oregon Health & Science

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### **Editorial Review**

#### From the Inside Flap

The current blueprint for medical education in North America was drawn up in 1910 by Abraham Flexner in his report *Medical Education in the United States and Canada*. The basic features outlined by Flexner remain in place today. Yet with the past century's enormous societal changes, the practice of medicine and its scientific, pharmacological, and technological foundations have been transformed. Now medical education in the United States is at a crossroads: those who teach medical students and residents must choose whether to continue in the direction established over a hundred years ago or to take a fundamentally different course, guided by contemporary innovation and new understandings about how people learn.

Emerging from an extensive study of physician education by The Carnegie Foundation for the Advancement of Teaching, *Educating Physicians* calls for a major overhaul of the present approach to preparing doctors for their careers. The text addresses major issues for the future of the field and takes a comprehensive look at the most pressing concerns in physician education today. The key findings of the study recommend four goals for medical education: standardization of learning outcomes and individualization of the learning process; integration of formal knowledge and clinical experience; development of habits of inquiry and innovation; and focus on professional identity formation.

Like The Carnegie Foundation's revolutionizing Flexner Report of 1910, *Educating Physicians* is destined to change the way administrators and faculty in medical schools and programs prepare their physicians for the future.

#### From the Back Cover

##### Praise for *Educating Physicians*

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About the Author

Molly Cooke codirected the Study of Medical Education at The Carnegie Foundation for the Advancement of Teaching. She is a professor of medicine and holds the William G. Irwin Endowed Chair at the University of California, San Francisco School of Medicine.

David M. Irby codirected the Study of Medical Education at The Carnegie Foundation for the Advancement of Teaching. He is vice dean for education and a professor of medicine at the University of California, San Francisco School of Medicine, where he directs undergraduate, graduate, and continuing medical education programs and heads the Office of Medical Education.

Bridget C. O'Brien is an assistant professor of medicine at the University of California, San Francisco School of Medicine and a researcher in the Office of Medical Education.

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