



CDIM

MEMBER OF THE ALLIANCE
for ACADEMIC INTERNAL MEDICINE

Lunch Business Meeting **Survey and Scholarship Committee**

Bi-Annual Survey Results-2019

Thank you!

- **Clerkship Administrators Survey and Scholarship Committee Members:**

Carol Barrett, Julie Castle, Kim Gilfedder, Ann Marie Hunt, Kristin Liska, and Jessica Restrepo

- Special thanks to Michael Kisielewski and Jordan Ortiz
- AAIM
- CAAC

Active members, like you! Thank you

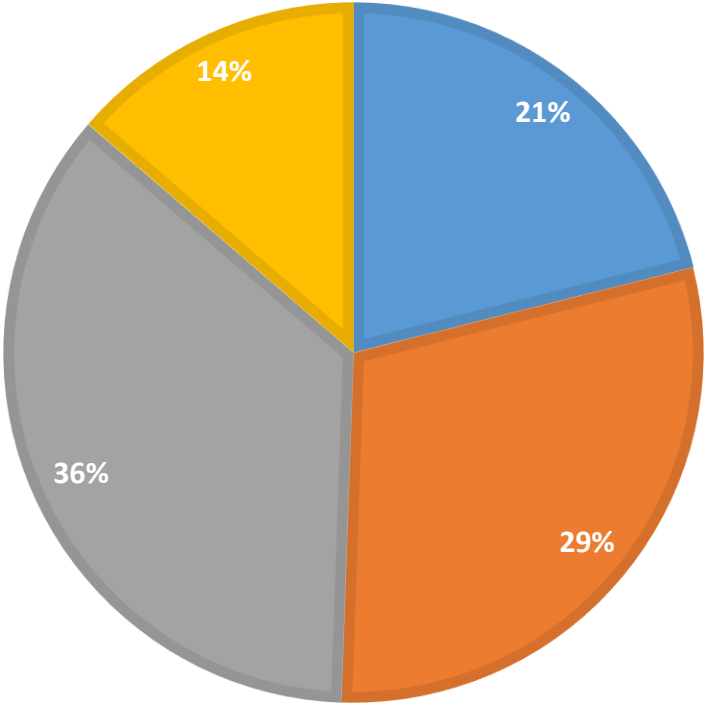
2018-2019 Survey of Clerkship Administrators

- Survey of 187 CDIM “clerkship administrator” members as of November 2018, representing 136 distinct institutions.
- Launched December 4, 2018; closed February 28, 2019.
- Five email reminders to non-responders. There were 15 bounce-backs; 2 members opted out of the survey
- 95 valid responses: 63% response rate; 151 individuals were qualified to complete the survey, representing 116 unique institutions
- **62 closed- and open-ended questions.**

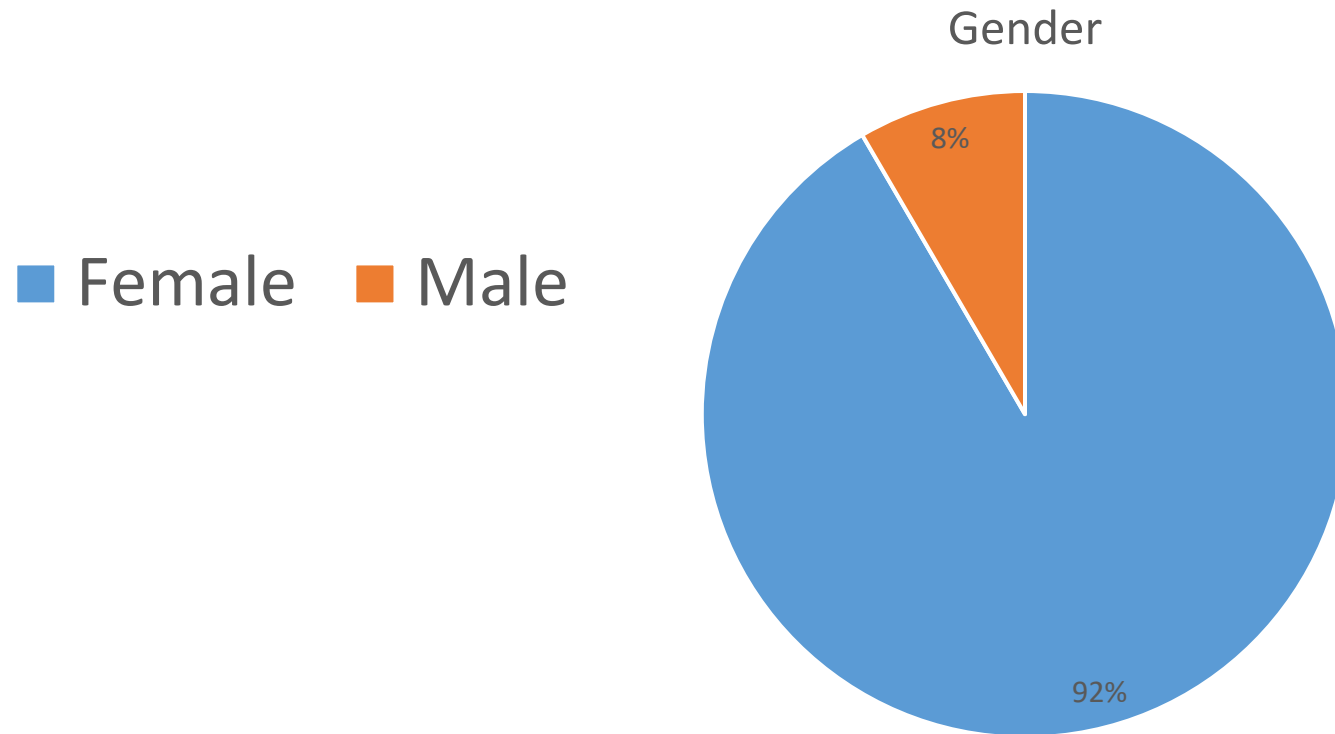
Survey Respondents Representation

U.S. CENSUS BUREAU REGION

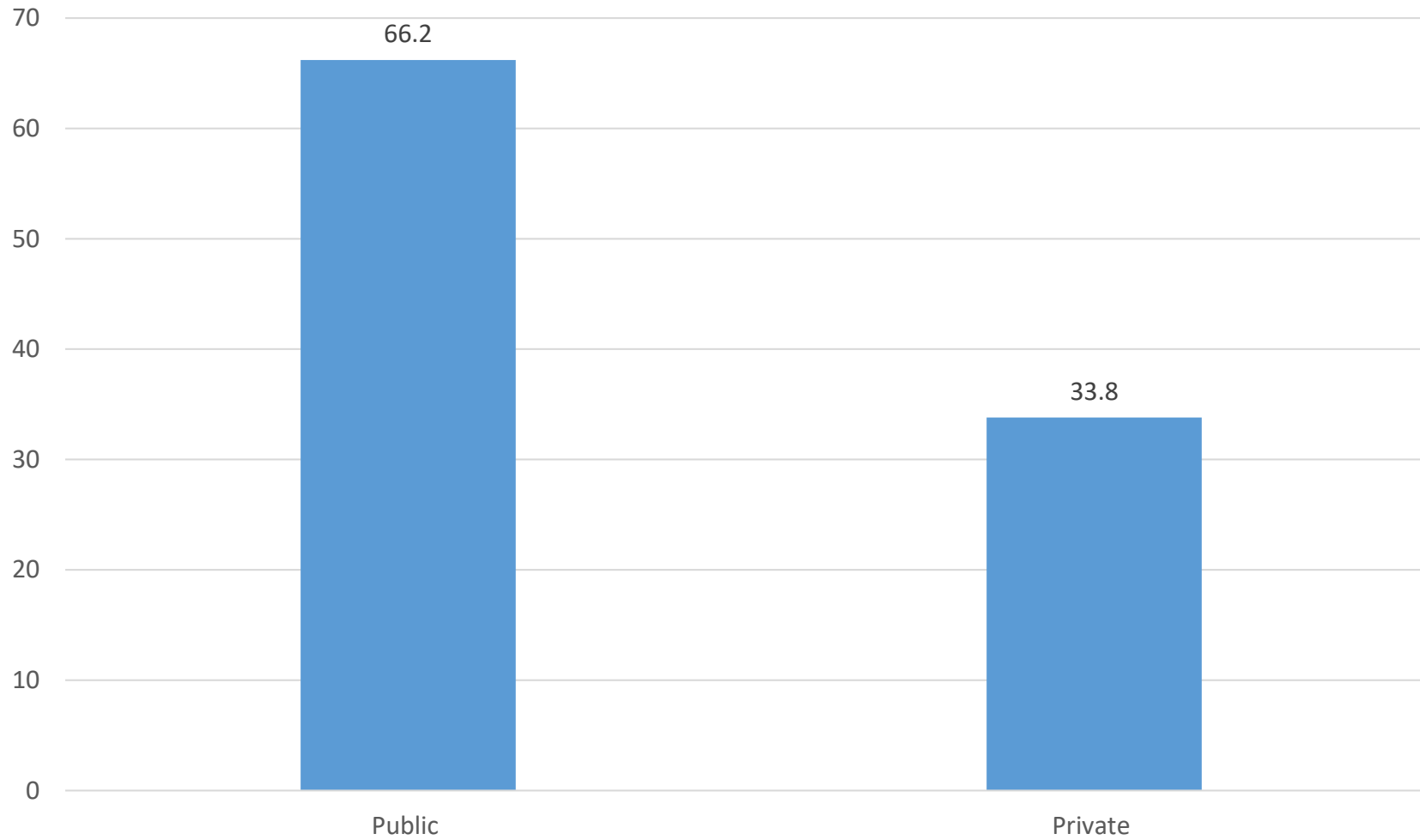
■ Northeast ■ Midwest ■ South ■ West



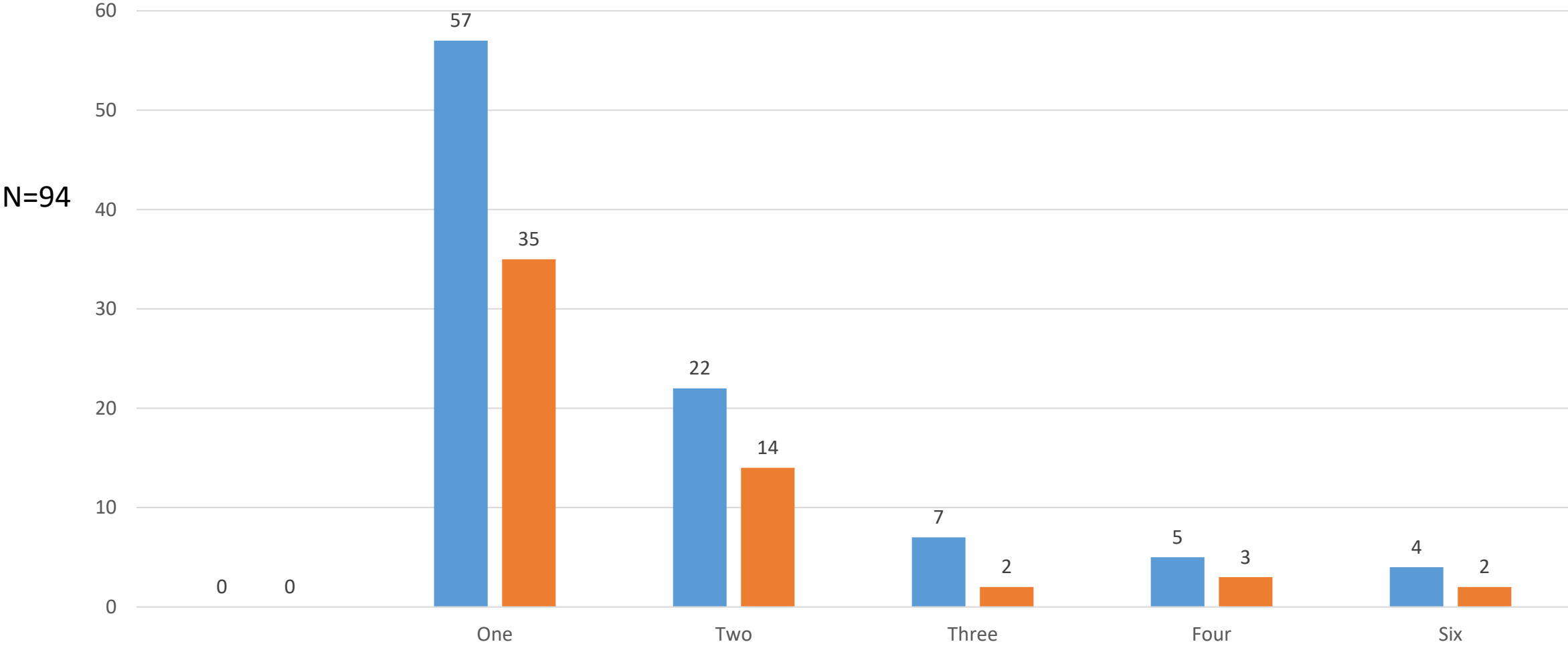
Survey Respondents by Gender



Medical School: Survey Population



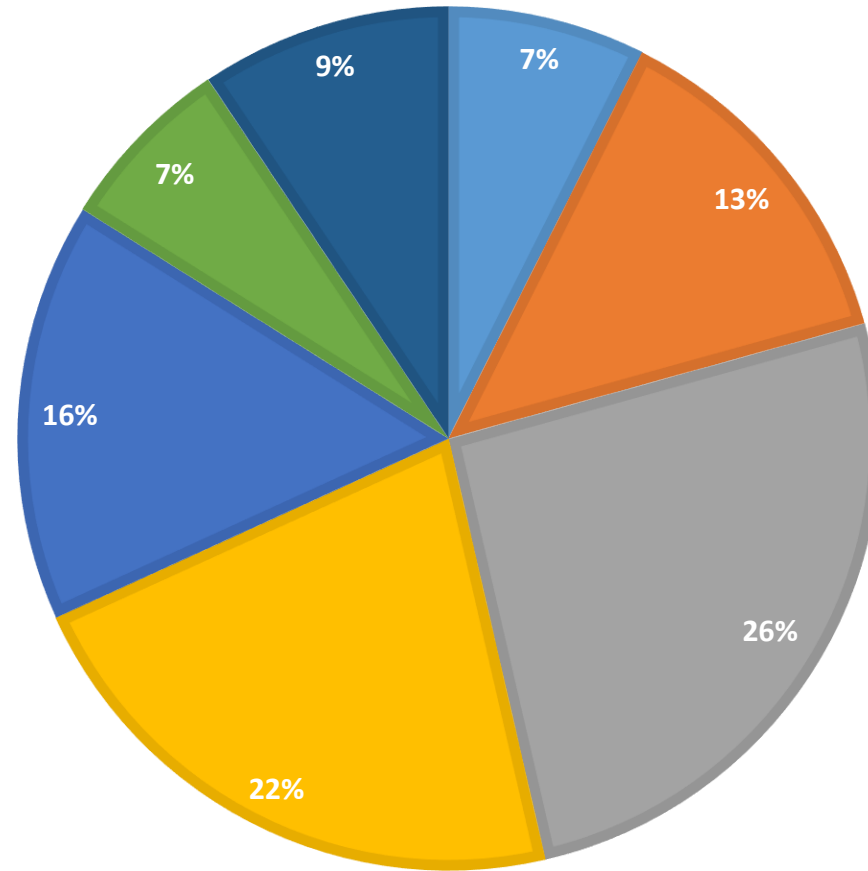
Number of Survey Respondents from the same institution



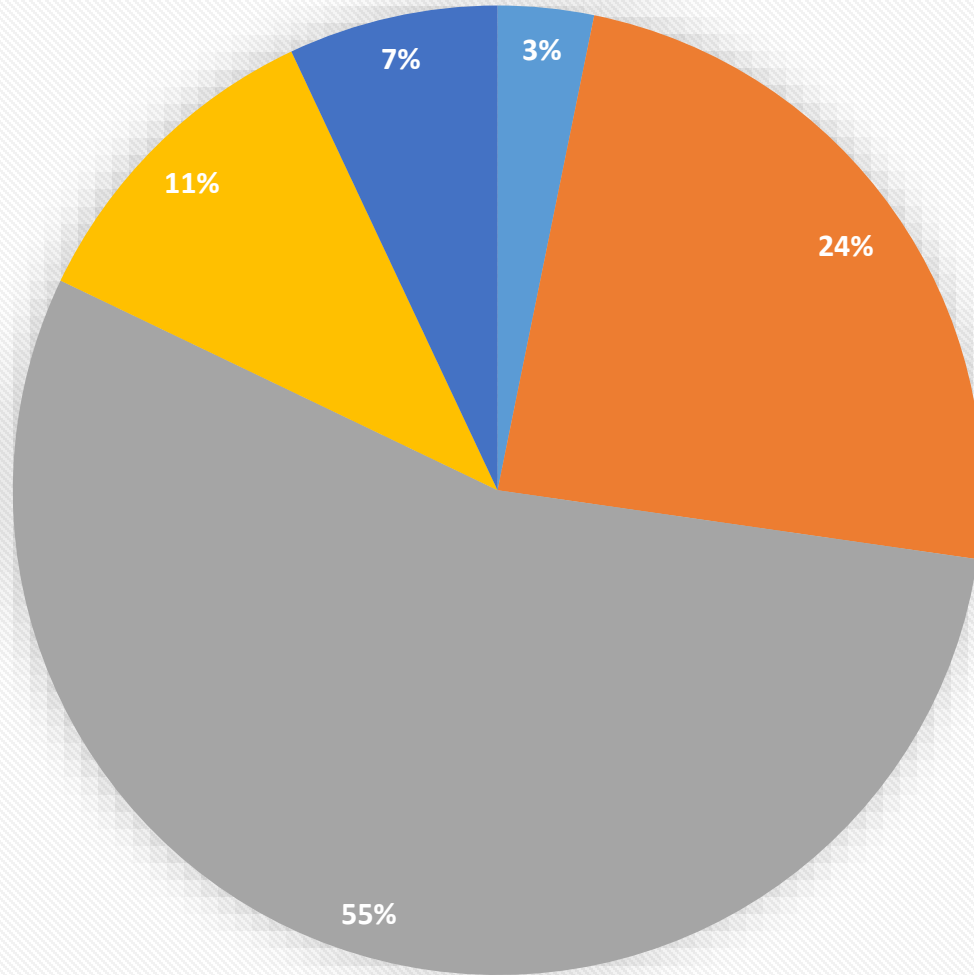
DURATION OF THE NUMBER OF YEAR(S) MEMBERS HAVE BEEN IN THEIR ROLE (PERCENT)

■ <1 ■ 1-2 ■ 3-5 ■ 6-10 ■ 11-15 ■ 16-20 ■ >20

n=95



Position Title (Percent)

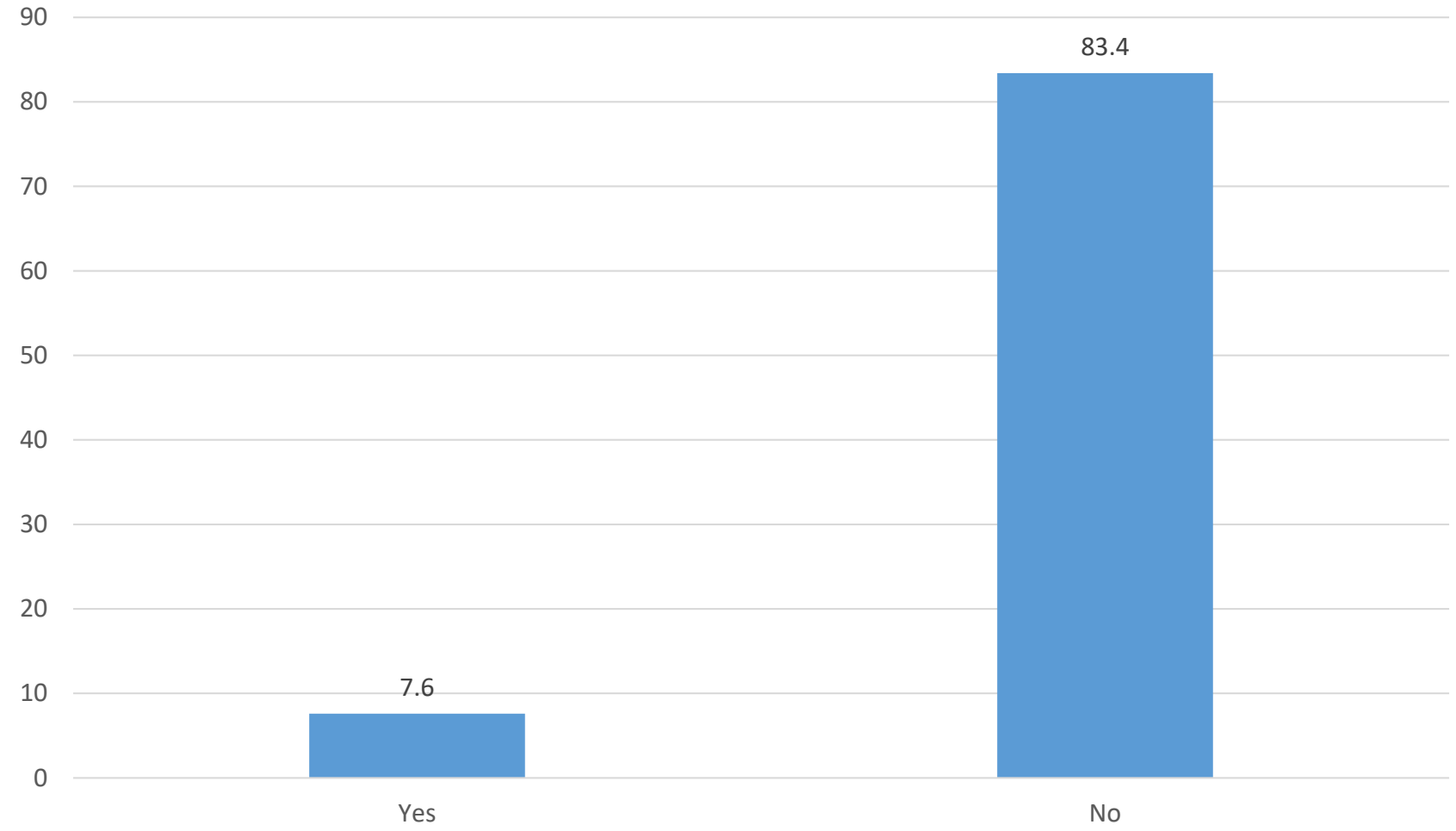


n=95

■ Assistant, Specialist, or Other ■ Administrator ■ Coordinator ■ Manager ■ Director

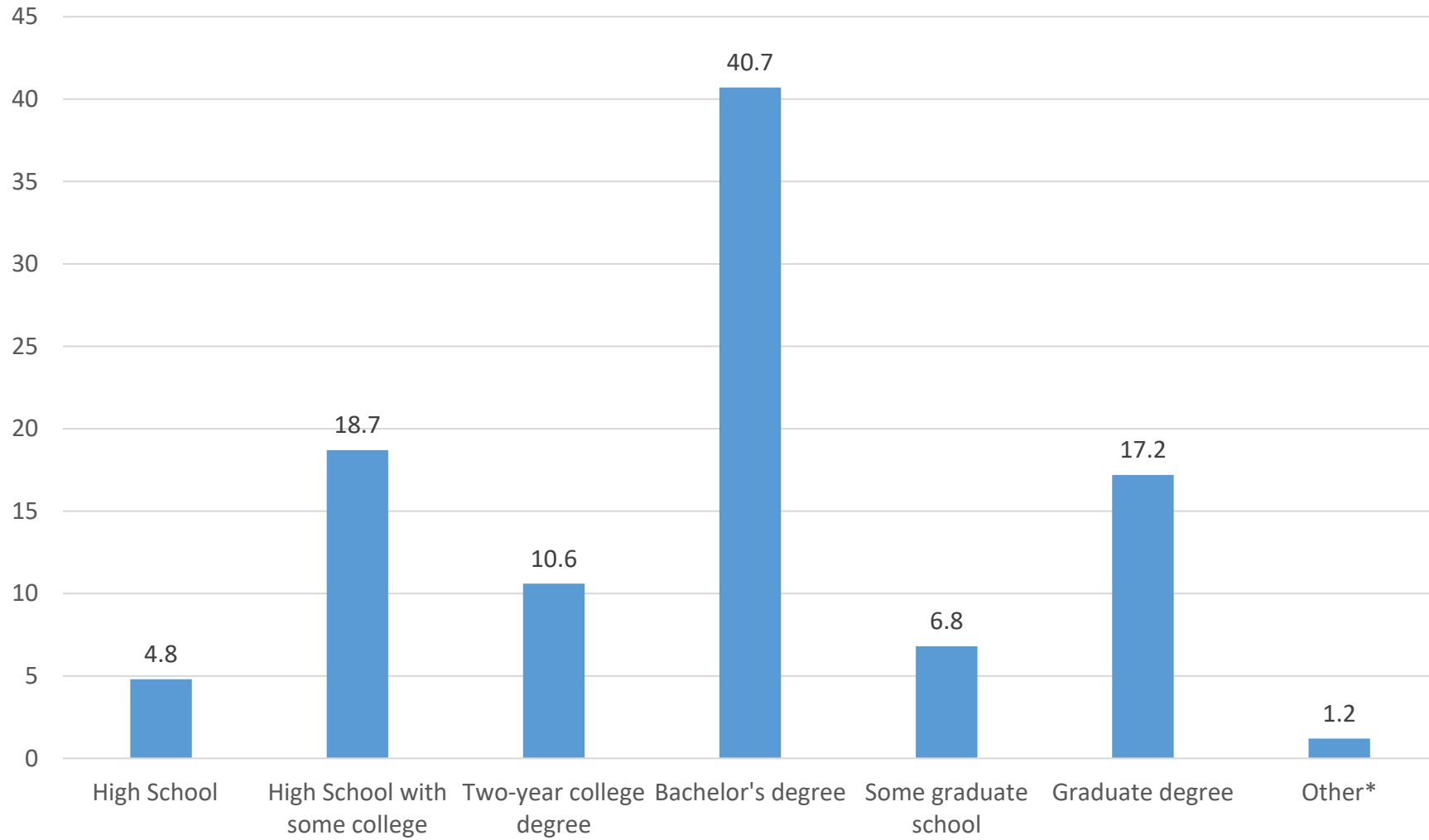
Do you hold an ACUME Certification in UME? (Percent)

n=95



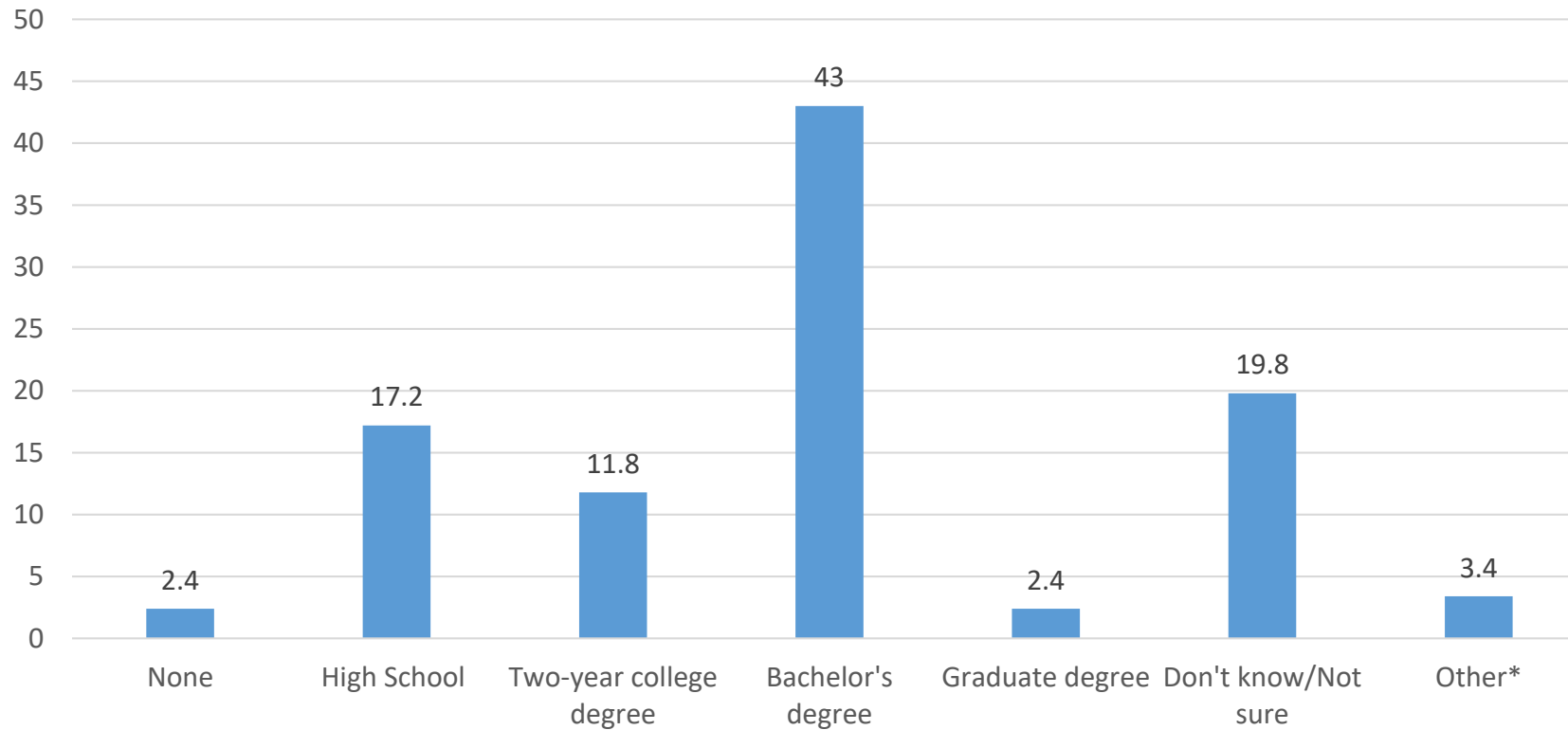
What is the highest Level of Education you have completed? (Percent)

