



Baylor
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FCM Faculty Meeting

Tuesday, January 14th, 2020



Agenda

1. Welcome – Dr. Roger Zoorob
2. The LCME is Coming – Dr. Jennifer Christner
3. Medical Student Education Update – Dr. William Huang
4. Residency Update – Dr. Eric Warwick
5. Faculty Senate Update – Dr. Kenneth Barning
6. Faculty Scholarly & Academic Incentives – Dr. Roger Zoorob

Welcome!

New Faculty

1. Roslyn Aduhene-Opoku, MD
2. Alexis Barbut, MD
3. Sumana Basu, MD
4. Sara Bindner, PA
5. Bligha Noor, FNP
6. Annette Li, MD
7. Carol Manning, FNP
8. Najda Mujtaba, MD
9. Ryan Urbi, MD

Sumana Basu, MD



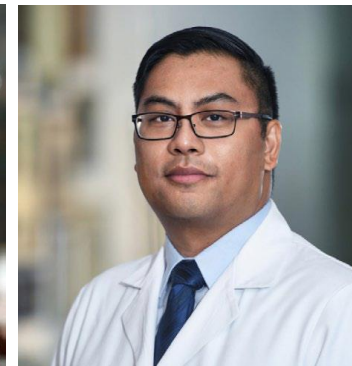
Sara Bindner, PA



Annette Li, MD



Ryan Urbi, MD



Faculty Development



Dr. Malvika Juneja
Director of Faculty Development
juneja@bcm.edu



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The LCME is Coming

Jennifer Christner, MD

Dean, School of Medicine

January 2020



Agenda

- Prep for BCM LCME Site Visit
- A Moment to Say Thanks
- AAMC GQ Data
 - Clerkship
 - Mistreatment
- How Can You Help?



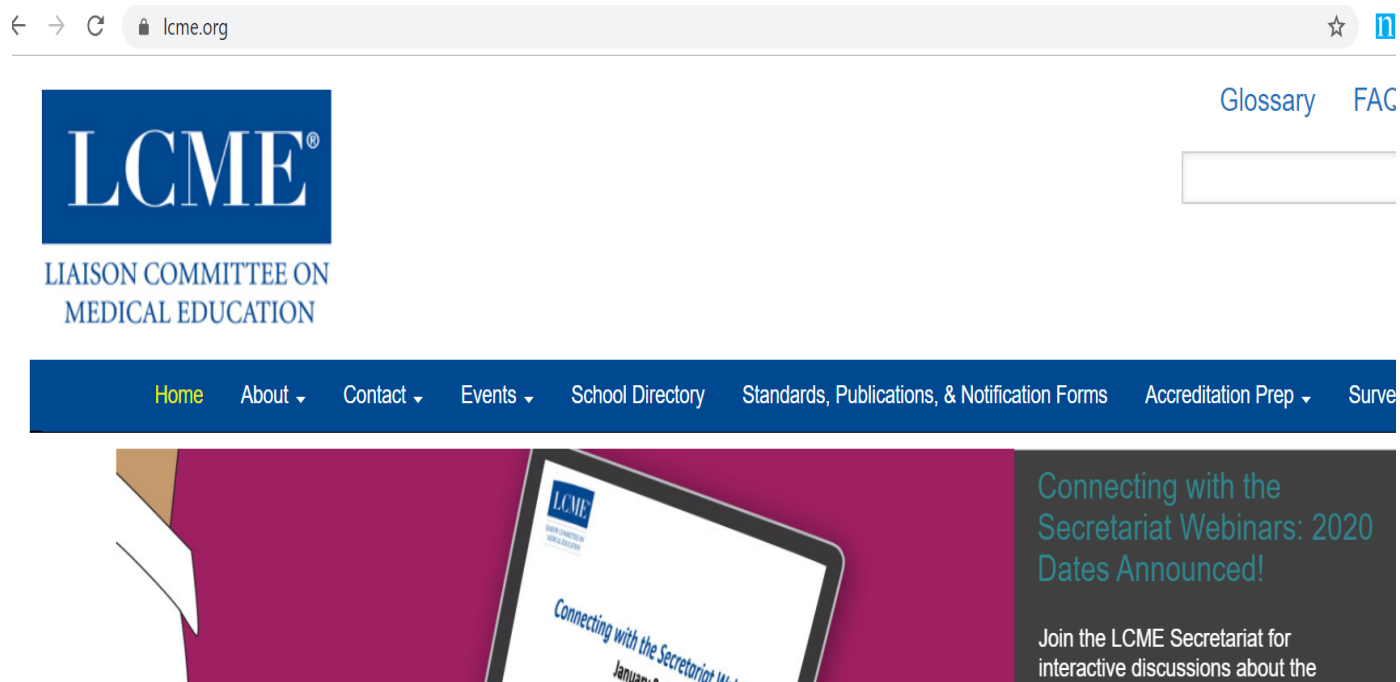
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What is the LCME?
Why should I care?



LCME = Liaison Committee on Medical Education

- They accredit all US Doctor of Medicine Degree granting medical schools



The screenshot shows the LCME website homepage. At the top, there is a browser address bar with "lcme.org" and navigation icons. Below the address bar is the LCME logo, which consists of the letters "LCME" in white on a blue square background, with "LIAISON COMMITTEE ON MEDICAL EDUCATION" in blue text below it. To the right of the logo are links for "Glossary" and "FAC", and a search bar. A dark blue navigation bar contains the following menu items: "Home", "About", "Contact", "Events", "School Directory", "Standards, Publications, & Notification Forms", "Accreditation Prep", and "Surveys". Below the navigation bar is a banner with a maroon background. On the left, there is a graphic of a tablet displaying the LCME logo and the text "Connecting with the Secretariat Webinars: 2020 Dates Announced!". On the right, there is a dark grey box with the text "Connecting with the Secretariat Webinars: 2020 Dates Announced!" and "Join the LCME Secretariat for interactive discussions about the".

Education is Primary Focus. Not Clinical. Not Research.

Why should you care?

