



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

January 12, 2023

1:30 pm – 3:00 pm ET

Welcome!

**Thank you for joining us for today's webinar. The program will begin shortly.
You will not hear audio until we begin.**

If you have technical questions, please email aamc@commpartners.com.



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Guest Speakers

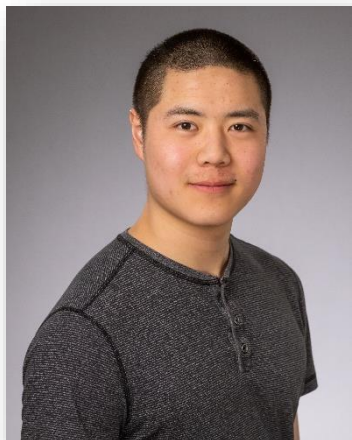
Stanford School of Medicine - Independent Student Analysis



Marcel Sanchez, MD

Class of 2022

Stanford School of Medicine



Jonathan Lu

Class of 2024

Stanford School of Medicine

Stanford School of Medicine

Independent Student Analysis

Marcel Sanchez, MD
Jonathan Lu

January 2023



Stanford
MEDICINE

Agenda

Student Involvement in Self-study Process

ISA committee organization

Survey design and implementation

Preparation of the report and communication of the results

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Stanford self-study process

	2020				2021				2022
	Winter	Sprin	Summe	Fal	Winter	Sprin	Summe	Fal	Winter
DCI development									
ISA development									
Self-study report development									
Self-study committees convene									
Self-study task force convenes									
Site Visit Preparation									
Site Visit									



Student participation

- ISA committee
- Self-study committees
 - Responsible for verifying DCI
- Self-study task force
 - Responsible for writing Institutional Self-study summary report
- Creation of video tour to supplement virtual visit
- Participation in site visit

Agenda

Student Involvement in Self-study Process

ISA committee organization

Survey design and implementation

Preparation of the report and communication of the results

ISA working group

- 10 students
 - **2 co-leads**, 9 members
- Co-leads
 - Recruit other students via application
 - Work coordinators/delegators
 - Survey design decision making

Office of Medical
Education

Committee on Curriculum and Academic Policy (CCAP)

The Committee on Curriculum and Academic Policy (CCAP), a standing committee of the [School of Medicine Faculty Senate](#), is chaired by [Daniel Bernstein, MD](#), Associate Dean for Curriculum and Student Scholarship.

Meeting Proceedings

CCAP meets the second Thursday of each month at 5:30pm via [Zoom](#). If

Recruiting the working group

- Application
 - survey experience, analysis skills, medical education experience
- Working group members
 - Survey question brainstorming
 - Publicizing survey
 - Analysis
 - Report writing
 - Presentation



ISA working group

- Working group members from across the curricular continuum
 - MD/PhD, MD/MBA, split curriculum, master's programs
- Significant support provided by staff



Keys to success

- organization
- time management
- delegation of tasks
- setting deadlines
- final decision-making

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Methods

- **Qualtrics software**
- Demographics
- 5 sections
- 206 questions
 - Likert scale
 - Free response
 - Split logic

10 Minute response time

qualtrics^{XM}

How satisfied are you with Stanford Medical School's ability to prepare you for a **career** in the following:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
Academic Medicine (clinical)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Medicine (physician scientist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Academic Clinical Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12:29

How satisfied are you with Stanford Medical School's ability to prepare you for a **career** in the following:

Academic Medicine (clinical) ▲

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied
- N/A

Methods (con't)

- Qualtrics software
- **Demographics**
- **5 sections**
- **206 questions**
 - Likert scale
 - Free response
 - Split logic

10 Minute response time

Summary of Results

Introduction

General Satisfaction

Advising

Research

Medical Education

COVID-19 Response

Conclusions

Discussion

Methods (con't)

