The Problem
The rapidly changing environment of medicine demands that future physicians possess not only clinical knowledge, but also leadership and management skill sets to navigate complex healthcare enterprises. Non-interpretive skills are now emphasized on board examinations and in training milestones established by the Accreditation Council for Graduate Medical Education (ACGME). However, training for these skills is currently not well incorporated into most post-graduate medical training programs.

Aim/Goal
We founded a Radiology Leadership Academy (RLA) for trainees with the primary goals of introducing lifelong skills and filling professional gaps. The RLA incorporates 5 components beyond the trainee’s existing clinical duties: a focused curriculum, centralized resources, leadership experience, networking, and a capstone project.

The Team
Drs. Ann Leylek, Jawad Hussain and Andrew Colucci with the support of the Radiology Department Chair, the Vice Chair of Academic Affairs, Residency Program Directors, and faculty mentor Dr. Ammar Sarwar.

The Interventions
- Establish a curriculum
  - Design a tiered curriculum emphasizing core generalizable skills, in addition to advanced electives offering higher-level content.
- Attract viable mentors
  - Tap into the departmental alumni network to identify mentors who are willing to engage trainees on real-world topics (e.g., practice management).
  - Invite external speakers from academics and private practice to provide unique perspectives.
- Engage trainees
  - Establish an application process whereby trainees self-select based on interest.
  - Incentivize trainee leadership endeavors.
  - Recognize trainees who meet RLA participation requirements at graduation.
- Incorporate experiential learning
  - Offer opportunities to participate in hospital committees, boards, and professional societies.
  - Encourage involvement in organized medicine.
  - Showcase learned talents in a management capstone project.
- Focus on sustainability
  - Maintain resident leadership to ensure trainee-centered content and continued renewal of interested talent.
  - Design capstone projects to expand or improve durable resources for the RLA.

Lessons Learned
Introducing institutional reform requires a clear vision, organized structure, and satisfaction with incremental gains – it is a process that demands patience and perseverance.

The Progress to Date
- Established topics of core importance
  - Identified potential speakers on central topics.
  - Supplemented with online modules/coursework.
- Centralized resources
  - Creation of an online information repository of high-yield articles, websites, videos, etc. on topics of importance and interest.
- Expanded alumni network
  - Creation of a detailed database covering the entire BIDMC Radiology Alumni network.
  - Updated and modernized the BIDMC Radiology Alumni Website.
  - Solicited alumni mentorship for current trainees.

Next Steps
The pilot class will be enrolled in AY2015-2016 with adjustments made over the course of the year to shape the curriculum in a way that suits the collective learning needs of the trainees.

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