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
Faculty Development

Dr. Malvika Juneja
Director of Faculty Development

juneja@bcm.edu
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?
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

*Education is Primary Focus. Not Clinical. Not Research.*
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
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**

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

<table>
<thead>
<tr>
<th>Standard Compliance:</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CM</td>
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<tr>
<td>Element</td>
<td>S1</td>
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<tr>
<td>11</td>
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</tr>
<tr>
<td>12</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard Compliance</th>
<th>Standards C C C C C CM C CM C C C C CM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
<td>S1  S2  S3  S4  S5  S6  S7  S8  S9  S10 S11 S12</td>
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<tr>
<td>11</td>
<td></td>
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<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**
- **C** = Compliance
- **CM** = Compliance with a Need for Monitoring
- **NC** = Noncompliance

**Elements**
- **Satisfactory**
- **Satisfactory with a need for Monitoring**
- **Unsatisfactory**
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**
Baylor College of Medicine

AAMC GQ Data
How You Can Help!
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.”

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

**OBSERVATION OF PATIENT HISTORY**
“Were you observed taking the relevant portions of the patient history?”

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

- All clerkships are above the national average.
- BCM ranks higher than the 90<sup>th</sup> 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?”

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

- **All clerkships are above the national average**
AAMC Graduation Questionnaire BCM 2019 Results

MID-CLERKSHIP FEEDBACK

“Were you provided with mid-clerkship feedback?”

<table>
<thead>
<tr>
<th>Clerkship</th>
<th>BCM 2019 % Yes</th>
<th>BCM 2018 % Yes</th>
<th>BCM 1yr % Change</th>
<th>National 2019 %Yes</th>
<th>BCM 2019 vs. National 2019</th>
<th>BCM 2019 Percentile Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>100.00%</td>
<td>98.80%</td>
<td>1.20%</td>
<td>98.20%</td>
<td>1.80%</td>
<td>At 90th (100%)</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>100.00%</td>
<td>99.40%</td>
<td>0.60%</td>
<td>96.80%</td>
<td>3.20%</td>
<td>At 90th (100%)</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>100.00%</td>
<td>99.40%</td>
<td>0.60%</td>
<td>95.00%</td>
<td>5.00%</td>
<td>At 90th (100%)</td>
</tr>
<tr>
<td>Neurology</td>
<td>99.30%</td>
<td>98.20%</td>
<td>1.10%</td>
<td>89.86%</td>
<td>9.50%</td>
<td>Above 90th (98.9%)</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>98.60%</td>
<td>97.10%</td>
<td>1.50%</td>
<td>95.60%</td>
<td>3.00%</td>
<td>Btwn 50th (96.6%) &amp; 75th (98.7%)</td>
</tr>
<tr>
<td>Ob-Gyn/Women's Health</td>
<td>98.60%</td>
<td>98.20%</td>
<td>0.40%</td>
<td>94.20%</td>
<td>4.40%</td>
<td>At 75th (98.6%)</td>
</tr>
<tr>
<td>Surgery</td>
<td>96.60%</td>
<td>97.60%</td>
<td>-1.00%</td>
<td>92.50%</td>
<td>4.10%</td>
<td>Btwn 50th (93.7%) &amp; 75th (97.4%)</td>
</tr>
</tbody>
</table>

- All clerkships are above the national average
AAMC Graduation Questionnaire
BCM 2019 Results

**CLINICAL FACULTY TEACHING EFFECTIVENESS**

“Faculty provided effective teaching during the clerkship.”

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

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

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

<table>
<thead>
<tr>
<th>Mistreatment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly embarrassed</td>
<td>37.4%</td>
</tr>
<tr>
<td>Publicly humiliated</td>
<td>23.8%</td>
</tr>
<tr>
<td>Subjected to offensive sexist remarks/names</td>
<td>16.4%</td>
</tr>
<tr>
<td>Received lower evaluations or grades solely because of gender rather than performance</td>
<td>9.5%</td>
</tr>
<tr>
<td>Subjected to racially or ethnically offensive remarks/names</td>
<td>9.5%</td>
</tr>
<tr>
<td>Denied opportunities for training or rewards based on gender</td>
<td>7.5%</td>
</tr>
<tr>
<td>Required to perform personal services</td>
<td>6.1%</td>
</tr>
<tr>
<td>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</td>
<td>6.1%</td>
</tr>
<tr>
<td>Received lower evaluations or grades solely because of race or ethnicity rather than performance</td>
<td>5.4%</td>
</tr>
<tr>
<td>Denied opportunities for training or rewards based on race or ethnicity</td>
<td>4.1%</td>
</tr>
</tbody>
</table>
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.”
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