1) Last LCME Visit – October 2013

- *BCM was placed on probation*
 - *Why?*
 - Maintained accreditation
 - Status is public
 - This is a RARE and SERIOUS Event
 - Removed from probation Spring of 2016
 - Submit status reports on annual basis

Disclosure: Dr. Christner -LCME Member since 2017

Why should you care?

2) They are coming back!!!!!!

LIKELY OCTOBER 2021

**We do not want a Probation Repeat
(BCM couldn't survive that)**

**We want to show them all the AMAZING and
UNIQUE things about our school!!!**

How you prepare is fairly prescribed by the LCME.....

Required Steps in the LCME Accreditation 8 Year Process

1. BCM Self Audit (Ongoing) / Preparations **(Aug – Dec 2019)**
2. Self-Study Kickoff (**Jan/February 7, 2020**)
 - a. 7 Self Study Subcommittees Formed and begin meeting
 - b. Dr. Barbara Barzansky – LCME Co-Secretariat visiting
3. LCME Self-Study Deep Dive– **(January - September 2020)**
 - a. Complete Independent Student Analysis (ISA)
 - b. Self Study Task Force and Subcommittees analyze ALL data
 - c. Self Study Task Force prepares an Executive Summary

Required Steps in the LCME Accreditation 8 Year Process

4. LCME Self Study - Address concerns/Resurvey
(September 2020 to June 2021)
5. Submit all Documents to LCME (July 2021)
6. Mock Site Visit (Early Summer 2021)
7. The Visit (October 2021 ?)
8. LCME Deliberates/Gives Verdict (Feb 2022)
9. BCM does **Ongoing CQI** – Standard 1.1

LCME Standards (12) and Elements (93)

- Standard 1: Mission, Planning, Organization, and Integrity
- Standard 2: Leadership and Administration
- Standard 3: Academic and Learning Environments
- Standard 4: Faculty Preparation, Productivity, Participation, and Policies
- Standard 5: Educational Resources and Infrastructure
- Standard 6: Competencies, Curricular Objectives, and Curricular Design
- Standard 7: Curricular Content
- Standard 8: Curricular Management, Evaluation, and Enhancement
 - 8.5 Medical Student Feedback
- Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety
- Standard 10: Medical Student Selection, Assignment, and Progress
- Standard 11: Medical Student Academic Support, Career Advising, and Educational Records
- Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services

Introduction to Compliance

- Determine the level of compliance for each Standard and element* if the LCME were here TODAY

Read the element and
examine gathered
documentation to
determine compliance

BCM is **satisfactory** if the required policy, process, resource, or system is in place and, if required by the element, there is evidence to indicate that it is effective.

BCM is **satisfactory with a need for monitoring** if 1) the medical education program has the required policy, process, resource, or system in place, but there is insufficient evidence to indicate that it is effective. Therefore, monitoring is required to ensure that the desired outcome has been achieved. 2) The medical education program is currently satisfactory with respect to the element, but there are known circumstances that could directly result in unsatisfactory performance in the near future. Therefore, monitoring is required.

BCM is **unsatisfactory** if medical education program has not met one or more of the requirements of the element. The required policy, process, resource, or system either is not in place or is in place but has been found to be ineffective.

*LCME uses a different scale (Compliance, Compliance with Monitoring, and Noncompliance) for Standards

2019 LCME Dashboard

- 5/12 Noncompliant Standards with 93 Elements
 - 15 Elements – Unsatisfactory
 - 25 Elements – Satisfactory w/ monitoring

LCME Dashboard - 2019 Retreats												
Standard Compliance:	Standards											
	CM	C	CM	NC	NC	C	NC	C	C	NC	CM	NC
Element	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
1	C	C	C	NC	CM	C	NC	C	C	NC	C	NC
2	C	C	C	NC	C	C	CM	C	C	CM	CM	CM
3	C	C	CM	CM	C	CM	CM	CM	C	NC	NC	NC
4	CM	C	C	CM	NC	C	CM	C	C	C	C	C
5	NC	C	NC	C	C	C	NC	C	CM	NC	C	CM
6	C	C	CM	C	CM	CM	NC	C	C	C	C	C
7					CM	C	C	CM	NC	C		C
8					C	C	CM	C	C	CM		NC
9					CM		C		C	C		
10					C							
11					CM							
12					C							

Standards	C = Compliance	CM = Compliance with a Need for Monitoring	NC = Noncompliance
Elements	Satisfactory	Satisfactory with a need for Monitoring	Unsatisfactory

Future – 2021 LCME Visit

- 0/12 Noncompliant Standards
 - 2 Elements – Unsatisfactory
 - 8 Elements – Satisfactory w/ monitoring

LCME Dashboard -Future State												
Standard Compliance :	Standards											
	C	C	C	C	CM	C	CM	C	C	C	C	CM
Element	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Standards	C = Compliance	CM = Compliance with a Need for Monitoring	NC = Noncompliance
Elements	Satisfactory	Satisfactory with a need for Monitoring	Unsatisfactory



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A Moment To Say Thanks



Who will help us get there?

Foundational Sciences Course leadership:

Patient, Physician & Society 1 & 2:

Course Director: *Alicia Kowalchuk*

Associate Course Director: *Shruti Varadarajan*

Patient, Physician & Society 3:

Course Director: *Anita Kusnoor*

Associate Course Director: *Rajeev Balchandani*

Determinants, Disparities and Social Population Health (DDASH):

Course Director: *Malvika Juneja*

Who will help us get there?

Clinical course leadership:

Core Clerkship:

- Course Director and Department Vice-Chair for Education:

William Huang

- Associate Course Director: *Jonnae Atkinson*
- Site director: *Kenneth Barning*
- Coordinator: *Elvira Ruiz*

Sub-internship:

- Course director: *Irvin Sulapas*
- Coordinator: *Bridget Angel*



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AAMC GQ Data How You Can Help!



AAMC Graduation Questionnaire BCM 2019 Results

The AAMC Graduation Questionnaire (GQ) is administered in spring to all US and Canadian medical school graduates.

