

Connecting with the Secretariat Webinar

January 9, 2020
1:30 pm – 3:00 pm ET

Participants should hear music until the start time.

If you don't hear anything, call CommPartners at 800-274-9390 or email aamc@commpartners.com.



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Guest Speakers



Karen E. Hauer, MD, PhD

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Chief of Staff, Office of Medical Education
University of California, San Francisco School of Medicine



University of California
San Francisco

Preparing for LCME Accreditation:

Opportunities for Institutional Improvement

Karen Hauer, MD, PhD, Faculty Accreditation Lead
Kelly Kao, MPP, Survey Visit Coordinator

January 9, 2020

Today's Outline

- Build the Team/Engage the School
- Institutional Self-study & ISA
- Data Collection Instrument
- Mock and Site Visit Logistics
- Lessons Learned

Building the Team/Engaging the School



At UCSF, the purpose of medical education is to educate learners who will improve the health of our communities and alleviate suffering due to illness and disease in our patients. The UCSF School of Medicine Bridges Curriculum educates MD graduates to excel in the competencies needed by 21st-century physicians.

UCSF Medical Education Mission

Our campuses are spread across San Francisco, in Oakland/Berkeley, and in Fresno.



Unified Complex Campus

Complexities of Graduate Health Professions School

- 4 Major affiliate hospitals
- Multiple clinical sites
- Multiple parallel tracks
- 2 Regional campuses
 - UC Berkeley Joint Medical Program
 - UCSF San Joaquin Valley determined mid-way through LCME process

Integrated Institutional Changes

New Curriculum & Leadership structure

- New Bridges curriculum launched 2016
 - Different curriculum from last 2 LCME site visits
- New Leadership
 - Associate Deans for Assessment, Students, Curriculum (2015, 2016, 2017)
 - Vice Dean for Education (2012)



LCME Visit Preparation: 2017-2019

LCME Working Group Implements Interventions

-22 -18 -14 -14 -11 -8 -4 -3 -2

Initial Review
of DCI and
Citations

First
Preparation of
DCI

Student
Independent
Analysis

Self-Study
Kick-off
Retreat

LCME
Subcommittee
Reports

LCME Task
Force Review

Mock Site
Visit/External
Consultants

Submit
Materials to
LCME

Final Prep
Sessions

Governance
and DCI
Review

Data
Collection

Students
conduct
ISA

Self study reports &
DCI Review

Finalize
Self-Study

External
Consultation:
DCI/Mock Visit

Finalize DCI and Institutional
Self Study

Revise DCI, Data, Policies

Planning: Build the Team

- 28:22 months

- Charged Curriculum Governance Committees with reviewing relevant standards
- Reviewed prior and frequent citations
- Established LCME Working Group Task Force
 - Met every other week through 2-year process



Planning: Policy & High-Risk Review

-22:12 months

- Identified & reviewed high-risk standards
- Reviewed missing policies
 - Turned 'guidelines' into formal policies

Date _____

UCSF School of Medicine Medical Student Education Policy Template
Version # _____

Purpose _____

Overview _____

Related LCME Standard: _____

Principles _____

Policy

1. _____

2. _____

Policy Limitations (optional) _____

Accountable Dean or Director: _____

Required Policy Approval (Please mark which governance committee should review this policy)

Governance Committee	Required Approval (X)	FYI Needed	Approval Date
Foundations 1 Operations			
Foundations 2 Operations			

Engage Campus and Health System Leaders

Event, Outreach	Timing
School-wide Save the Date	-22 months
Chairs, Campus leaders invited to participate in Institutional Self-study	-18 months
LCME Kick-Off Retreat	-14 months

Engage the School Community

- New LCME school-wide monthly newsletter
- LCME added to agendas of leadership meetings
 - Chairs, Directors Meeting
 - Education Deans Council



Tools/Technology

- Smartsheet project management software to track deadlines and interventions
- Internal Wiki page for meeting minutes and notes
- UCSF Box - file sharing
- Explored use of database and software but told by other schools not helpful



