A GROUP OF UNIVERSITIES

College of Human Medicine

ACADEMIC AFFAIRS Monday Monthly NEWS for October 27, 2014

Newsy Notes: The College of Human Medicine’s expansion in downtown Flint will be celebrated on Friday, November 14th with a ribbon-cutting ceremony, lunch and tours. The former Flint Journal Building will be the site of the festivities.

LCME Accreditation Update: The LCME Site took place October 19-23. The LCME Accreditation Team members were faculty from four medical schools around the country and the LCME co-Secretariat from Washington, DC. This team visited our Grand Rapids, East Lansing, and Flint communities so they had an excellent idea of our distributed model of education. The faculty and students who participated in the individual sessions did a wonderful job explaining the college and answering the questions the survey team had for us. The staff support made all of the events work like clockwork. The team was extremely complimentary to all of CHM participants. The preliminary report that the Dean and Provost received on Thursday, October 23, prior to the team leaving was a good assessment of the strengths and weaknesses of the college.

The largest area of concern for the college is student debt, which is not a surprise. The other findings are technical or the visiting team recommends seeing if changes the college has made are effective. The list of LCME concerns is not final until the full LCME committee reviews the site team’s findings in February 2015 – the LCME can add or remove concerns found by the site visit team.

Overall, the report that the Dean received is excellent and one that we can be pleased with. Again, it is only due to the excellent work of everyone day in and day out that makes these accreditation visits go well. As some of you already know, the next cycle of accreditation will be continuous. As the LCME enters into accreditation as many other groups already are doing with continuous quality improvement, rather than one large project at the end of the eight year accreditation cycle.

Again, thanks to the many individuals who worked, met and helped the CHM Accreditation Team prepare for the site visit. As noted in many places, we live our CHM mission every day. THANKS!

Kudos: The College of Human Medicine has been chosen as one of the pilot schools to study the best curricular and assessment strategies around thirteen Core Entrustable Professional Activities for Entering Residents, a new initiative of the AAMC aimed at best preparing medical school graduates for the first day of residency. The college’s team consists of Drs. Aron Sousa, Dianne Wagner, Angela Thompson-Busch and Heather Laird-Fick, who will all be meeting their fellow pilot colleagues in Washington DC this week.
Academic Affairs People You Should Know: Deana Wilbanks is the Coordinator of Career Counseling and Development in the Office of Student Affairs and Services. She is a true southern lady from Georgia who was adopted into the College of Human Medicine Spartan Family in 2007. Mrs. Wilbanks has a passion for helping medical students explore specialty options in a meaningful way. She enjoys meeting with students individually and organizing career planning workshops and specialty panels. The students have affectionately nicknamed her “mama bird” for keeping them on task in their career planning efforts. Mrs. Wilbanks leads the Career Advisory Board (CAB), develops career based curriculum, and engages in research on how debt influences specialty choice decisions. She also loves helping students network with physicians in the area of their specialty interests. Mrs. Wilbanks is available to all medical students in the college and maintains an open door policy.

Continuous Quality Improvement Focus: This month’s CQI focus is on:

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<th>Residents as Teachers</th>
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<td>We want all residents to be well-prepared to teach and assess our students</td>
<td>Faculty and staff are convening a work group to develop a robust Residents-As-Teachers curriculum</td>
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Student-to-Student Pearl: Actual questions asked of students while interviewing:
- “Describe a challenging situation in medical school and how you handled it” (Family Medicine)
- “If your life had a theme song, what would it be?” (OB/GYN)
- “How would you re-allocate residency positions under the new healthcare system?” (Internal Medicine)
- “Is there ever any situation where you would tell a lie?” (Emergency Medicine)
- “Show me one of your favorite YouTube videos” (multiple disciplines)

Patient Care Pearl: Each year, the Center for Disease Control (CDC) analyzes school vaccination data. Vaccination coverage among kindergartners was at or near the Healthy People 2020 target for DTaP, MMR, and varicella vaccine, but low vaccination coverage and high exemption levels clustered within certain communities. Efforts in these areas are needed to help parents understand the risks for preventable diseases and the benefits of immunizing their children.
New Curriculum Update:  Chief Complaints and Concerns (C3s) in the new curriculum: Most medical schools start with basic science courses like anatomy, physiology, and biochemistry. Students master this material and then, as they advance through the curriculum, begin to apply it to the clinical cases that they learn about. Material that is relevant to clinical care is repeated frequently and reinforced, while other, less relevant material may be forgotten.

The shared discovery curriculum takes a different approach. We begin with all of the clinical conditions that we want our graduating students to be able to diagnose and treat. From there, we work backward to ensure that students have all the necessary knowledge in clinical skills, biological and social science, humanities and ethics to care for a patient with that condition. As a result, all of the material a student learns will be clinically relevant and applicable not only to the skills and knowledge they need to graduate, but also to the real patients they will care for after graduation.

Don’t forget that there is a New Curriculum website you can visit: go to http://curriculum.chm.msu.edu/.