



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

February 8, 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

Leveraging CQI & Institutional Communication: A Strategy for Survey Prep



Giulia Bonaminio, PhD

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Department of Family Medicine and Community Health
University of Kansas School of Medicine



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Leveraging CQI and Institutional Communication: A Strategy for Survey Prep

Jenni Mandala

Director, CQI & Strategic Operations

Survey Role: SVC

Giulia A. Bonaminio, Ph.D.

Senior Associate Dean, Medical Education

Survey Role: FAL

February 8, 2003

University of Kansas School of Medicine

Kansas City Campus



1905



1924



2022

Class size: 211

- Kansas City: 175
- Wichita: 28
- Salina: 8



Salina



Kansas City



Wichita

Wichita Campus

Opened: 1971
Expanded: 2011



Salina Campus

Opened: 2011



Context of Survey Visit Timing

- COVID
 - ~18 months before survey – just as efforts were ramping up
 - Uncertainty of virtual or in-person survey
- Familiarizing SOM with LCME changes
 - Describing COVID impacts in DCI and Institutional Self-Study
 - Transition from old Standards (2013) to current Elements and Standards
 - More succinct process & report for Institutional Self-Study
- New curriculum

New Curriculum – Impact of Timing

- ACE Curriculum = Active, Competency-based, Excellence-driven
- Rolled out in successive years beginning 2017
- Impact on relevance of GQ vs ISA by academic year
- October 2021 survey = no GQ data for current curriculum until 3 months before survey

ACADEMIC YEAR	COHORT			
	M1	M2	M3	M4
2017-18	ACE	Legacy	Legacy	Legacy
2018-19	ACE	ACE	Legacy	Legacy
2019-20	ACE	ACE	ACE	Legacy
2020-21	ACE	ACE	ACE	ACE