LCME Consultations

Use LCME resources



Institutional Self-study & ISA

Self-study Subcommittees

Committees/Standards by Organizational Structure

Subcommittee	Standards
Mission Planning, Resources	1, 2, 5, 11
Academic Learning Environment & Teaching	3,9
Faculty	4
Education Programs	6,7,8
Medical Student Programs	10,11, 12



Self-study Subcommittees

Maximize leadership expertise

- Leadership Co-Chairs
 - Education dean paired with faculty leader
 - Staff steward: director/administrator of content area
- Membership
 - Department chairs, junior and senior faculty, staff administrators
 - Campus leaders 'outside' med ed to provide critical review
- Effective, working meetings
 - Provided standard report template to ensure that self-study questions answered

Institutional Self-study Subcommittees

Mission Planning, Resources

- Vice Dean for Administration
- Associate Dean for Medical Education

Chief of Staff,
OME

Academic Learning Environment and Teaching

- Associate Dean, GME
- Director, Curriculum Faculty Development

Manager, Special
Projects

Faculty

- Vice Dean, Academic Affairs
- Director, Academy Medical Educators

Director, Center
for Faculty
Educators

Education Programs

- Associate Dean for Curriculum
- Course Director

Manager,
Governance and
Accreditation

Medical Student Programs

- Associate Dean for Students
- Course Director

Director, Student
Experience

Self-Study Task Force

- Co-Chairs = Dean, FAL
- Membership:
 - Chairs of each subcommittee
 - Leaders of health system & affiliates
 - Assistant Provost, department chairs, Vice Dean
 - Staff executive directors, residents, program directors, students



Self-Study Task Force

- Subcommittee Chairs presented findings
- Vice Dean and FAL drafted self-study executive summary
- Survey Visit Coordinator reviewed data references to confirm consistency with DCI

Independent Student Analysis

- Designate a staff member not involved in curriculum to assist students
- Incentives: \$10 Amazon gift certificate, class party for highest response rate
- Meet with students after ISA submission to discuss findings
- Communicate often to students about interventions
- Clearly Label 'NA' responses in ISA

Institutional Interventions

Implemented before LCME Submission

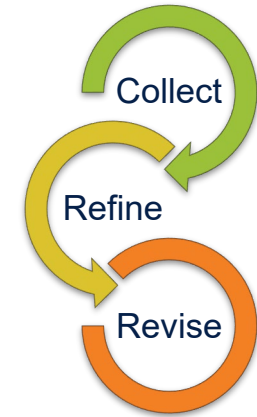
- Strengthened visiting student procedures/processes
- Streamlined Volunteer Clinical Faculty appointments
- Revised grade timeliness deadline
- Hired new Co-Directors of Career Advising



Data Collection Instrument

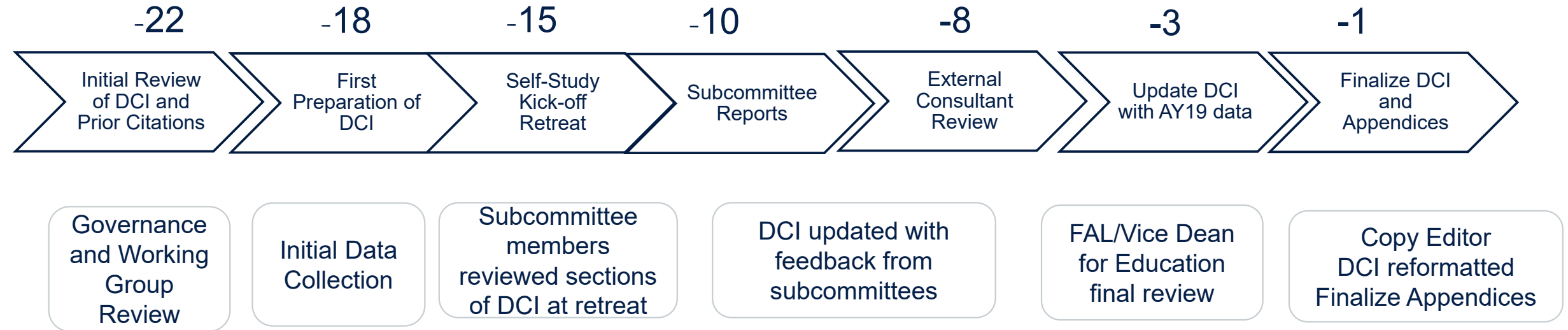
Data Collection Instrument

Iterative process in parallel with self study process



- Site Visit Coordinator inputted centralized data
- Expertise and role-based data assignments
 - Education Deans and Directors completed accountable sections
- DCI refined and changed at each stage of process
- External reviewers key
- FAL and Vice Dean provided final review
- Build in 'extra' time for formatting and finalizing appendices

