



LSOM Faculty Assembly Executive Committee Meeting Minutes
Thursday, November 8, 2018
12:00 - 1:00 PM

Executive Committee Members Present:

Ometeotl Acosta, MD, Ruth Berggren, MD, Anh Dinh, MD, Teresa Evans, PhD, and Mark Muir, MD
Guests: Flossy Eddins-Folensbee, MD and Carlos Rosende, MD

I. Approval of Minutes

Minutes from the October 4, 2018 meeting were submitted and approved.

II. Flossy Eddins-Folensbee – LCME Update

At the request of the executive committee, Dr. Eddins-Folensbee provided an update on LCME. Presentation is provided below.

III. Carlos Rosende – Adaptive Reserve Survey

At the request of the executive committee, Dr. Rosende provided an update on the Adaptive Reserve Survey.

Rosende: "The key to future is to get patients in with quality. Over the last year, we had a 23% increase in access. We have maximized current schedules by making sure every slot is filled. With that, there has been more pressure on clinical faculty and staff. Concern is that we do not want morale to fall. How do we access current work environment?"

Dr. Carlos Jaen, Chair of Family and Community Medicine, has used the adaptive reserve in the department for a while. The survey is validated and has written literature on. Started using in the Primary Care Center and have been able to tweak and approve work environment based on results.

Goal is to adopt the adaptive reserve to the whole practice. The survey was given to department chairs to send out, but there has been a low response. Dr. Rosende wants to encourage participation so the practice can focus on retention and boosting morale. More participation is needed, but we will continue to push the survey."

There being no further business the meeting was adjourned.
Minutes taken by Shelly Evans

LCME Update



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MEDICAL EDUCATION PROGRAM ACCREDITATION

WHO?

- * the LCME is the accrediting body for MD-conferring medical education programs (US & Canada)
- *19 member committee including deans, medical educators and students, public citizens

WHAT?

- * ensures that medical education programs are in compliance with 12 standards and 93 elements of accreditation

WHY?

- * national process of quality assurance and improvement
- * establishes important eligibility criteria



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MEDICAL EDUCATION PROGRAM ACCREDITATION: WHEN?

Date	Milestone
AUG 2017	<ul style="list-style-type: none"> ISA Taskforce established and orientation completed
SEPT 2017	<ul style="list-style-type: none"> Self Study Taskforce (SSTF) established
OCT 2017	<ul style="list-style-type: none"> Conduct initial meeting with SSTF Review/Approve/Notify SSTF Subcommittee members
NOV 2017	<ul style="list-style-type: none"> Host Self Study KICKOFF meeting Conduct SSTF Subcommittee orientation & training sessions (Basecamp)
DEC 2017	<ul style="list-style-type: none"> Distribute Data Collection Instrument (DCI) to SSTF Subcommittees
JAN 2018	<ul style="list-style-type: none"> SSTF Subcommittees begin to meet for evaluation and report development

