

Preventing Kicking the Can Down the Road

Sally Santen, MD, PhD
Virginia Commonwealth University



<https://blog.reformedjournal.com>

Outside professional activities slide





The Yale School of Medicine class of 2018 recites a physician's oath that combines traditional declarations with students' own ideals.

Robert Usak

Kicking the Can Down the Road — When Medical Schools Fail to Self-Regulate

Sally A. Santen, M.D., Ph.D., Jennifer Christner, M.D., George Mejicano, M.D., and Robin R. Hemphill, M.D., M.P.H.

N ENGL J MED 381;24 NEJM.ORG December 12, 2019



Attrition

Medical school (United States)	3–6
Medical school (United Kingdom)	4.4–7.7
International medical schools	9.1 (range, 2.7–20.1)
Nursing school	10–50
Dental school	1–4
Pharmacy school	10–14
Law school	20 (average)
Ph.D. programs	20–40

The NEW ENGLAND JOURNAL *of* MEDICINE

SPECIAL ARTICLE

Disciplinary Action by Medical Boards and Prior Behavior in Medical School

Maxine A. Papadakis, M.D., Arianne Teherani, Ph.D., Mary A. Banach, Ph.D., M.P.H.,
Timothy R. Knettlar, M.B.A., Susan L. Rattner, M.D., David T. Stern, M.D., Ph.D.,
J. Jon Veloski, M.S., and Carol S. Hodgson, Ph.D.

N ENGL J MED 353;25 WWW.NEJM.ORG DECEMBER 22, 2005

Adv in Health Sci Educ (2015) 20:421–430
DOI 10.1007/s10459-014-9536-2

The relationship between promotions committees' identification of problem medical students and subsequent state medical board actions

Sally A. Santen · Emil Petrusa · Larry D. Gruppen

How

why

?

who

What

When

Where



- Compassion & helping profession
- Mental health
- Student debt
- Process of dismissal
- Leadership and process
- School reputation & accreditation
- Legal concerns
- Measurement



Measurement precision





["Future City Illinois"](#) by [ILMO JOE](#) is licensed under [CC BY-NC-SA 2.0](#)