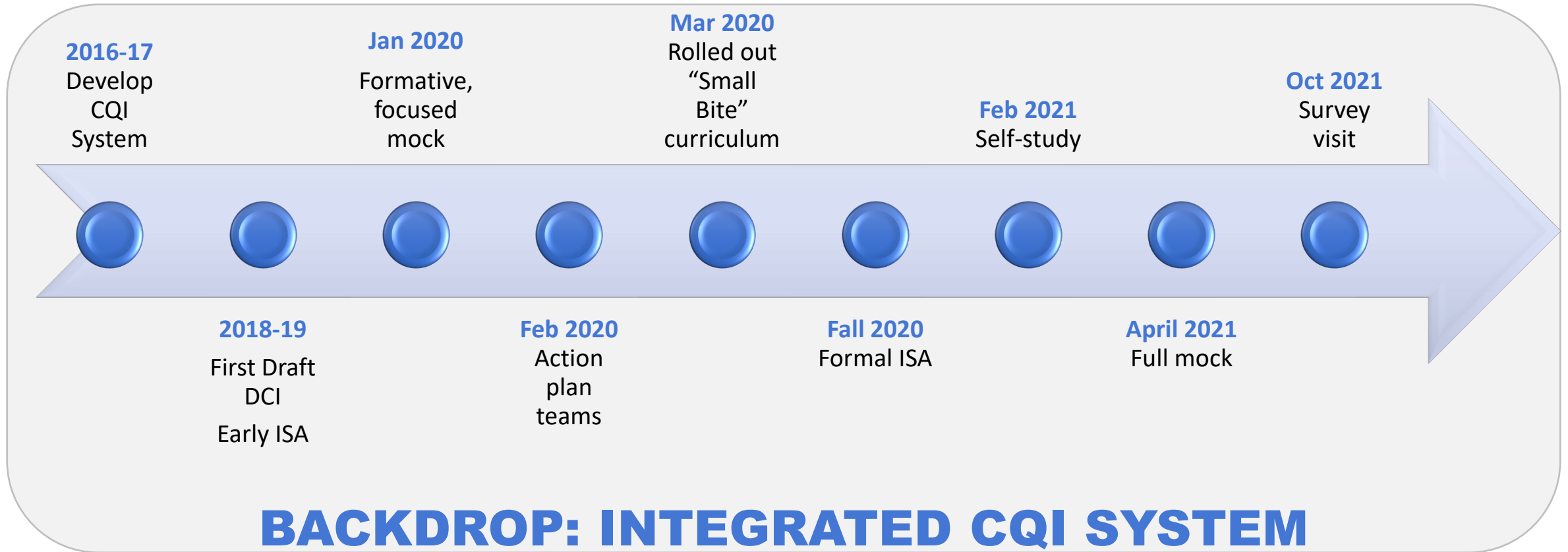
2013 Survey Citation → 2017 Advantage



Key Components

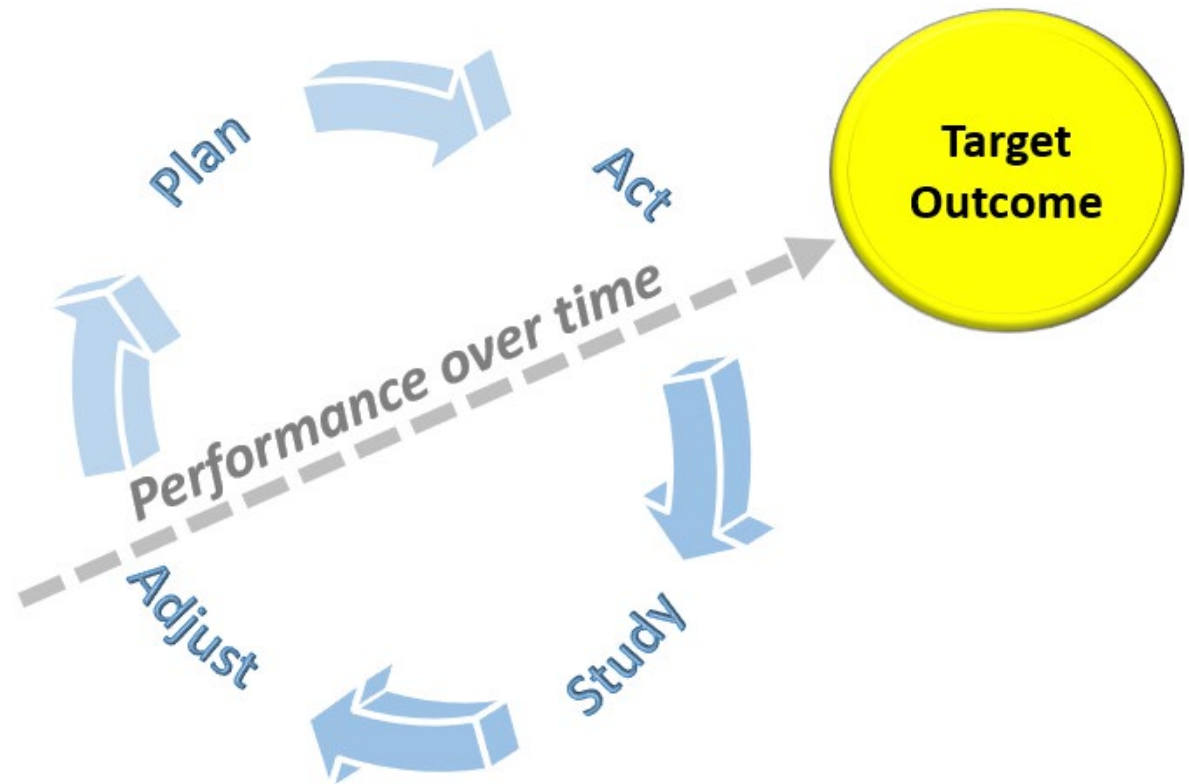
- All preparation steps as part of system – none occur in isolation
- Foundation: functional and integrated CQI system
- Communication: designed curriculum by constituent group
 - Socializing organization to:
 - LCME terminology & expectations
 - School performance aligned with Elements and Standards
- Positions organization for self-study & shared knowledge to clearly communicate to survey team