- Critically important in LCME compliance review.
- Solicits student opinions regarding broad array of undergraduate medical education experiences.
- BCM response rate *very good* this year: **93.7%** (148/158)

AAMC Graduation Questionnaire BCM 2019 Results

KEY CLINICAL CURRICULUM OUTCOMES

“Rate the quality of your educational experiences in the following clerkships.”

	BCM 2019 %Gd+Ex	BCM 2018 %Gd+Ex x	BCM 1yr % Change	National 2019 %Gd+Ex	BCM 2019 vs. National 2019	BCM 2019 Percentile Position
Internal Medicine	95.9%	98.7%	-2.8%	90.9%	5.0%	<i>Btwn 75th (94.8%) & 90th (97.2%)</i>
Psychiatry	93.9%	95.4%	-1.5%	87.7%	6.2%	<i>Btwn 75th (92.9%) & 90th (95.4%)</i>
Pediatrics	91.2%	92.5%	-1.3%	86.4%	4.8%	<i>Btwn 50th (87.9%) & 75th (92.3%)</i>
Family Medicine	90.5%	86.2%	4.3%	84.0%	6.5%	<i>Btwn 75th (88.9%) & 90th (93.0%)</i>
Emergency Medicine	86.3%	80.8%	5.5%	87.4%	-1.1%	<i>Btwn 25th (83.2%) & 50th (89.2%)</i>
Neurology	83.8%	84.9%	-1.1%	78.0%	5.8%	<i>Btwn 50th (80.0%) & 75th (86.3%)</i>
Ob-Gyn/Women's Health	83.7%	80.2%	3.5%	78.9%	4.8%	<i>Btwn 50th (81.1%) & 75th (86.1%)</i>
Surgery	80.4%	74.6%	5.8%	82.1%	-1.7%	<i>Btwn 25th (78.8%) & 50th (82.8%)</i>

AAMC Graduation Questionnaire BCM 2019 Results

OBSERVATION OF PATIENT HISTORY

“Were you observed taking the relevant portions of the patient history?”

	BCM 2019 % Yes	BCM 2018 % Yes	BCM 1yr % Change	National 2019 %Yes	BCM 2019 vs. National 2019	BCM 2019 Percentile Position
Internal Medicine	100.0%	99.4%	0.6%	94.3%	5.7%	Above 90 th (99.3%)
Pediatrics	100.0%	98.2%	1.8%	93.2%	6.8%	Above 90 th (98.5%)
Psychiatry	100.0%	98.8%	1.2%	93.8%	6.2%	Above 90 th (99.2%)
Ob-Gyn/Women's Health	99.3%	97.6%	1.7%	85.9%	13.4%	Above 90 th (95.6%)
Neurology	98.0%	95.9%	2.1%	85.9%	12.1%	Above 90 th (97.0%)
Family Medicine	97.3%	97.6%	-0.3%	91.6%	5.7%	Btwn 75 th (96.4%) & 90 th (98.3%)
Surgery	93.2%	89.9%	3.3%	77.6%	15.6%	Above 90 th (90.6%)

- All clerkships are above the national average.
- BCM ranks higher than the 90th percentile for all but one clerkships on this survey item.

AAMC Graduation Questionnaire BCM 2019 Results

OBSERVATION OF PHYSICAL / MENTAL STATUS EXAM

“Were you observed performing the relevant portions of the physical or mental status exam?”

	BCM 2019 % Yes	BCM 2018 % Yes	BCM 1yr % Change	National 2019 %Yes	BCM 2019 vs. National 2019	BCM 2019 Percentile Position
Internal Medicine	100.0%	99.4%	0.6%	95.0%	5.0%	Above 90 th (98.9%)
Pediatrics	100.0%	98.8%	1.2%	94.6%	5.4%	Above 90 th (99.1%)
Psychiatry	100.0%	98.2%	1.8%	92.6%	7.4%	Above 90 th (98.8%)
Ob-Gyn/Women's Health	99.3%	98.2%	1.1%	94.2%	5.1%	Above 90 th (97.6%)
Family Medicine	98.6%	97.6%	1.0%	92.9%	5.7%	Btwn 75 th (96.9%) & 90 th (98.7%)
Neurology	98.6%	98.2%	0.4%	92.4%	6.2%	Btwn 75 th (97.2%) & 90 th (98.9%)
Surgery	94.6%	91.7%	2.9%	82.8%	11.8%	Above 90 th (92.9%)

- **All clerkships are above the national average**

AAMC Graduation Questionnaire BCM 2019 Results

MID-CLERKSHIP FEEDBACK

“Were you provided with mid-clerkship feedback?”

	BCM 2019 % Yes	BCM 2018 % Yes	BCM 1yr % Change	National 2019 %Yes	BCM 2019 vs. National 2019	BCM 2019 Percentile Position
Internal Medicine	100.00%	98.80%	1.20%	98.20%	1.80%	At 90 th (100%)
Pediatrics	100.00%	99.40%	0.60%	96.80%	3.20%	At 90 th (100%)
Psychiatry	100.00%	99.40%	0.60%	95.00%	5.00%	At 90 th (100%)
Neurology	99.30%	98.20%	1.10%	89.80%	9.50%	Above 90 th (98.9%)
Family Medicine	98.60%	97.10%	1.50%	95.60%	3.00%	Btwn 50 th (96.6%) & 75 th (98.7%)
Ob-Gyn/Women's Health	98.60%	98.20%	0.40%	94.20%	4.40%	At 75 th (98.6%)
Surgery	96.60%	97.60%	-1.00%	92.50%	4.10%	Btwn 50 th (93.7%) & 75 th (97.4%)

- **All clerkships are above the national average**

AAMC Graduation Questionnaire BCM 2019 Results

CLINICAL FACULTY TEACHING EFFECTIVENESS

“Faculty provided effective teaching during the clerkship.”