Please circle the letter indicating your level of satisfaction, using the following scale:

a = Very dissatisfied

b = Dissatisfied

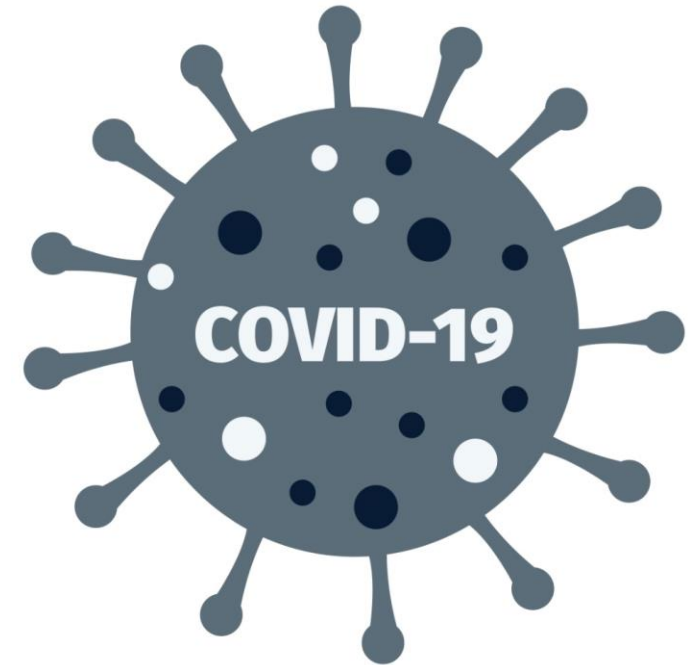
c = Satisfied

d = Very satisfied

N/A = No opportunity to assess/Have not experienced this yet

Stanford-specific questions

- Unique programs
 - Educators-for-care Program (clinical faculty mentors)
 - Split curriculum (50% time MS2, 50% time research)
- Concerns raised by peers
 - Housing affordability, caring for diverse patients, diversity and inclusion, community engagement
- Current events
 - COVID-19
 - Black Lives Matter protests



Logistics and response rate

- Open from June to September 2020
- Response rate: 86%
 - Offered every student an Amazon gift card
 - Engaged in multiple rounds of communication to emphasize survey's importance and encourage students to participate



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Data Table Example

Table Q33.8 How satisfied are you with the advising at Stanford Medical School, with regard to the following: Advising and support about your development as a physician								
Provide data from the ISA by curriculum year on the number and percentage of students who responded N/A, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined).								
Medical School Class	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Combined Dissatisfied and Very Dissatisfied Responses		Number and % of Combined Satisfied and Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	80	88.9%	7	8.8%	12	15.0%	61	76.3%
M2	77	91.7%	1	1.3%	16	20.8%	60	77.9%
M3	82	75.9%	3	3.7%	10	12.2%	69	84.1%
M4	73	79.3%	0	0.0%	6	8.2%	67	91.8%
Research/Other degree or activity	116	90.6%	8	6.9%	10	8.6%	98	84.5%
Total	428	85.3%	19	4.4%	54	12.6%	355	82.9%

