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
• 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: 21%
- Midwest: 36%
- South: 29%
- West: 14%
Survey Respondents by Gender

- Female: 92%
- Male: 8%
Medical School: Survey Population

- Public: 66.2
- Private: 33.8
Number of Survey Respondents from the same institution

N=94

<table>
<thead>
<tr>
<th>Group</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Six</th>
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<tbody>
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<td>Count</td>
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<td>7</td>
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<td>0</td>
<td>0</td>
<td>2</td>
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<td>0</td>
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</tbody>
</table>
DURATION OF THE NUMBER OF YEAR(S) MEMBERS HAVE BEEN IN THEIR ROLE (PERCENT)

n=95
Position Title (Percent)

- Assistant, Specialist, or Other: 11%
- Administrator: 7%
- Coordinator: 7%
- Manager: 3%
- Director: 24%

n=95
Do you hold an ACUME Certification in UME? (Percent)

n=95

Yes: 7.6%
No: 83.4%
What is the highest Level of Education you have completed? (Percent)

- High School: 4.8%
- High School with some college: 18.7%
- Two-year college degree: 10.6%
- Bachelor's degree: 40.7%
- Some graduate school: 6.8%
- Graduate degree: 17.2%
- Other*: 1.2%

n=95
What is the minimum level of education required for your position?
(Percent)

- None: 2.4%
- High School: 17.2%
- Two-year college degree: 11.8%
- Bachelor's degree: 43%
- Graduate degree: 2.4%
- Don't know/Not sure: 19.8%
- Other*: 3.4%

n=95
Which types of programs are you responsible for? (Percent)

- Medical Students: 100%
- Residents: 19.7%
- Fellows: 13.1%
- Non-Educational: 10.3%

Note: Respondents could select more than one response; total percentage exceeds 100.
Which of the following best describes your institution of employment? (Percent)

- Medical School: 71.4%
- Hospital: 26.2%
- Other (please specify): 2.4%

n=95
Your institution (Percent for Survey Respondents Only)

- Public: 68.4%
- Private: 31.6%
How satisfied are you with your current position?
(Percent)

n=95

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>43.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>38.5%</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>6.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>10.4%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
What do you enjoy about your position? (Percent)

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with students</td>
<td>88.8</td>
</tr>
<tr>
<td>Working with physicians</td>
<td>60.5</td>
</tr>
<tr>
<td>Educational...</td>
<td>52.7</td>
</tr>
<tr>
<td>Advancement opportunities</td>
<td>6.2</td>
</tr>
<tr>
<td>Independence/autonomy</td>
<td>73.8</td>
</tr>
<tr>
<td>Flexibility</td>
<td>75.1</td>
</tr>
<tr>
<td>Other*</td>
<td>1.2</td>
</tr>
</tbody>
</table>

n=94

Note: Respondents could select more than one response; total percentage exceeds 100.
How difficult do you find your position to be? (Percent)

- Very difficult: 11.5%
- Somewhat difficult: 49.5%
- Not at all difficult: 39%

n=95
For how long do you plan to remain in your position?

(Percent)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>1-3 years</td>
<td>8.1%</td>
</tr>
<tr>
<td>4-5 years</td>
<td>9.3%</td>
</tr>
<tr>
<td>6+ years</td>
<td>12.8%</td>
</tr>
<tr>
<td>I am currently searching for a new position</td>
<td>5.1%</td>
</tr>
<tr>
<td>Until an advancement opportunity comes along</td>
<td>19%</td>
</tr>
<tr>
<td>I do not plan to leave</td>
<td>21.4%</td>
</tr>
<tr>
<td>I am uncertain</td>
<td>24.3%</td>
</tr>
</tbody>
</table>

n=94
How valued do you feel by...
(Percent)

n=95

- Clerkship Director
  - Not valued: 18.6%
  - Somewhat valued: 47.2%
  - Highly valued: 81.4%

- Department Chair
  - Not valued: 10.8%
  - Somewhat valued: 42%
  - Highly valued: 42.3%

- Dean's office
  - Not valued: 4.4%
  - Somewhat valued: 53.3%
  - Highly valued: 39.9%

- Residentcy Program Director
  - Not valued: 8.6%
  - Somewhat valued: 51.5%
  - Highly valued: 27.9%

- Immediate supervisor
  - Not valued: 9%
  - Somewhat valued: 63.2%
  - Highly valued: 27.9%

Legend:
- Not valued
- Somewhat valued
- Highly valued
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)

Yes: 39
No: 61

n=94
How much has this resource helped your ability to perform job-related activities? (Percent)

- Very much: 22%
- Somewhat: 67%
- Not at all: 10.4%

n=34
Burned out from work?

- Never: 12.9%
- A few times a year or less: 10.1%
- Once a month: 14.9%
- A few times a month: 7.5%
- Once a week: 8.9%
- A few times a week: 4.4%
- Everyday: 10.1%

Have you've become more callous towards people since you took this job?