- 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
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
“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)  

<table>
<thead>
<tr>
<th>Behavior</th>
<th>% responding “NEVER”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjected to offensive remarks related to your race/ethnicity</td>
<td>98.9%</td>
</tr>
<tr>
<td>Subjected to offensive remarks related to your sexual orientation</td>
<td>97.8%</td>
</tr>
<tr>
<td>Required to perform inappropriate personal services</td>
<td>98.9%</td>
</tr>
<tr>
<td>Making derogatory comments about other departments and services</td>
<td>98.9%</td>
</tr>
<tr>
<td>Making derogatory comments about a patient or patient’s family</td>
<td>97.8%</td>
</tr>
<tr>
<td>Using disrespectful terminology of the description of patients</td>
<td>97.8%</td>
</tr>
<tr>
<td>Discussing identifiable patient information in a manner that is not compliant with HIPAA</td>
<td>98.9%</td>
</tr>
<tr>
<td>Treating others in a disrespectful or inappropriate manner</td>
<td>96.7%</td>
</tr>
<tr>
<td>Treating a patient differently because of his/her individual characteristics (e.g. – financial status, ethnicity, sexual or religious preferences, physical appearance)</td>
<td>95.6%</td>
</tr>
<tr>
<td>Using inappropriate methods or inaccurate information to document in a patient’s record</td>
<td>97.8%</td>
</tr>
</tbody>
</table>
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

Jonnae Atkinson, MD

Priya Davar, MD

George Shelton, MD

Roslyn Oduro, MD (resident)

Nidhisha Anireddy, MD (resident)
Spring 2019 Survey: Positive examples of professionalism

Dwane Broussard, MD
Village Medicine

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

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

Eric Warwick, MD
Well-Being Index is “Live”

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
ACGME Resident Survey Results 2019

**Program Means at-a-glance**

- Clinical and Educational Work: Program Mean 5.0, National Mean 4.8
- Faculty: Program Mean 4.5, National Mean 4.3
- Evaluation: Program Mean 4.5, National Mean 4.5
- Educational Content: Program Mean 4.7, National Mean 4.4
- Resources: Program Mean 4.6, National Mean 4.4
- Patient Safety/Teamwork: Program Mean 4.5, National Mean 4.4

**Residents' overall evaluation of the program**

- Very negative: 0%
- Negative: 0%
- Neutral: 5%
- Positive: 43%
- Very positive: 52%
ACGME Faculty Survey Results 2019

Program Means at-a-glance

<table>
<thead>
<tr>
<th>Category</th>
<th>Program Means</th>
<th>National Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Supervision and Teaching</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Educational Content</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>Resources</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Patient Safety</td>
<td>4.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.8</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Faculty's overall evaluation of the program

0% Very negative, 0% Negative, 0% Neutral, 17% Positive, 83% Very positive
2019-2020 (18-19) Interview Season

<table>
<thead>
<tr>
<th>Total Applicants</th>
<th>1145 (1333)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewed</td>
<td>77 (77)</td>
</tr>
<tr>
<td>UMG</td>
<td>70 (61)</td>
</tr>
<tr>
<td>TXMG</td>
<td>39 (36)</td>
</tr>
<tr>
<td>BCM</td>
<td>3 (6)</td>
</tr>
<tr>
<td>IMG</td>
<td>7 (7)</td>
</tr>
<tr>
<td>USMLE Step 1</td>
<td>220</td>
</tr>
<tr>
<td>USMLE Step 2</td>
<td>234</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
</tr>
<tr>
<td>Latino</td>
<td>12</td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
</tr>
</tbody>
</table>
“Second Look” Party

• When: Friday, February 7, 2020

• Where: Khan Family Home
  15 Azalea Trail Lane
  Bellaire, TX, 77401
Faculty Senate Update
Kenneth Barning, MD
Faculty Senate Updates

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
Faculty Scholarly & Academic Incentives
Roger Zoorob, MD, MPH & Sara B. Rahman
Academic/Scholarly Incentives