Timeline

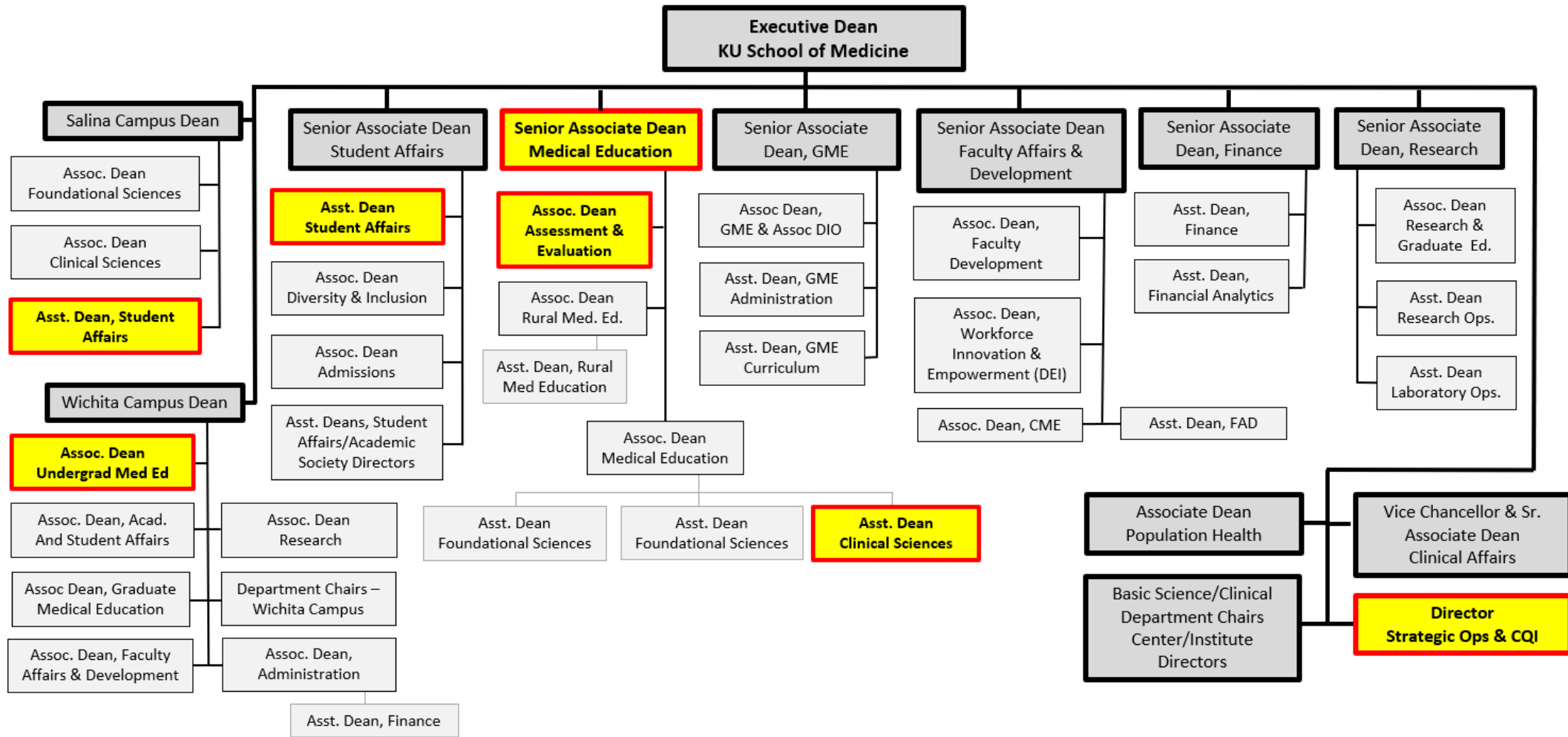


CQI System

2017-Present

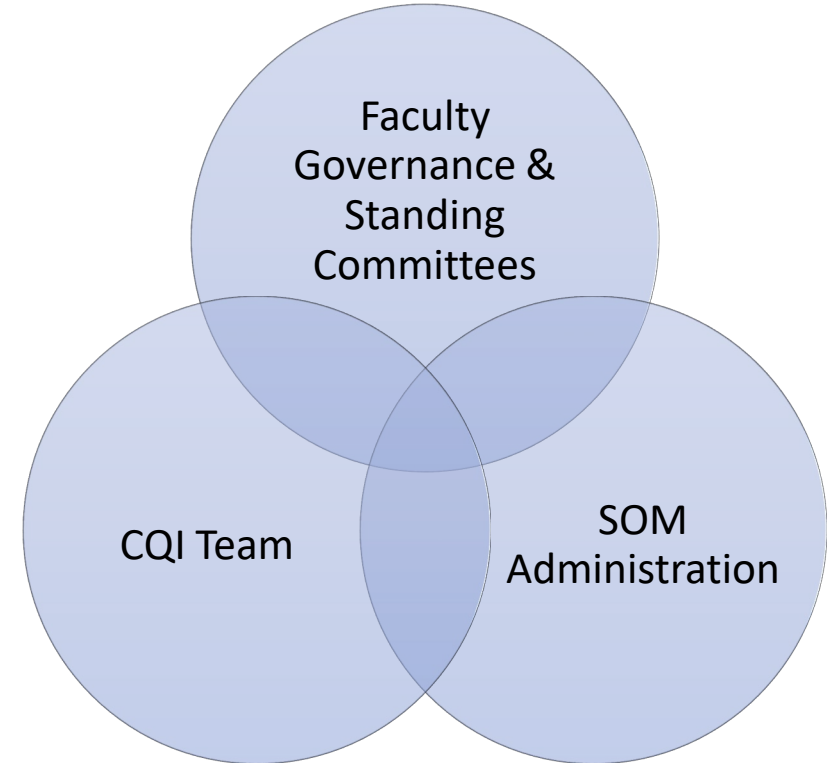


CQI Team Composition



CQI System

- Integrated into existing infrastructure
 - Faculty governance
 - Other standing committees
 - SOM leadership team
- Organizational “homes” for monitored elements
- Define how data sources are used for monitored elements
 - targets & action triggers
 - comparability thresholds for multiple campuses



Monitoring at Element Level

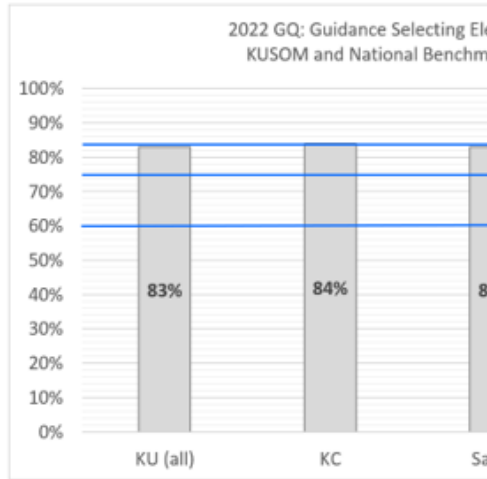
Career Advising Programs ([Element 11.2](#))

[Key Indicator Data for Element 11.2](#)

2022 Graduation Questionnaire Key Indicators

GQ Survey Question	Campus	2022 KU	2022 Nat'l	Performance Target: at/above national	Comparability: ALL campuses met target
Appropriate guidance selecting electives	KU (all)	83%	74%		Yes
	KC	84%	74%	Yes	
	Salina	83%	74%	Yes	
	Wichita	82%	74%	Yes	

GUIDANCE SELECTING ELECTIVES: (1) KUSOM and national benchmarks; and (2) KUSOM longitudinal performance



[Assessment of School Performance in Element 11.2](#)

Career Planning and Preparation for Residency Application Process		
Data Sources	Key Indicators	Previous Review – determination, action plan
AAMC GQ	<ul style="list-style-type: none"> Satisfaction with career planning services by campus and over time Satisfaction with information about specialties by campus and over time Reporting agreement: received appropriate guidance in the selection of electives by campus and over time 	
Internal Learning Environment Survey	<ul style="list-style-type: none"> Student satisfaction with information about residency <i>application</i> process by campus Student satisfaction with information about residency <i>interview</i> process by campus Adequacy of career counseling 	
DETERMINATION (based on all indicators together)		ACTION PLAN (required for determinations with *)
<input type="checkbox"/> *Data suggest some improvement actions are needed to address performance overall. <input type="checkbox"/> *Data suggest some improvement actions are needed to address campus comparability. <input type="checkbox"/> *Data suggests that some key indicators should be monitored more frequently.		
<input type="checkbox"/> An action plan was triggered by previous review, and data suggest issues have been resolved. No further action is required. <input type="checkbox"/> No action is required.		

