



### Bridges Curriculum: Key Policies

Learn the essential information for UCSF School of Medicine Bridges Curriculum Teaching Faculty. Please be familiar with key policies and procedures.

CCEP is the faculty body that approves all policies in medical education.

If you have any concerns or questions about the CCEP policy process, please email [bridges@ucsf.edu](mailto:bridges@ucsf.edu).

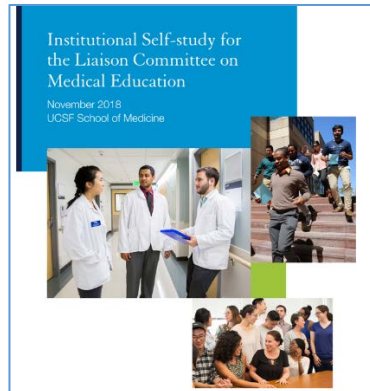
### LCME Contacts at the School of Medicine

[Karen Hauer](#), MD, PhD, Associate Dean for Assessment, Faculty Accreditation Lead for UCSF

[Kelly Smith Kao](#), Chief of Staff, Office of Medical Education, LCME Site Visit Coordinator

## November 2018 LCME Bulletin, Issue 15

### This Month's Topic: UCSF Institutional Self-study



Thank you to the members of the Liaison Committee on Medical Education (LCME) Task Force and their [subcommittees](#) for their work in developing the [Institutional Self-study report](#) that was submitted to the LCME earlier this month.

This report is critical to our accreditation process and our collective work leading to the LCME Site Visit in January 2019.

### Institutional Self-study Process

UCSF began planning its LCME process in June 2016 with a self-study working group comprised of the School's Executive Vice Dean and Vice Dean for Education, Catherine Lucey, MD; the Associate Deans for Curriculum and Assessment, John Davis, MD, PhD, and Karen Hauer, MD, PhD; students; the Chief of Staff for the Office of Medical Education, Kelly Kao; the Manager of Curriculum Governance, Lindsey Cannon; and the Director and Manager of Educational Evaluations (Arianne Teherani, PhD, and Sylvia Decourcey, respectively). The working group engaged institutional and campus-wide partners in the LCME process to further educate key institutional leaders about the medical education mission and to engage in continuous improvement of the educational program.

The LCME Task Force included institutional leaders, faculty from all tracks, career stages, and core affiliate sites. Five subcommittees were formed: Medical Students, Faculty, Education Programs, Academic Learning Environment, and Mission, Planning and Resources, each co-chaired by a School or campus leader and an Associate Dean for medical education. Subcommittees submitted reports to the LCME Task Force after the conclusion of the

	<p>Independent Student Analysis (ISA). The LCME Task Force, chaired by Dean Talmadge King, MD, met throughout spring 2018 to review subcommittee findings and finalize the institutional self-study.</p> <p><b>Self-study Report: Overview and Executive Summary</b></p> <p>The self-study report summarized responses to previous LCME accreditation citations, and described program initiatives implemented to meet and comply with 12 key LCME Standards.</p> <p><b>Institutional Strengths</b></p> <p>The self-study report highlighted School of Medicine <b>strengths</b> including:</p> <ul style="list-style-type: none"> <li>• Providing its faculty and students with an excellent environment for learning, care, discovery and service, led by the current Chancellor and Dean, and supported with financial, clinical, and capital infrastructure</li> <li>• Diversity of the student body, which is critical to the mission of serving the patients of our state, and institutional commitment to diversity, equity and inclusion</li> <li>• Facilities that offer many opportunities for clinical, classroom, and simulation-based learning</li> <li>• Strong admissions policies, procedures, and practices with documented successful outcomes</li> <li>• A curricular governance structure that is optimized for the Bridges Curriculum and which engages a broad representation of faculty and students</li> <li>• Programs and procedures for student support that are effective, and for which students report high satisfaction regarding student wellbeing and health services</li> <li>• Student satisfaction rates related to the deans' accessibility, awareness of student concerns, and responsiveness to student problems were over 90% for all four years</li> </ul> <p><b>Challenges</b></p> <p>The self-study report highlighted School of Medicine <b>challenges</b> including:</p> <ul style="list-style-type: none"> <li>• Response to concerns about clerkship grade timeliness: the assessment unit implemented a system of reminders to prevent late grades. Despite improvements, grade timeliness remains a challenge.</li> <li>• Student experience issues that merit ongoing, data-driven, continuous improvement efforts related to career advising and reporting of student mistreatment <ul style="list-style-type: none"> <li>○ With the implementation of coaches and student support services, the ISA (study survey) showed significant improvement in satisfaction with</li> </ul> </li> </ul>
--	---

career advising, particularly with more recent classes

- We expect student satisfaction to continue to improve with the rollout of the new career advisors
- Awareness of student mistreatment reporting and policies has increased significantly in recent years, but remains a point of ongoing concern. In response:
  - At the 2018 Medical Education retreat, the School launched a broad initiative directed at optimizing the learning and health care ecosystem for students, residents, faculty and interprofessional colleagues
- Grading in clinical clerkships remains a source of stress for students preparing for residency selection
  - The SOM previously increased the honors cap, which increased the number of students who earn core clerkship honors grades. Beginning with the Class of 2021, SOM will be moving to a pass/fail grading system in the core clerkship year.
- While UCSF is compliant with relevant LCME requirements related to financial aid, the UCSF campus and school are continuing to address areas of concern outlined in the ISA including the high cost of living in the Bay Area

#### **Summary of SOM Improvements Related to LCME Task Force Initiatives**

- Launch of the official School of Medicine strategic plan
- Improved student awareness of student mistreatment procedures
- Improved student satisfaction with deans accessibility/awareness of student concerns
- Streamlined volunteer clinical professor processes
- Improved grade timeliness
- Updates to infrastructure and student support
- New Faculty Directors of Career Advising
- New student lockers, a student lounge at Mission Bay, and a new student call room
- Student access to online question banks for licensing exam preparation
- Additional funds to cover students' travel costs for research presentations
- Travel stipends for students traveling beyond 20 miles to attend clerkships

#### **For More Information:**

Find LCME-related information on the [Medical Education website](#).

Review archives of previous LCME Bulletins, [here](#).

Find answers to [frequently asked questions](#) about LCME.

	<div></div> <div>University of California, San Francisco</div> <div>Office of Medical Education</div> <div><a href="https://meded.ucsf.edu">meded.ucsf.edu</a></div> <div><a href="#">Subscribe to our podcast, The Spark</a></div> <div>533 Parnassus Avenue, U-80   Campus Box 0710   San Francisco, CA</div> <div>94143-0710</div>
--	---