KEY COMPONENTS

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

$Z_2 = \text{is based on Group Quality Incentives}$
<table>
<thead>
<tr>
<th>Year</th>
<th>$ per EVU</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$400</td>
<td>Paid in the Fall of CY2015 for the full year</td>
</tr>
<tr>
<td>FY16</td>
<td>$400</td>
<td>Paid in the Fall of CY2016 for the full year</td>
</tr>
<tr>
<td>FY17 Fall</td>
<td>$380</td>
<td>Paid in Spring CY2017</td>
</tr>
<tr>
<td>FY17 Spring</td>
<td>$450</td>
<td>Paid in Fall CY2017</td>
</tr>
<tr>
<td>FY18 Fall</td>
<td>$110</td>
<td>Paid in Spring CY2018</td>
</tr>
<tr>
<td>FY18 Spring</td>
<td>$250</td>
<td>Paid in Fall CY2018</td>
</tr>
<tr>
<td>FY19 Fall</td>
<td>$130</td>
<td>Paid in Spring CY2019</td>
</tr>
<tr>
<td>FY19 Spring</td>
<td>$300</td>
<td>Paid in CYFall 2019</td>
</tr>
<tr>
<td>FY20 Fall</td>
<td>?</td>
<td>Paid in Spring CY2020 - pending</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Benchmark</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Pressure control</td>
<td>≥ 66%</td>
<td>18</td>
</tr>
<tr>
<td>Diabetic Foot Exam</td>
<td>≥ 50%</td>
<td>10</td>
</tr>
<tr>
<td>Diabetic Eye Exam</td>
<td>≥ 49%</td>
<td>12</td>
</tr>
<tr>
<td>Depression Screening &amp; Follow up</td>
<td>≥ 50%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
Z₂ Group Quality Incentives:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Benchmark*</th>
<th>Points for achieving or exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetic Foot Exam</td>
<td>&gt;=80%</td>
<td>10</td>
</tr>
<tr>
<td>Blood Pressure control</td>
<td>&gt;=65%</td>
<td>10</td>
</tr>
<tr>
<td>Colon Cancer Screening</td>
<td>&gt;=70%</td>
<td>10</td>
</tr>
<tr>
<td>Diabetic Eye Exam</td>
<td>&gt;=77%</td>
<td>10</td>
</tr>
<tr>
<td>Pneumococcal Adult Vaccinations</td>
<td>&gt;=54%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Possible points</strong></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Benchmark</th>
<th>Points for Achieving or Exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI Screening and follow up plan</td>
<td>≥40%</td>
<td>10</td>
</tr>
<tr>
<td>Tobacco Screening and Counseling</td>
<td>≥92%</td>
<td>10</td>
</tr>
<tr>
<td>Influenza Vaccination</td>
<td>≥38%</td>
<td>10</td>
</tr>
<tr>
<td>Diabetic Foot Exam</td>
<td>≥38%</td>
<td>10</td>
</tr>
<tr>
<td>Pneumovax for adults over 65</td>
<td>≥53%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
### Z₂ Group Quality Incentives:

**Pediatric Faculty**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Benchmark</th>
<th>Points for achieving or exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Immunization status (Combo 7)</td>
<td>≥80 (HP2020)</td>
<td>10</td>
</tr>
<tr>
<td>Childhood immunization Status - Influenza</td>
<td>≥70% (HP2020)</td>
<td>10</td>
</tr>
<tr>
<td>Immunization for Adolescents – MCV/Tdap</td>
<td>≥71%</td>
<td>10</td>
</tr>
<tr>
<td>BMI documentation with counseling for nutrition and physical activity for children and adolescents whose BMI is over 85th Percentile.</td>
<td>≥59%</td>
<td>10</td>
</tr>
<tr>
<td>Tobacco Screening and counseling in adolescents</td>
<td>≥77%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
Other opportunities to make additional money:

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

<table>
<thead>
<tr>
<th>Length of Scheduled Shift</th>
<th>Rate for MD Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours</td>
<td>$500</td>
</tr>
<tr>
<td>8 hours</td>
<td>$1,000</td>
</tr>
<tr>
<td>10 hours</td>
<td>$1,250</td>
</tr>
<tr>
<td>12 hours</td>
<td>$1,500</td>
</tr>
</tbody>
</table>