DCI Preparation: March 2017-November 2019



LCME Working Group Implements Interventions

Logistics: “All in the details”

Logistics

Pre-Visit and Mock Planning

- Designate staff to help with logistics
- Use a familiar hotel
- Block team survey room early (-12 months)
- Book prep rooms and debrief rooms
- Write briefing packets to prep all attendees:
 - Excerpts of relevant DCI
 - Potential questions & answers
- Send 'day of' reminders to put email at top of participants' inbox



Mock Site Visit Reflections

- Helpful to have outside perspective
- Schedule the mock site visit in advance of DCI submission to build in time for additional updates
- Follow schedule for site visit template if you can
- Deans debriefed with consultants at end of each day, session by session
 - Leaders not in room during mock sessions

Prep Sessions

Practice, Practice, Practice

- Practice sessions with groups that required additional follow-up
- FAL, Vice Dean and Curriculum Dean acted as LCME site visitors
- Updated briefing packets based on mock site visit feedback



Site Visit Logistics

Anticipate Survey Team Needs



- Establish clear communication with LCME secretary
- Think about every detail to have the ‘day of’ go smoothly
 - Label food, be prepared for unexpected food requests
- Schedule IT to be available for computer/printer issues
- Be prepared and staffed for last minute requests
 - Each team member will have different working styles/needs
 - Be prepared to adapt on the fly!

Site Visit Logistics

Prepare Your Team/Participants



- Remind site visit participants their schedule could change any time
- Data team 'on call' to pull reports
 - Reports on hand and available if requested
- Designate staff 'runner' to deliver and pull reports
- Staff in briefing/debriefing room to check-in site participants
 - Vice Dean, Associate Deans briefed and debriefed all groups

Celebrate!



Share Outcomes

UCSF School of Medicine and LCME Accreditation

The recent accreditation efforts culminated a two-year reaccreditation process which started in the summer of 2017. For more information about the results of the recent accreditation, please watch this video with Dean Talmadge King, MD and Executive Vice Dean Catherine Lucey.



Lessons Learned

Lessons Learned



Use expertise of existing faculty/staff



Make improvements you already needed



Use opportunity to educate campus partners about medical education



Use LCME resources



Network with colleagues, friends



Stay focused - school will be stronger as a result



Be patient and build extra time to meet deadlines



Have a sense of humor



UCSF





University of California
San Francisco

Questions from webinar chat



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Submitted Questions

Submitted Question 1

Can faculty who assess students in courses or clerkships serve as career advisors? How do the conflict of interest concerns with academic advisors who assess students compare to COI concerns with career advisors who assess students?

Submitted Question 2

If a faculty member wants to make sure their course is ready for LCME Accreditation, what are some of the strategies they can take to ensure this process goes smoothly?

In other words, what would you wish that faculty did for their specific course before accreditation?

Submitted Question 3

Regarding Element 1.4 Affiliation Agreement as found in 2020-21 DCI

Narrative Response

1. For ambulatory sites (e.g., clinics, group practices) that have a **significant role** in required clinical clerkships, describe how the medical school ensures the primacy of the medical education program in the areas included in the element. For example, are there MOUs or other agreements in effect?

Would you please clarify the meaning of “**significant role**”?

Does “**significant**” relate to the number or percent of students assigned to the ambulatory site in a required clinical clerkship, or does “significant” relate to the amount of learning experiences for a single student assigned to a site although that site might host students infrequently?



Next Webinar: Thursday, February 6, 2020

Topic of the Month
The 2020-21 DCI Facelift:
What is New and Different, and Why

Email your questions and element or topic suggestions to lcme@aamc.org.