- Never: 39.1%
- A few times a year or less: 31.2%
- Once a month: 7.3%
- A few times a month: 13.1%
- Once a week: 2.3%
- A few times a week: 5.1%
- Everyday: 1.9%

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)

- Yes: 35.2%
- No: 64.8%

n=95
How likely are you to resign in the next 12 months? (Percent)

- Very likely: 5.3%
- Somewhat likely: 20.4%
- Neutral: 37.6%
- Somewhat unlikely: 22.6%
- Very unlikely: 14.2%

n=34
How often do you work more than 40 hours in a week, whether from the office or outside of it? (Percent)

- Very often: 19.4%
- Often: 18.9%
- Sometimes: 25.7%
- Rarely: 18.7%
- Never: 17.5%

n=95
On average, when you work more than 40 hours in a week, how many of those hours are spent.. (Percent)

At the office? 55

Outside of the office? (e.g. working from home, on vacation) 30

n=78
There is not enough administrative support: 42.7%
It is expected: 18.2%
I'm required to attend program meetings and or events outside normal working hours: 29.4%
Cyclical nature of the job requires me to work more at certain times of the year: 70.6%
High turnover in administrative staff: 7%
I receive additional compensation or time off: 14.8%

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

- Yes: 43.2%
- No: 56.6%
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

- Yes: 84.9%
- No: 15.1%
When did you or will you assume these new or additional responsibilities? (Percent)

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
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<tbody>
<tr>
<td>Will occur within next six months</td>
<td>5.1</td>
</tr>
<tr>
<td>Current academic year (2018-2019)</td>
<td>33.9</td>
</tr>
<tr>
<td>Previous academic year (2017-2018)</td>
<td>25.6</td>
</tr>
<tr>
<td>Prior to 2017</td>
<td>35.5</td>
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n=79
Job responsibilities pertain to the following areas
(Percent)

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)

- Yes: 32.8%
- No: 67.2%

n=94
When did or will this transition occur? (Percent)

n=32

- Current academic year (2018-2019): 41.5%
- Previous academic year (2017-2018): 37.9%
- Prior to 2017: 16.9%
- Will occur within next six months: 3.7%
Financial Support (Percent)

- Full financial support only: 11.8%
- Partial financial support only: 5.1%
- Paid time off only: 1.7%
- Full financial support, including paid time off: 61.1%
- Partial financial support, including paid time off: 11.3%
- Other: 9%

n=67
Professional Development Activities Supported by Employer (Percent)

- Membership: regional/national: 77.2%
- Regional/national conferences: 89%
- Degree programs: 38.7%
- Coursework (non-degree): 30.1%
- ACGME certification: 12.8%
- Other (please specify): 9.4%

n=72

Note: Respondents could select more than one response; total percentage exceeds 100.
Participated in Internal or External Professional Development Activities (Percent)

- Yes: 76.4%
- No: 16.4%
- I plan to: 7.3%

n=94
What professional activities have you participated in? (Percent)

- Internal classes: 59.1%
- National conferences: 85.5%
- Regional conferences: 25.9%
- Certificate programs: 18.3%
- Bachelor's degree: 3.2%
- Associate's degree: 1.6%
- Graduate degree: 11.2%
- Other: 7.4%

n=72

Note: Respondents could select more than one response; total percentage exceeds 100.
Why Members Haven’t Participated in Professional Development Activities (Percent)

- Not enough time in position: 22.6%
- Too Busy: 47.1%
- No opportunities: 40.2%
- Professional development not supported by supervisor: 31.4%
- Don’t see the need: 32.3%

Note: Respondents could select more than one response; total percentage exceeds 100.
Current Position Provides Advancement (Percent)

- Yes: 26.4%
- No: 73.6%

n=93
Career Advancement Opportunities (Percent)

- Development within current position: 73.0%
- GME position: 50.3%
- Dean’s Office: 36.3%
- Academic Affairs Office: 45.6%
- Department/central administration: 28.0%
- Move out of medical education to higher education: 37.3%
- Amass portable skills to take to private industry: 37.3%

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)

- Offer/arrange internal professional skills training: 45.3% Very Important, 34.4% Important, 15.9% Neutral, 2.5% Unimportant, 2% Very unimportant
- Offer/arrange computer/teachnology skills training: 47.4% Very Important, 31.7% Important, 16.4% Neutral, 1.2% Unimportant, 2.5% Very unimportant
- Financial support for degree programs: 39.1% Very Important, 23% Important, 23.5% Neutral, 8.6% Unimportant, 5.8% Very unimportant
- Allow protected time for study if enrolled in a degree program: 49.6% Very Important, 30.3% Important, 20.3% Neutral, 15.1% Unimportant, 4.6% Very unimportant
- Support travel to national/regional conferences: 39% Very Important, 30.8% Important, 19.3% Neutral, 10.9% Unimportant, 2.5% Very unimportant
- Greater reimbursement for training or other professional development: 39.4% Very Important, 36.4% Important, 17.3% Neutral, 3.9% Unimportant, 2.6% Very unimportant

n=92
Does your institution have a formal mentoring program for coordinators? (Percent)

- Yes, and I have a formal mentor: 2.4%
- Yes, but I do not have a formal mentor: 4.6%
- Yes, but I do not have a formal mentor but plan to in the future: 1.2%
- No, my institution does not have a formal mentoring program: 91.7%

n=94
Do you have an informal mentor at your institution? (Percent)

- Yes: 23.7%
- No: 72.6%
- Not yet, but I plan to in the future: 3.7%

n=92
Do you have a mentor through the CAMP Program?