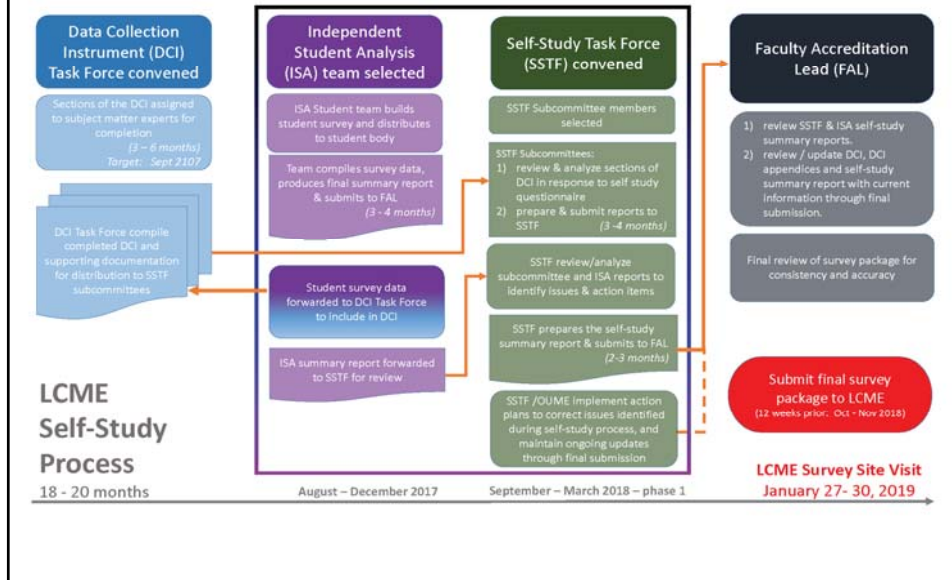


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Date	Milestone
MAR 2018	<ul style="list-style-type: none"> Self study subcommittee work
APR 2018	<ul style="list-style-type: none"> Final Self Study Subcommittee reports complete and submitted FAL for review and synthesis
OCT 2018	<ul style="list-style-type: none"> Action plan developed by UME PwC
NOV 5 2018	<ul style="list-style-type: none"> LCME packet submitted
NOV 2018 - JAN 2019	<ul style="list-style-type: none"> Preparatory meetings and materials
DEC 12-13 2018	<ul style="list-style-type: none"> Mock survey visit

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MEDICAL EDUCATION PROGRAM ACCREDITATION: HOW



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Self Study Organization

SELF STUDY TASK FORCE (10-12 members)

responsibility for leading self-study and preparing the final self-study summary report, lead subcommittee meetings, set timetable for completion of all related activities, and finalize summary self-study report.

11 SUBCOMMITTEES (8-10 members) organized by LCME standard

1 Mission, Planning, Organization & Integrity (S1)	7 Curricular Mngmt, Evaluation & Enhancement (S8)
2 Academic & Learning Environments (S3)	8 Teaching, Supervision, Asssmt, Student & Patient Safety (S9)
3 Faculty Prep, Productivity, Participation & Policies (S4)	9 Med Student Selection, Assignmt, & Progress (S10)
4 Ed Resources & Infrastructure (S5)	10 Med Student Acad Support, Career Advismt, & Ed Records (S11)
5 Competencies, Objectives, & Curricular Design (S6)	11 Med Student Hlth Services, Personal Counsl & Fin Aid Services (S12)
6 Curricular Content (S7)	

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Accreditation related data-sets/information sources (formal & informal)

- LCME
- AAMC
- ACGME
- Specialty Societies
- Scholarly presentations & publications
- AAMC's Curricular Inventory project
- Matriculating student questionnaire
- Annual Graduation Questionnaire (GQ) & Analysis
- Medical Missions Management Tools
- Faculty Forward Survey
- Data Collection Instrument (DCI)
- Independent Student Analysis (ISA)



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Accreditation non-compliance (themes and clusters)

- Faculty and resident knowledge and application of curricular component objectives and goals
- Faculty narrative evaluation (language and responsiveness)
- Timeliness of narrative and grade release
- Timeliness and documentation of mid-rotation feedback
- Residents as teachers
- Clinical encounters
- Failures in assessment/attainment/documentation of longitudinal physician competencies (i.e. professionalism, sustained performance, etc.)



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Trends

Number and Percentages of LCME Non-Severe Action Decisions Before and After the 2002 LCME Standards Reformatting

	Non-Severe Action Decisions	Severe Action Decisions	TOTAL DECISIONS
Academic Years 1992/1993 – 1999/2000	139 (85%)	25 (15%)	164
Academic Years 2005/2006 - 2013/2014	109 (69%)	50 (31%)	159

Source: "Expanding the LCME Severe Action Decisions Analysis to Gauge the Effect of the 2002 Accreditation Standards Reformatting", Hunt, Migdal, Waechter, Barzansky; AAMC Analysis in Brief, Vol 15 (1), January 2015.



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SUMMARY

ISA

Strengths, Challenges,
Recommendations



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Thank you for your support.

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