	BCM 2019 %Strongly Agree +Agree	BCM 2018 %Strongly Agree +Agree	BCM 1yr % Change	National 2019 %Strongly Agree +Agree	BCM 2019 vs. National 2019	BCM 2019 Percentile Position
Internal Medicine	98.0%	98.2%	-0.2%	92.1%	5.9%	Above the 90 th (97.9%)
Psychiatry	92.6%	93.5%	-1.0%	86.0%	6.5%	Btwn 75 th (91.1%) & 90 th (94.4%)
Pediatrics	87.8%	88.1%	-0.3%	88.4%	-0.6%	Btwn 25 th (85.7%) & 50 th (88.9%)
Family Medicine	86.5%	84.0%	2.5%	84.6%	1.9%	Btwn 50 th (85.8%) & 75 th (89.7%)
Neurology	84.5%	84.6%	-0.2%	81.1%	3.3%	Btwn 50 th (82.1%) & 75 th (88.0%)
Ob-Gyn/Women's Health	79.1%	75.1%	3.9%	76.6%	2.4%	Btwn 50 th (78.9%) & 75 th (84.4%)
Surgery	70.3%	58.6%	11.7%	73.9%	-3.6%	Btwn 25 th (69.4%) & 50 th (74.3%)

Internal CQI Reports

QUALITY OF FEEDBACK REPORT (LCME Element 9.7)

MONITORING

STUDENT EVALUATIONS OF QUALITY OF FEEDBACK FOR CLERKSHIPS
(Question from End of Clerkship Evaluation)
Quarter 1: July 1 – September 20, 2019

The overall quality of feedback I received during this rotation was...								
	EM	FCM	MED	NEURO	OBGYN	PEDS	PSYC	SURG
Good	96.3%	98.0%	100.0%	94.7%	93.9%	92.0%	89.5%	70.8%
Neither	3.7%	2.0%	0.0%	1.8%	3.0%	8.0%	5.3%	16.7%
Poor	0.0%	0.0%	0.0%	3.5%	3.0%	0.0%	5.3%	12.5%
N=	27	49	24	57	33	25	38	24
Timeframe	Mos 1, 2, 3	Mos 1, 2, 3	Term 1	Mos 1, 2, 3	Term 1	Term 1	Term 1	Term 1

*5-point scale; Very poor & Somewhat poor combined and Somewhat good & Very good combined

AAMC 2019 Graduation Questionnaire Mistreatment Results

FURTHER WORK TO DO: YES, MISTREATMENT OCCURS AT BCM SOM

Ten most-commonly reported types of mistreatment

% of n=141 BCM GQ2109 respondents reporting 1+ experiences

Publicly embarrassed	37.4%
Publicly humiliated	23.8%
Subjected to offensive sexist remarks/names	16.4%
Received lower evaluations or grades solely because of gender rather than performance	9.5%
Subjected to racially or ethnically offensive remarks/names	9.5%
Denied opportunities for training or rewards based on gender	7.5%
Required to perform personal services	6.1%
Been subjected to negative or offensive behavior(s) based on your personal beliefs or personal characteristics other than your gender, race/ethnicity, or sexual orientation	6.1%
Received lower evaluations or grades solely because of race or ethnicity rather than performance	5.4%
Denied opportunities for training or rewards based on race or ethnicity	4.1%

Descriptive Examples of Mistreatment from INTERNAL BCM SURVEYS – Jan-June 2019

Behind the numbers: a few example descriptions of mistreatment and unprofessional behavior from medical student respondents to BCM surveys.

“[clinical faculty] asked me to run personal errands for him, and he went on vacation with only a few days notice - clearly not considering any affect that it would have on my schedule as a student.”

“[clinical faculty] would make jokes about the Asian-American resident being the karate kid...[I] didn't bother saying anything because then he would probably complain afterwards to his colleagues about political correctness.”

“There was a [foundational science faculty] that mentioned a medical professional that was dressed unprofessionally, saying they were dressed like a ‘whore’. There was [another instructor] that laughed/made sarcastic derogatory remarks about aspects of a less common religion.”

“...during my [clinical rotation, a preceptor] did mock gay men with a patient during a clinical encounter in front of me. I don't believe he targeted me with this behavior. I did not share my sexuality with him or any other members of the office staff. However, his adoption of a lisp and joke about effeminate gay men was used to establish ‘rapport’ with this patient, in clear dismissal of the possibility that I, or other patients in the clinic, might be gay.”

Descriptive Examples of Professionalism from INTERNAL BCM SURVEYS – Jan-June 2019

Behind the numbers: a few example descriptions of Professionalism from medical student respondents to BCM surveys.

- Dr. X diffused a tense situation in which I was made visibly uncomfortable by homophobic comments in the clinic's break room. After the incident occurred, he went out of his way to discuss it with me in an open, respectful, and productive way that made me feel heard and that this attitude did not represent ____ specialty.
- Dr. X was a wonderful preceptor who was eminently professional with both patients and learners--she made all parties feel heard at all times.
- Dr. X - always respectful and cognizant of learners and their needs, strived to create an environment where we could maximize learning.

How Can You Help?

- Support your education leadership colleagues
 - They have a fierce road ahead
- Know the SOM CCGG's
 - <https://media.bcm.edu/documents/2016/94/ccgg-final.pdf>
- Know your Core Clerkship Objectives!
- Know your Core Clerkship Required Dx/Px
- Know how medical students are assessed
- Think about the feedback you give
- Call out mistreatment when you see it

Thank You!