n=95



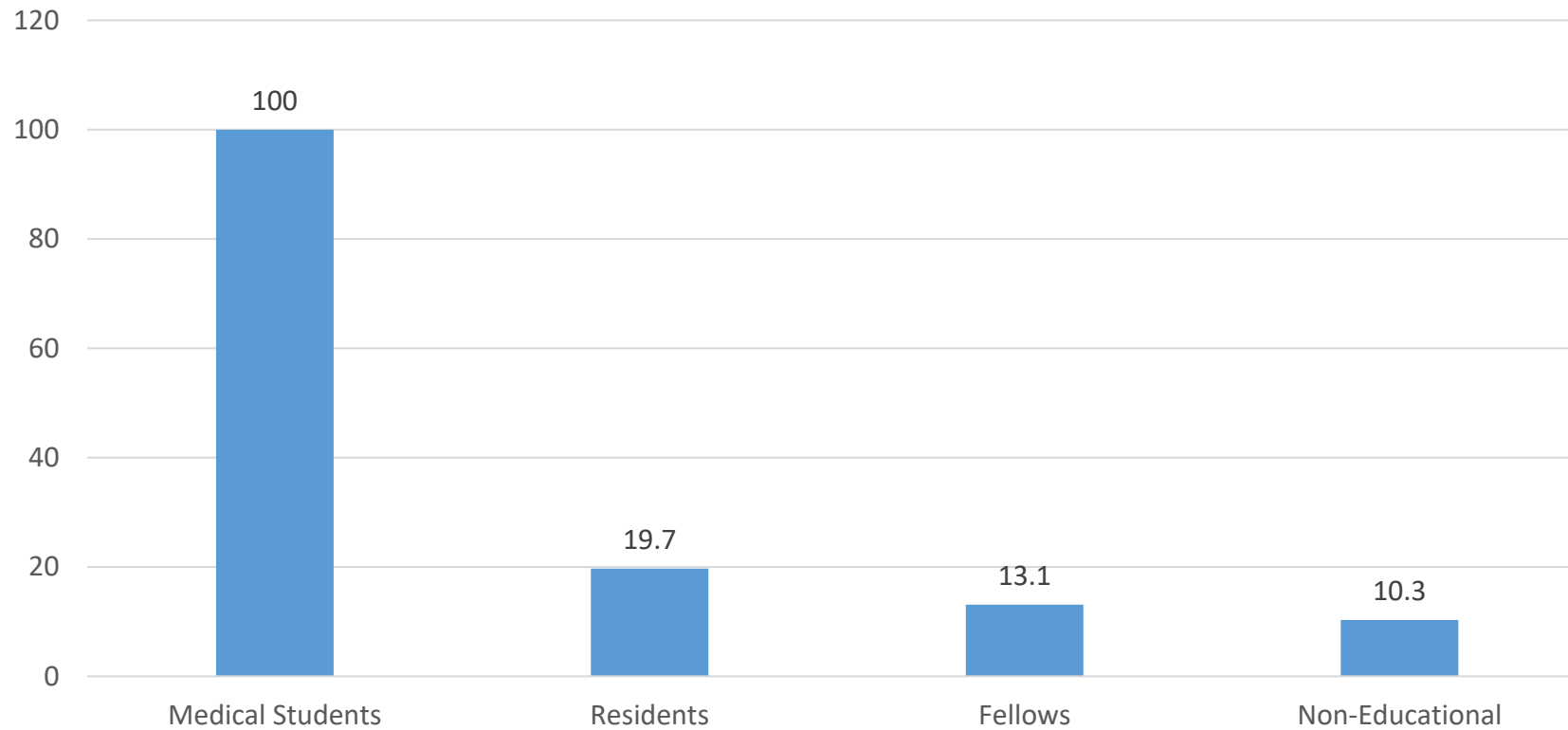
What is the minimum level of education required for your position? (Percent)

n=95



Which types of programs are you responsible for? (Percent)

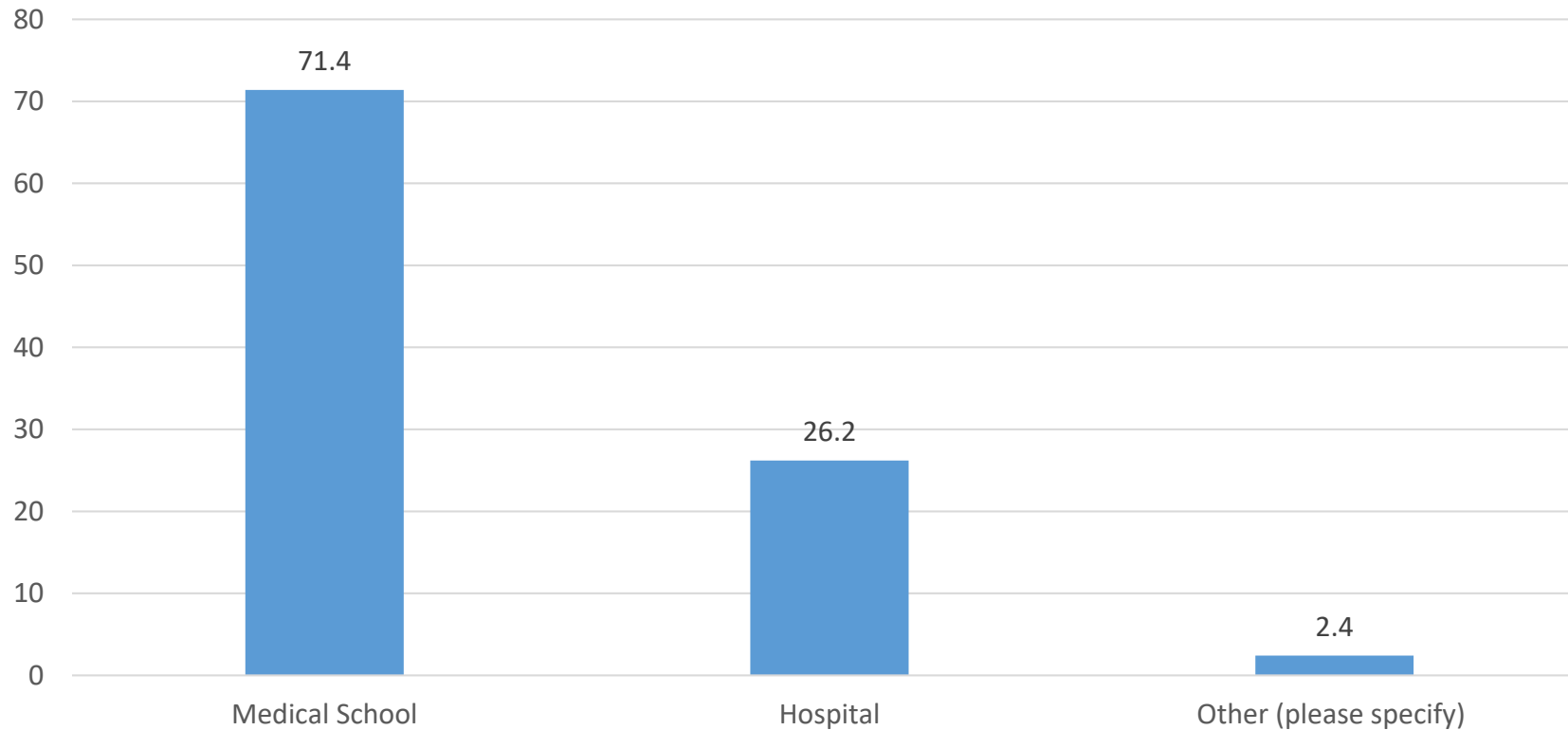
n=95



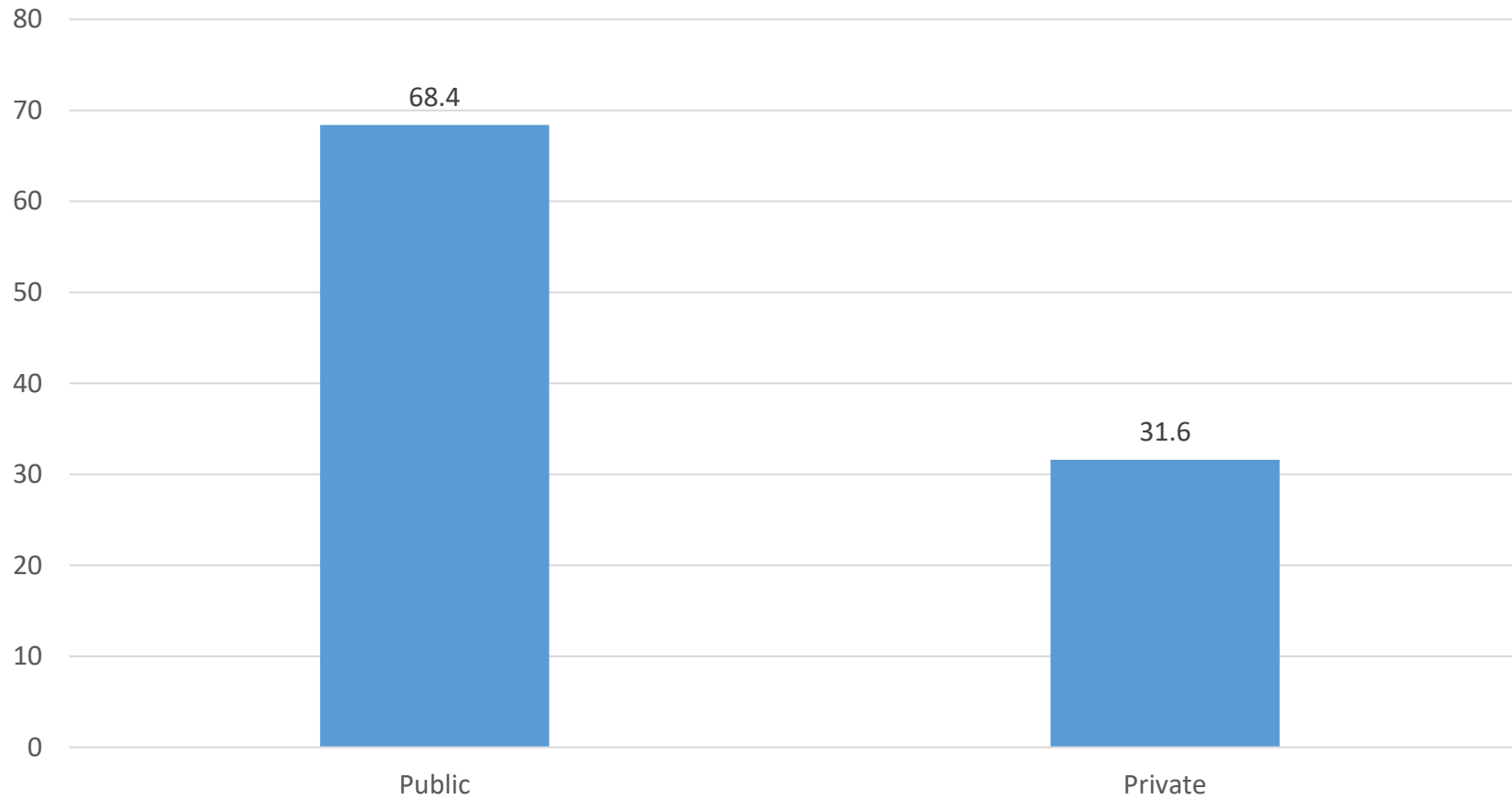
Note: Respondents could select more than one response; total percentage exceeds 100.

Which of the following best describes your institution of employment? (Percent)

n=95

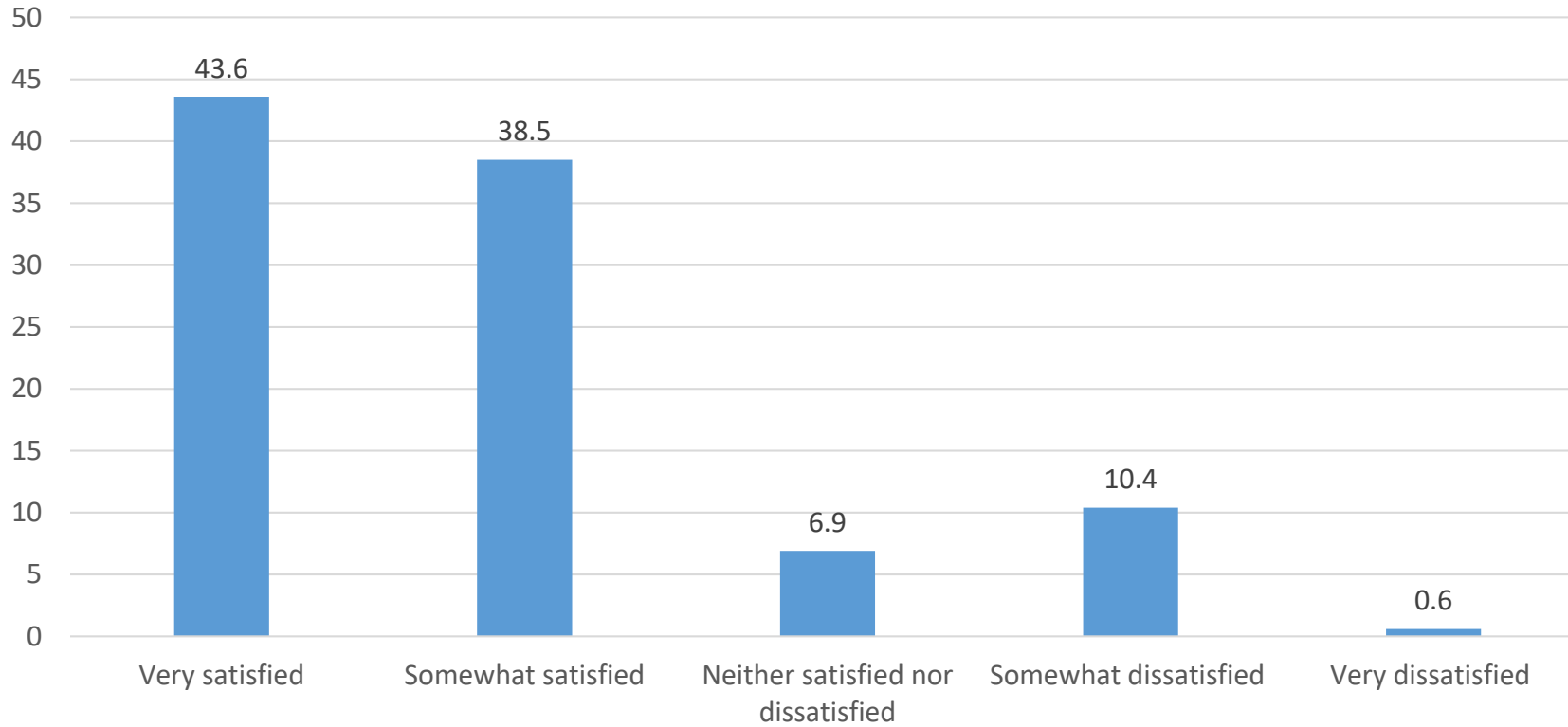


Your institution (Percent for Survey Respondents Only)



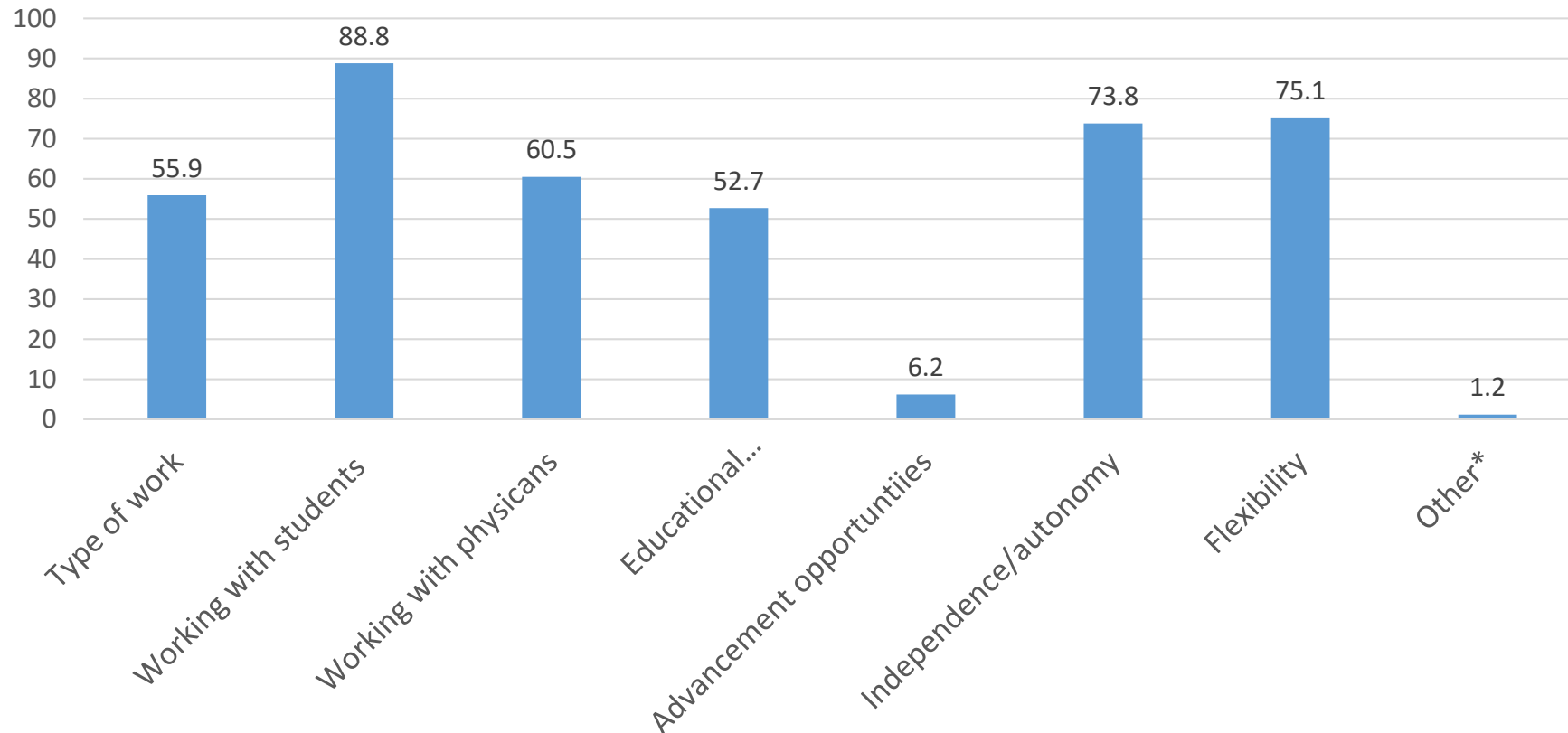
How satisfied are you with your current position? (Percent)

n=95



What do you enjoy about your position? (Percent)

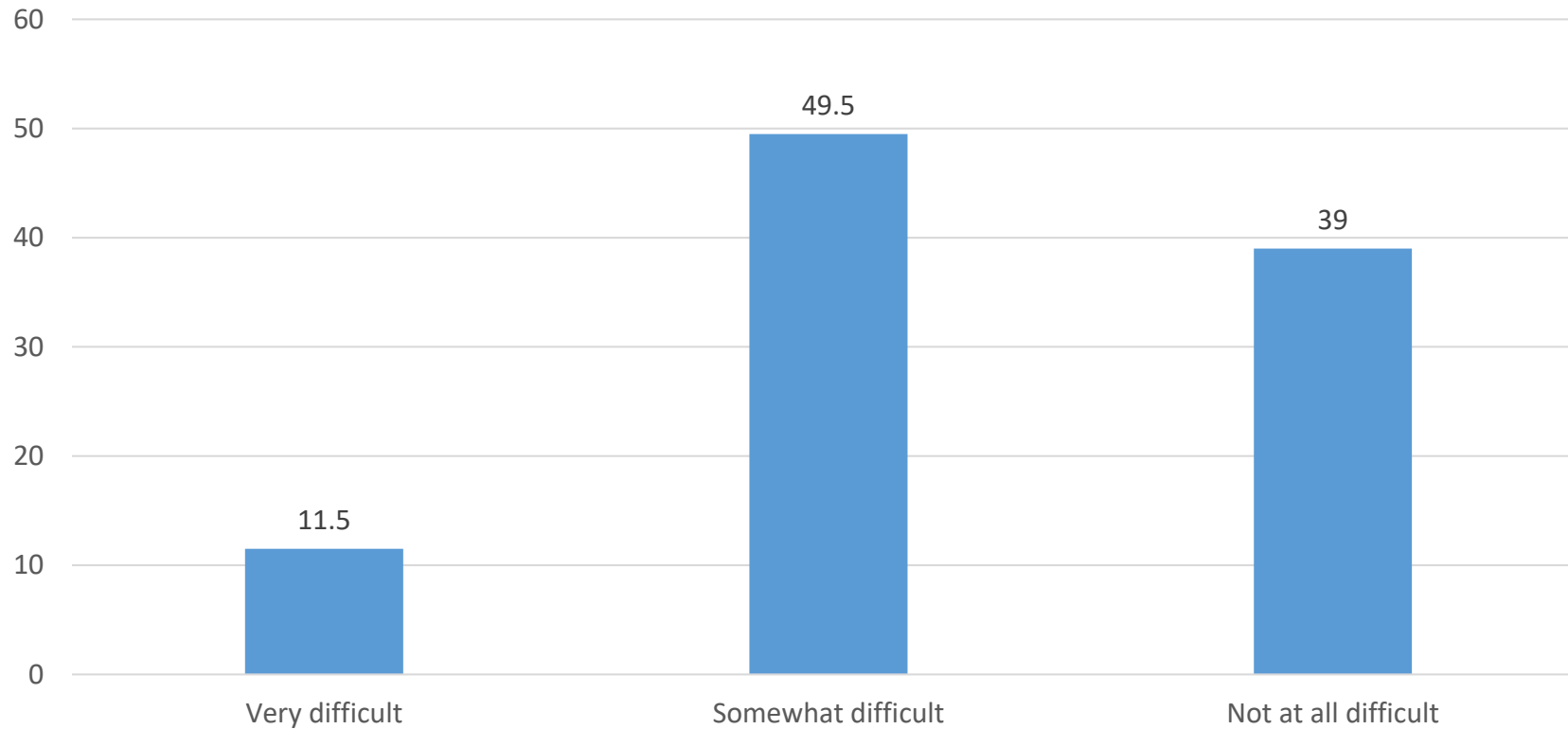
n=94



Note: Respondents could select more than one response; total percentage exceeds 100.

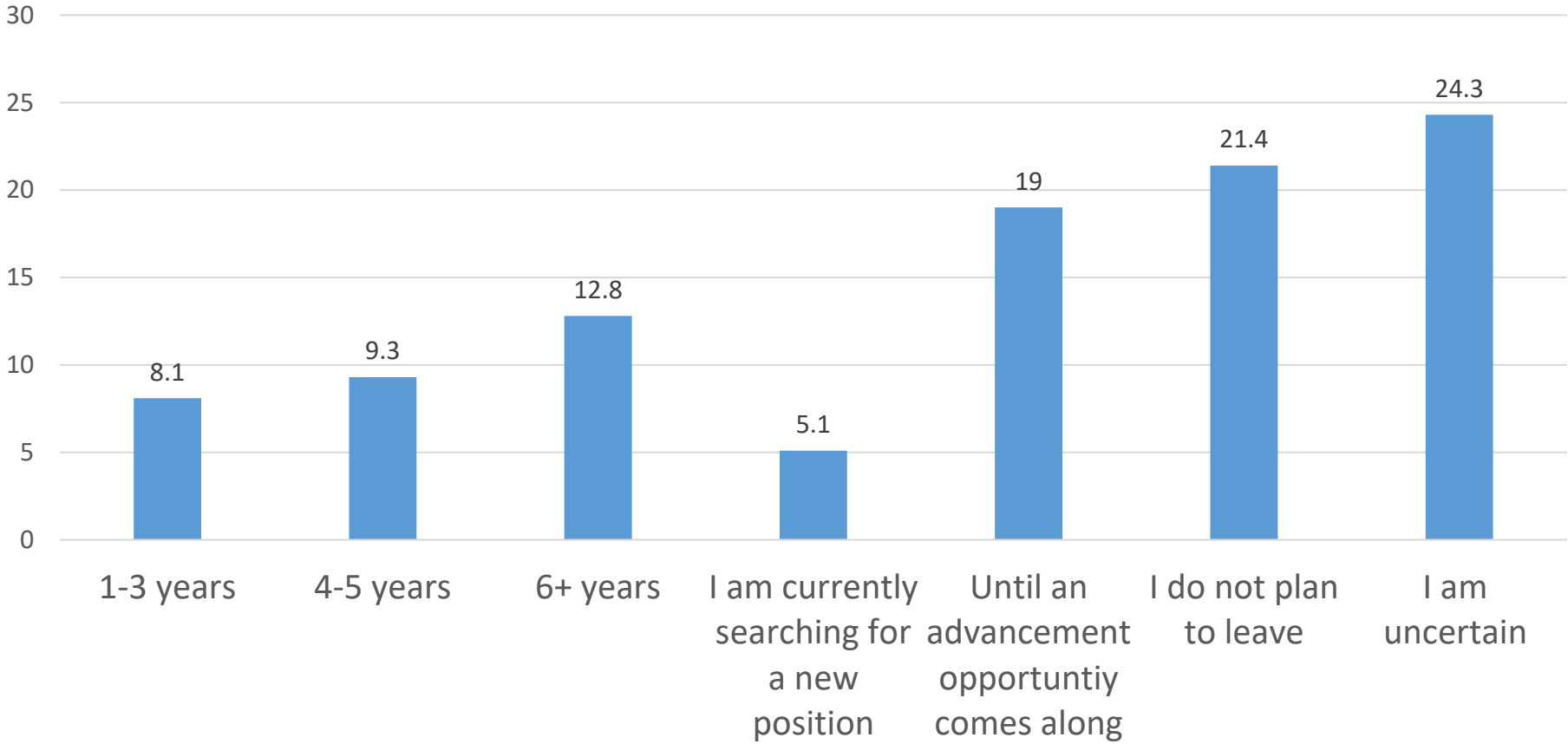
How difficult do you find your position to be? (Percent)

n=95



For how long do you plan to remain in your position? (Percent)

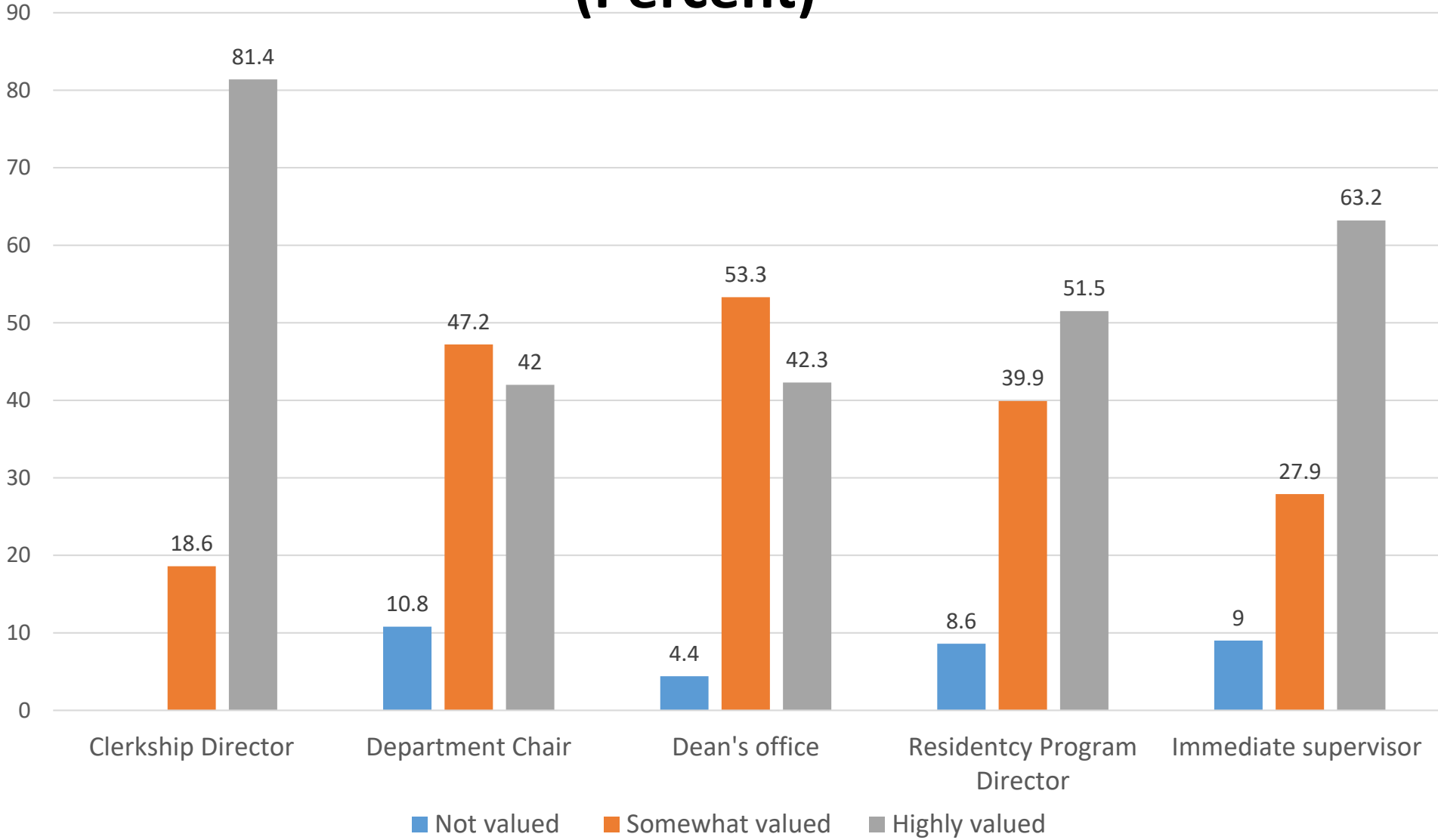
n=94



How valued do you feel by...

