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.
Guest Speakers

Karen E. Hauer, MD, PhD
Associate Dean for Assessment & Professor of Medicine
University of California, San Francisco School of Medicine

Kelly Smith Kao, MPP
Chief of Staff, Office of Medical Education
University of California, San Francisco School of Medicine
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
  - 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
Engage Campus and Health System Leaders

<table>
<thead>
<tr>
<th>Event, Outreach</th>
<th>Timing</th>
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<tbody>
<tr>
<td>School-wide Save the Date</td>
<td>-22 months</td>
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<tr>
<td>Chairs, Campus leaders invited to participate in Institutional Self-study</td>
<td>-18 months</td>
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<tr>
<td>LCME Kick-Off Retreat</td>
<td>-14 months</td>
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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

-22
Faculty* Fellow Visit

-21
LCME Survey Prep Workshop

-15
AAMC LCME Consultation

-10
Invite External Consultants

-6
External Consultants DCI Review

-4
Mock Site Visit

Monthly LCME Webinars and Emails
Institutional Self-study & ISA
### Self-study Subcommittees

Committees/Standards by Organizational Structure

<table>
<thead>
<tr>
<th>Subcommittee</th>
<th>Standards</th>
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<td>Mission Planning, Resources</td>
<td>1, 2, 5, 11</td>
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<td>Academic Learning</td>
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<tr>
<td>Environment &amp; Teaching</td>
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<td>Faculty</td>
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<tr>
<td>Education Programs</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>Medical Student Programs</td>
<td>10, 11, 12</td>
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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

[UCSF Logo]
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

-22
Initial Review of DCI and Prior Citations

-18
First Preparation of DCI

-15
Self-Study Kick-off Retreat

-10
Subcommittee Reports

-8
External Consultant Review

-3
Update DCI with AY19 data

-1
Finalize DCI and Appendices

Governance and Working Group Review
Initial Data Collection
Subcommittee members reviewed sections of DCI at retreat
DCI updated with feedback from subcommittees
FAL/Vice Dean for Education final review
Copy Editor DCI reformatted Finalize Appendices

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
Questions from webinar chat
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.