Happy to

- Answer any Questions
- Return to talk about SOM Strategic Plan
- Return to talk about new UME Curriculum
- Return for workshop on Learning Environment/Mistreatment



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Medical Student Education Update

William Y. Huang, MD



Medical Student Education Update

- Agenda:
 - Thank you!
 - Family and Community Medicine Clerkship issues
 - LCME issues:
 - Professionalism issues
 - Announcing the Faculty Feedback award
 - Faculty Development opportunity to improve your clinical teaching

Medical Student Education Update

- Thank you to all who participate in medical student education!
 - Course directors and elective directors
 - Medical student education site leaders
 - Mentors
 - PPS facilitators
 - Preceptors for PPS, the Family and Community Medicine Clerkship and electives

Medical Student Education Update

- BCM Learning Environment and Mistreatment Student Survey Report, Spring 2019
- For many unprofessional behavior items, 100% of students report that they NEVER experienced or observed the behavior

BCM Learning Environment and Mistreatment Student Survey Report, Spring 2019

“Please indicate the frequency with which you personally experienced (or observed) each behavior from faculty, residents, nurses, other employees and/or other students during this rotation.” (n = 90 students)	% responding “NEVER”
Subjected to offensive remarks related to your race/ethnicity	98.9%
Subjected to offensive remarks related to your sexual orientation	97.8%
Required to perform inappropriate personal services	98.9%
Making derogatory comments about other departments and services	98.9%
Making derogatory comments about a patient or patient’s family	97.8%
Using disrespectful terminology of the description of patients	97.8%
Discussing identifiable patient information in a manner that is not compliant with HIPAA	98.9%
Treating others in a disrespectful or inappropriate manner	96.7%
Treating a patient differently because of his/her individual characteristics (e. g. – financial status, ethnicity, sexual or religious preferences, physical appearance)	95.6%
Using inappropriate methods or inaccurate information to document in a patient’s record	97.8%

Medical Student Education Update

- A few comments and suggestions:
 - When we are at work, we are always being observed
 - You are being observed in patient encounters and when you are in your work room
 - Please observe how patients and staff treat our students and address any mistreatment from patients and staff through the appropriate channels
 - Please be careful in what you say about physicians in other specialties
 - Please be careful in what you say about the specialty the student is planning to pursue

Spring 2019 Survey:
Positive examples of professionalism

Spring 2019 Survey: Positive examples of professionalism



Anjali Aggarwal, MD



George Shelton, MD



Jonnae Atkinson, MD



**Roslyn Oduro, MD
(resident)**



Priya Davar, MD



**Nidhisha Anireddy, MD
(resident)**

Spring 2019 Survey: Positive examples of professionalism



Dwane Broussard, MD
Village Medicine



Alisha Kidane, MD
(Formerly at Casa de Amigos Health Center)



Fahim Farhat, MD
Kelsey-Seybold Clinic
Sugar Land, TX

Spring 2019 Survey:

Positive examples of professionalism

- We are thankful that many of you also are positive examples of professionalism every day (but were not named in this report)

Announcing the quarterly Faculty Feedback awards

Criteria:

1. Specificity of comments to Family and Community Medicine Clerkship students
2. The student's professionalism, areas of improvement and areas of strength are all addressed

The FCM Clerkship Grades committee selected the winners

Faculty Feedback Award 2020-2021, first quarter



Jonnae Atkinson, MD

Faculty Feedback Award 2020-2021, first quarter



Fahim Farhat, MD
Kelsey-Seybold Clinic
Sugar Land, TX

Faculty Feedback Award 2020-2021, second quarter



Rashmi Rode, MD

Faculty Feedback Award 2020-2021, second quarter



Atul Sachdev, MD

New Horizon Healthcare

Baytown, TX

Family and Community Medicine Clerkship



- March – June 2020
 - Anticipated increased student enrollment during this time period
 - This is the opportunity for all to be involved
 - Together, we can meet this need
 - Please talk to your lead preceptor or me to get involved

Lead Preceptors for the Family and Community Medicine Clerkship: Harris Health System



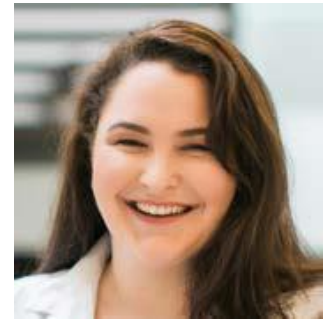
Anjali Aggarwal, MD
Vallbona Health Center



Jonnae Atkinson, MD
Gulfgate Health Center



Dana Clark, MD
Northwest Health Center



Laura Nietfeld, MD
Casa de Amigos Health Center



Jennifer Okoh, MD
Martin Luther King Health
Center



Rashmi Rode, MD
Strawberry Health Center



Kenneth Barning, MD
Site Director

Lead Preceptors for the Family and Community Medicine Clerkship: Baylor Family Medicine



Angie Sung, MD
Baylor Family Medicine
Kirby



Irvin Sulapas, MD
Baylor Family
Medicine
River Oaks



Laurie Anderson, MD
Baylor Family Medicine
Main Street

Faculty Development opportunities in 2020

- We will continue to offer a workshop on Giving Effective Feedback to Learners each year
- We will introduce a workshop on Creating a Safe Learning Environment for Learners
- Attendance at either workshop will fulfill initial requirements of completing an ABFM Maintenance-of-Certification Preceptor Performance Improvement program

Thank you!



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Residency Update

Eric Warwick, MD



Well-Being Index is “Live”



Mobile App

Well-Being Index

Pricing

Resources

Try Well-Being Index

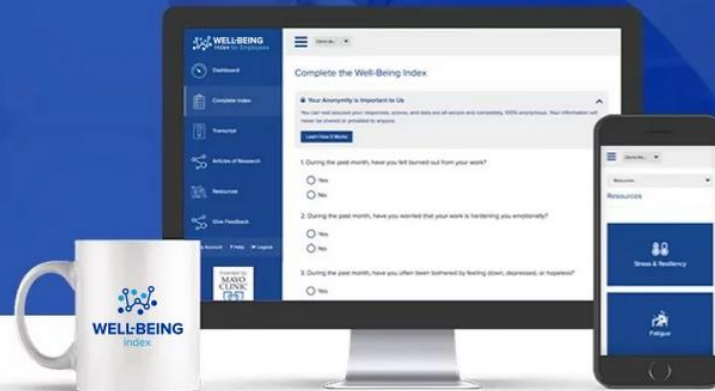


Provide medical professionals a **FREE** online tool to assess their well-being.

A 100% anonymous, online assessment tool that evaluates distress in just 9 questions.