We are
the
future



Graduate When Ready- Competency Based Graduation VCU

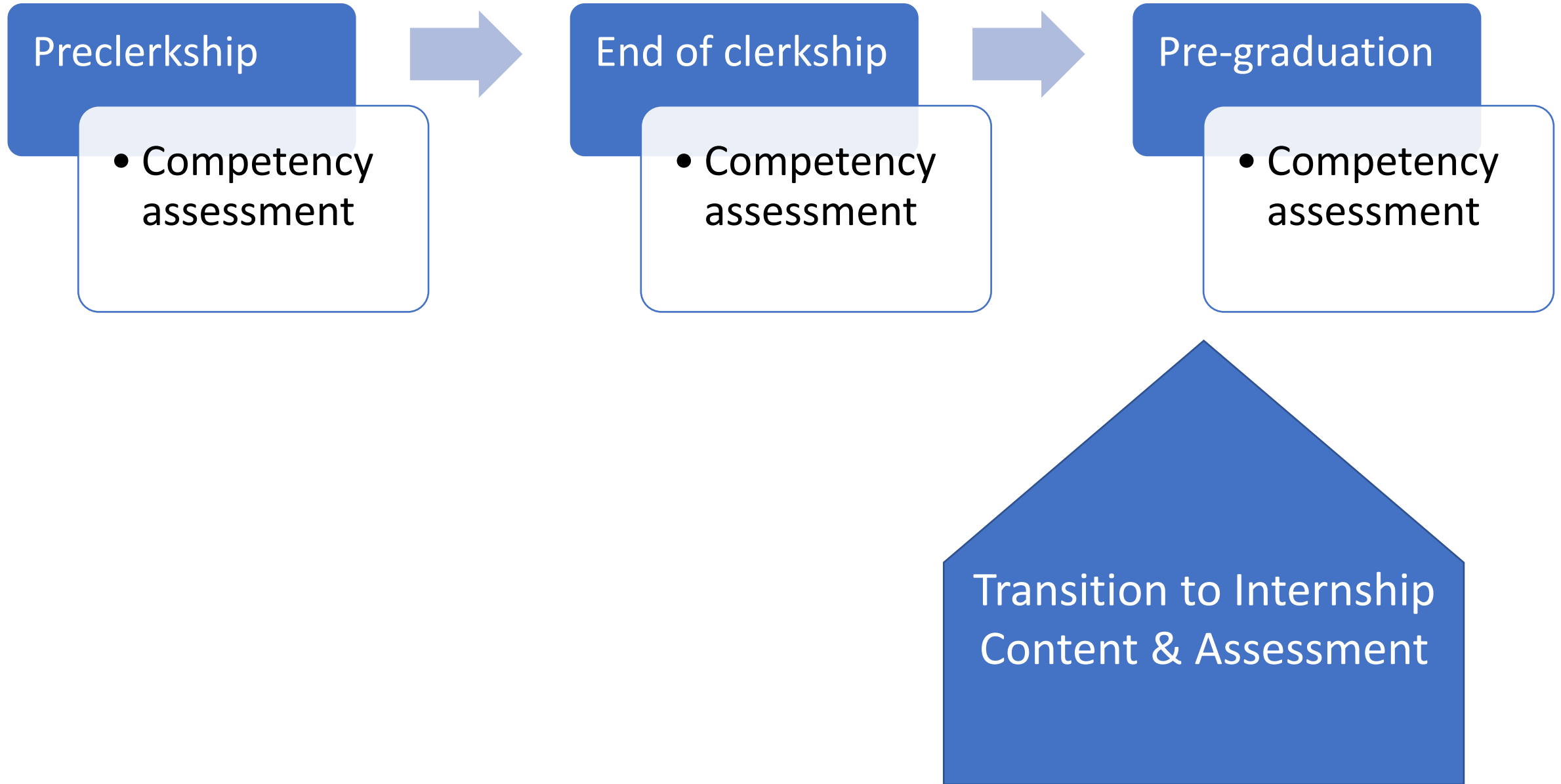


Umich competency committee



Competency Assessment Continuum







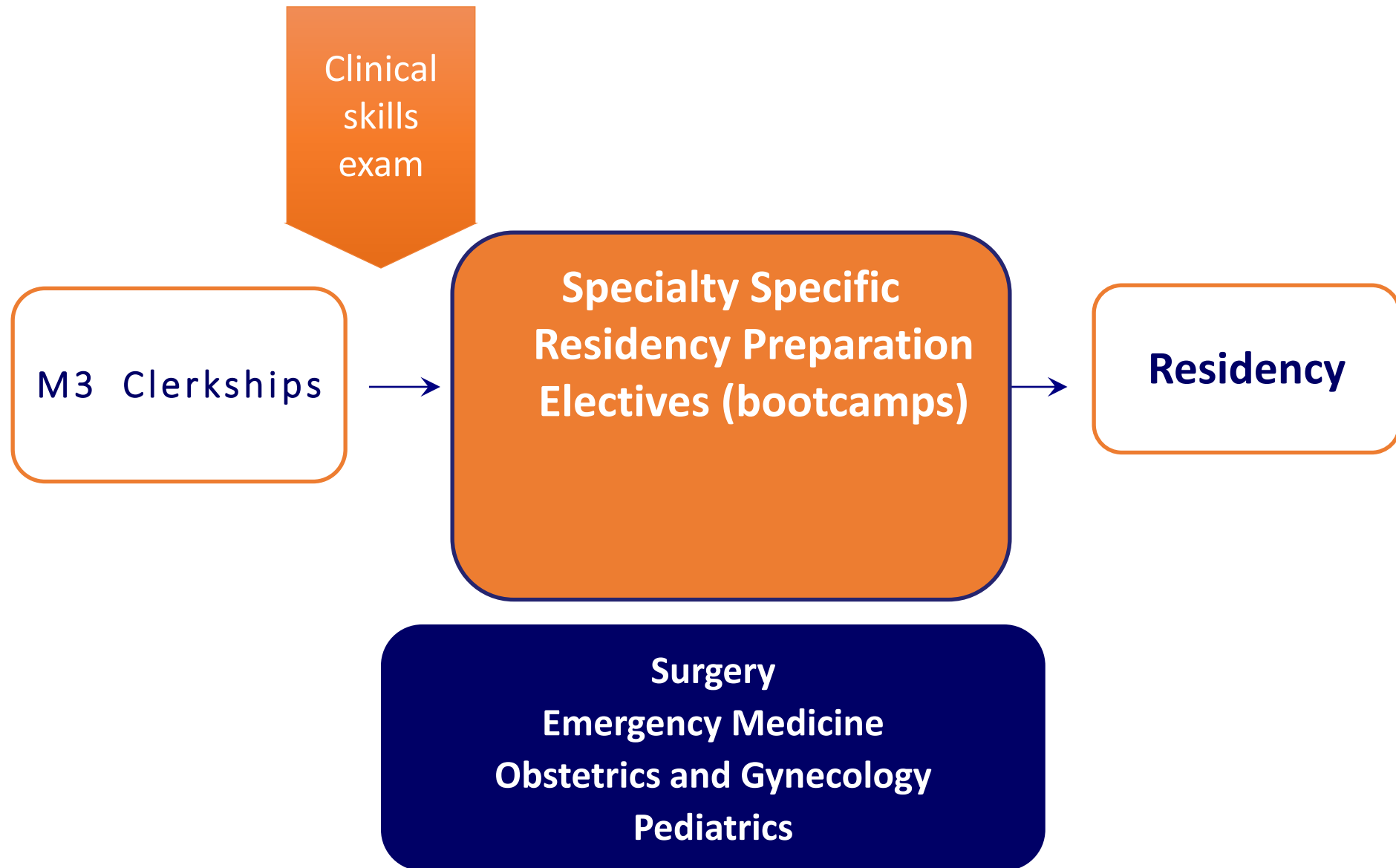
Buzz group...