(Percent)

n=95

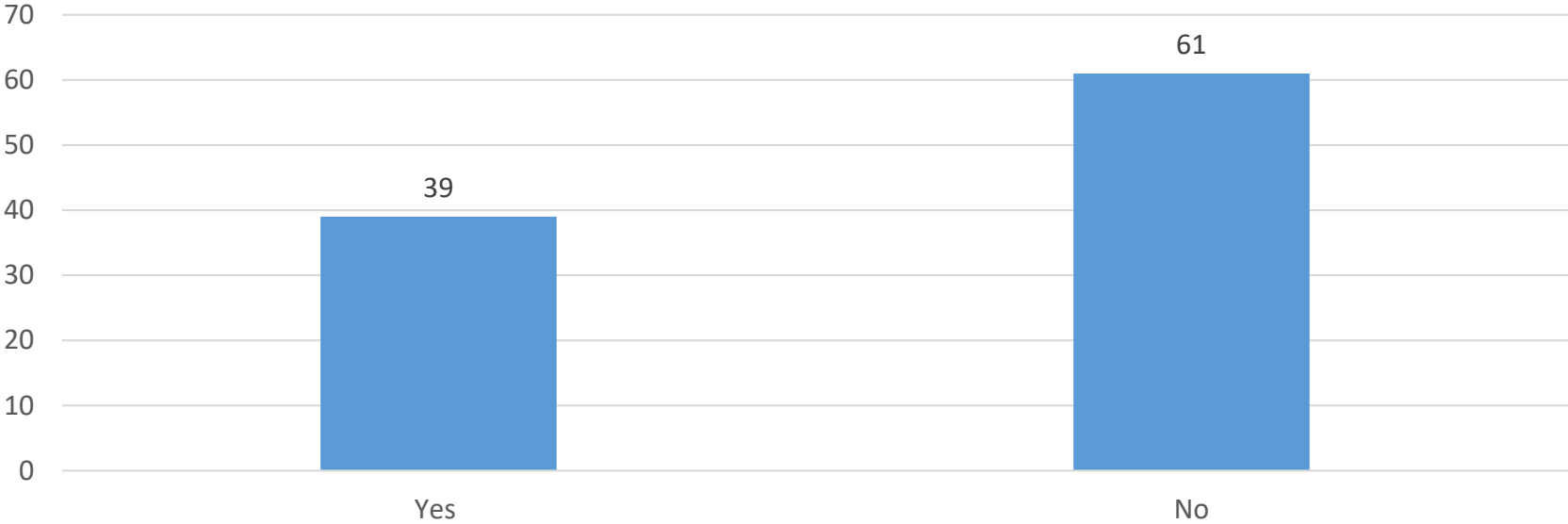


Comments regarding the following relations: Clerkship Director, Department Chair, Dean's office, Immediate supervisor that you wish to share

- “I have a great working relationship with my immediate team and department. I do feel that the medical school values the work my department does since they have often implemented ideas from the department across the school. However at times logistically the medical school does not realize how much work/planning goes into the processes and things that have been implemented so in that I've felt undervalued.”
- “I work for the most amazing people. All are extremely kind and supportive.”

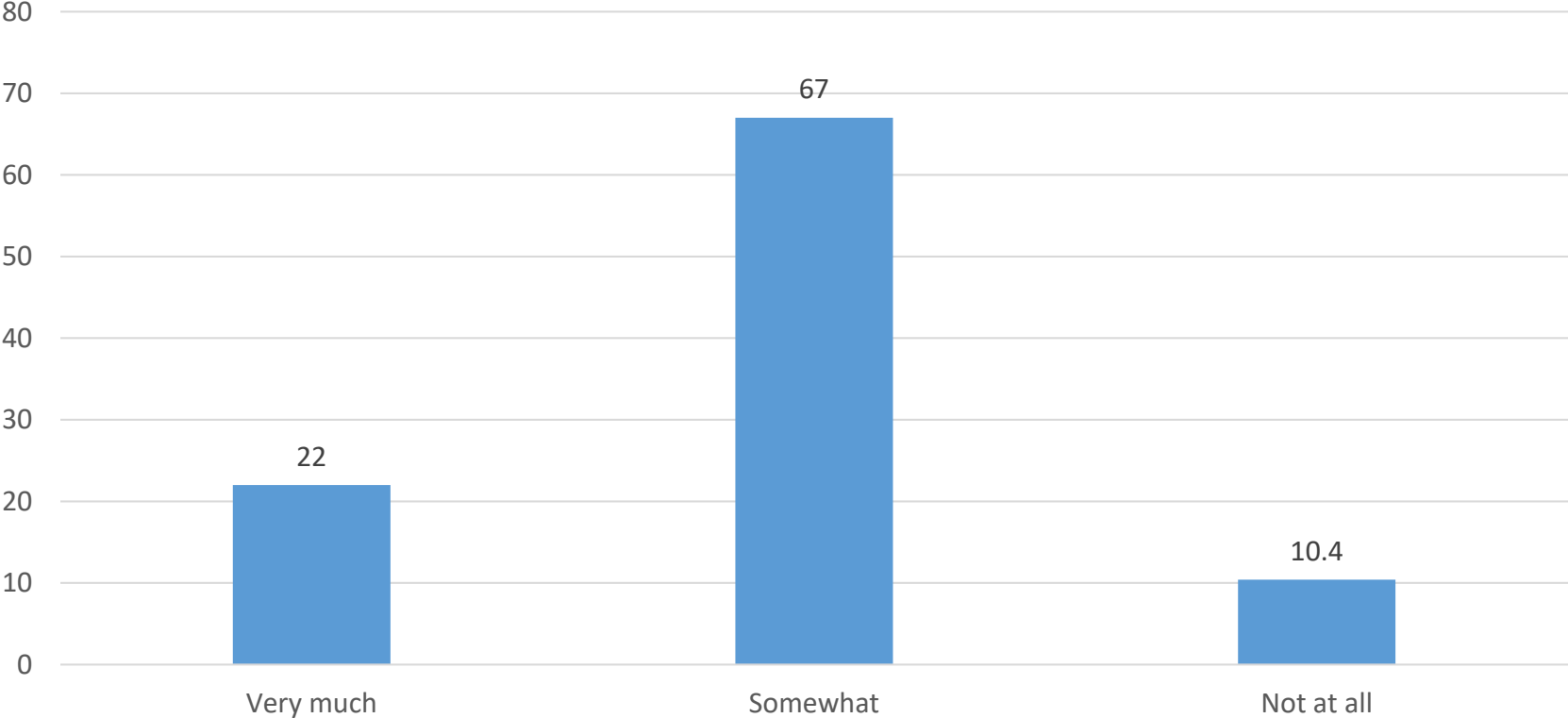
**Do you have a copy of the 2014
resource "A Guidebook for
Undergraduate Medical Education
Administration"?**
(Percent)

n=94



How much has this resource helped your ability to perform job-related activities? (Percent)

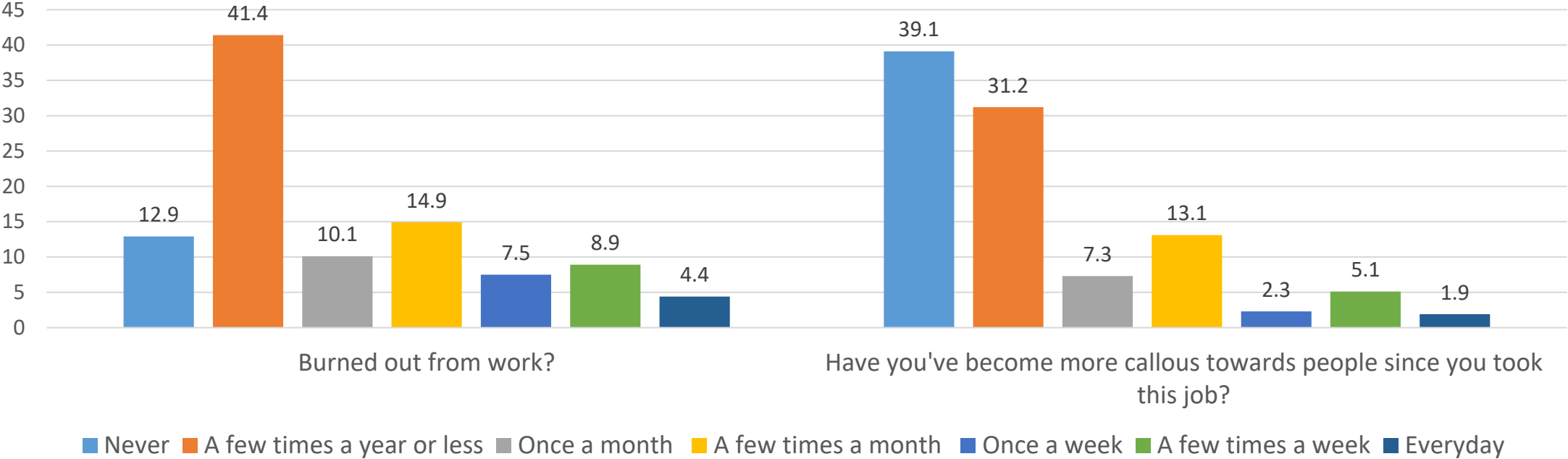
n=34



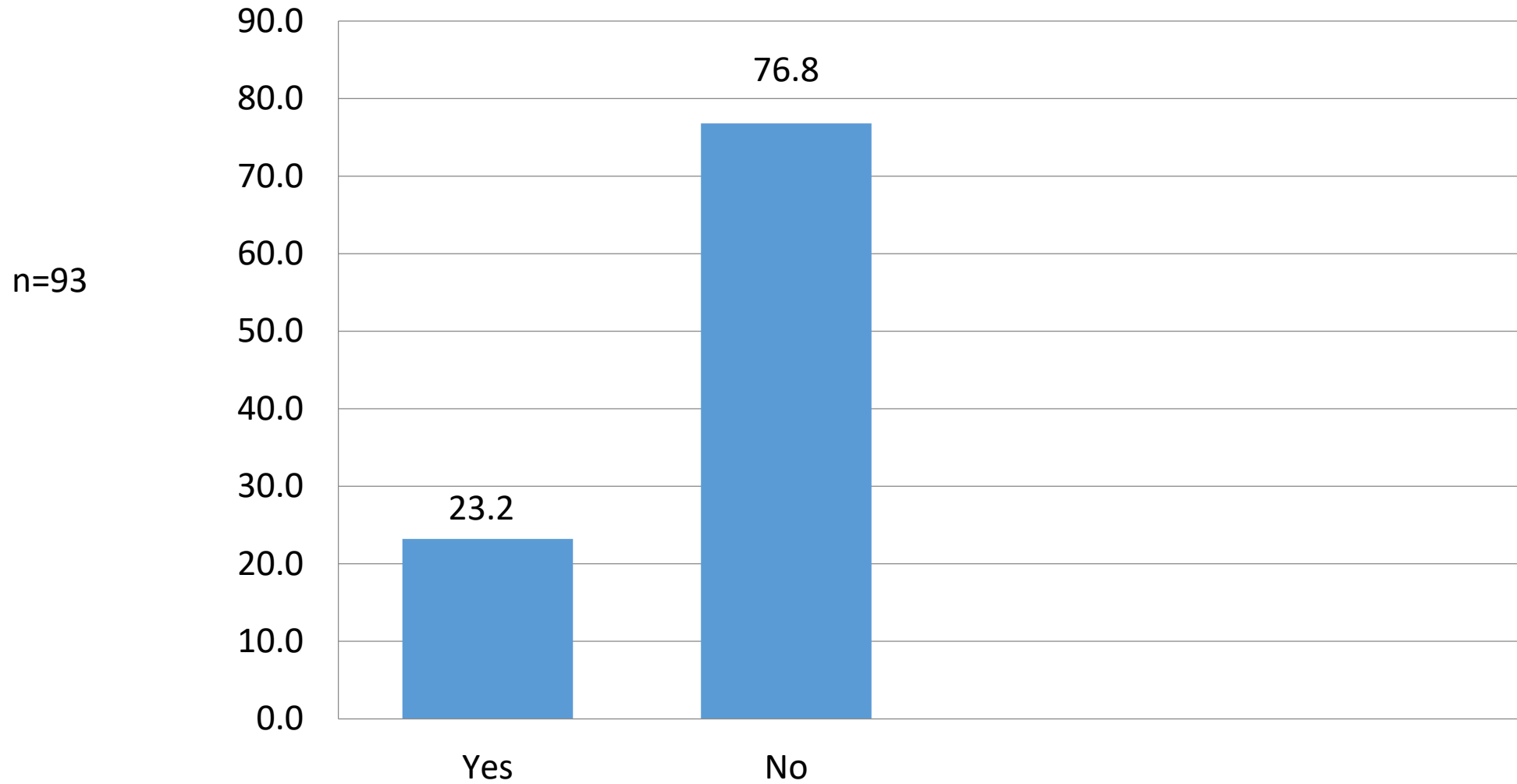
How often do you feel?...

(Percent)

n=95



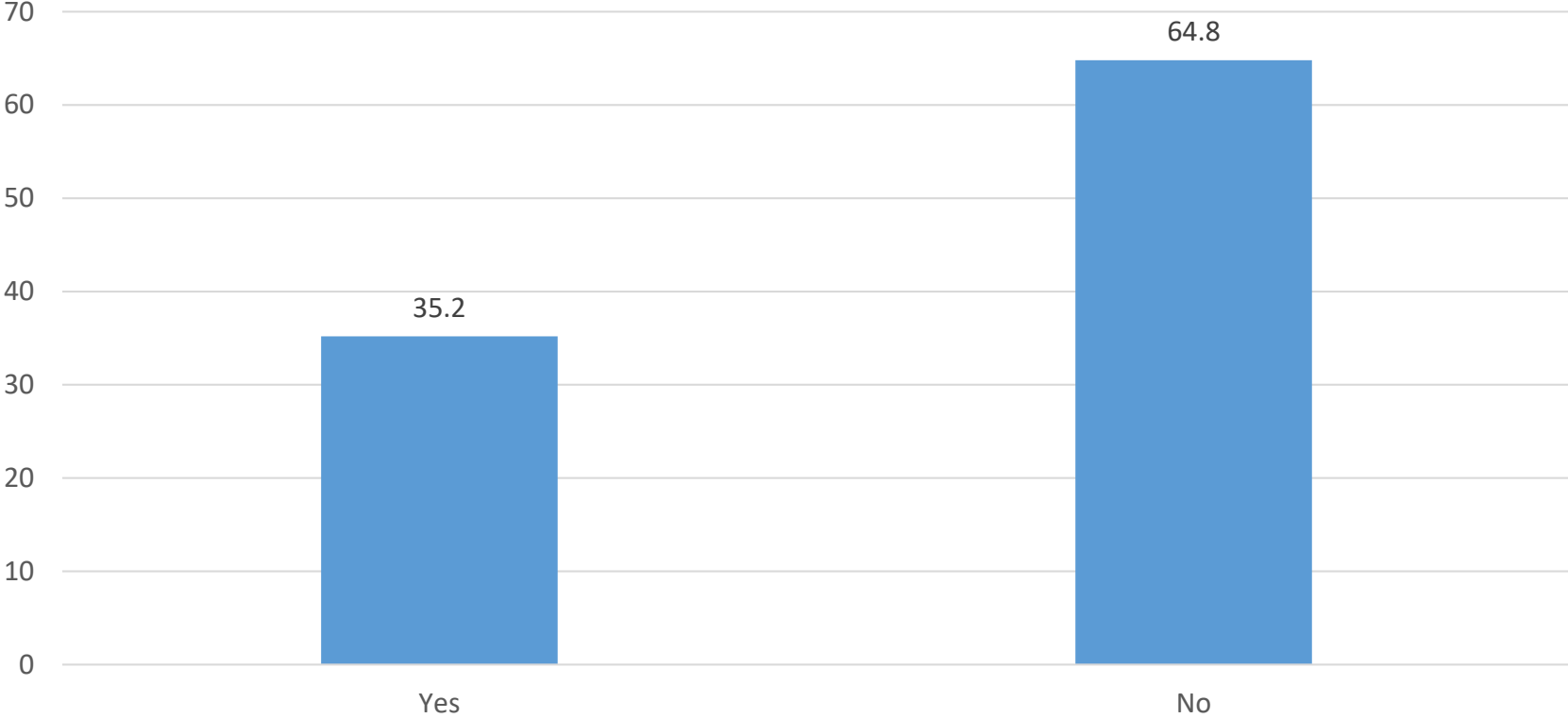
Meets Criteria for Burnout?*



*Full citation for burnout criteria: Maslach, Christina and Susan E. Jackson. 1981. MBI-Human Services Survey. Published by Mind Garden, Inc., www.mindgarden.com. Criteria based on respondents who reported "Once a week, A few times a week, or Every day" for either of the following: "How often do you feel burned out from work?," "How often do you feel you've become more callous toward people since you took this job?"

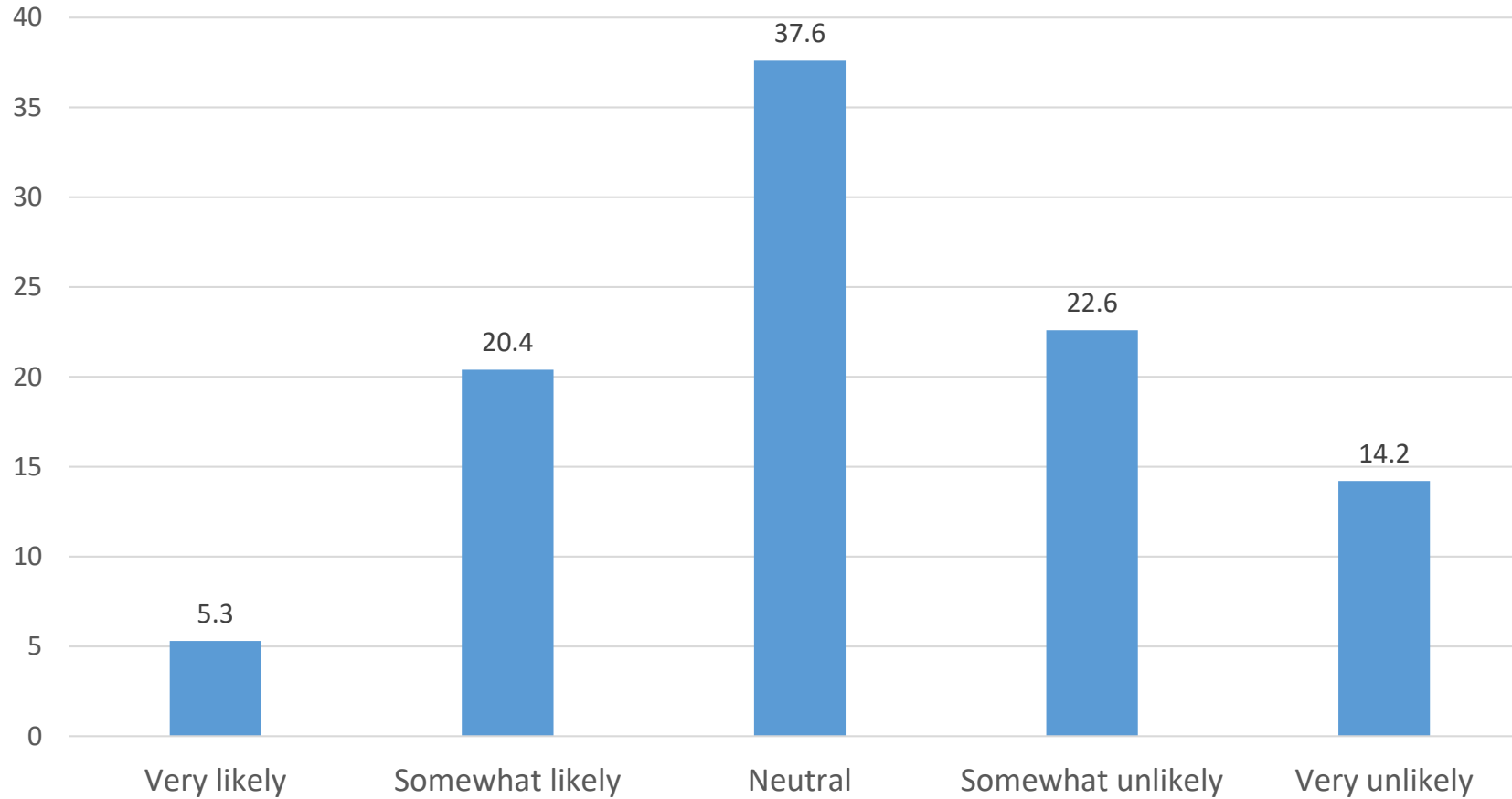
In the past year, have you considered resigning from your position? (Percent)

n=95



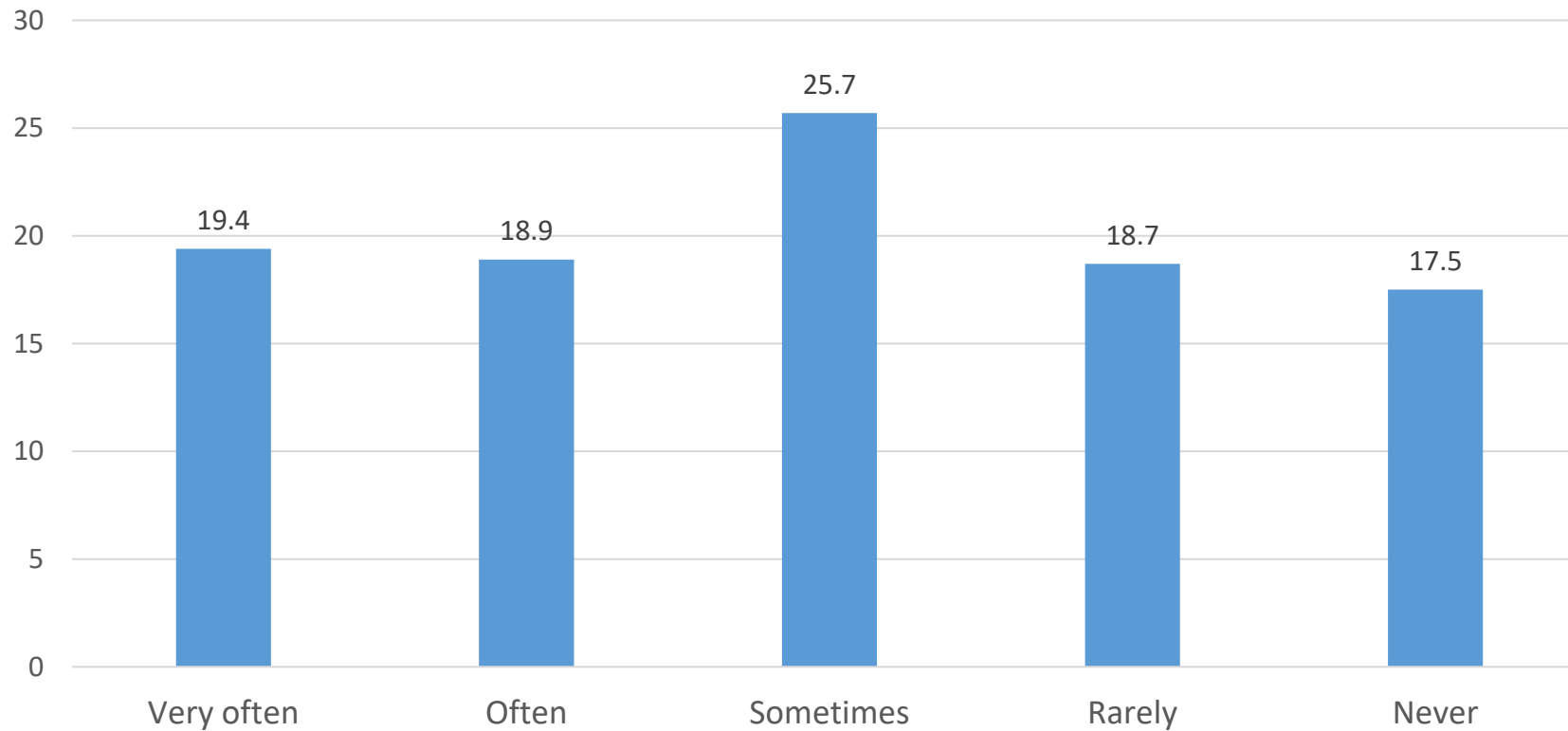
How likely are you to resign in the next 12 months? (Percent)

n=34



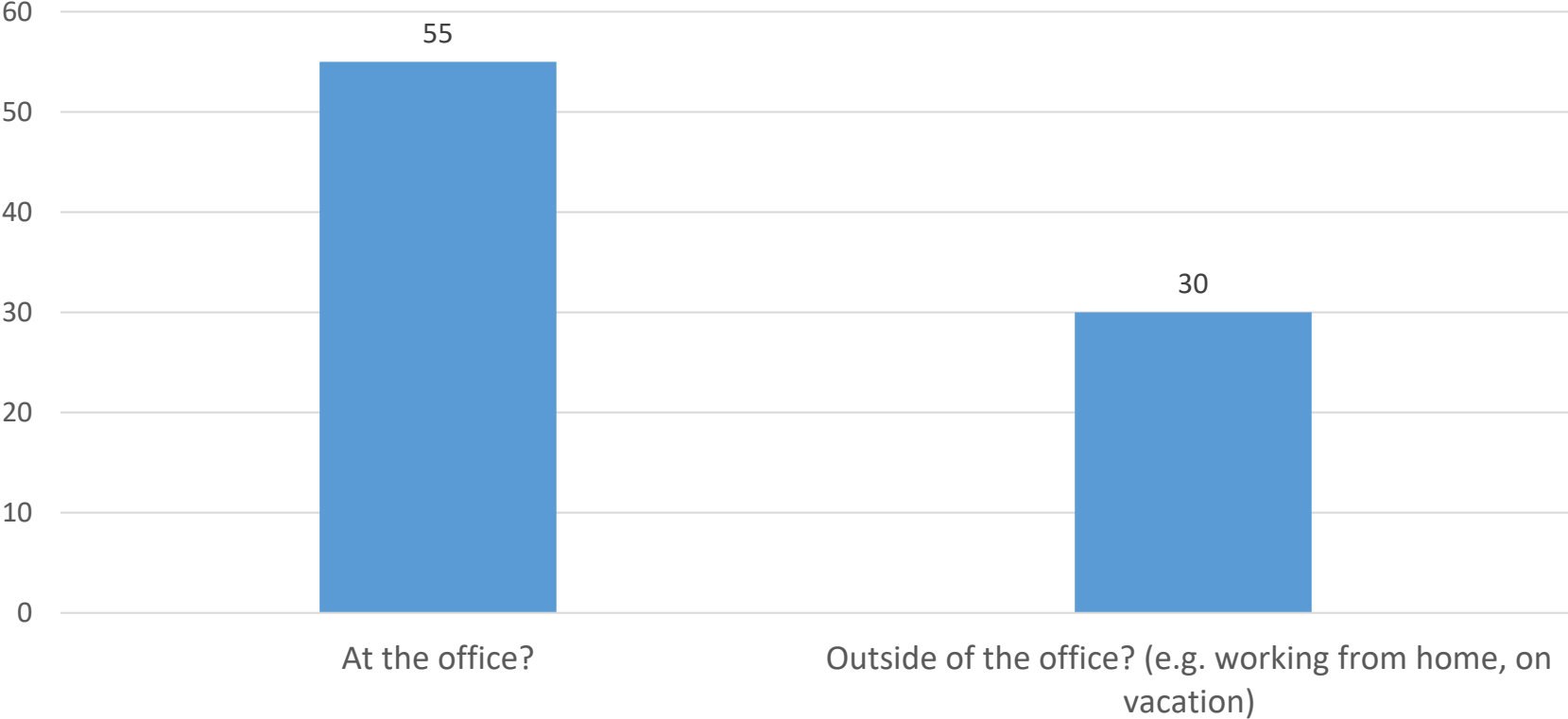
How often do you work more than 40 hours in a week, whether from the office or outside of it? (Percent)