Free Webinar

Free Demo



IMPROVE WELL-BEING WITH THE Well-Being Index

Take the First Step Towards Improving Well-Being

Statistics show that one-of-four workers in the United States experiences professional burnout. In jobs where high stress is a factor, this figure climbs to nearly 50 percent. Burnout leads to decreased productivity, depression, high staff turnover, and even increased on-the-job error. Unfortunately, due to assumed implications, burnout is rarely addressed within the workplace. As an organization, including the Well-Being Index as part of your wellness program promotes self-awareness, improving well-being across multiple dimensions.



CCC*/PEC: Members

- PD: Eric Warwick*
- APD: Fareed Khan*
- Core: Mohamad Sidani*
- Core: Crystal Nwagwu*
- Core: **Rashmi Rode***
- PC: Sharon Mitchell*
- Chief: Veena Chavakula
- Chief: Arindam Sarkar

CCC: Clinical Competency Committee

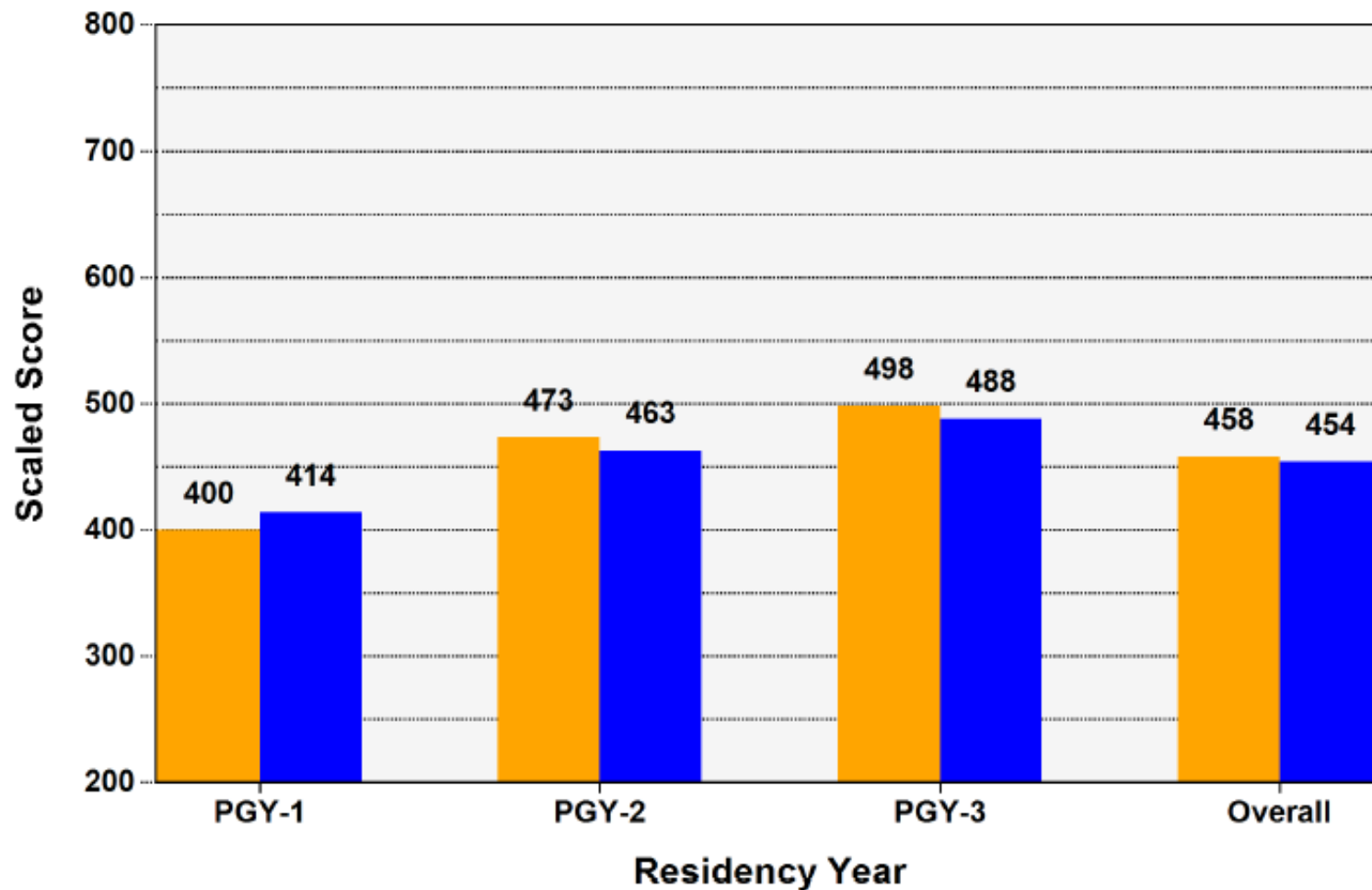
- PD, APD, Core Faculty
- Met on 12/19/2019
- All residents are meeting FM-RRC Milestones
- Milestone 2.0 active July 2020
 - <https://www.acgme.org/Portals/0/PDFs/Milestones/FamilyMedicineMilestones2.0.pdf?ver=2019-10-21-152802-123>