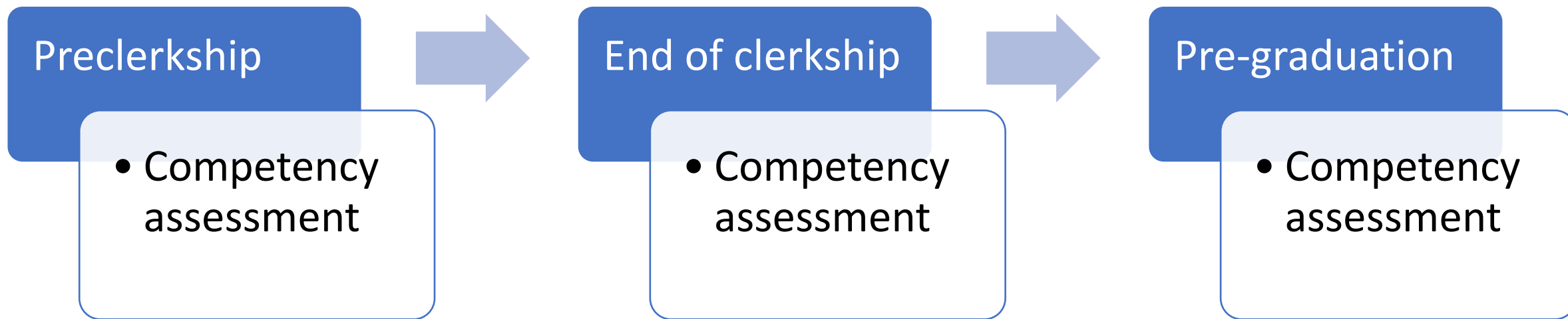
How can you use
the 4th year for
competency
assessment?

Buzz group...

Data? Decision?