n=95



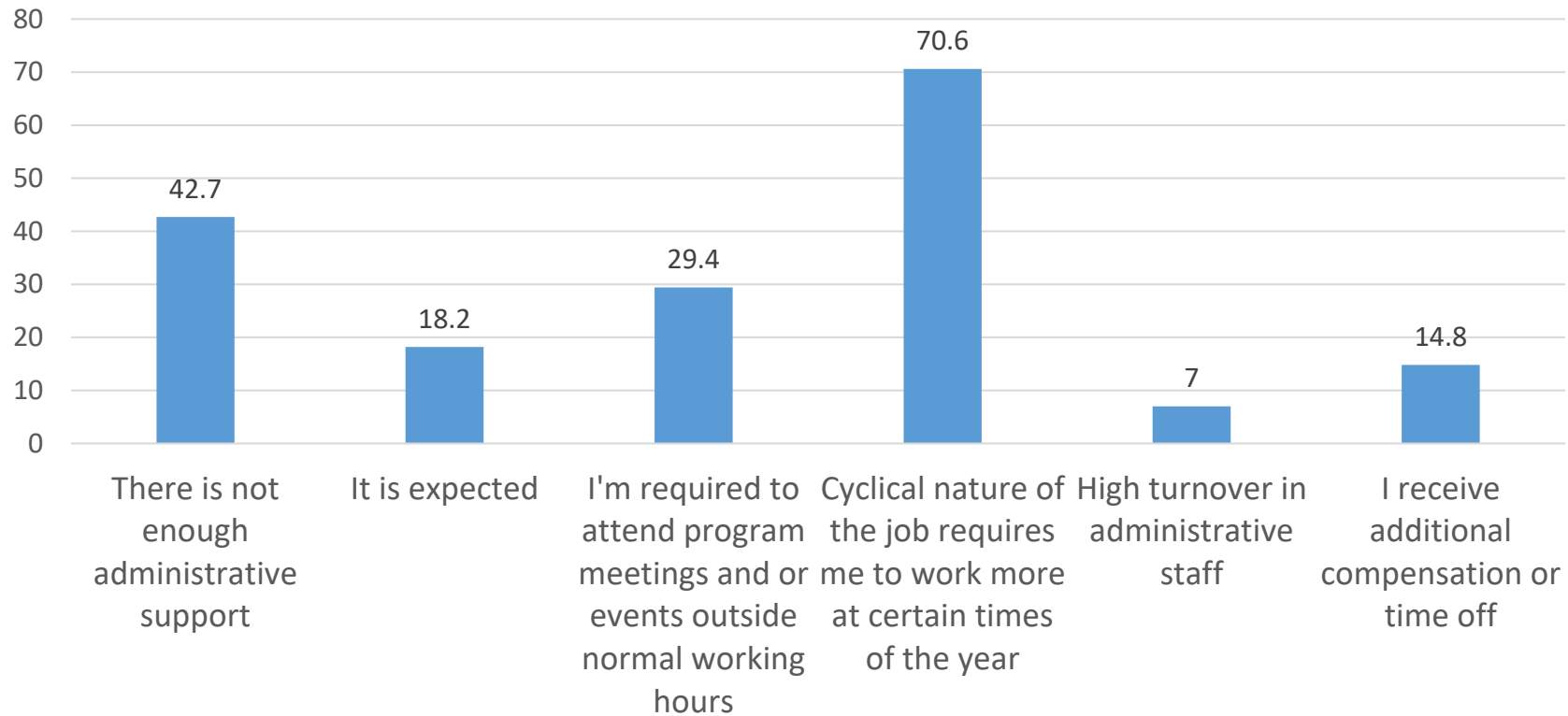
On average, when you work more than 40 hours in a week, how many of those hours are spent.. (Percent)

n=78



When you work more than 40 hours in a week, why do you do so? (Percent)

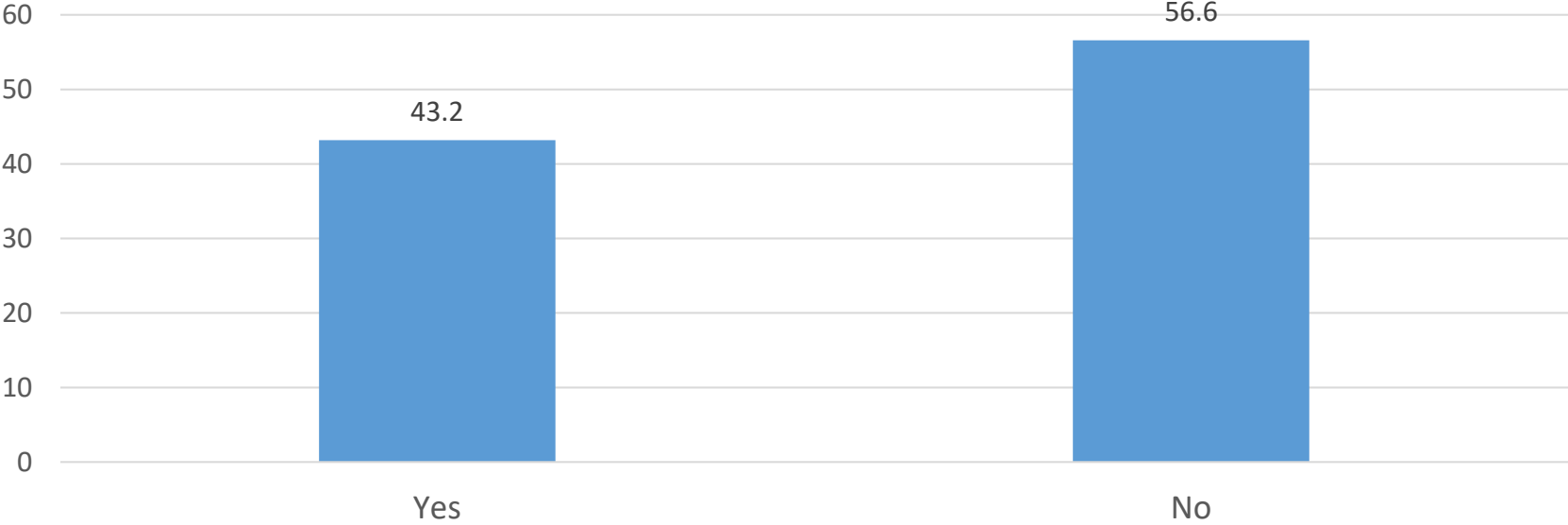
n=74



Note: Respondents could select more than one response; total percentage exceeds 100.

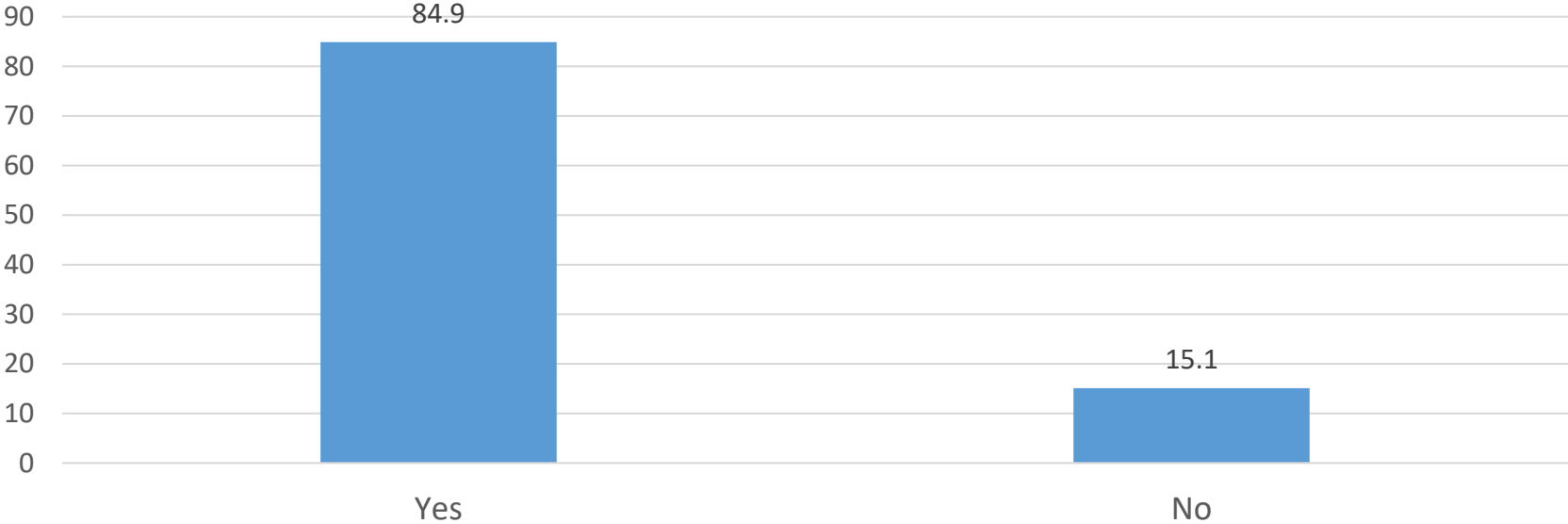
**Regardless of whether you ever work
over time, are you eligible for
overtime pay or compensatory time
off for additional hours worked?
(Percent)**

n=93



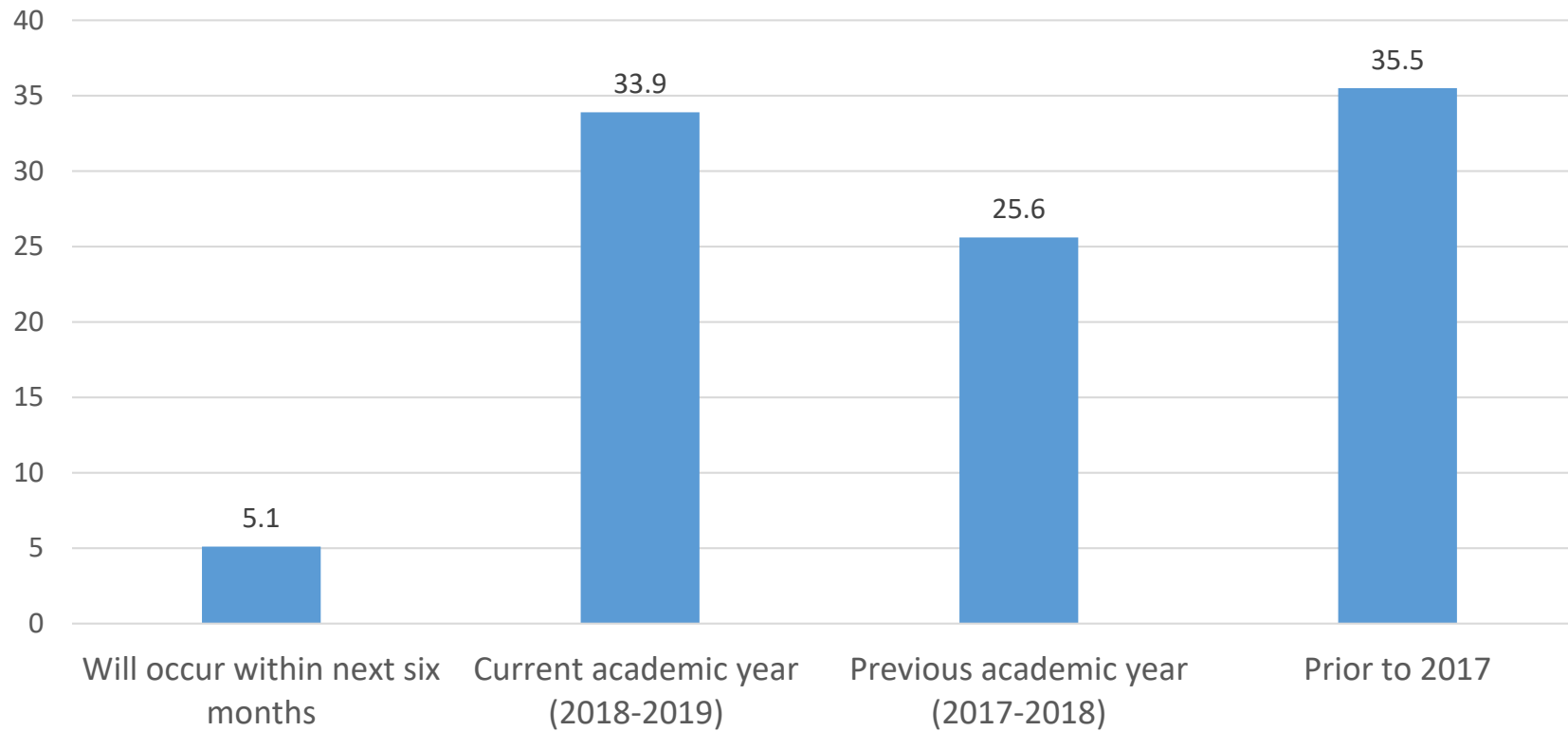
**Have you assumed new or additional
job responsibilities in the past three
years or since you've begun your
current position if less than 3 years?
(Percent)**

n=94



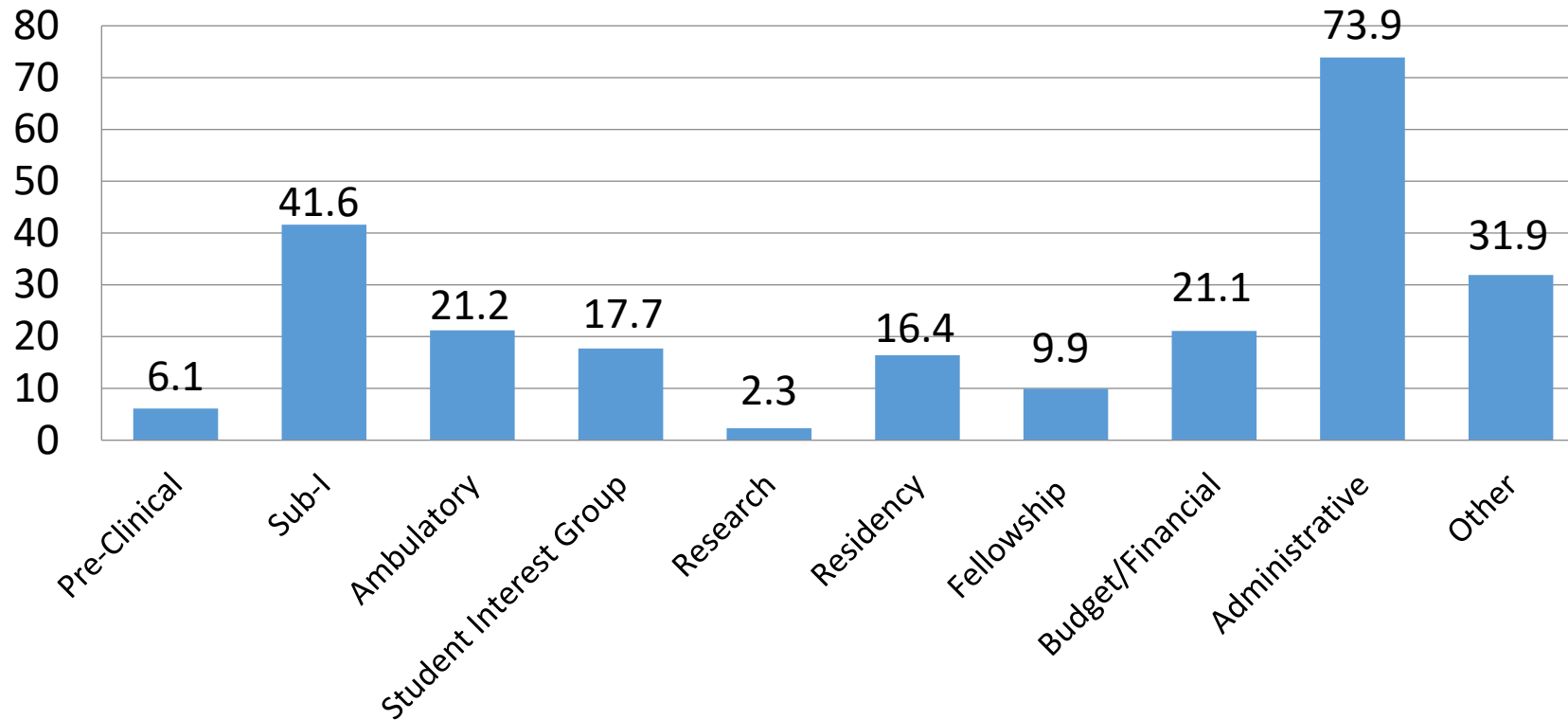
When did you or will you assume these new or additional responsibilities? (Percent)

n=79



Job responsibilities pertain to the following areas (Percent)

n=75



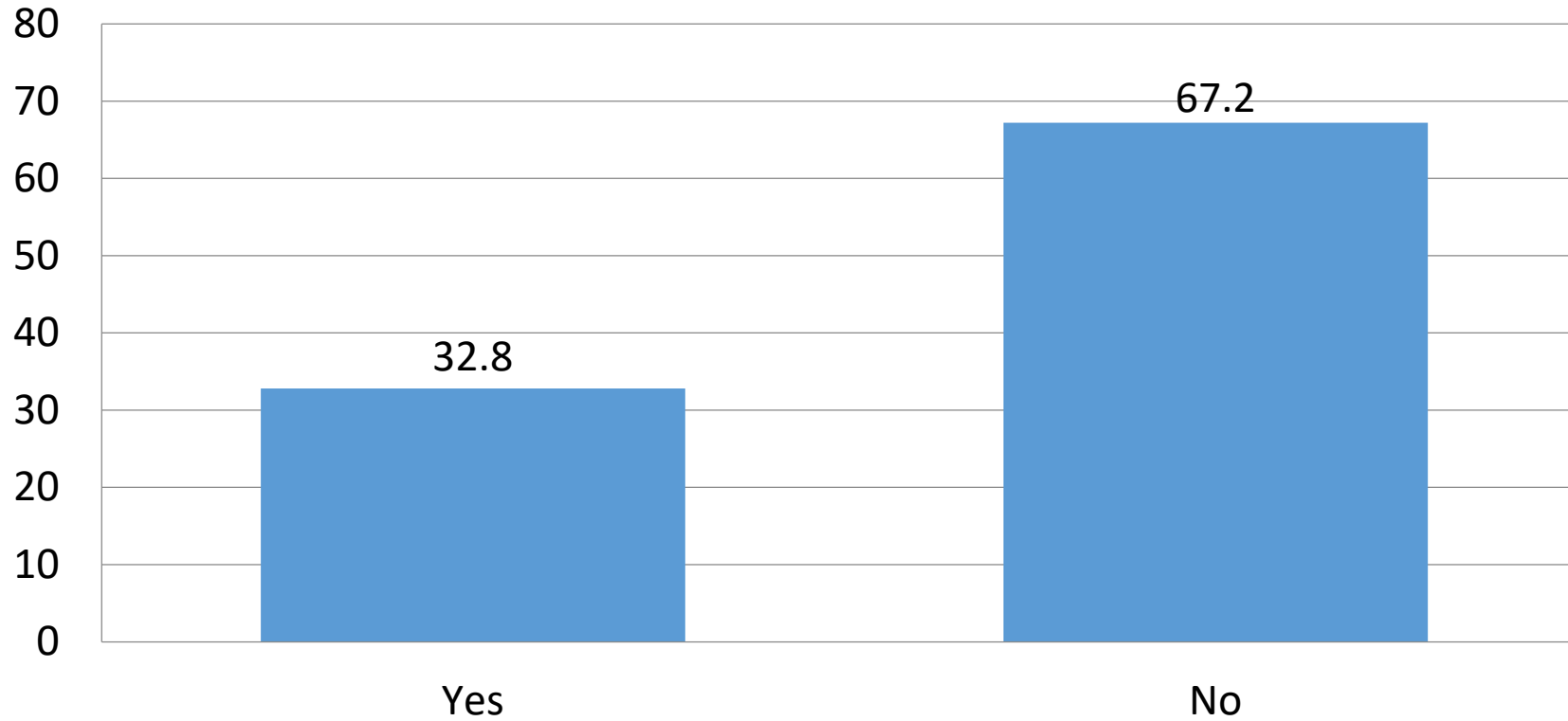
Note: Respondents could select more than one response; total percentage exceeds 100.

Other Responsibilities

- Additional elective/4th year electives
- Curriculum
- Credentialing
- Additional clerkship/courses
- Medical school interviews

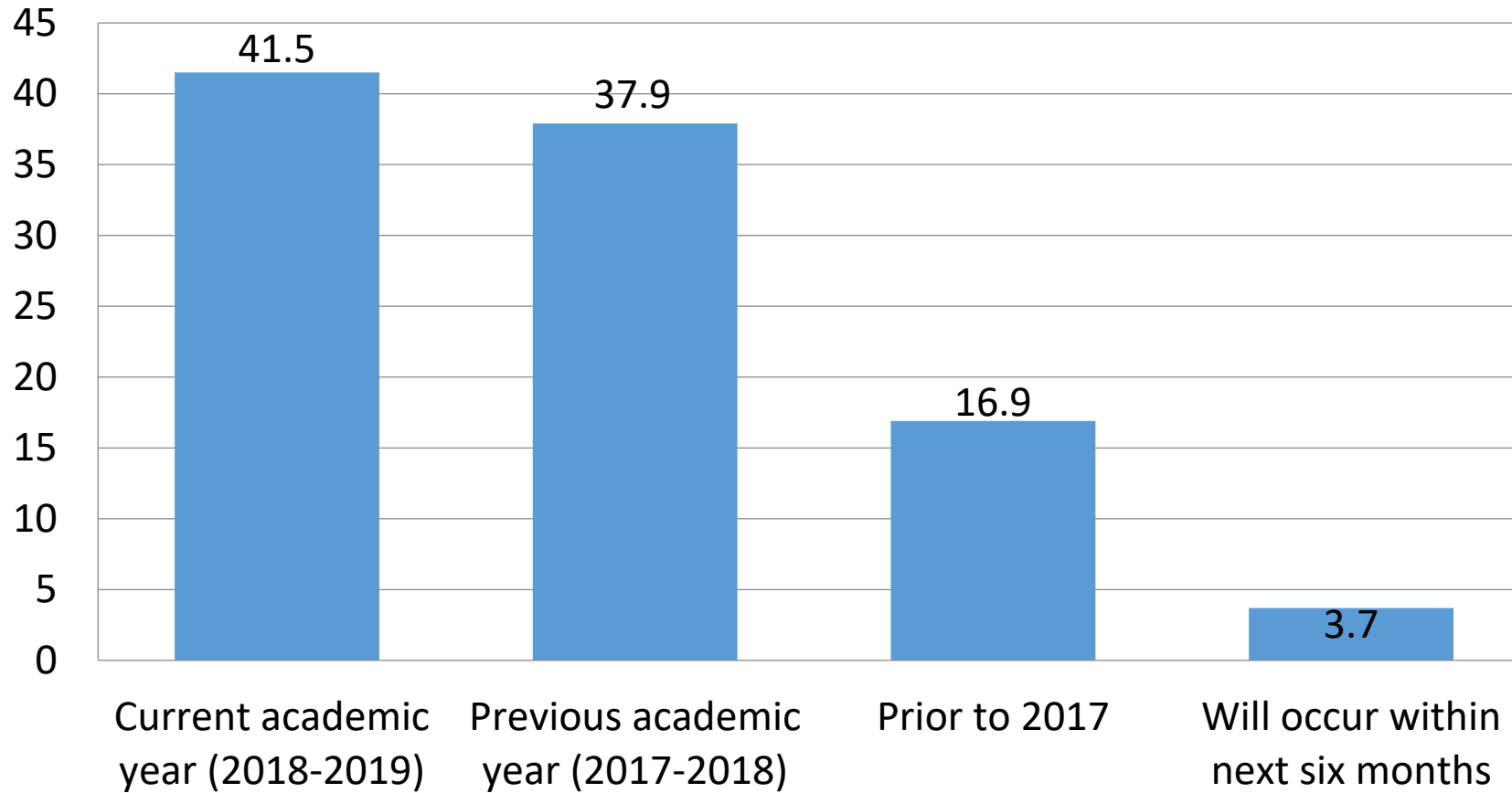
Have Job Responsibilities Transitioned Away? (Percent)

n=94



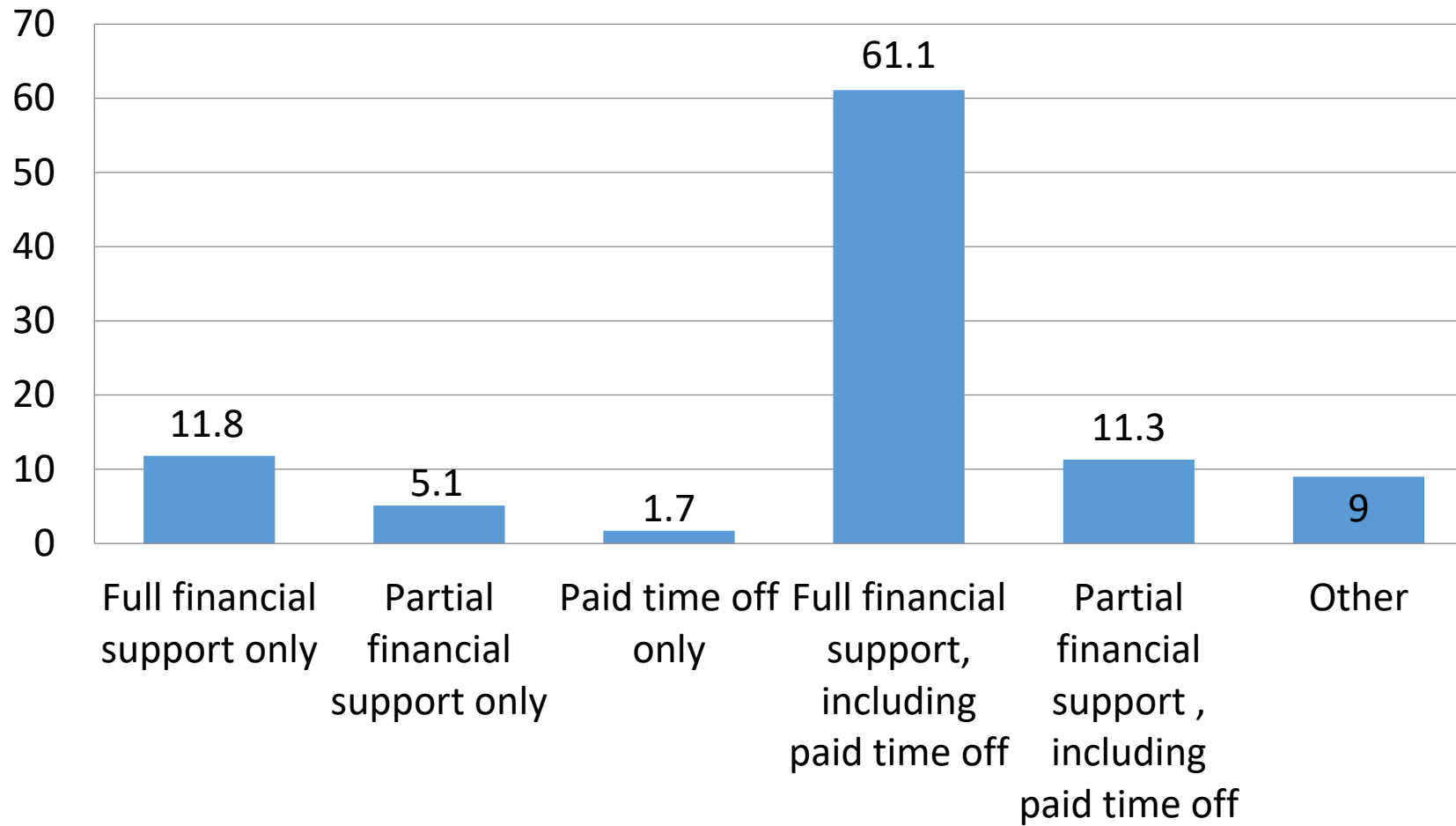
When did or will this transition occur? (Percent)