2019 ITE Mean Scaled Score Graph

Baylor College of Medicine Program

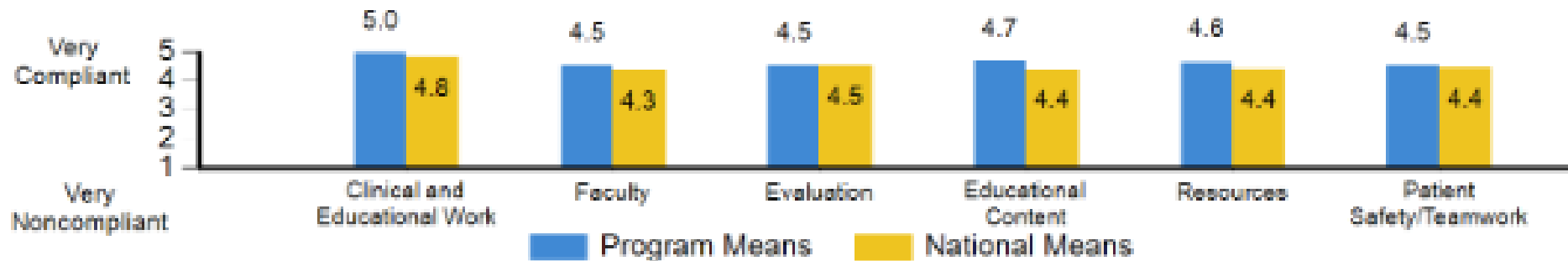
1204811306

Your Program **National**

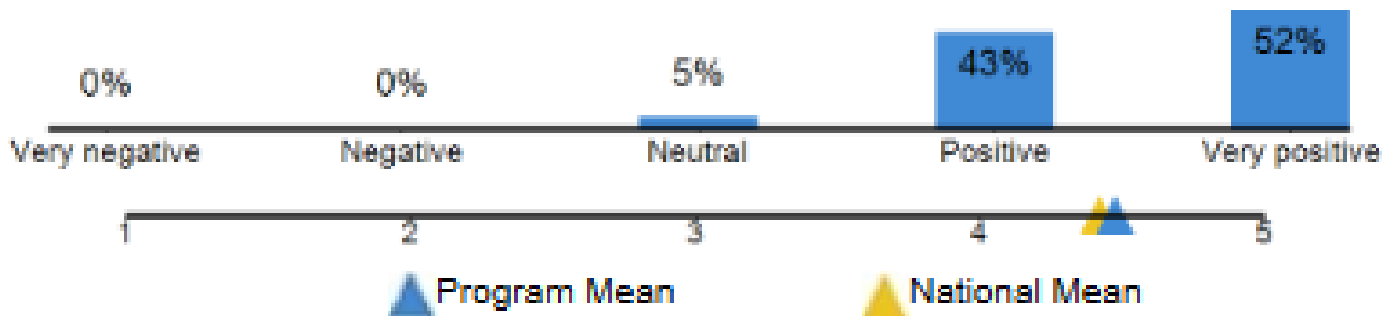


ACGME Resident Survey Results 2019

Program Means at-a-glance

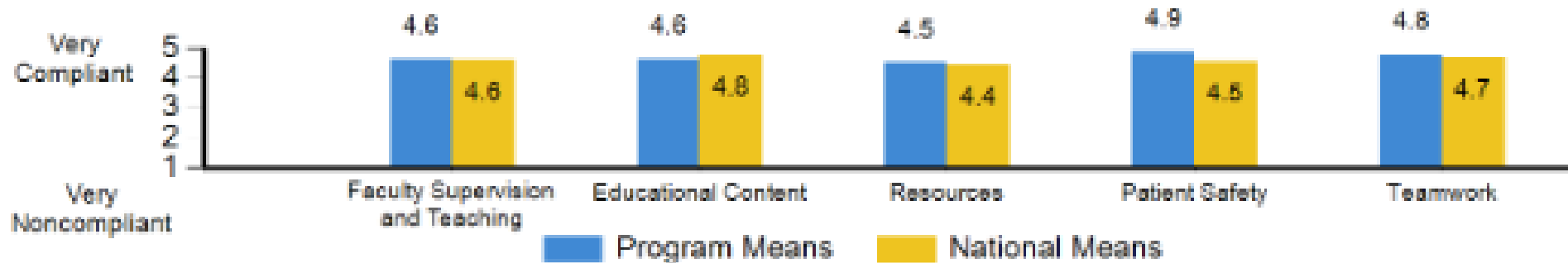


Residents' overall evaluation of the program

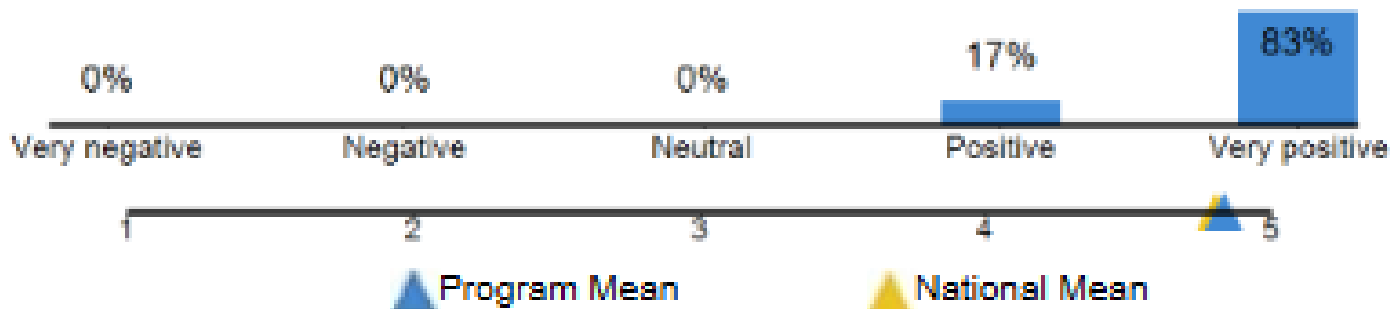


ACGME Faculty Survey Results 2019

Program Means at-a-glance



Faculty's overall evaluation of the program



2019-2020 (18-19) Interview Season

Total Applicants	1145 (1333)
Interviewed	77 (77)
UMG	70 (61)
TXMG	39 (36)
BCM	3 (6)
IMG	7 (7)
USMLE Step 1	220
USMLE Step 2	234
Female	48
Latino	12
Black	16

“Second Look” Party

- When: Friday, February 7, 2020
- Where: Khan Family Home
 15 Azalea Trail Lane
 Bellaire, TX, 77401



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Faculty Senate Update

Kenneth Barning, MD



Faculty Benefits

Effective January 2020

- ✓ Opportunity to add Roth contributions to our 403(b).
- ✓ Contributions are after tax
- ✓ Earning on Roth contributions are tax free “if qualified”
- ✓ Contributions must be in Roth at least 5 years

For more information contact BCM Benefits Office

Kenneth Barning, MD
1/14/2020

Faculty Senate Updates

Faculty Benefits

Effective January 2020

- ✓ Ayco Financial Counseling as a core benefit to faculty, staff, residents, clinical postdoctoral fellows and research postdocs
- ✓ Ayco is a Goldman Sachs company
- ✓ Provides services through financial coaches who help employees develop a comprehensive financial plan and goals.