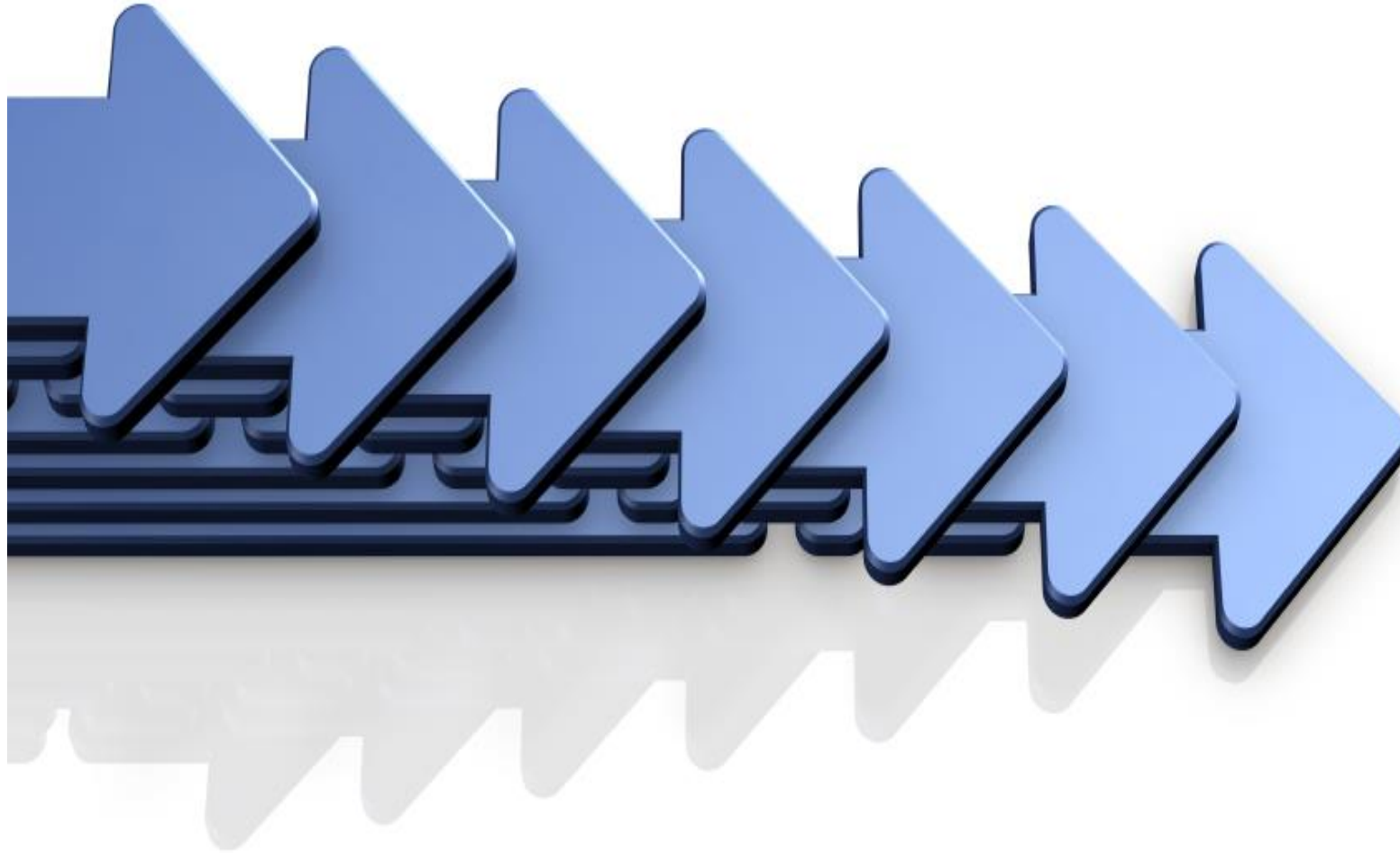
Perspective

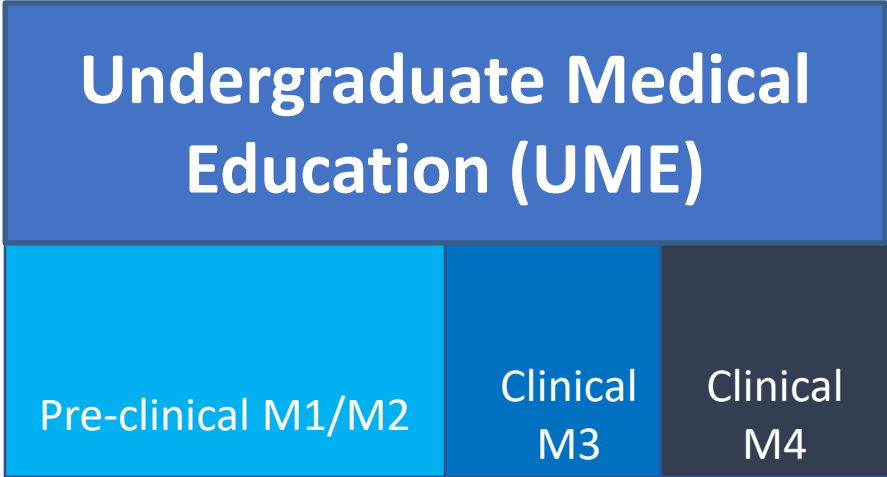
Moving Toward Summative Competency Assessment to Individualize the Postclerkship Phase