n=32



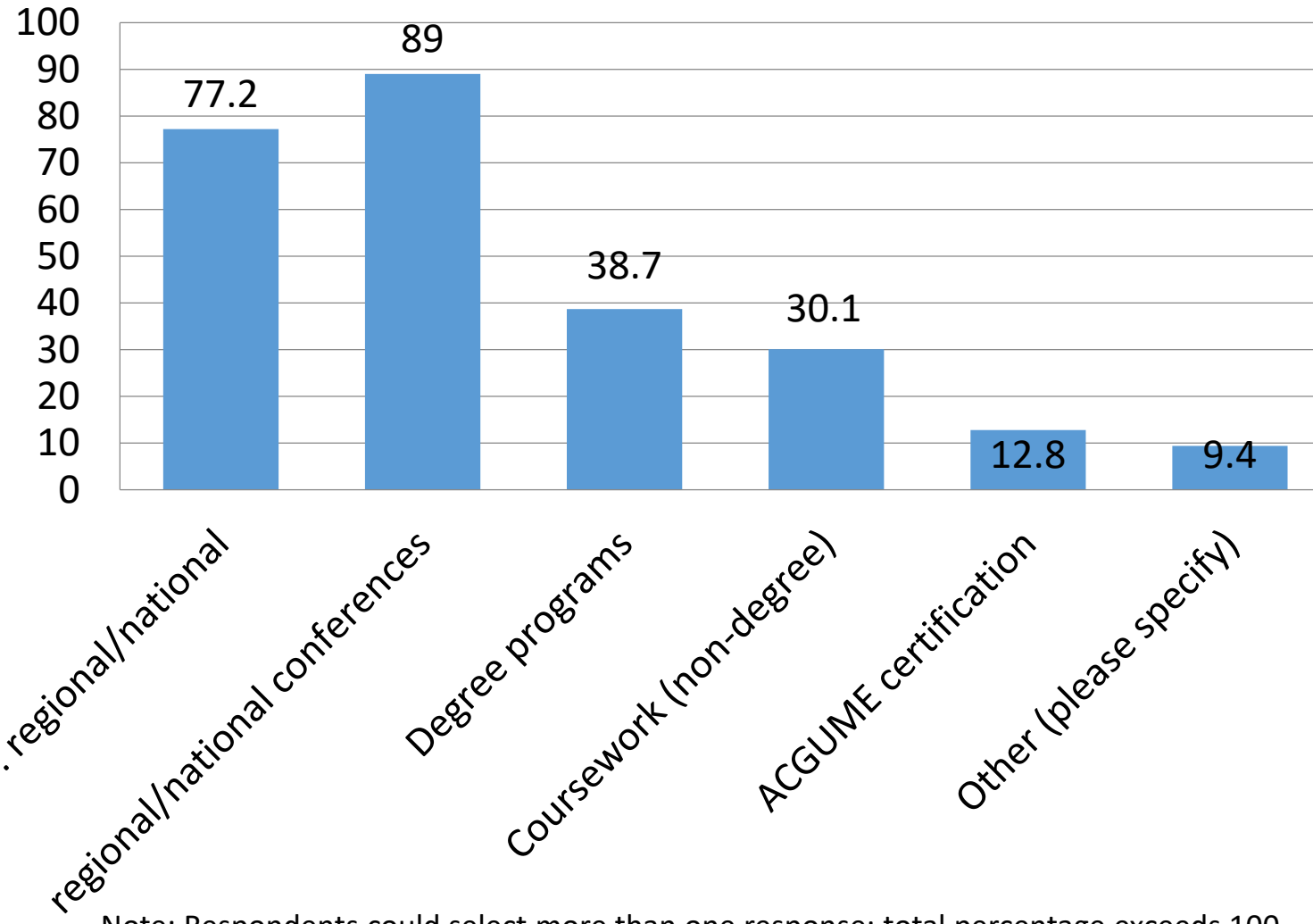
Financial Support (Percent)

n=67



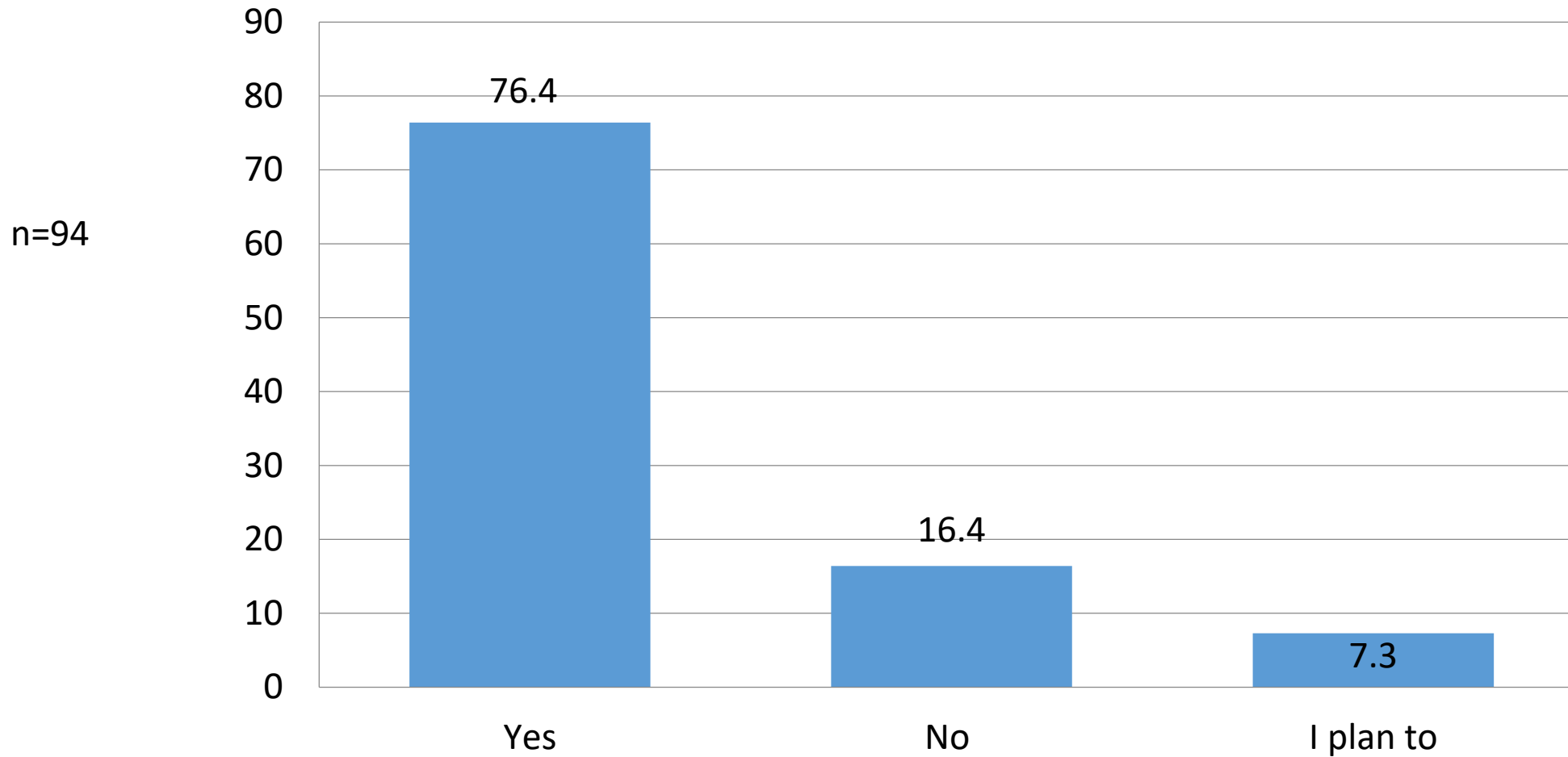
Professional Development Activities Supported by Employer (Percent)

n=72



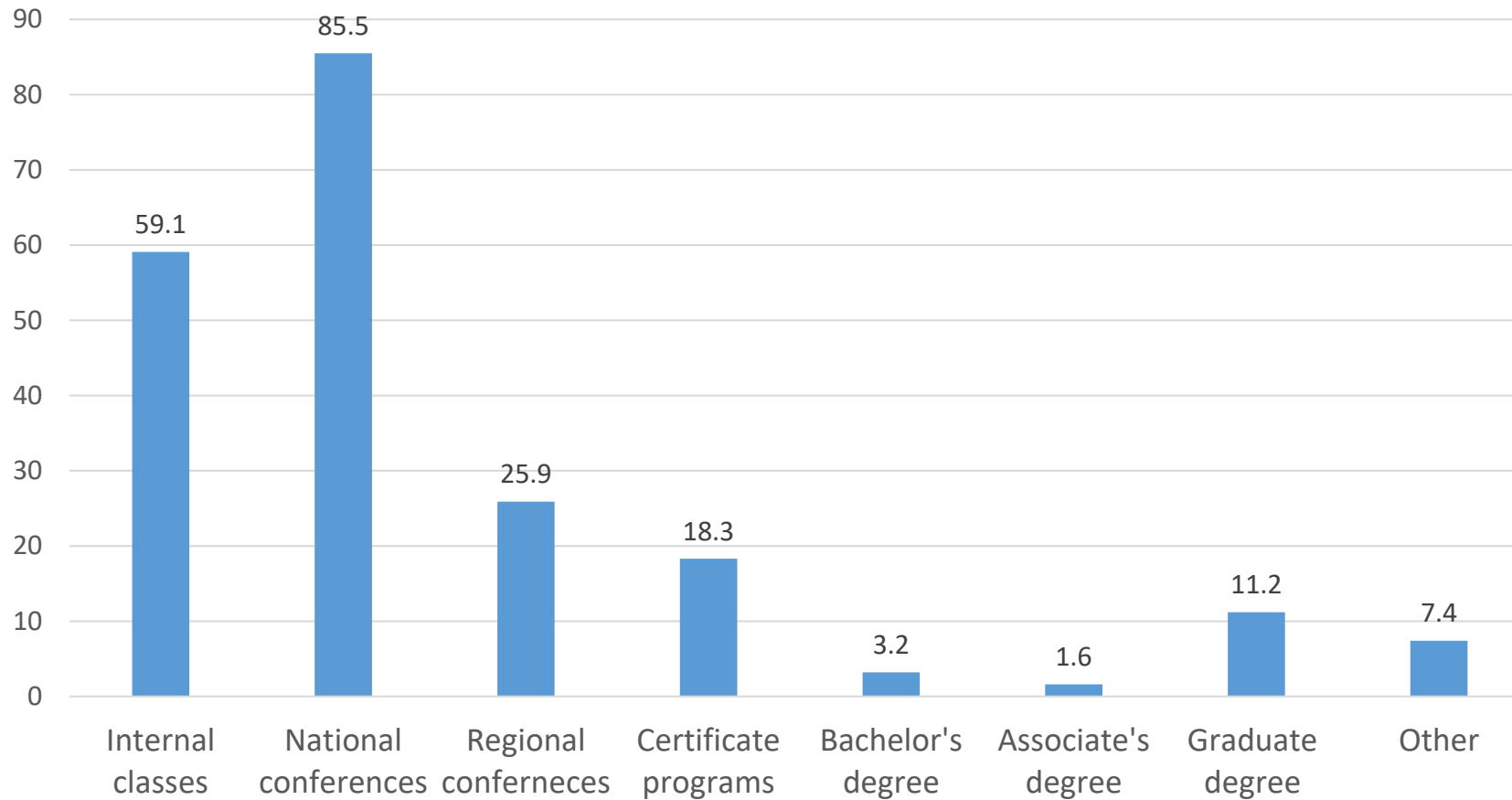
Note: Respondents could select more than one response; total percentage exceeds 100.

Participated in Internal or External Professional Development Activities (Percent)



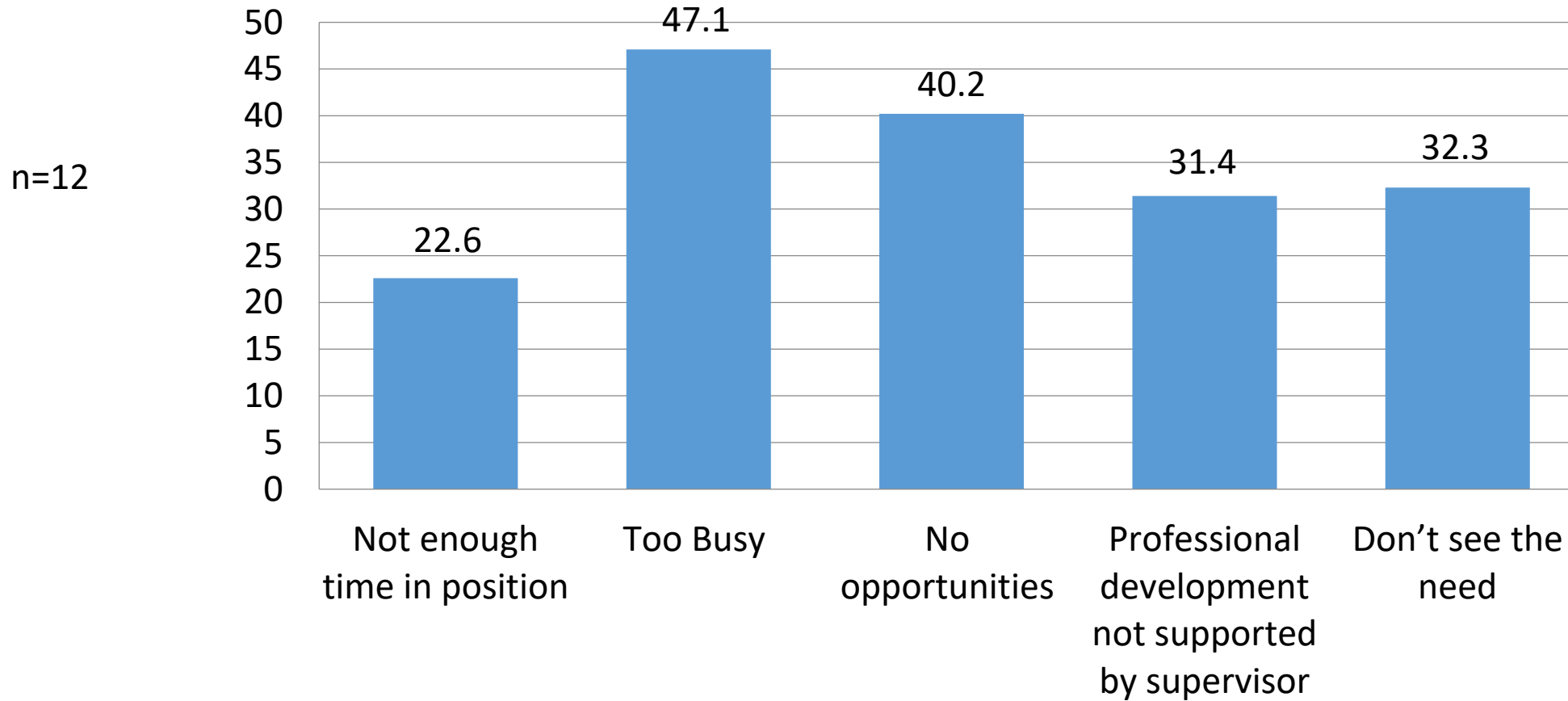
What professional activities have you participated in? (Percent)

n=72



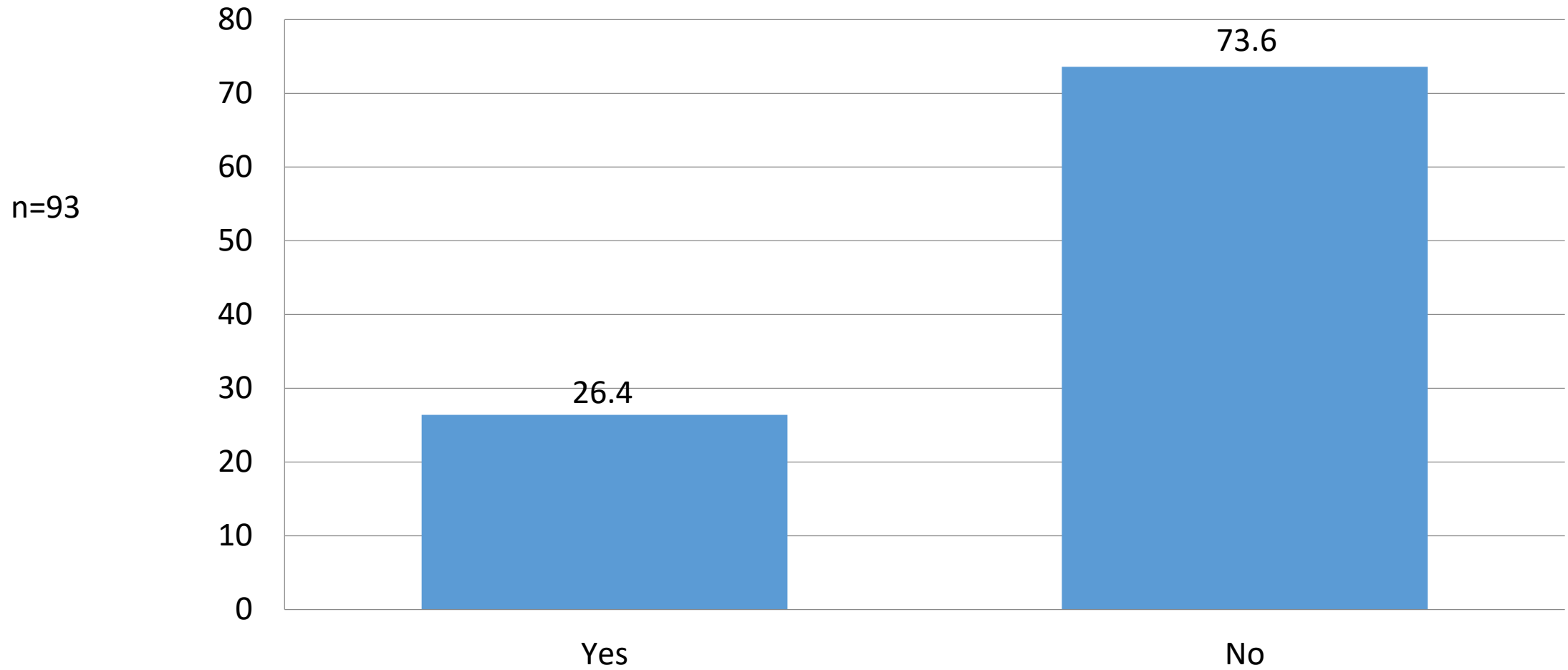
Note: Respondents could select more than one response; total percentage exceeds 100.

Why Members Haven't Participated in Professional Development Activities (Percent)

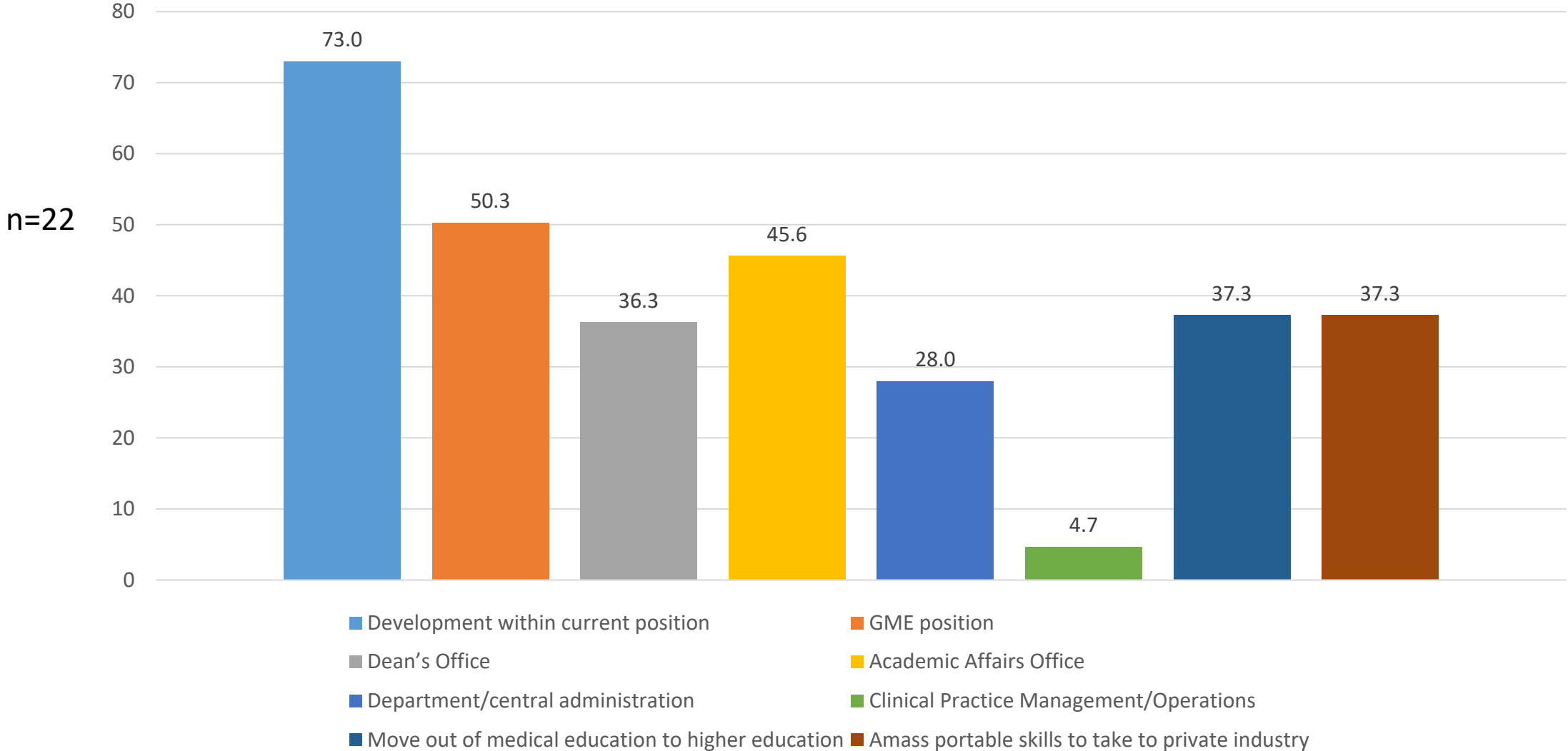


Note: Respondents could select more than one response; total percentage exceeds 100.

Current Position Provides Advancement (Percent)



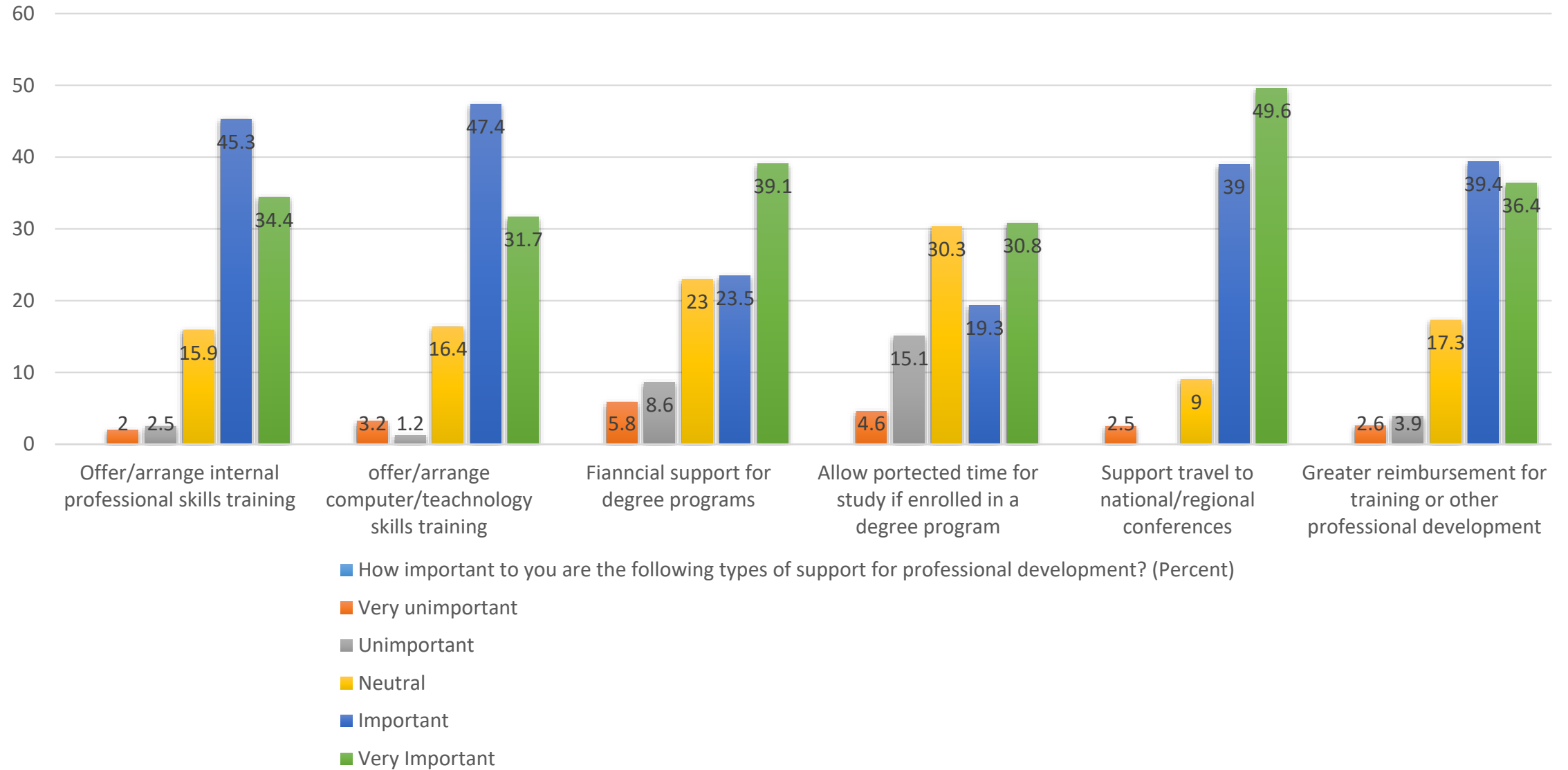
Career Advancement Opportunities (Percent)



Note: Respondents could select more than one response; total percentage exceeds 100.