Tagged LCME Elements: [11.2](#), [11.0](#), [6.5](#)

Monitoring at Program Level

- CQI team is also responsible for monitoring overall school performance
- Provides leadership with performance snapshot at point in time
- Helps to see trends or patterns

Element	Standard											
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
1	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green
2	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green
3	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
4	Green	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Red
5	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green
6	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green
7	Grey	Grey	Grey	Grey	Green	Green	Green	Red	Green	Green	Grey	Green
8	Grey	Grey	Grey	Grey	Green	Green	Green	Green	Green	Green	Grey	Green
9	Grey	Grey	Grey	Grey	Green	Grey	Green	Grey	Green	Green	Grey	Grey
10	Grey	Grey	Grey	Grey	Green	Grey	Grey	Grey	Grey	Grey	Grey	Grey
11	Grey	Grey	Grey	Grey	Green	Grey	Grey	Grey	Grey	Grey	Grey	Grey
12	Grey	Grey	Grey	Grey	Green	Grey	Grey	Grey	Grey	Grey	Grey	Grey

Longitudinal Monitoring by Element

OFFICIAL Performance History Dashboard

	2013 Cited Standard	10/2013 Full Survey Visit (3/2014 letter)	8/2015 Status Report (10/2015 letter)	12/2015 Status Report (2/2016 letter)	8/2017 Status Report (10/2017 letter)	8/2018 Status Report (10/2018 letter)	8/2020 Status Report (10/2020 letter)	10/2021 Full Survey Visit (3/2022 letter)
STANDARD 2: LEADERSHIP AND ADMINISTRATION			C	C	C	C	C	C
2.3 Access and authority of the dean	IS-8	SM	S					
2.4 Sufficiency of the administrative staff						S***		SM

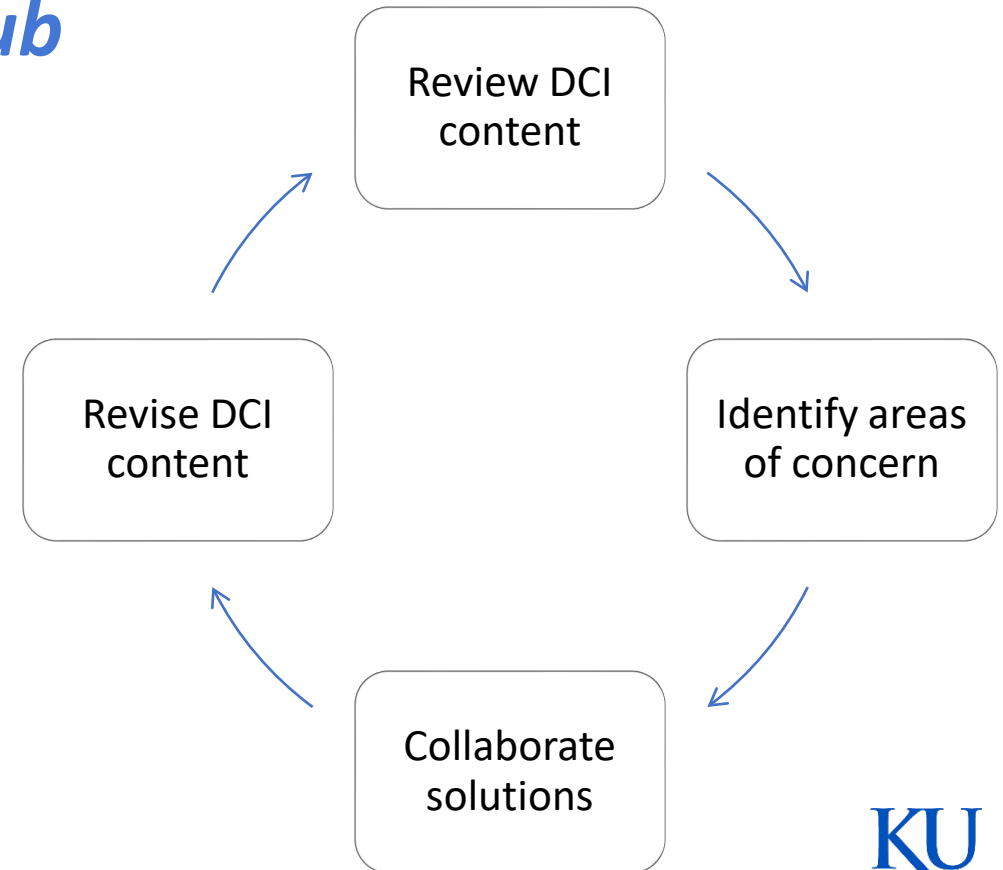
Purposes:

- Identifying Elements requiring monitoring
- Tracking patterns and slippage over time
- Indicator of potential weaknesses in ISS
- Documenting LCME correspondence and determinations for institutional history