Meg G. Keeley, MD, Maryellen E. Gusic, MD, Helen K. Morgan, MD, Eva M. Aagaard, MD, and Sally A. Santen, MD, PhD

Transition to Internship
Content & Assessment

UME to GME Continuum





Reporting Achievement of Medical Student Milestones to Residency Program Directors: An Educational Handover

Cemal B. Sozener, MD, Monica L. Lypson, MD, MHPE, Joseph B. House, MD,
Laura R. Hopson, MD, Suzanne L. Dooley-Hash, MD, Samantha Hauff, MD,
Mary Eddy, MD, Jonathan P. Fischer, MPH, and Sally A. Santen, MD, PhD





Department of Obstetrics and Gynecology

L4000 University Hospital South

1500 E. Medical Center Drive, SPC 5276

Ann Arbor, MI 48109-5276

May 24, 2019

PD info

Dear Dr. XXX,

XXX successfully completed an eight-week Residency Preparation Course in Obstetrics and Gynecology at the University of Michigan Medical School in February and March 2019. The content of this course was mapped to the ACGME OBGYN level one milestones (see appendix for a description of the course curriculum). Assessments from this course, as well as assessments from the medical school curriculum, were utilized to determine whether each individual student met level one milestones for 25/28 competencies.

XXX met or exceeded level one milestones for 25/25 competencies, and her performance is detailed in the table on the following page. **She stood out for her excellence in technical skills, and she particularly excelled in providing patient-centered communication. In addition, XXX prepared a thorough literature review presentation on management options for uterine fibroids. We have full confidence that XXX will thrive in this key educational transition.**

XXX passed the **APGO Prep for Residency Knowledge Assessment** with an impressive **90%**. She achieved competence with **Silver or Gold** status on the **UT Southwestern Open Skills (12 tasks)** and **Silver or Bronze** status on the **Basic Laparoscopic Skills Curricula (5 tasks)**.

Departmental Milestones Assessment Letter for M.E.

(Supplemental Dean's Letter) for a representative Univ. of Michigan student entering EM

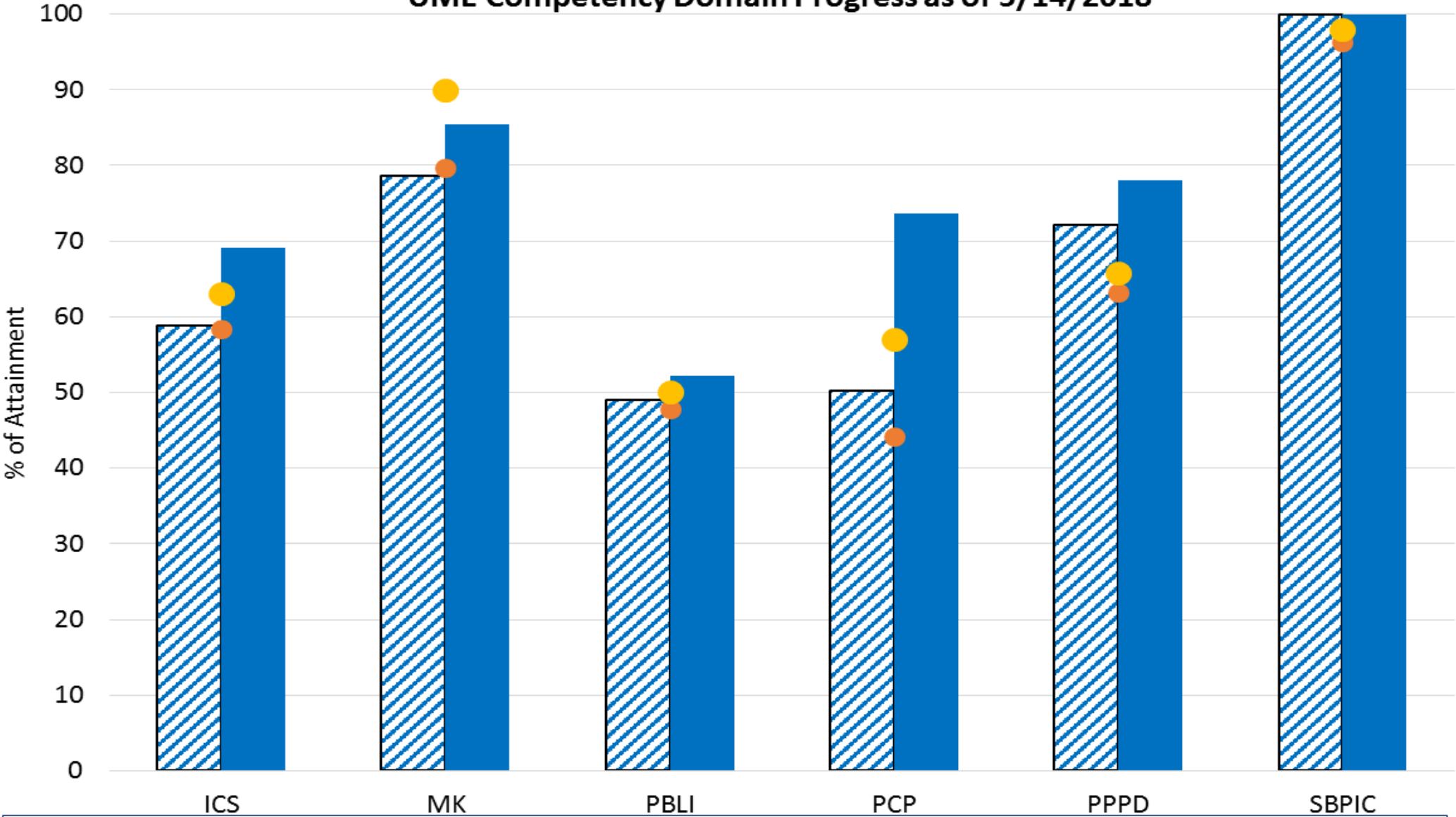
Data incorporated in this letter:

- EM Clinical Rotations at (1) University of Michigan and (2) Hurley Medical Center
- EM Procedures/Boot Camp
- Applicable Medical School curricular grades
- CCA4 Exam performance data

Scores below correspond to Milestone Level described in EM Milestone Letter (mMSPE) Supplement

Emergency Stabilization (PC1)				Assessment: Clerkship, EMP/Boot Camp			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
NA	0	.5	1.0	1.5	2.0	2.5	
Performance of Focused History and Physical Exam (PC2)				Assessment: CCA4, Clerkship			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
NA	0	.5	1.0	1.5	2.0	2.5	
Diagnostic Studies (PC3)				Assessment: CCA4, Clerkship, EMP/Boot Camp			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
NA	0	.5	1.0	1.5	2.0	2.5	

UME Competency Domain Progress as of 5/14/2018



■ Student Attainment as of Oct 2017 ■ Current Student Attainment ● Class Mean as of Oct 2017 ● Current Class Mean

A Responsible Educational Handover: Improving Communication to Improve Learning

Helen K. Morgan, MD, George C. Mejjicano, MD, MS, Susan Skochelak, MD, MPH, Kimberly Lomis, MD, Richard Hawkins, MD, Allan R. Tunkel, MD, PhD, Elizabeth A. Nelson, MD, David Henderson, MD, Anita V. Shelgikar, MD, MHPE, and Sally A. Santen, MD, PhD

Academic Medicine, Vol. 95, No. 2 / February 2020

Responsible Milestone-Based Educational Handover With Individualized Learning Plan From Undergraduate to Graduate Pediatric Medical Education

Jocelyn H. Schiller, MD; Heather L. Burrows, MD, PhD; Amy E. Fleming, MD, MHPE; Meg G. Keeley, MD; Lauren Wozniak, MPH; Sally A. Santen, MD, PhD

ACADEMIC PEDIATRICS 2018;18:231–233



Individualized learning plan

Throughout the course, we provided individualized feedback and encouraged each student to develop their Individual Development Plan for the start of their residency experience. In addition to providing excellent patient care, XXX strives to:

1. Continue to build on her strong technical skills for she is interested in XXX fellowship with a focus on XXX
2. Exercise awareness when communicating with members of the interprofessional team during stressful situations to always be her best self
3. Read at least one scholarly article per week pertaining to the patients that are in her care.



Buzz group...

How might your school do a responsible handover?

Buzz group...

Individualized learning plan?



Preventing Kicking the Can Down the Road

- Commitment to rigorous competency assessment
- Competency decision at transition to post-clerkship
- Transition to internship (course or throughout post clerkship year)
- Competency Assessment
 - Individualized learning plan
 - Pause or Stop



Questions?