- Yes: 3.1%
- No: 90.8%
- Not, yet, but I plan to in the future: 6.2%

n=94
Models of core internal medicine clerkship

- **Longitudinal integrated clerkship (LIC)**: 41.1%
- **Traditional block**: 87.3%
- **Other**: 28.8%

Note: Respondents could select more than one response; total percentage exceeds 100.
Weighted Mean: Integrated Clerkship & Traditional block

Number of students per class: 82.0
Length of clerkship in weeks: 19.7
Maximum enrollment per rotation: 26.6
Number of sites: 14.5
Number of students per class: 100.9
Length of clerkship in weeks: 7.8
Traditional block: maximum enrollment per rotation: 26.9
Traditional block: Number of sites: 5.4
Number of students per class: 67.2
Length of clerkship in weeks: 7.7
Maximum enrollment per rotation: 25.8

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)

- Yes it has increased: 56.9%
- Yes it has decreased: 2.4%
- It has not changed or has remained about the same: 31.1%
- Do not know/Not sure: 9.5%

n=93
Yes I create one of these

Yes I create both inpatient and outpatient schedules

No

n=93

Schedule Inpatient and/or outpatient schedules (Percent)
How many hours per week typically spent on scheduling changes or rescheduling (Percent)

Less than one hour: 25.7%
1-3 hours: 40.3%
4-5 hours: 11.6%
6-10 hours: 16%
More than 10 hours: 6.4%
n=72
How often do scheduling changes occur?
(Percent)

- Frequently: 31.4%
- Rarely: 20.7%
- Never: 1.6%
- Sometimes: 46.3%

n=72
Why do scheduling changes occur? (Percent)

- Loss of site: 26.5%
- Shared site with other students: 33.6%
- Student request: 74.8%
- Administration: 74.2%
- Other: 15.4%

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)

- By the clerkship administrator: 48.6%
- By lottery: 45%
- By central administration: 17.6%
- By the registrar's office: 21.4%
- Other: 17%

n=91

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

Yes: 51.9%
No: 48.1%
Are you responsible for ensuring that credentialing requirements are met? (Percent)

n=48

Yes: 52.8%
No: 47.3%
Hours per week spent on credentialing requirement matters (Percent)

- Less than one hour: 15.8%
- 1-3 hours: 59.1%
- 4-5 hours: 20.5%
- More than 10 hours: 4.6%

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)

- Very easy: 6.9%
- Easy: 24.2%
- Neutral: 31.6%
- Difficult: 30.4%
- Very difficult: 6.9%

n=32
Integrated Curriculum use EPA’s in the evaluation form? (Percent)

- Yes: 44.6
- No: 55.4

n=31
Discussion on implementing a longitudinal curriculum design? (Percent)

Yes: 48.9%
No: 51.1%

n=50
What changes have you seen in the following with your LIC program? (Percent)

- NBME scores: 77%
- Learning outcomes for students: 39.5%
- Educator satisfaction: 59.5%
- Step 1 USMLE scores: 26.7%
- Quality of the learning environment: 56.2%

Note: Respondents could select more than one response; total percentage exceeds 100.
# How have the following increased? (Percent)

<table>
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<tr>
<th></th>
<th>Decreased</th>
<th>Increased</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBME Scores</td>
<td>22.8</td>
<td>54.5</td>
<td>22.8</td>
</tr>
<tr>
<td>Learning outcome for students</td>
<td>22.2</td>
<td>55.6</td>
<td>22.2</td>
</tr>
<tr>
<td>Educator satisfaction</td>
<td>41</td>
<td>44.3</td>
<td>14.7</td>
</tr>
<tr>
<td>Step 1 USMLE scores</td>
<td>33.3</td>
<td>66.7</td>
<td>0</td>
</tr>
<tr>
<td>Quality of the learning environment</td>
<td>37.5</td>
<td>46.9</td>
<td>15.6</td>
</tr>
</tbody>
</table>

n=13
How does an LIC curriculum affect the transition from the pre-clinical to clinical years? (Percent)

- Easier transition: 4.9%
- Somewhat easier transition: 10.9%
- More difficult transition: 3.6%
- No difference: 18.1%
- Do not know/Not sure: 62.5%

n=31
Who schedules shelf and Observed Structured Clinical Examinations (OSCEs)?

(Percent)

n=35

- Clerkship Administrator: 36%
- School Administration: 64%

Total respondents: 35
Implementation of a wellness program to address burnout? (Percent)

- Yes: 77.3%
- No: 17.5%
- No but plan to: 5.2%

n=88
Changes in learning environment (Percent)

- Changes for worse: 8.6%
- Changes for the better and worse: 36.0%
- Changes for better: 43.8%

n=84
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

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