CQI Team Role in Survey Preparation

De facto information & decision hub

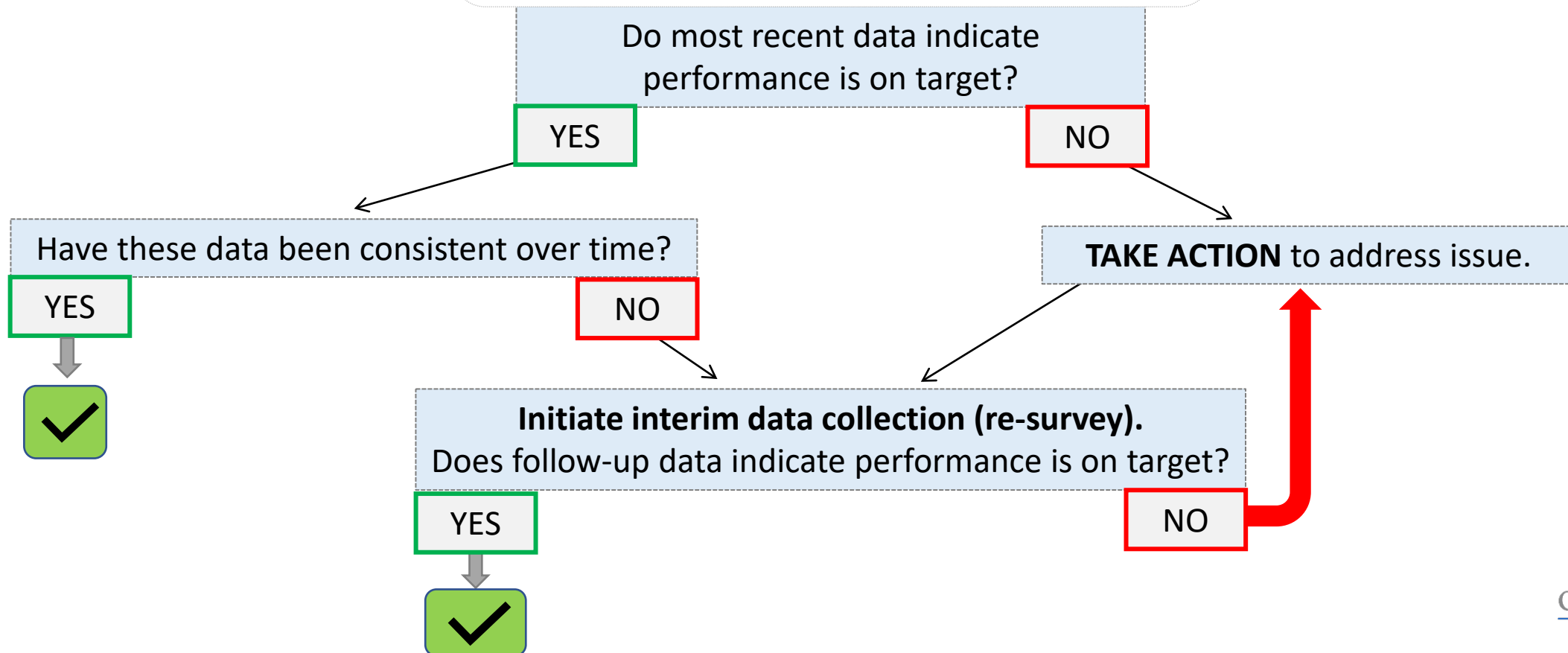
- Assessed performance in Elements
- Collaborated on policy and practice changes
- Identified strengths/areas for improvement
- Contributed to ISS report content
- Presented “Small Bite” curriculum at standing meetings



Applying CQI to Preparing DCI

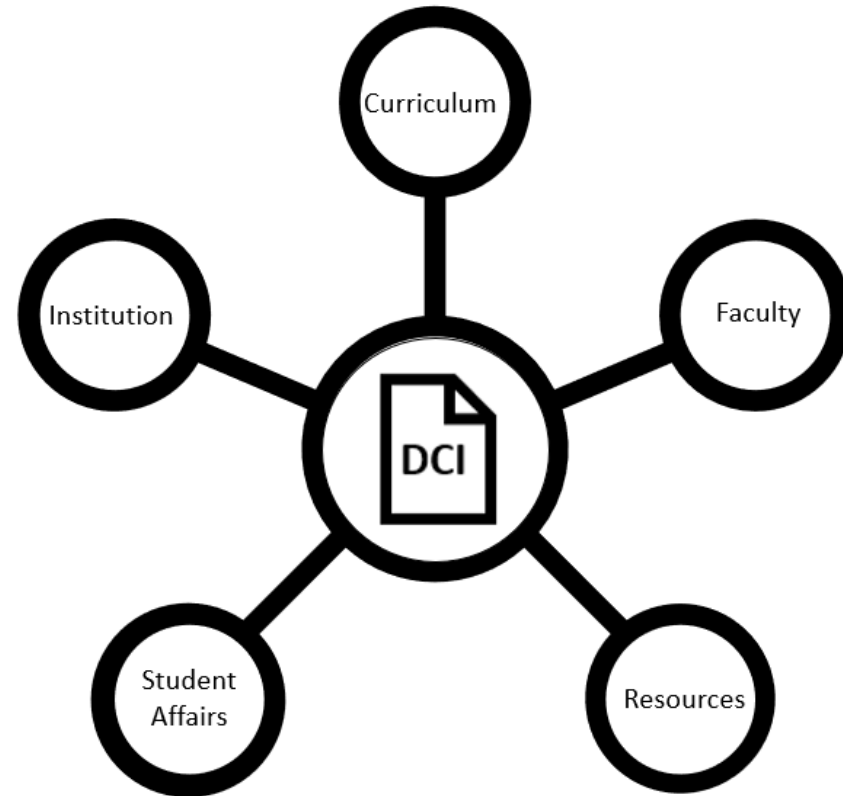
Performance Indicators Triggering Action

- National norms (GQ)
- School-set thresholds
- LCME expectations (standards, white papers)



Compiling the DCI

Fall 2018 - Summer 2021



Guiding Principles

- Applying CQI lens to all Elements in the DCI
- Structure, documentation, and systems are as important as the action itself
- Expectations based on role, not individual = consistency over time
- **Centralized** accountability
 - Role of FAL and CQI team – monitoring and support
 - Role of designated committee – taking appropriate action
 - Role of administration/deans – providing guidance to committee
 - Accountable to one another and to the dean

Distribution & Assignment

- Pre-populate responses
 - To extent possible, drafted updated responses or starter drafts
 - Relied on crosswalk linking pre-2015 Standards to current Elements
- Identifying individual to provide accurate information for each question
- Tracking spreadsheet
- Email subject line: Start with REPLY BY DATE

Stnd	Elmn	Section	Question	Assigned	Status
4	1	Data	Table 4.1-1 Total Faculty	MS	Recv'd 11/1
4	1	Data	Table 4.1-2 Basic Science Faculty	MS	Recv'd 11/1
4	1	Data	Table 4.1-3 Clinical Faculty	MS	Recv'd 11/1
4	1	Data	Table 4.1-4 Protected Faculty Time	MS	Recv'd 11/1
4	1	Narrative	a. Provide general definitions, as used by the school, for the categories of full-time, part-time, and volunteer faculty.	KW	Recv'd 9/9