Assist with:

Tax Planning Strategies, Investment Education, Debt Management (credit cards, student loans, and mortgages), and Estate Planning (Will & trusts, inheritance planning, wealth guidance, probate avoidance) Retirement Planning

Faculty Senate Updates

Faculty Benefits

Effective January 2020

BCM Partnership with Bank of America

- ✓ Employees can now chose to set up a checking or saving account with BofA and a direct deposit through BCM to qualify for BofA discounts.
- ✓ Direct deposits through BCM make you eligible for waiver fees on checking/savings, wire transfers, stop payments, debit card replacements, etc.
- ✓ Account must have minimum balance of \$1
- ✓ Success factor can accommodate 3 different direct deposits.

Faculty Senate Updates

Other faculty related issues

- ✓ Methodist Hospital and United health negotiations.
- ✓ Parking in the Medical Center
- ✓ Garage 6 – After hours parking \$25/mth 6pm and weekends
- ✓ Well-Being Index
- ✓ Drop boxes for department faculty feedback

Thank you



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Faculty Scholarly & Academic Incentives

Roger Zoorob, MD, MPH & Sara B. Rahman



Academic/Scholarly Incentives

KEY COMPONENTS

Z_1 = is based on Citizenship Bonus, Teaching, Scholarly Activity, Chair and Leadership (Vice Chair and Medical Director) Discretion

Z_2 = is based on Group Quality Incentives

\$\$ Value of Z over time:

Year	\$ per EVU	NOTE
FY15	\$400	Paid in the Fall of CY2015 for the full year
FY16	\$400	Paid in the Fall of CY2016 for the full year
FY17 Fall	\$380	Paid in Spring CY2017
FY17 Spring	\$450	Paid in Fall CY2017
FY18 Fall	\$110	Paid in Spring CY2018
FY18 Spring	\$250	Paid in Fall CY2018
FY19 Fall	\$130	Paid in Spring CY2019
FY19 Spring	\$300	Paid in CYFall 2019
FY20 Fall	?	Paid in Spring CY2020 - pending

All Faculty can earn this incentive for:

- Teaching
- Scholarly Activity
- Research
- Chair and Leadership Discretion
- Citizenship
- Professionalism

Simple activities that all Faculty can participate in to earn this incentive for

Teaching

- Precepting medical students (1 point per 20 hrs)
 - ✓ Electives
 - ✓ Clerkship
 - ✓ HRSA COE
- Precepting BCM PA students (1 point per 20 hrs)
- Resident teaching or mentoring (1-2 points)

Simple activities that all Faculty can participate in to earn this incentive for

Scholarly Activities

- Author of research article/case/evidence based review in Pub Med or Google Scholar listed journal (2.5 to 10 points)
- Author of scholarly book chapter (2.5 to 5 points)

Simple activities that all Faculty can participate in to earn this incentive for

Research

- Funded new grant award (5 – 15 points)
- Funded new research subaward/contract (2.5 – 5 points)
- New grant submission (2.5 points)

Simple activities that all Faculty can participate in to earn this incentive for

Chair and Leadership Discretion

- Attendance at quarterly dept. faculty meeting (up to 4)
- Attendance at Grand Rounds (0.5 per GR)
- Supervision of BCM employed NP/PA (up to 10)
- Development of new service line
- Other significant service or leadership
- Participation with the media (TV/Radio/Video)
- Participation as a Faculty Senator

Z₂ Group Quality Incentives:

The focus of this component is to incentivize team behaviors/quality for clinical faculty in the FGP and on the AMS contract.

There are two parts to this component: individual contributions and team contributions.

Individual contributions are based on patient satisfaction scores and team contributions are based on each clinical team's performance in regards to meeting the quality metrics on the following slides.

Z₂ Group Quality Incentives:



FGP Continuity Faculty

Metric	Benchmark	Points
Blood Pressure control	≥ 66%	18
Diabetic Foot Exam	≥ 50%	10
Diabetic Eye Exam	≥ 49%	12
Depression Screening & Follow up	≥ 50%	10
Total Possible Points		50

Z₂ Group Quality Incentives:



CHP Continuity Faculty

Metric	Benchmark*	Points for achieving or exceeding Benchmark
Diabetic Foot Exam	>=80%	10
Blood Pressure control	>=65%	10
Colon Cancer Screening	>=70%	10
Diabetic Eye Exam	>=77%	10
Pneumococcal Adult Vaccinations	>=54%	10
Total Possible points		50

*Harris Health Has recently updated their HEDIS benchmark to 75th percentile from 50th percentile so these benchmarks are different than previous years.

Z₂ Group Quality Incentives:



Same Day Clinics

Metrics	Benchmark	Points for Achieving or exceeding Benchmark
BMI Screening and follow up plan	≥40%	10
Tobacco Screening and Counseling	≥92%	10
Influenza Vaccination	≥38%	10
Diabetic Foot Exam	≥38%	10
Pneumovax for adults over 65	≥53%	10
Total Points Possible		50

Z₂ Group Quality Incentives:



Pediatric Faculty

Metric	Benchmark	Points for achieving or exceeding Benchmark
Childhood Immunization status (Combo 7)	≥80 (HP2020)	10
Childhood immunization Status - Influenza	≥70% (HP2020)	10
Immunization for Adolescents – MCV/Tdap	≥71%	10
BMI documentation with counseling for nutrition and physical activity for children and adolescents whose BMI is over 85 th Percentile.	≥59%	10
Tobacco Screening and counseling in adolescents	≥77%	10
Total Points Possible		50

Other opportunities to make additional money:

Department has opportunities to provide clinical coverage during the work week (8am-5pm, 8am-6pm or 8am-8pm)

Length of Scheduled Shift	Rate for MD Coverage
4 hours	\$ 500
8 hours	\$ 1,000
10 hours	\$ 1,250
12 hours	\$ 1,500