How results were communicated

- **ISA Report**
- Presentation
- Student Town Hall

Independent Student Analysis

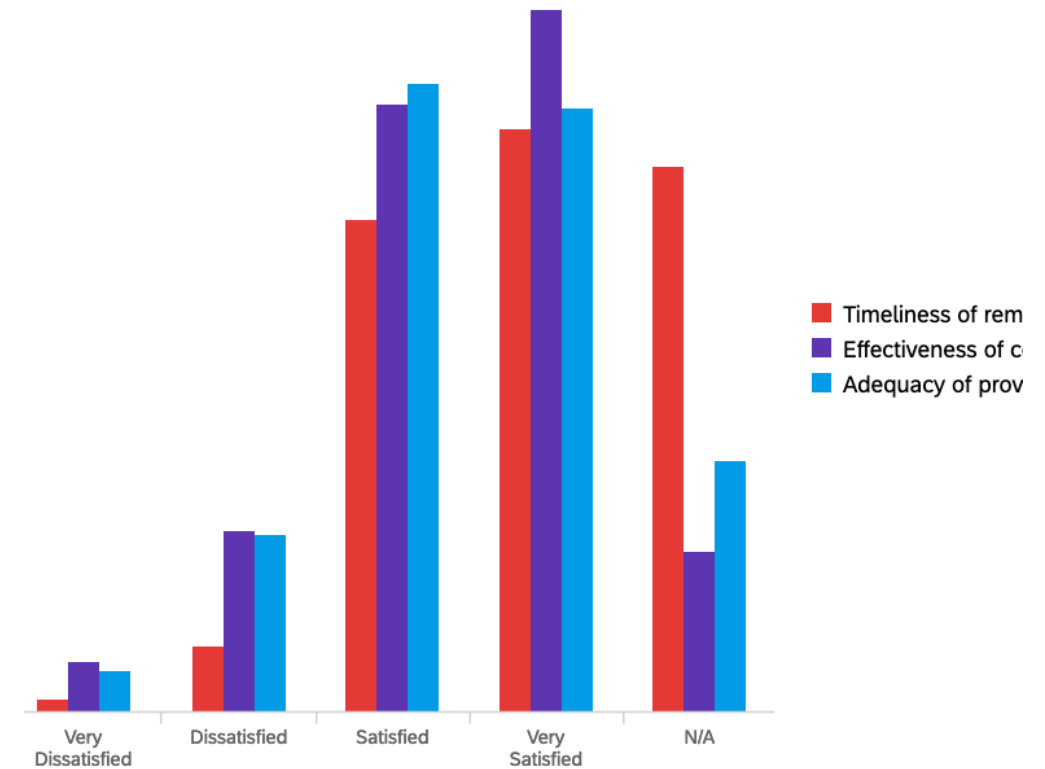
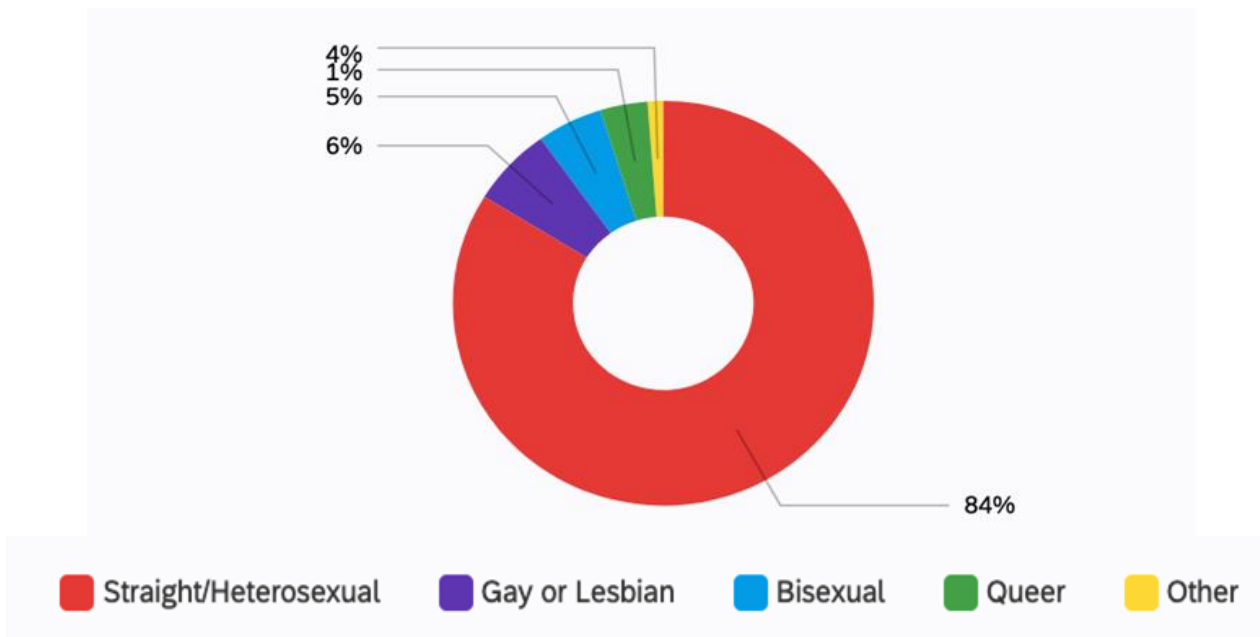
April 2021