Updating and Refining

- Updates with revised data tables
- Narrative updates: reflect policy and practice changes over prep period
- Revisions based on feedback
 - Get multiple perspectives to ensure information is clear, concise
- Updated data fields in tracking spreadsheet in each phase

		FINAL REVISIONS				
Element	topic	Status	Date	Notes	Task	Who
1.1	CQ/Strategic plan	done	5/1/2021	Strategic Plan monitoring process unclear in narrative	Revise response to 1.1 c. paragraph 2	Mandala
1.2	COI	done	5/1/2021	Missing Learning Environment COI appendix	Add COI in LE policy to supporting docx; updated appendix master list	Mandala

Supplemental Documentation

- Tracking spreadsheet
- Save documents in folders by Element
- Wait until final phase to label each document
- Final revision – confirm appendix #s match

Element	Appendix	Description	Ref	Ref	Ref	Ref	Ref
8.2	8.2-1	MCM Block Objectives Linked to Grad Competencies					
8.2	8.2-2	Family Med Clerkship Objectives Linked to Grad Competencies					
8.3	8.3-1	ACE Curriculum Phase I Report	3.5	3.6	8.7		
8.3	8.3-2	ACE Curriculum Phase II Report	3.5	8.7	9.3	9.4	9.7

Checkpoints: Correcting Course & Communication

Fall 2019 - Fall 2021



External Perspective



Challenges in being our own assessors:

- Self-evaluation bias → identifying our own flaws
- Familiarity with programs and narrative → making our DCI clearer to external reader

Reframing:

- Benefits of uncovering potential citations early
- Ideas to better represent your work to survey team
- Analogous to peer review process when you publish your research

-24 Months Checkpoint

Materials:

- Early draft of DCI
- Early ISA
 - Partnered with student leaders to address identified areas of concern
 - Opportunity to communicate support for students through action

Mock Meetings:

- Reality check -- what to expect
- Healthy anxiety motivates preparation

Timing:

- Allowed correction + full academic year of data post-change



Focused, Formative Review

- **Focus**: highest-yield Elements for our school
 - Previous citations
 - Most closely tied to adverse action
 - Frequently cited
 - Uncertain if we understood/were meeting intent
- **Formative**: understand baseline performance
 - Provided materials but no intensive group preparation
- Combination of material review + meetings
 - Objective feedback about our performance
 - Identified areas where better communication was needed



Heavy Lift: Improvements & Communication

- Performance improvements
 - Assembled teams to quickly address deficiencies
 - Revised DCI to reflect changes
- Communication & education strategies
 - Customized content by group
 - Multi-pronged approach
 - Combination of periodic and monthly presentations

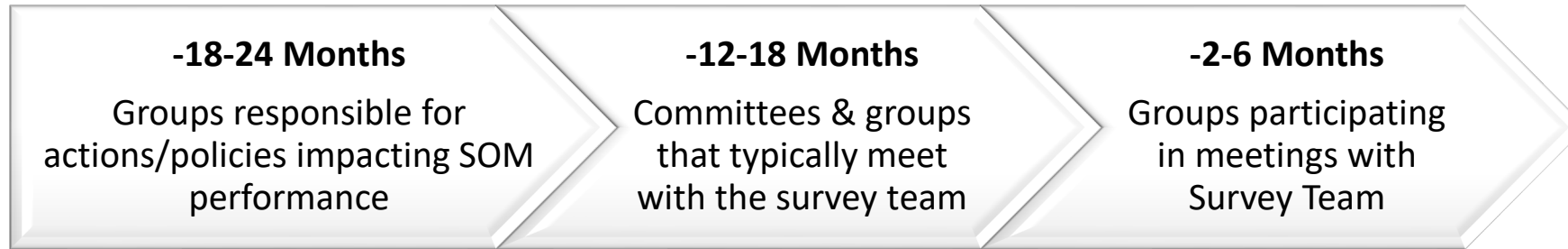


Importance of Communication

- Most people are not familiar with acronyms and LCME terminology
- Intentional socialization to terms, customized to group
- Connecting terms to familiar practices to reinforce understanding
 - **To chairs:** *The Professional Behaviors & Mistreatment Report you receive every September = feedback about learning environment*
 - **To students:** *I am giving you feedback now...*
- Levels of Preparation:
 - As an organization -- broadly communicating to SOM community
 - Specific groups meeting with survey team



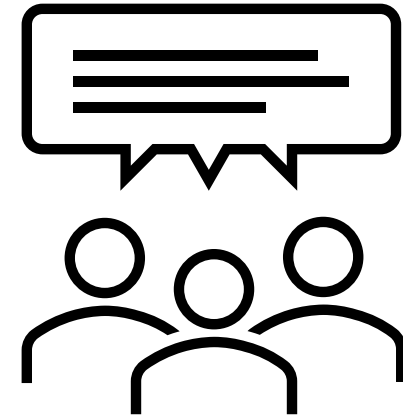
Communication Timeline & Focus



GROUP	TYPE OF INFORMATION
All SOM	<ul style="list-style-type: none"> • Purpose – what it is, why its important
Students	<ul style="list-style-type: none"> • Student role in survey process • Info about available resources they may not be using
Faculty	<ul style="list-style-type: none"> • Faculty governance role in survey • SOM performance – strengths & concerns with action plans
Department Chairs	<ul style="list-style-type: none"> • Chair role in meeting intent of relevant Elements • Systems and processes in place for receiving info about
Curriculum Committees	<ul style="list-style-type: none"> • Relevant Element expectations • Our performance in each – strengths & concerns
Groups meeting with Survey Team	<ul style="list-style-type: none"> • Key info about elements to be discussed; updated data • Possible survey team questions