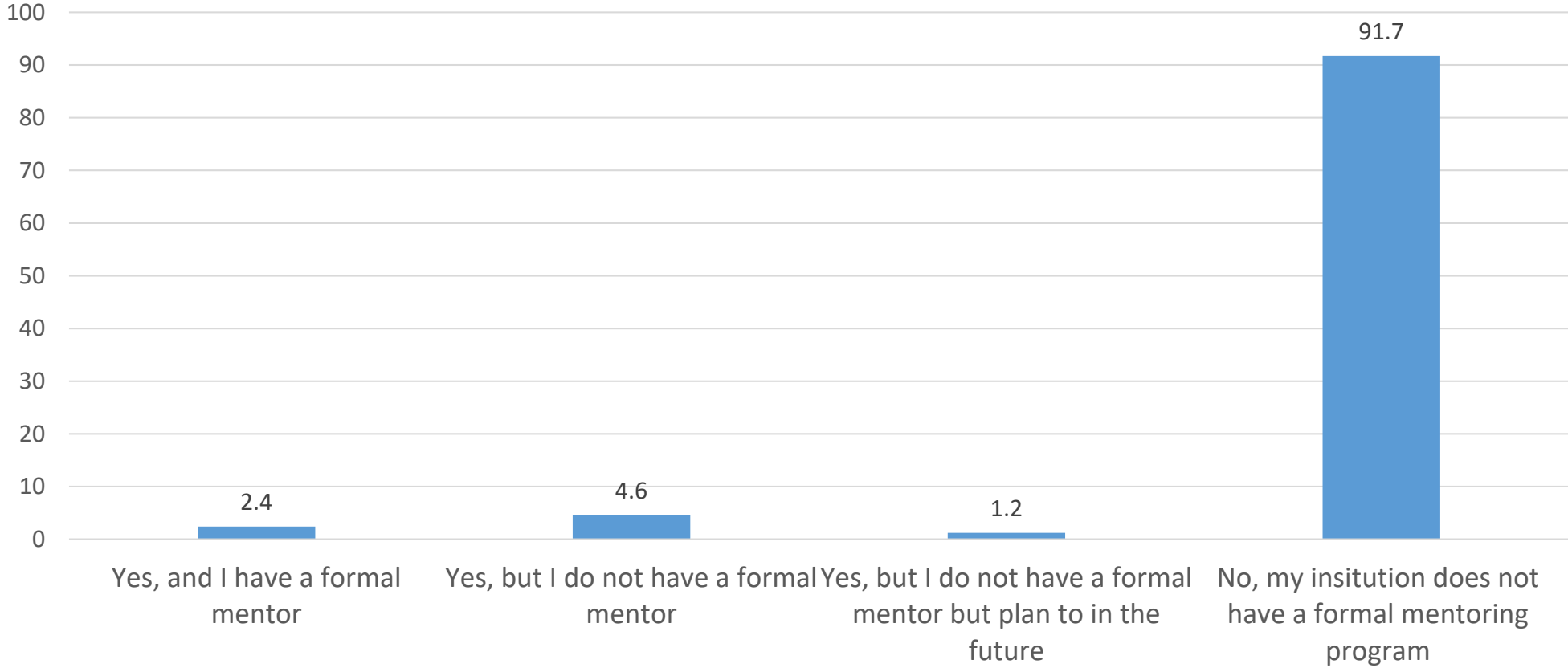
Importance for professional development (even if your institution does not offer these opportunities) (Percent)

n=92



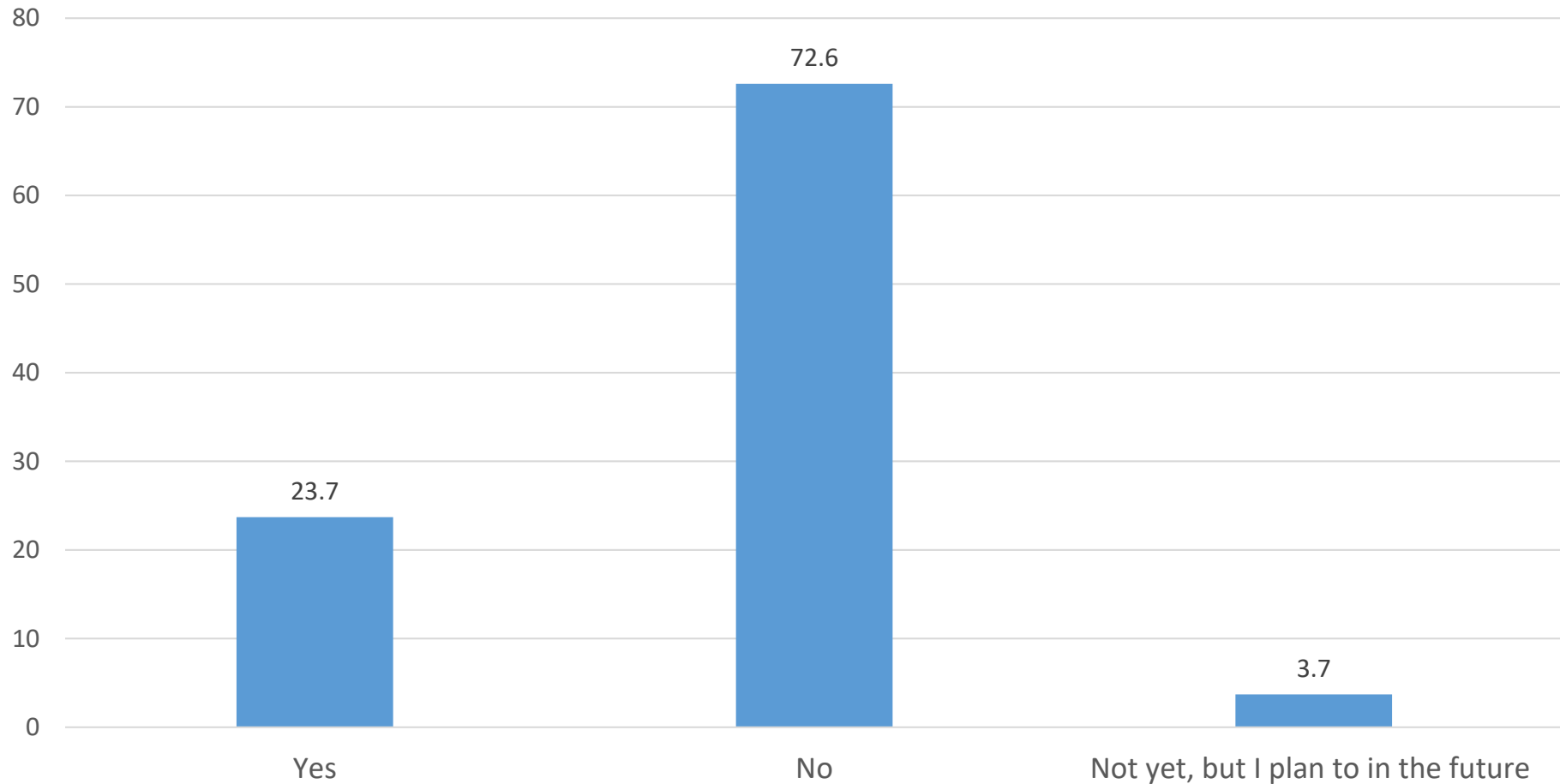
Does your institution have a formal mentoring program for coordinators? (Percent)

n=94

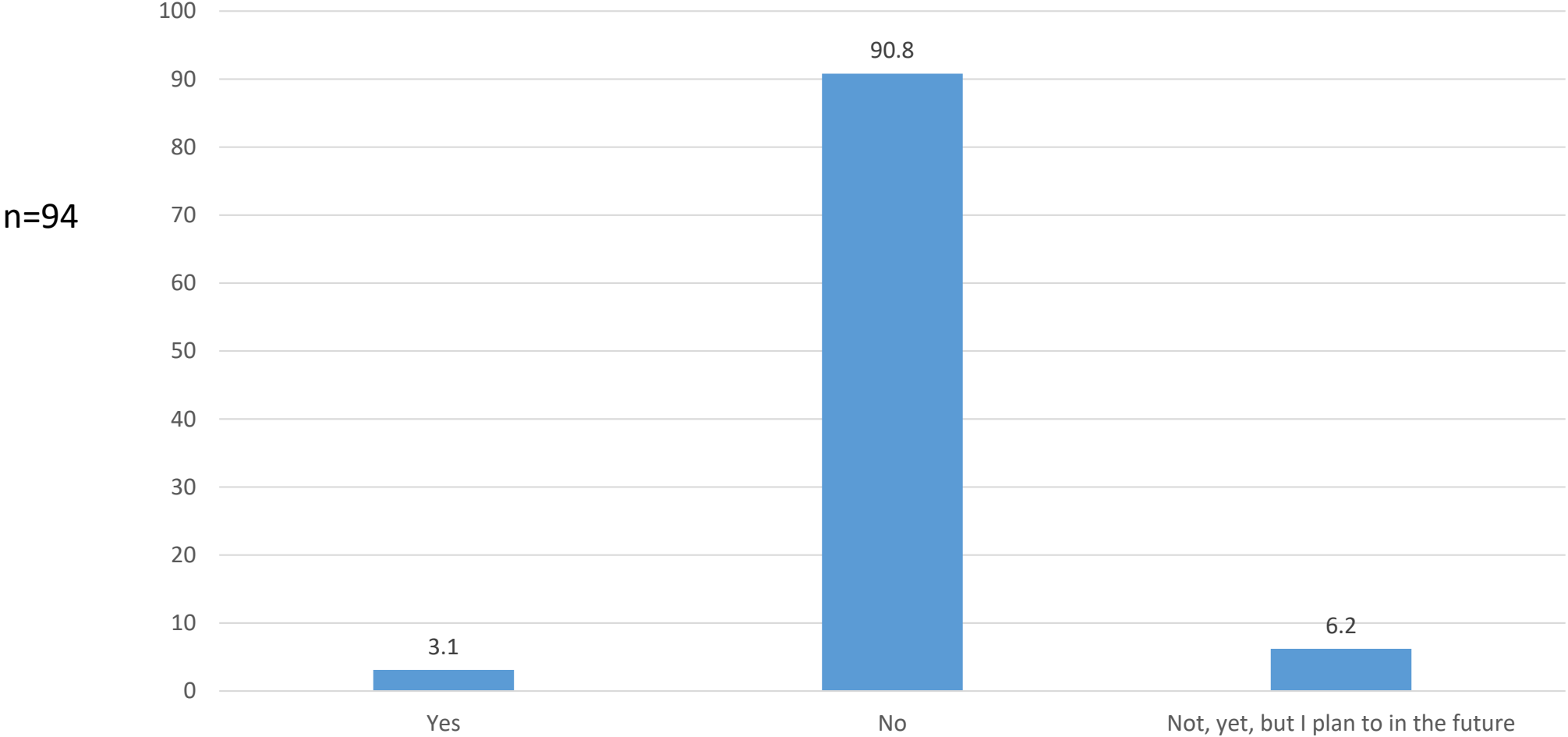


Do you have an informal mentor at your institution? (Percent)

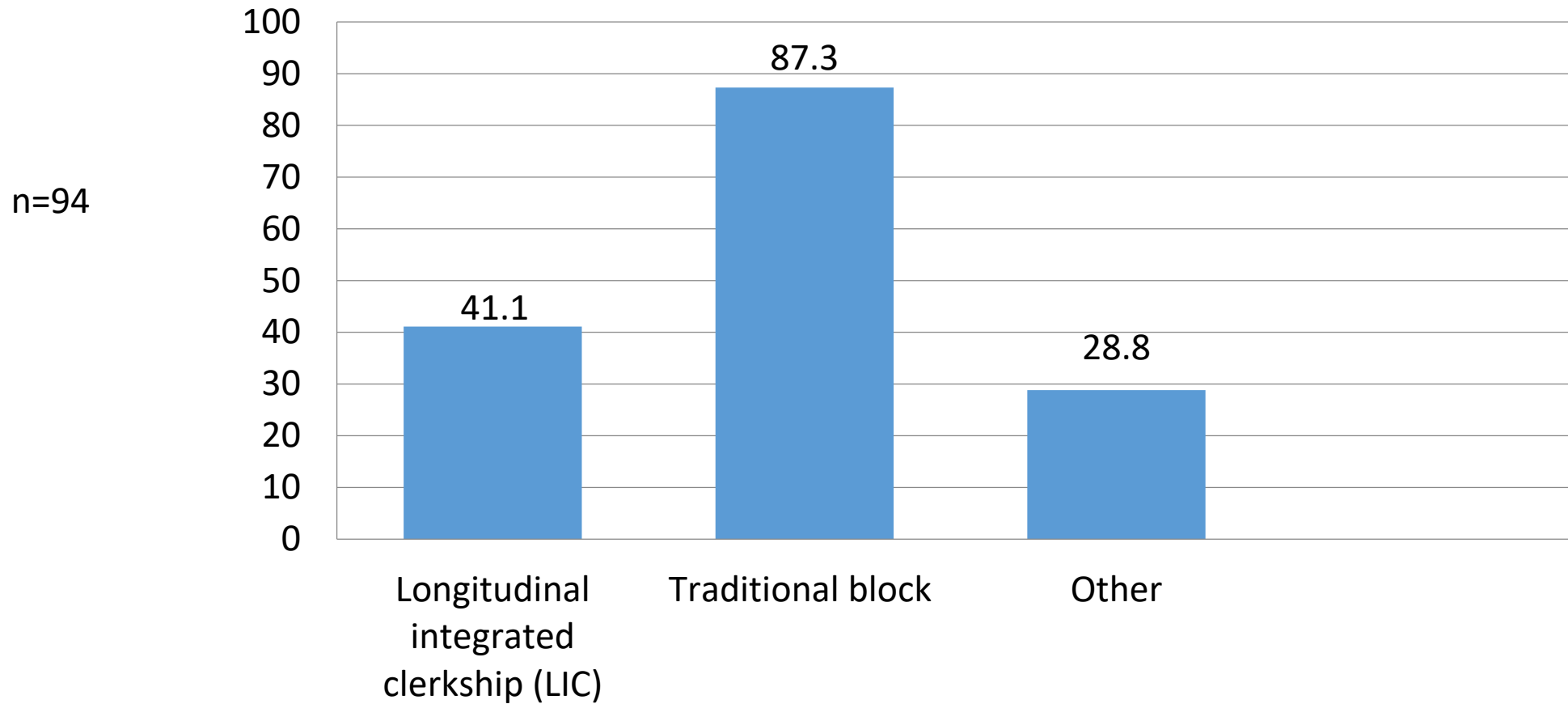
n=92



Do you have a mentor through the CAMP Program?

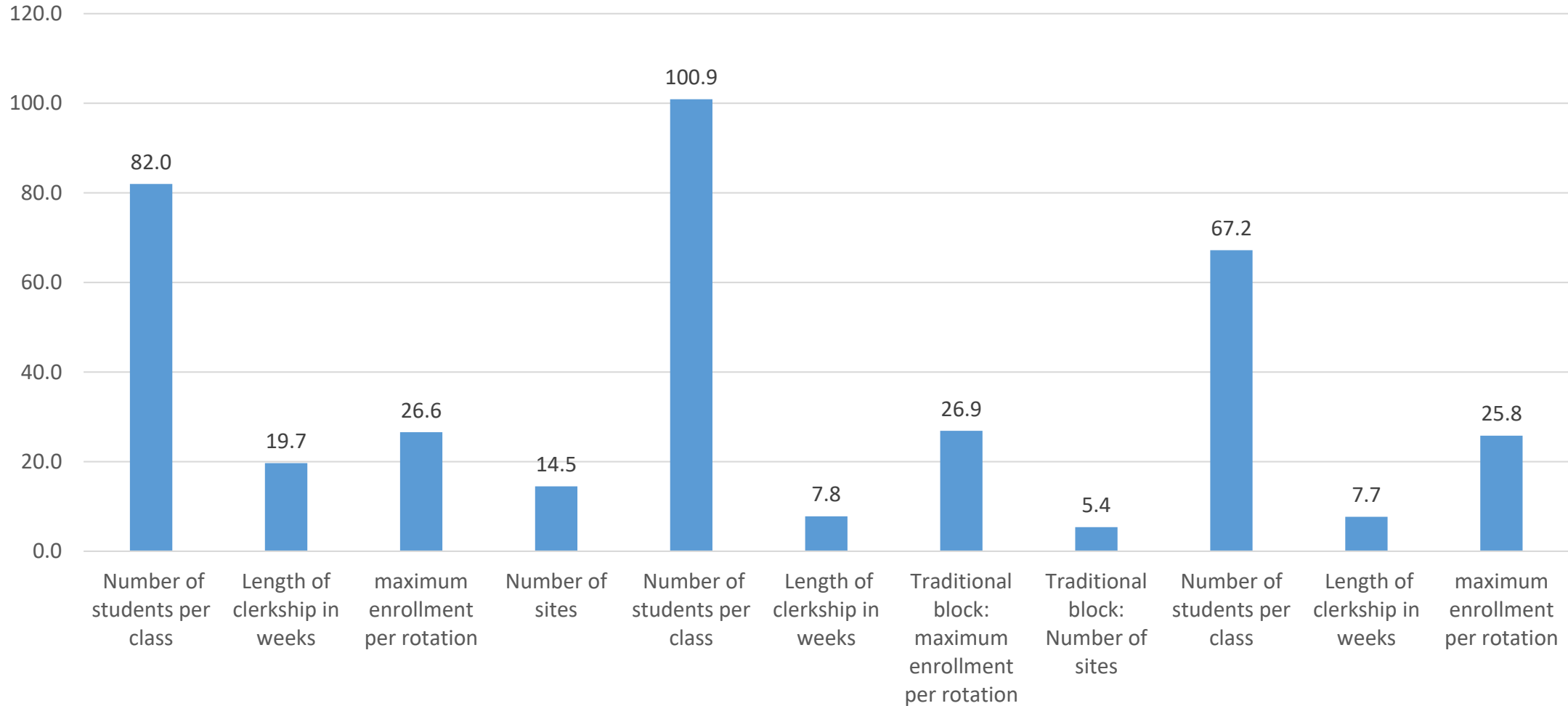


Models of core internal medicine clerkship



Note: Respondents could select more than one response; total percentage exceeds 100.

Weighted Mean: Integrated Clerkship & Traditional block



n=37

For the Academic year 2018-2019, what is the total number of medical students enrolled at your institution?

Mean: 317

Median: 195

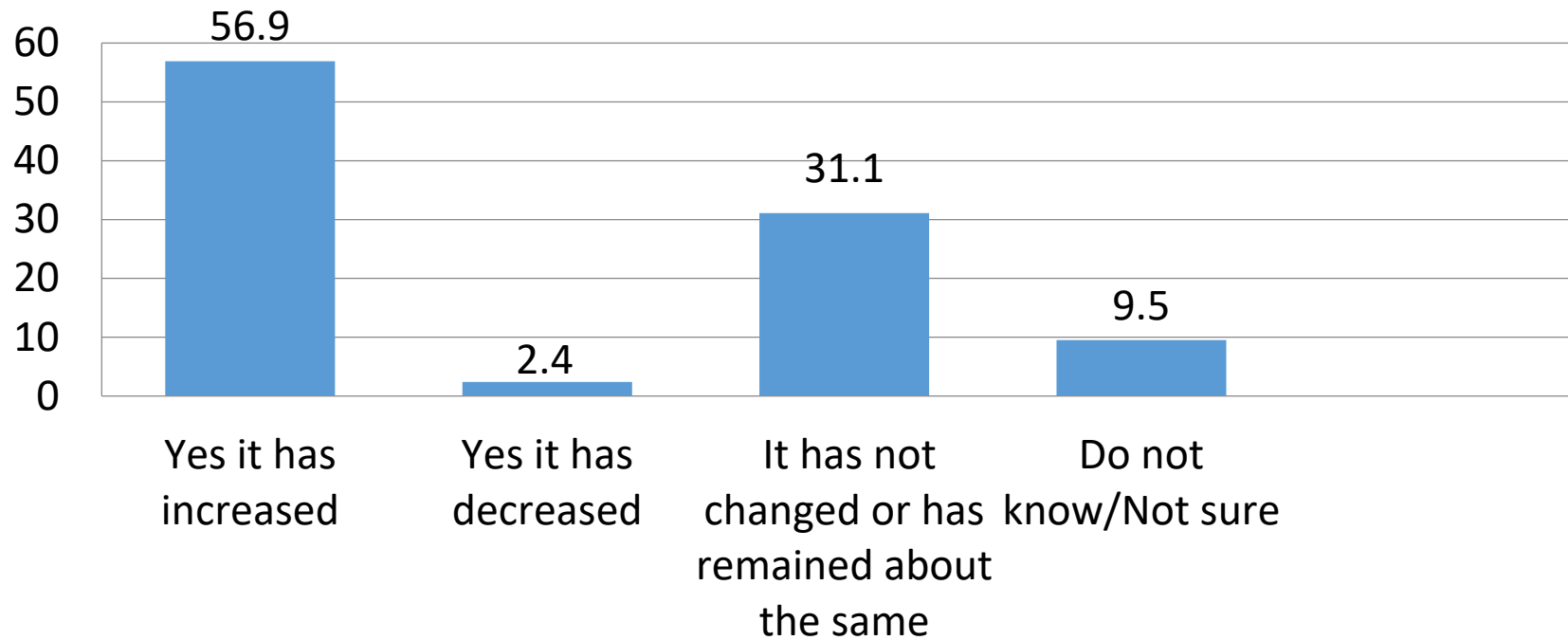
- n=75
- Min: 12
- Max: 1200

Responses for those who could not answer the question above

- Do not know
- I don't know the total number over 4 years
- Institution is a teaching site

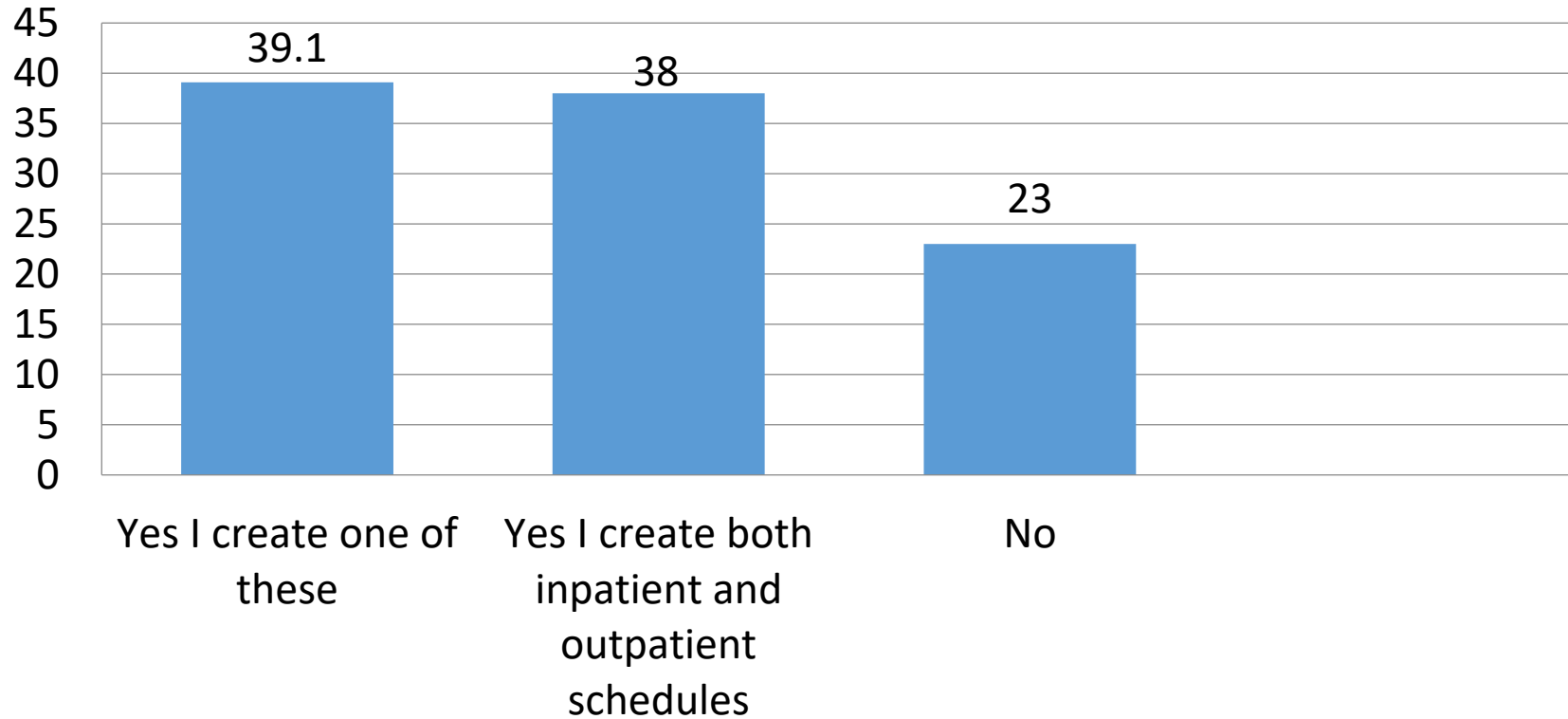
During the past three years, has the average number of students who rotate on required rotations changed? (Percent)

n=93



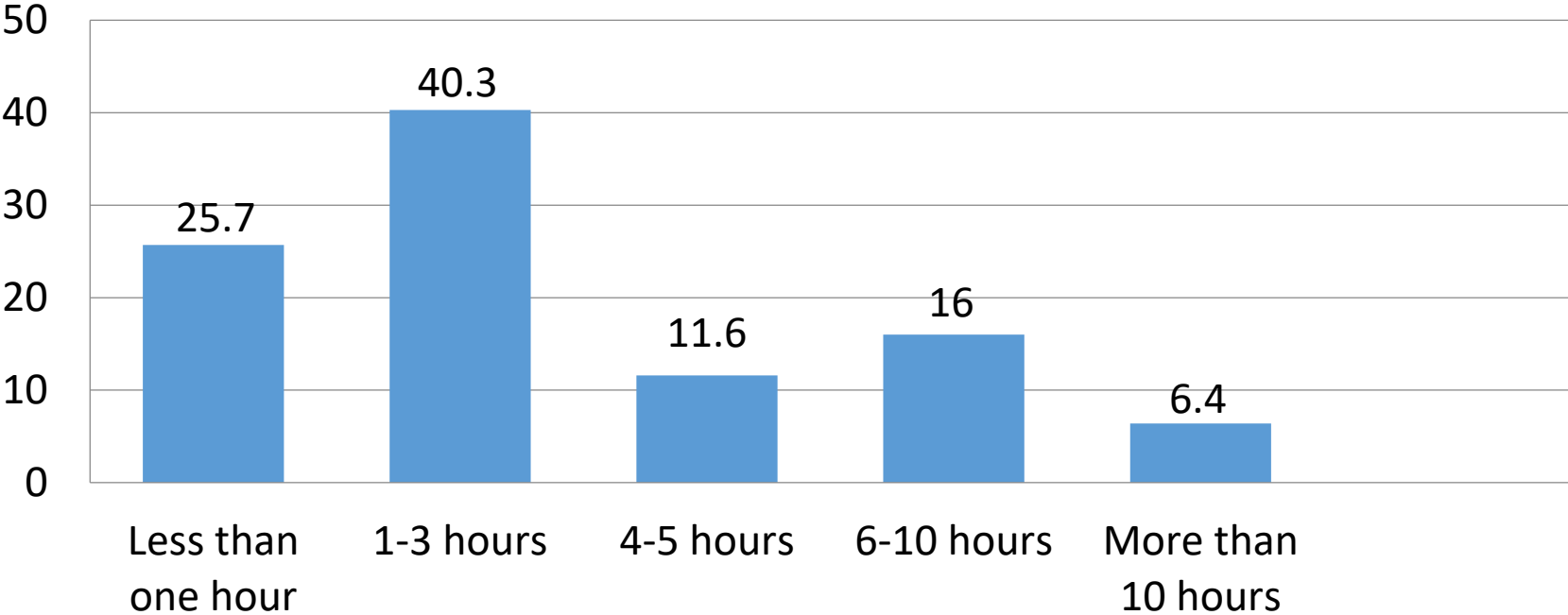
Schedule Inpatient and/or outpatient schedules (Percent)

n=93



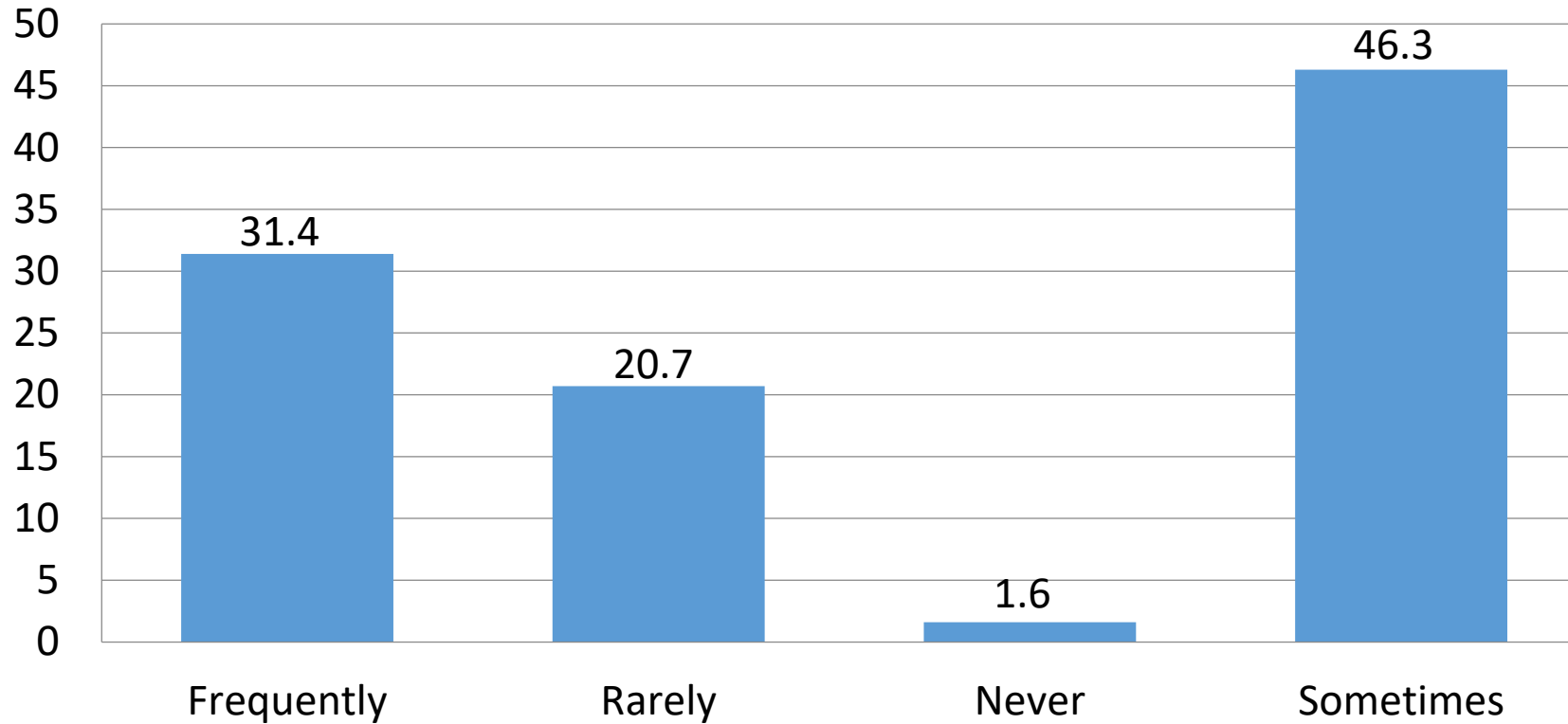
How many hours per week typically spent on scheduling changes or rescheduling (Percent)