“ Office of Medical Education

Students reported high levels of satisfaction with the Office of Medical Education, Senior Associate Dean for Medical Education Neil Gesundheit, as well as the medical education faculty and staff. Rates of satisfaction with the leadership and staff of the Office of Medical Education’s accessibility (Q21.1), awareness of student concerns (Q21.2), responsiveness to student problems (Q21.3), and adequacy of communication to students (Q21.4) were 98%, 95%, 93%, and 94%, respectively. ”

How results were communicated

- ISA Report
- **Presentation**
- Student Town Hall



How the ISA was used

- Informed the writing of the DCI
- Assessed by the institutional self-study taskforce and informed their report
- Analyzed by the school's Continuous Quality Improvement committees to inform and drive ongoing, systematic improvement efforts

Stanford self-study process

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Questions and discussion



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Submitted Question

Given the year over year reductions in the participation rate on AAMC surveys including the MSQ, how are response rates (to both local and national surveys) factored into LCME reviews?

Given decreasing baselines as indicated in the MSQ, what is considered a healthy response rate and when should institutions worry?



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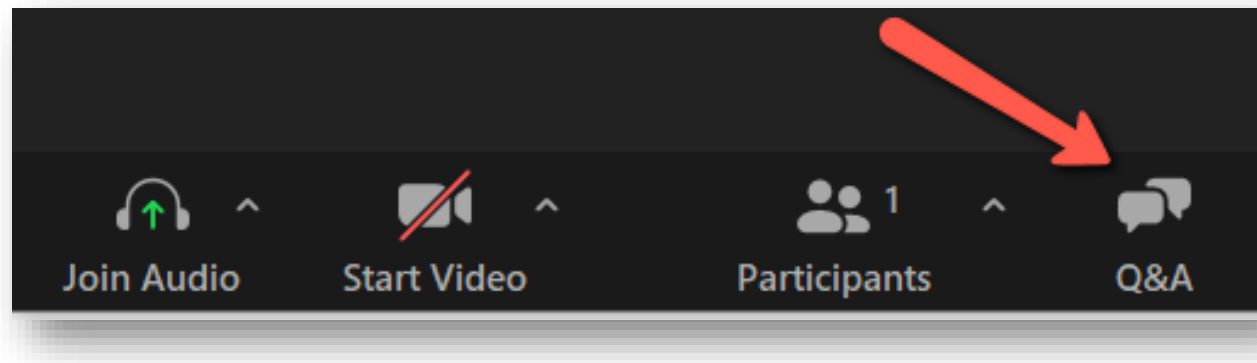
Submitted Question

Our medical students seem to be in a cyclic and/or perpetual state of rage. I'm not sure if this is because of the COVID pandemic and all of the stress/burnout/isolation associated with it, or maybe it is due to social media platforms that help fuel and propagate outrage, or maybe this is just a logical result from the overall societal polarization we see increasingly in many venues. I've heard a similar sentiment from many colleagues across the country, so I know we are not alone. Previous LCME suggestions to try and determine what is at the root of their rage/dissatisfaction has not led to productive conclusions (i.e., many students privately tell us they, too, are exhausted with the outrage). Do you have any advice for how schools can navigate this given that the LCME relies so heavily on student satisfaction for accreditation determinations for schools' performance in the Standards and Elements?

Open Q&A

How to ask questions in Zoom:

Participants can ask questions by hovering their mouse at the bottom of the screen to bring up their toolbar.



Click the Q&A icon and a box will open where you can submit a question.

Participants will not see other participants' questions. Only speakers will see the questions submitted.



LIAISON COMMITTEE ON
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Next Webinar: **Wednesday, February 8, 2023**

Topic of the Month:

**Leveraging CQI and Institutional
Communication: A Strategy for Survey Prep**

Guest Speakers:

Giulia Bonaminio, PhD

Senior Associate Dean for Medical Education, Research Professor,
Department of Family Medicine and Community Health, University of Kansas School of Medicine

Jenni Mandala

Director for Continuous Quality Improvement, University of Kansas School of Medicine

Email lcme@aamc.org with element or topic suggestions.