Methods

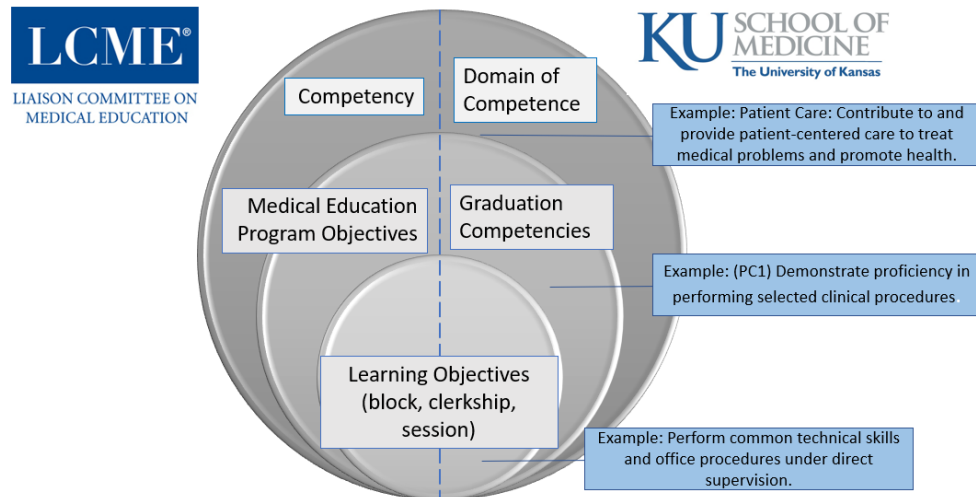
- Leverage existing blocked times:
 - Curriculum committee meetings
 - Students required class meetings
 - Department chair monthly meetings
 - Dean’s leadership meetings
- Visual + verbal + written
 - Used multiple strategies to engage all learning styles
 - “Small Bites” presentations for standing agenda item for curriculum committees, department chairs, deans meetings
 - Periodic presentations to other stakeholder groups



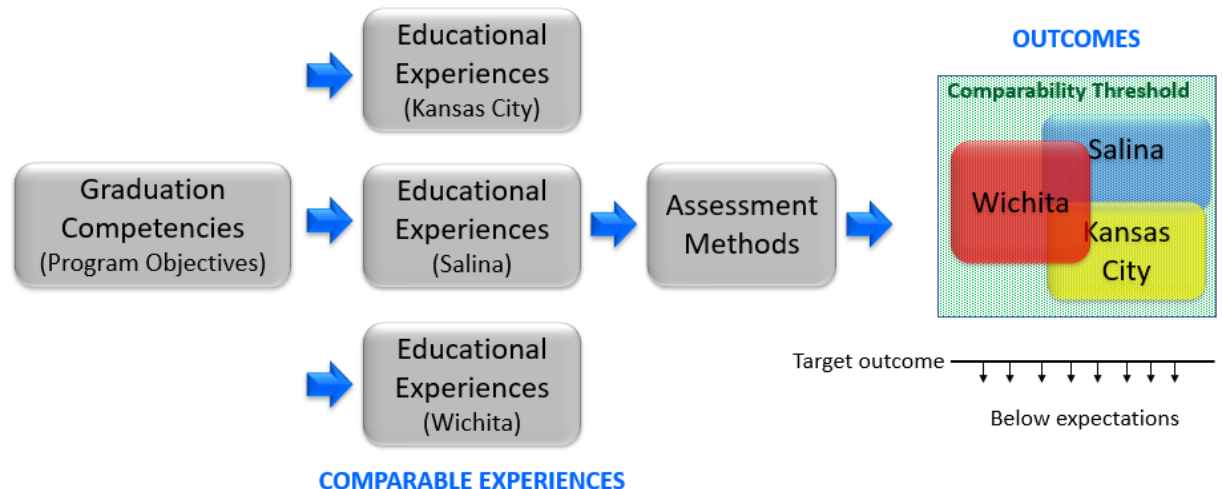
Small Bites -- Strategic & Clear Messages

- Customize message for audience
- Using graphics & visuals when possible
- Draw parallels between LCME expectations/language and familiar processes/documents
- Start and end with key points

LCME – KUSOM vocabulary



Comparable Experiences/Equivalent Assessment



Template for “Small Bites” Presentations

Element 8.7: Comparability of Education/Assessment

A medical school ensures that the medical curriculum includes comparable educational experiences and equivalent methods of assessment across all locations within a given course and clerkship to ensure that all medical students achieve the same medical education program objectives.

DECONSTRUCTED:

SOM ensures that students at all campuses/sites have:

- **Comparable** educational experiences
- **Same** graduation competencies (education program objectives)
- **Equivalent** methods of assessment
- **Outcomes** are comparable (indicators)

Performance as of January 2020

8.7	Comparability of Education/ Assessment	Unsatisfactory	<ul style="list-style-type: none">• Lacking systematic approach to managing comparability across sites• Need to define threshold for comparability divergence• Need rigorous central monitoring of the clerkship director monitoring
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- Comprehensive phase reports from multiple data sources & defined targets
- Defined threshold for comparability divergence
- Centralized process for monitoring campus comparability in phase reviews

Institutional Self-Study and Meeting Participant Preparation

Spring 2021 - Fall 2021

ISS Strengths & Areas for Improvement

- ISA data carried more weight than GQ:
 - GQ reflected old curriculum (final class graduating 2020)
 - Temporal proximity & high response rate (92%) of ISA
- Selecting strengths & areas for improvement in ISS
 - Strengths
 - Performance consistently met/exceeded expectations of standard or element
 - Areas for Improvement
 - Any area identified by students in ISA
 - Weaknesses identified in CQI process