n=72



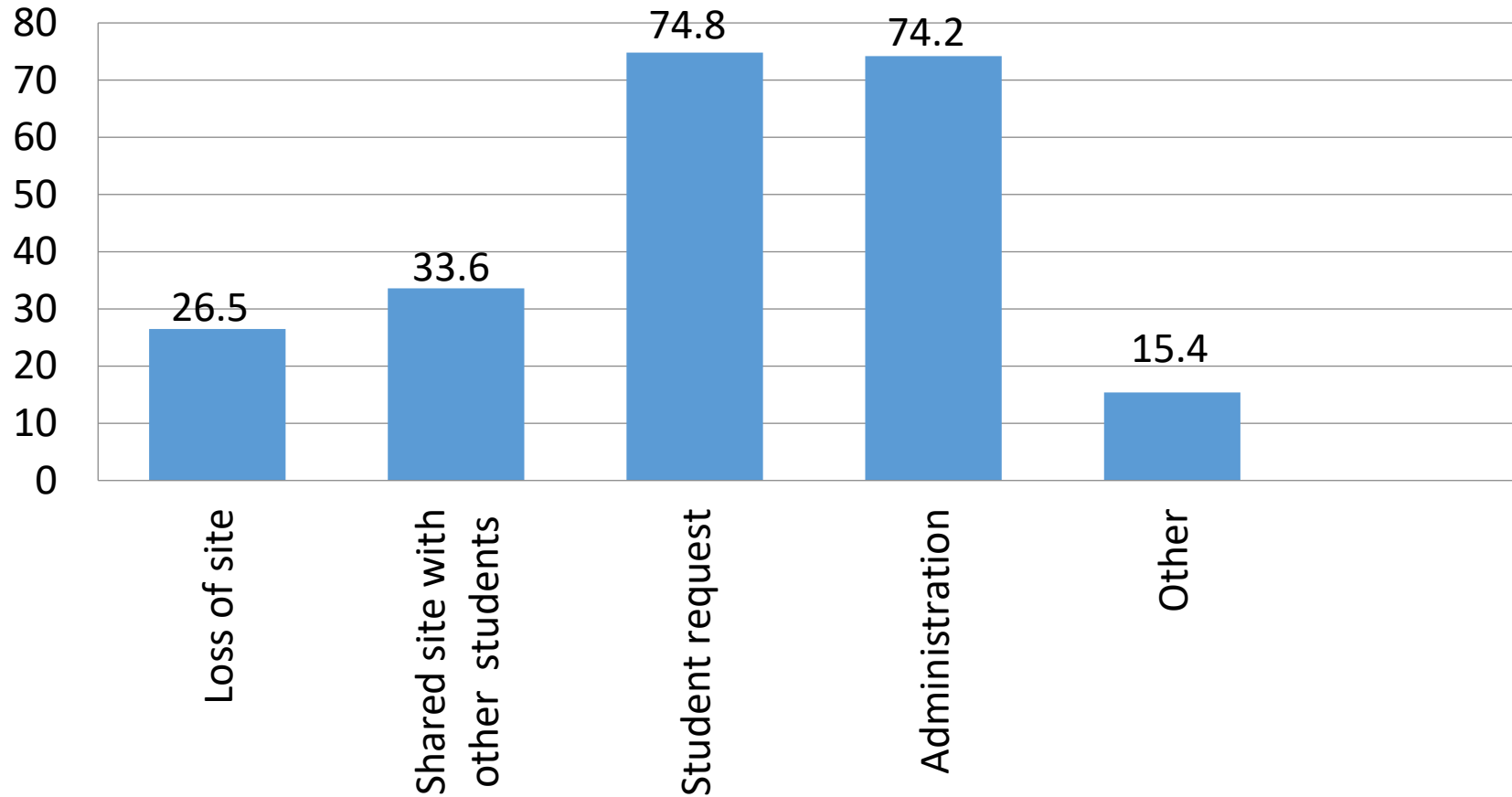
How often do scheduling changes occur? (Percent)

n=72



Why do scheduling changes occur? (Percent)

n=71

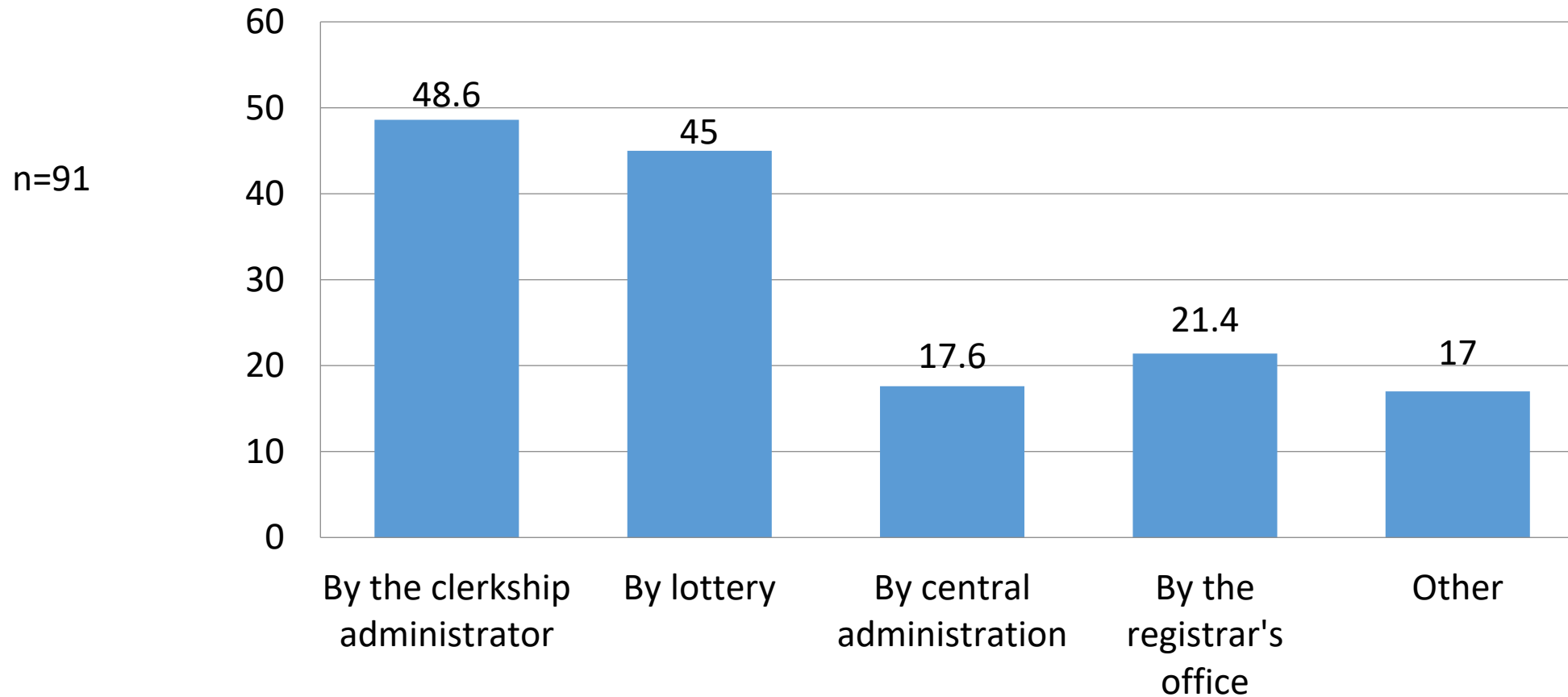


Note: Respondents could select more than one response; total percentage exceeds 100.

Responses to “other”

- Student changes rotation schedule
- Additional UGME students from other programs/schools
- Attending and/or patient load change
- Unable to host student
- Faculty schedule changes
- Change in preceptor availability/needs/illness
- Conflict with other learners also being at site
- Extenuating circumstances

How are students assigned to clerkships and sites (Percent)



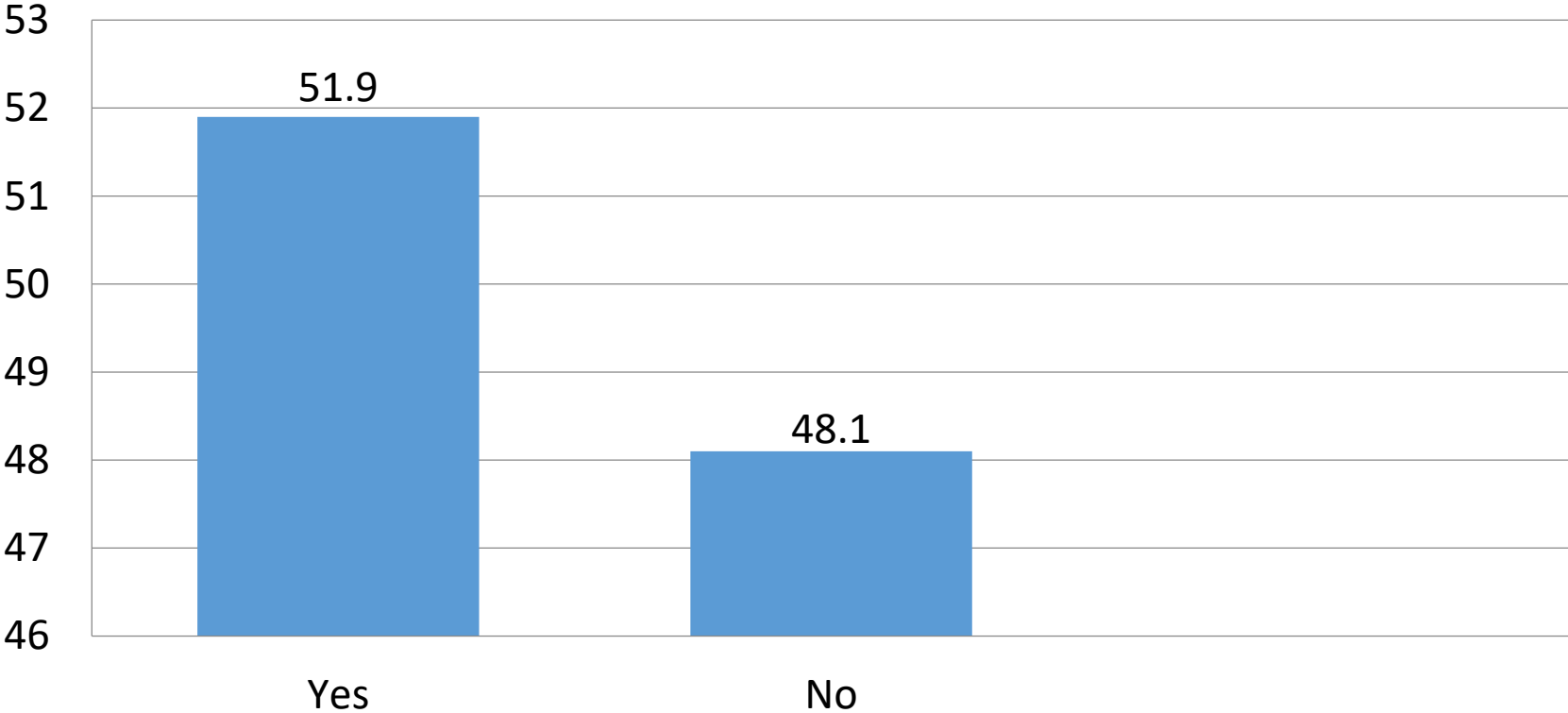
Note: Respondents could select more than one response; total percentage exceeds 100.

Responses to “other”

- By lottery, then assignment by clerkship coordinator
- Deans office schedules this
- Student Requests
- Medical schools handle/SOM Academic Affairs
- School assigns the clerkships and clerkship coordinator assigns the sites/teams
- Education Counselor (ETC)
- Speed of response to survey monkey

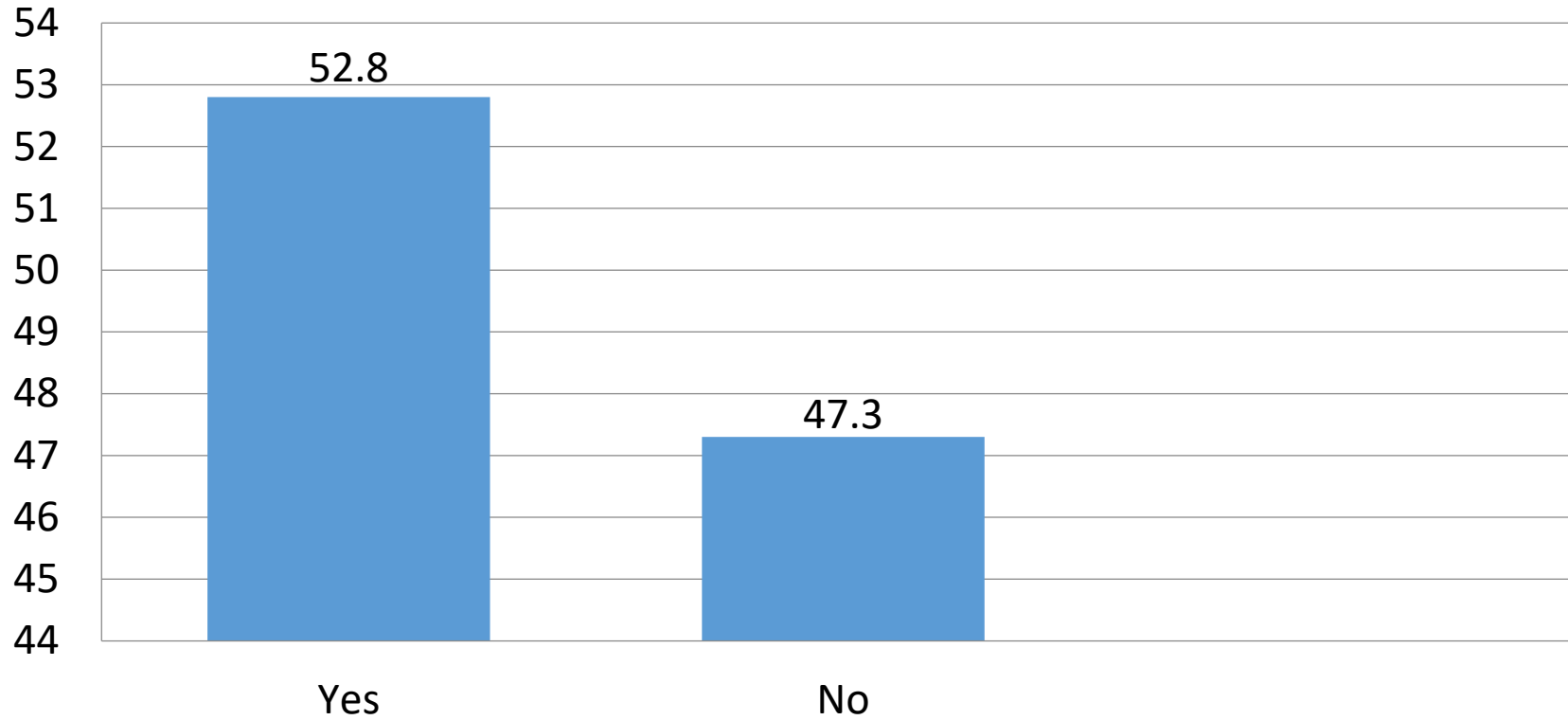
Do the sites which you send students have different credentialing requirement (Percent)

n=89



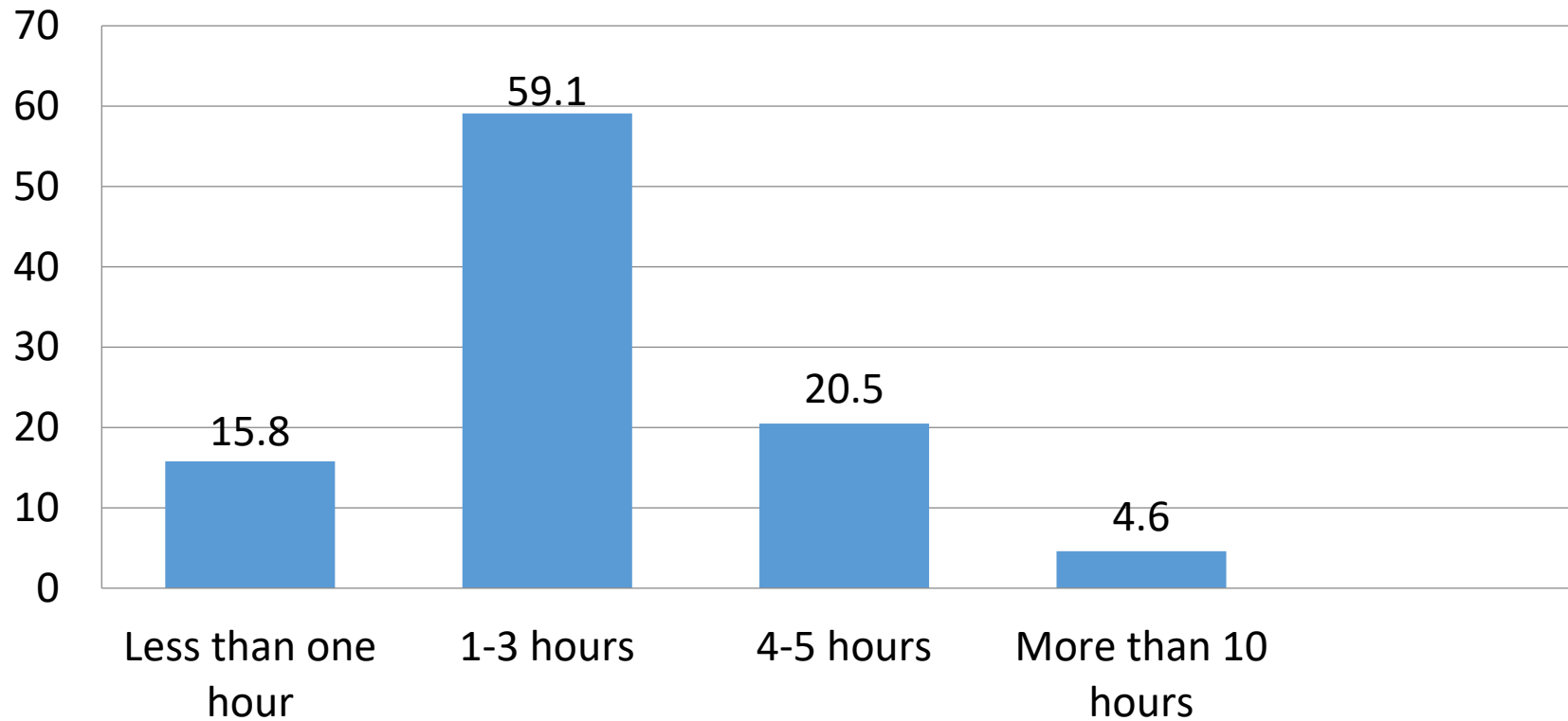
Are you responsible for ensuring that credentialing requirements are met? (Percent)

n=48



Hours per week spent on credentialing requirement matters (Percent)

n=39

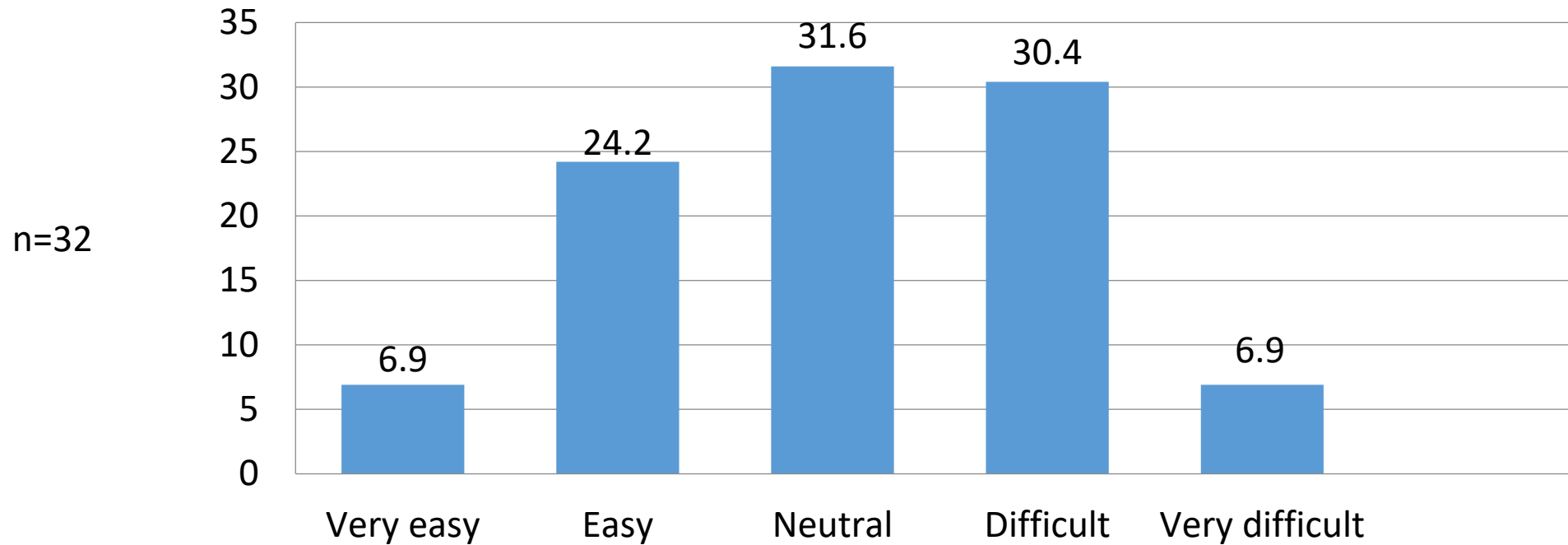


What year did your integrated curriculum begin?

Mean: 2014
Median: 2016

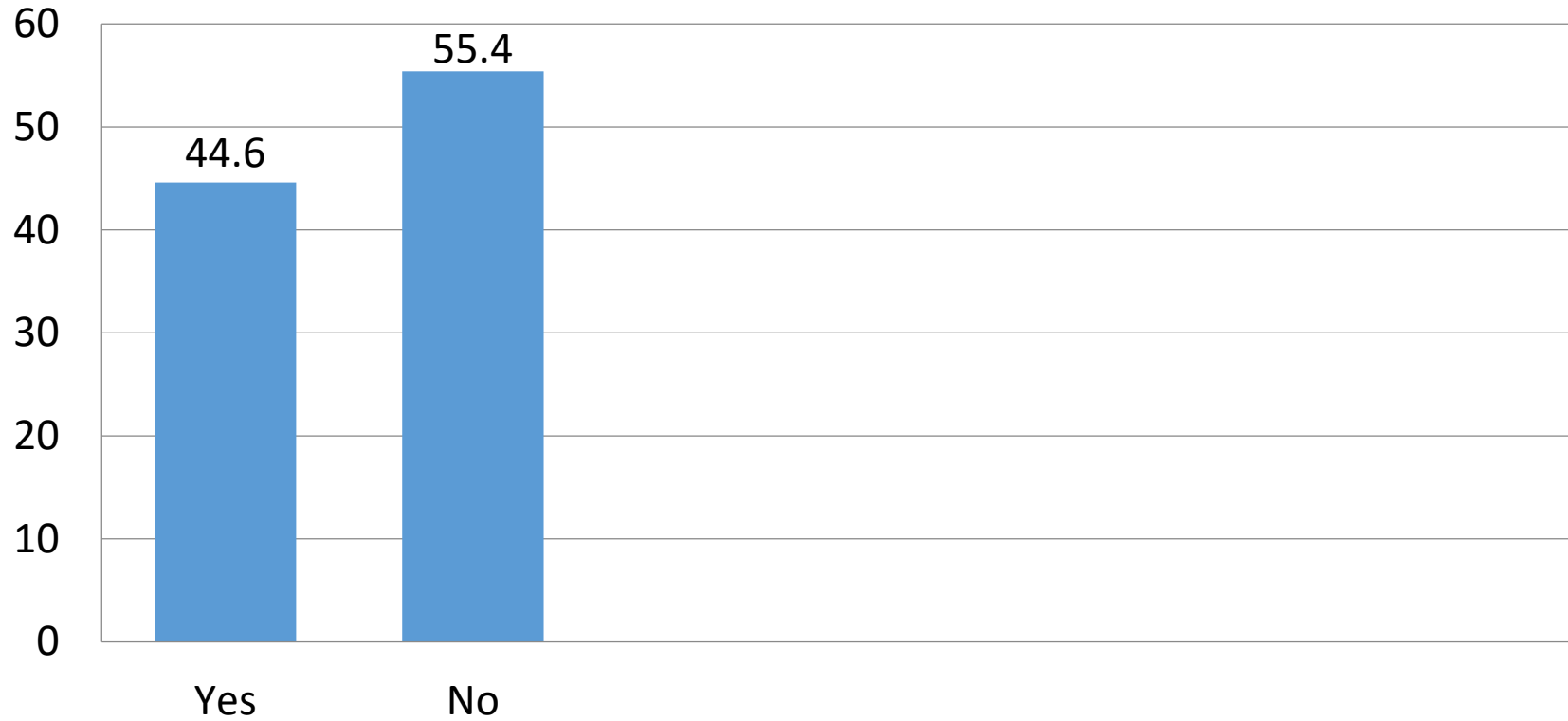
- n=29
- Min: 1970
- Max: 2019

How easy or difficult to receive student evaluations in an integrated curriculum? (Percent)



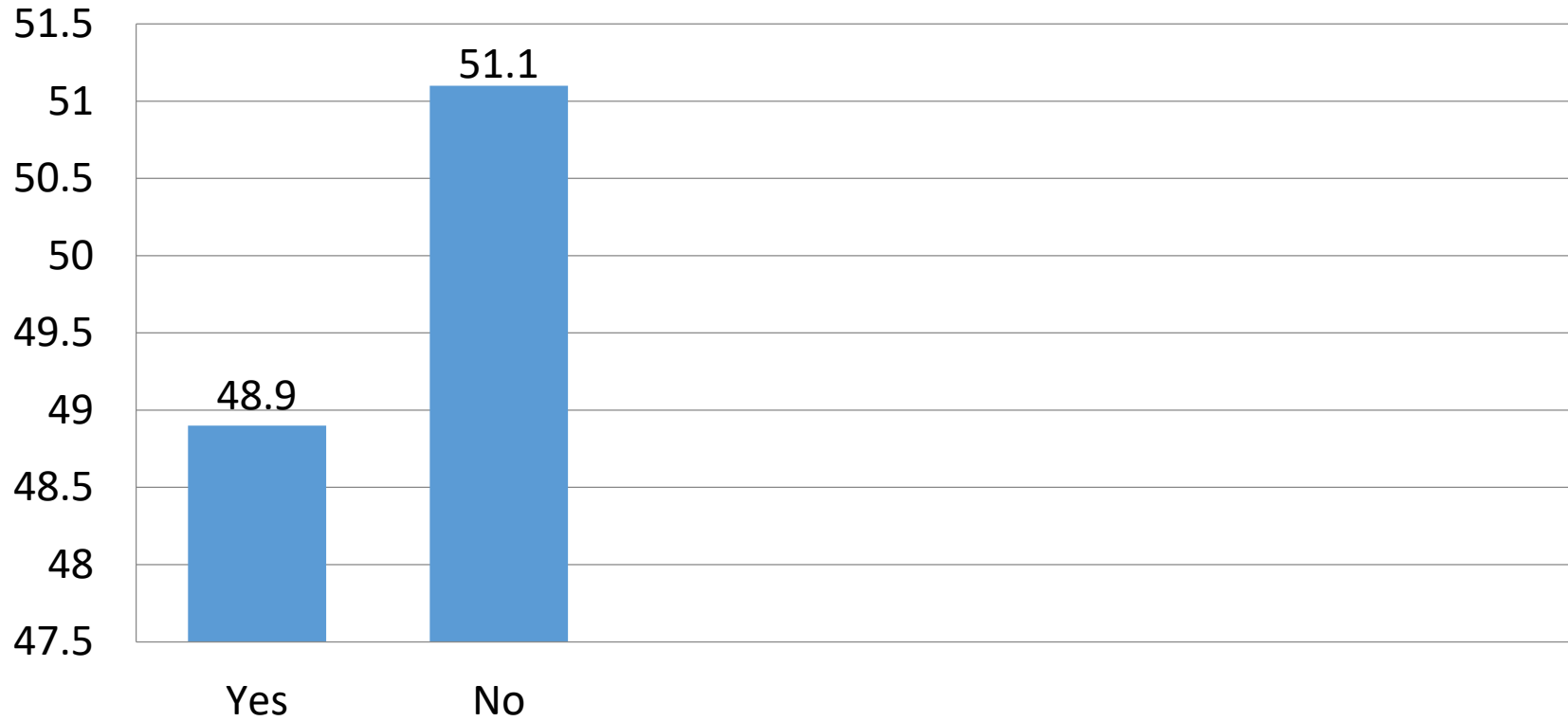
Integrated Curriculum use EPA's in the evaluation form ? (Percent)

n=31

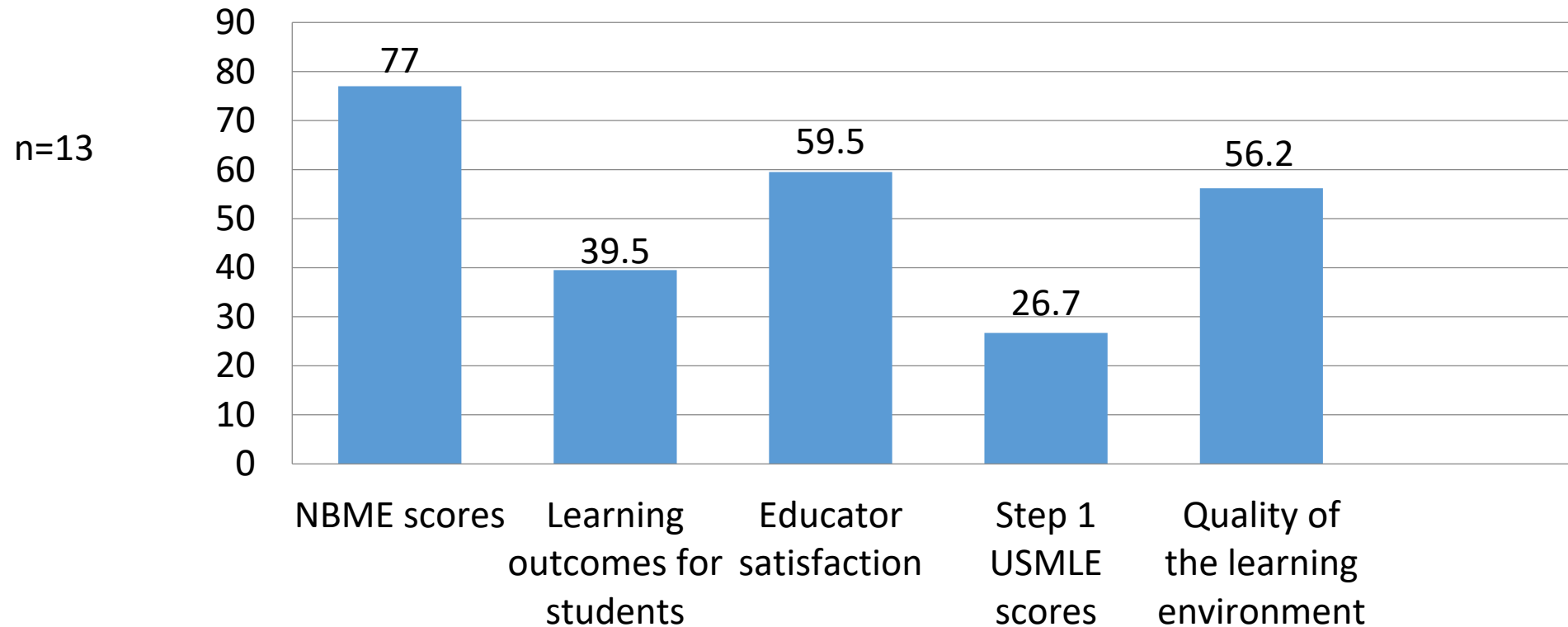


Discussion on implementing a longitudinal curriculum design? (Percent)

n=50



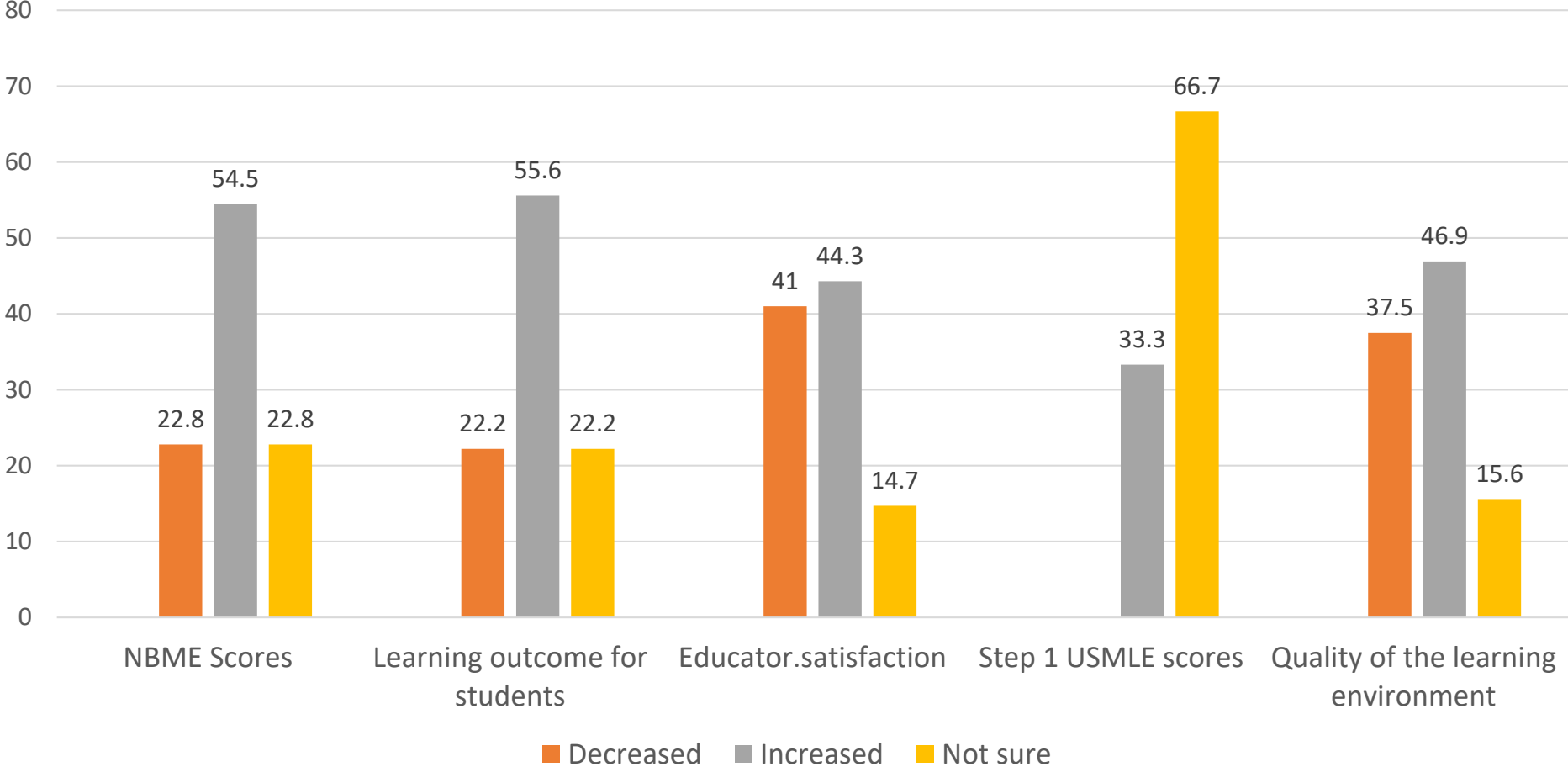
What changes have you seen in the following with your LIC program? (Percent)



Note: Respondents could select more than one response; total percentage exceeds 100.

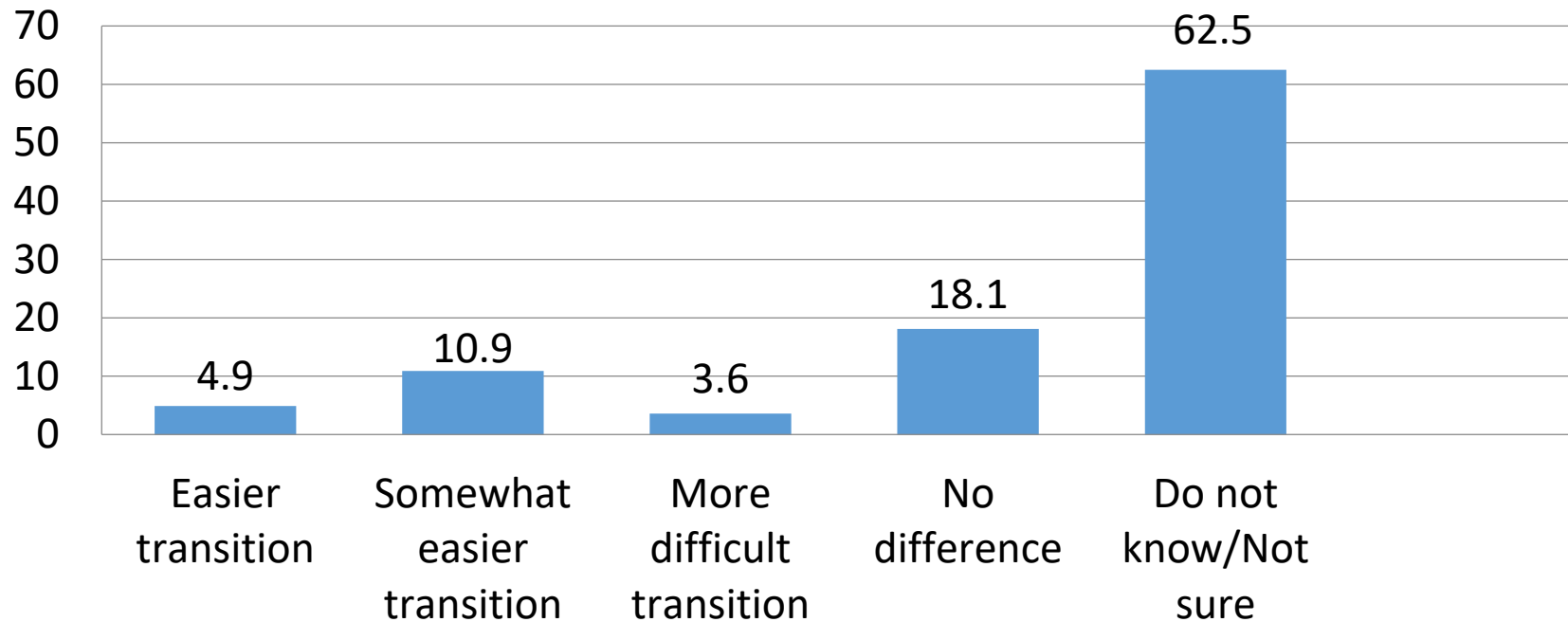
How have the following increased? (Percent)

n=13

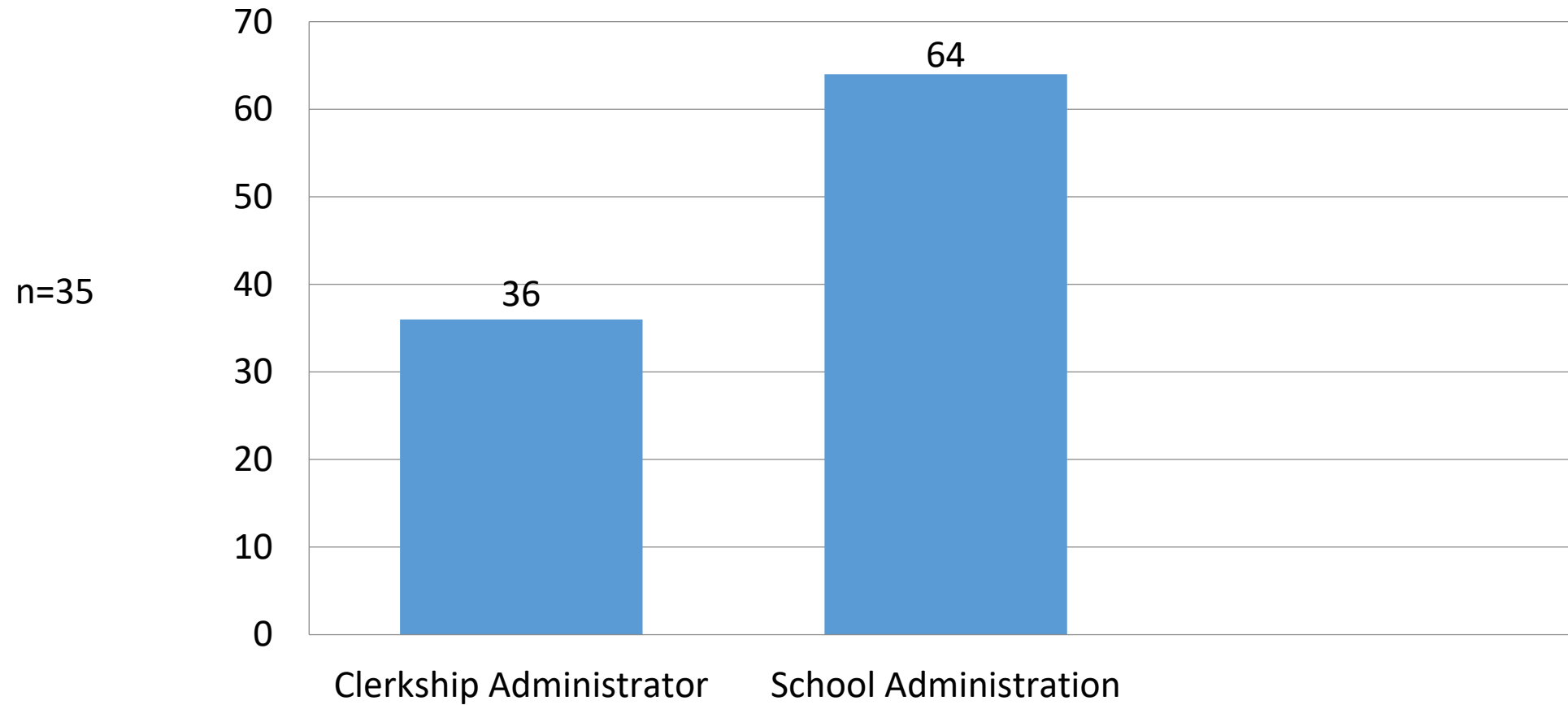


How does an LIC curriculum affect the transition from the pre-clinical to clinical years? (Percent)

n=31

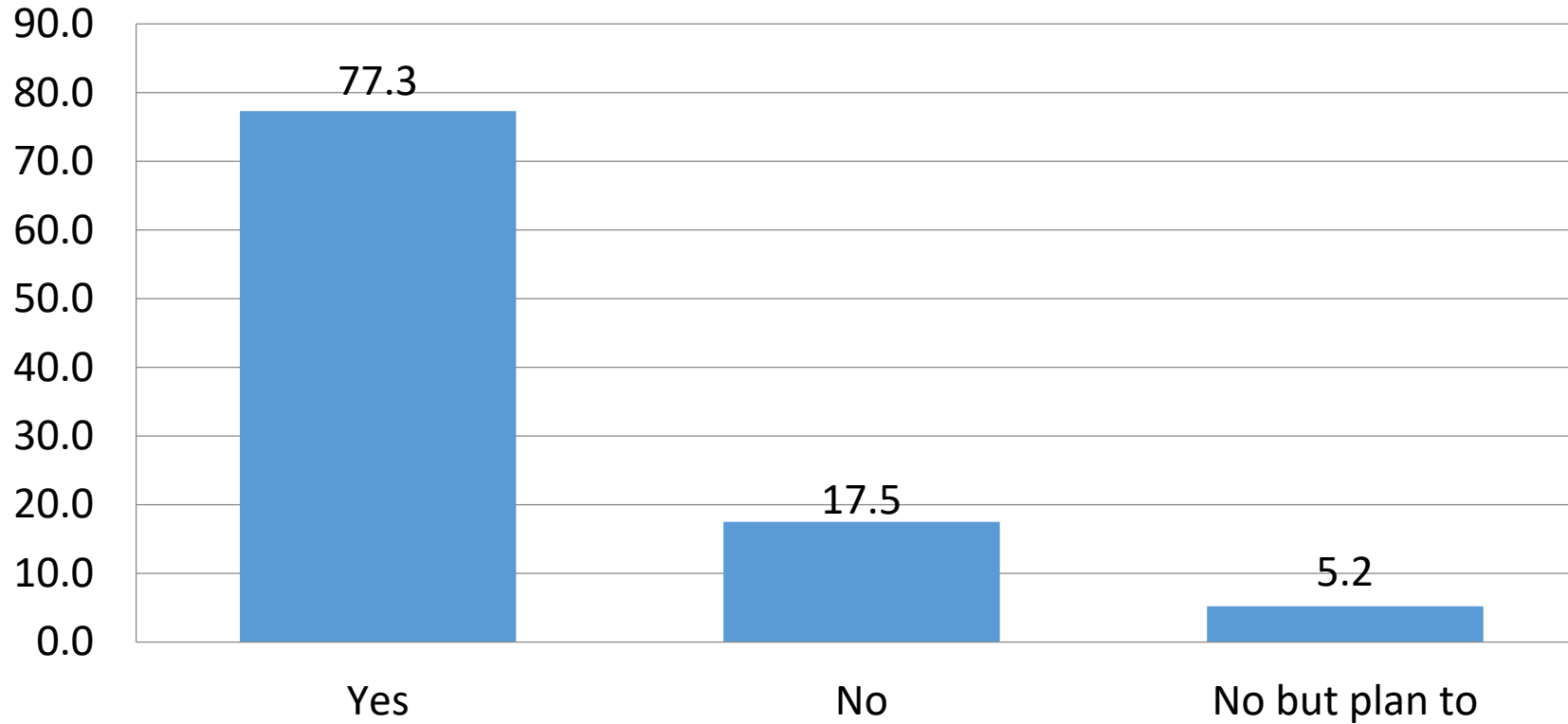


Who schedules shelf and Observed Structured Clinical Examinations (OSCEs)? (Percent)



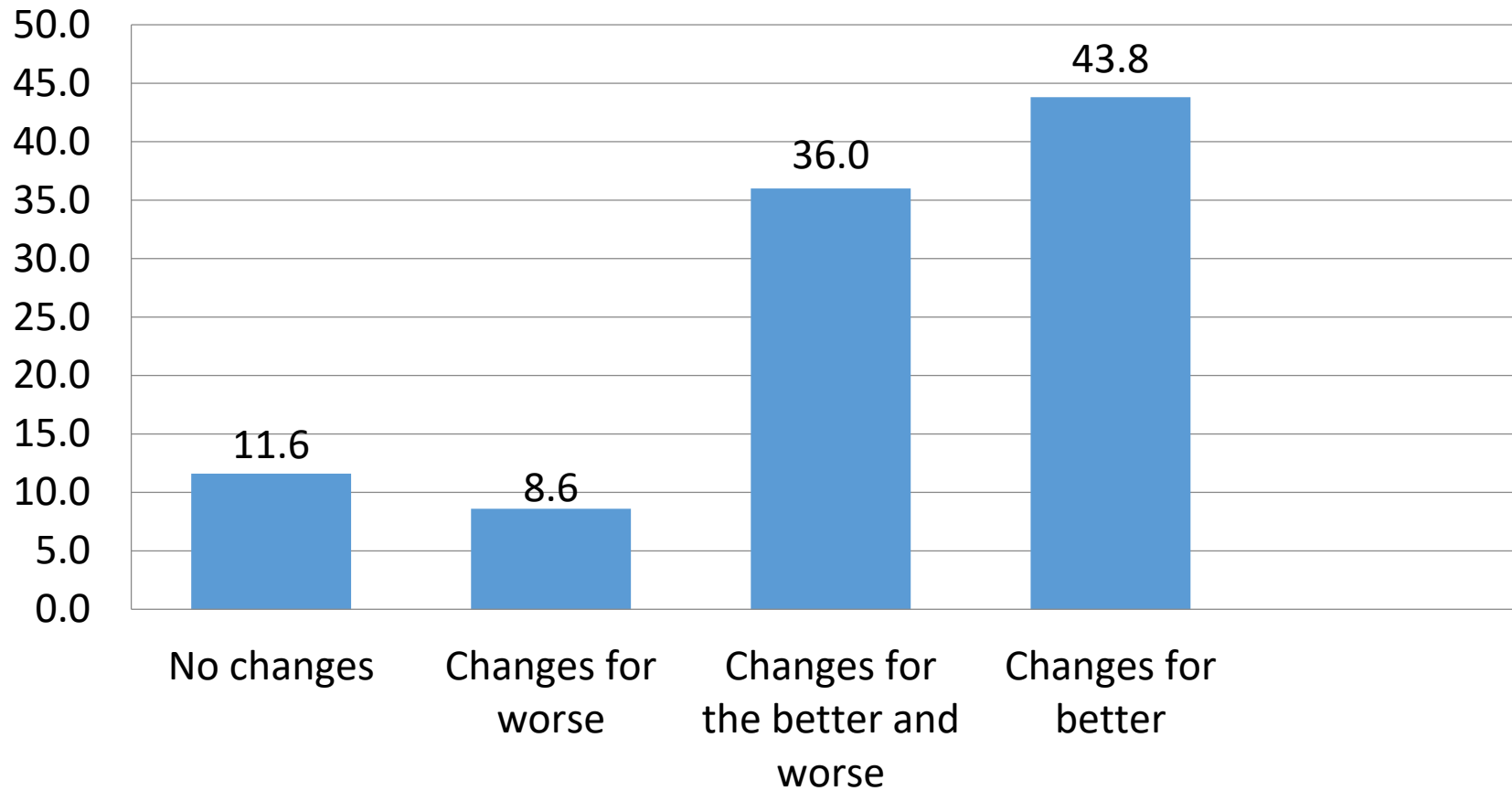
Implementation of a wellness program to address burnout? (Percent)

n=88



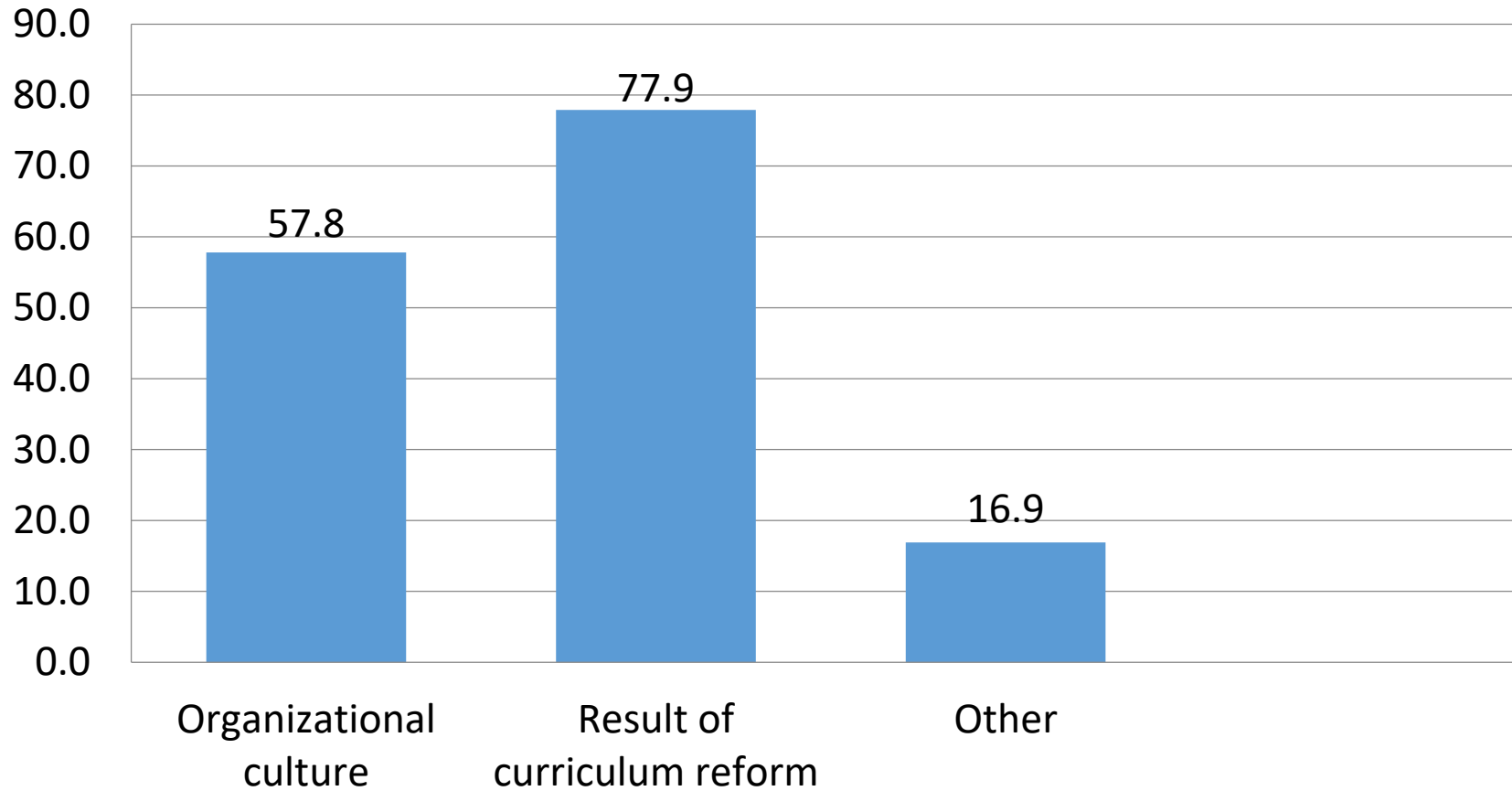
Changes in learning environment (Percent)

n=84



Attribute to changes (Percent)

n=72



Note: Respondents could select more than one response; total percentage exceeds 100.

Response to “other”

- LCME site visit
- Clerkship refinement
- Administration more worried about burnout than professionalism and medical knowledge
- Leadership and student expectation and attitudes
- Too many away rotations that impact academic half days
- Growth of program/increase of students
- Student entitlement/generational differences
- Students realizing there are no repercussions for their bad actions (lack of professionalism, etc.)

As a newer school, it has taken several years for students to figure this out, but it's common knowledge now

- Institution has established more consistent meetings which includes coordinators. This has helped with follow through when changes occur

Q80 Administrator Needs

- This year wellness has been a big topic for students. I think that wellness for coordinators should also be addressed. We are all very busy and deal with stress.
- There is a lot of conversation around physician and student burnout, but not much about burn out among staff/administrators. We are typically the ones on the ground making the curriculum run. I think burn out is a large reason there is high turn over in our type of work. I'd love to see a coordinator-focused approach to preventing burn out.
- Clerkship/Program directors do not value the contributions of the administrator. Burnout of students and residents is more important. Meanwhile, it is the administrators/coordinators who are bending over backwards to accommodate them.
- What is the best way to show my skills to others at my institution and others?
- Ongoing lack of adequate support (financial & manpower) for administrators. Medical school administrators do not fully comprehend what it takes to ensure that students meet all requirements of clerkships and the NRMP. Continued efforts by the CDIM CA members will positively influence the perception of the administrators job.
- See the US be split into 2 groups and each group would meet once within 6 months and then all meet within 12 months. Could be by tech-link or in person. Meetings could be like a positive charge for coordinators. Have a discussion board of things we are struggling with and met with or talk in positive ways to help.
- Look into extending coordinators meeting into 2 days
- Need to get other administrators to realize how important this organization is and how much we can help each other.
- Job promotion/job titles/role responsibilities

Contact Information

Britt Simonson, M.Ed

Brigham and Women's Hospital | Harvard Medical School

Medical Education Program Manager

bsimonson1@bwh.harvard.edu

617-732-6489