ISS Summary Report

- Drafted by FAL and SVC with input from CQI team
- Distributed to broader task force
 - **Constituencies represented:**
 - SOM administration
 - Clinical & basic science department chairs
 - Junior & senior level faculty
 - Current students
 - Graduates currently in residency training
 - Clinical affiliates
- Feedback reviewed by CQI team & incorporated into report

Preparing Meeting Participants

- Use [Visit Schedule Template for a Full Survey](#) → identify participants for each group meeting
- Organizing information for participants
 - Keep it easy to understand – likely not as familiar with Elements & acronyms
 - Repository for documents (i.e., SharePoint folder)
 - Manage permissions – “read only”
 - Showing participants how to access documents
- Version control
 - Date document revisions
 - Will find content/focus needs refreshing as you prepare

Student Resource



- Laminated card - fits behind ID badge
- QR codes + wearable = immediate access to policies & information
- Resource for students
- Ongoing use

Prep Sheet by Meeting

- Unique document for each meeting group
 - Bulleted ***need-to-know*** information
 - Links to more detailed ***should-know*** information
- Content:
 - Key points
 - Distilled bullets from Elements covered & important vocabulary
 - Highlight strengths, areas for improvement & interventions in place
 - Relevant policies (with links)
 - Possible questions

Key points to know

- Review and follow [Operational Guidelines for Virtual LCME Meetings](#).
- Executive Dean = Chief Academic Officer.
- Medical Education Program Objectives = [Graduation Competencies](#) (overall)

Formal policies relevant to standards/elements to be discussed

- [Conflicts of Interest in the Learning Environment Policy, KU School of Medicine](#)
- [Phase II Student Work Duty Hours Policy](#)

Possible Questions from Survey Team

Curriculum content:

- How did you decide what content to teach in your clerkship?

Assessment:

- As a school how did you decide how to assign grades and assess?
- Are there any differences across clerkships approach to grading?

-6 Months Checkpoint

- Comprehensive review & mock visit “dress rehearsal”
- Timing:
 - Allowed for last-minute corrections
 - Proximity to actual survey – prepared participants
- Identified areas that could be communicated more clearly by meeting participants
- Informed content to revise on meeting prep sheets

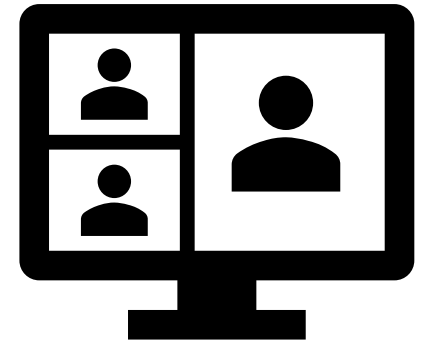


Supporting and Preparing Meeting Groups

July – September 2021

Preparation Sessions

- General information session
 - **Purpose**: increasing participants comfort -- what to expect
 - Open to all meeting groups
 - Meeting logistics, intro to survey team members
 - Offered several different days/times
 - Recorded and posted in SharePoint
- Open “office hours”
 - **Purpose**: answer last-minute questions; anticipate procrastinators
 - Weekend before survey – several hours on Zoom Saturday & Sunday
 - Covered by FAL, SVC, and CQI Team



Meeting Group Practice Sessions

- **Purpose**: preparing each group meeting with survey team
- Multiple sessions over 3 months leading to survey
- Reviewed content of elements for that session
- Practiced answering possible questions
- **Benefits**:
 - Establish rapport and comfort with material → more cohesive and clear responses
 - Support across groups to relay consistent messages
 - Identified opportunities to improve meeting prep sheets



Key Take-Aways for our School

- Institutions are complex and volume of information is immense
- Functional and integrated CQI system will identify most critical weaknesses – ***but not all***
 - Importance of review of ALL elements – mid-point and 2 years out
 - Staying abreast of LCME expectations – publications, webinars
- Value of external perspectives from peers
 - Uncovered areas where we misunderstood intent
 - Validates concerning areas requiring resources
- Strategize communication & prioritize messaging content

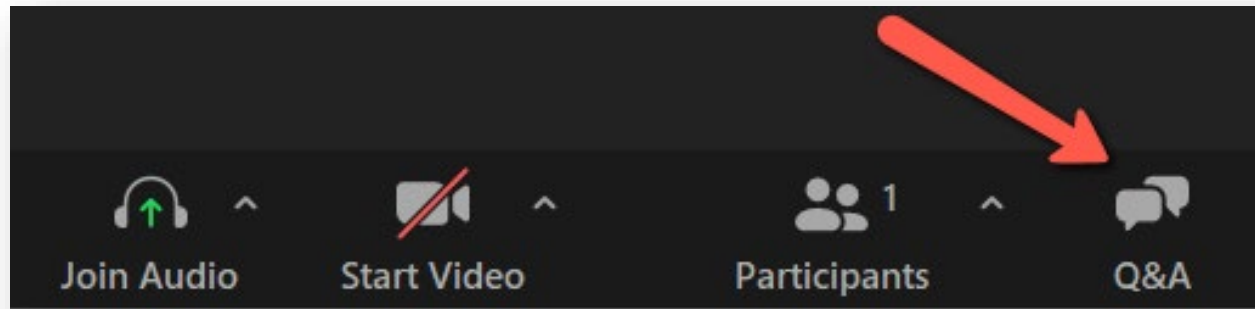


**ROCK CHALK
JAYHAWK!**

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.



Next Webinar: Thursday, March 9, 2023

Topic of the Month:

**High Complexity, High Volume Systems:
What the LCME Expects for Elements 1.1 and 3.3**

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