The Emory University School of Medicine (EUSOM) MD program will be visited by the Liaison Committee on Medical Education (LCME) survey team on March 6-9, 2016 for reaccreditation. We will host a Mock Survey Visit on November 4-5, 2015. Our 12 self-study subcommittees have completed the data analysis and self-reflection phase, and reported findings to the LCME Taskforce. The Taskforce, chaired by Dr. William McDonald, will compile and send Emory’s final Self Study Report to the LCME in early December.

EUSOM Medical Education Program’s Strengths:

- The EUSOM has a strong leadership team that fosters excellence in medical education through comprehensive strategic planning and employing the principles of continuous quality improvement.
- The EUSOM has a large and robust research enterprise that affords students a wide variety of choices for contributing to the discovery of new knowledge.
- The EUSOM features diverse and ample clinical experiences, each of which provides a rich environment for medical students to learn the compassionate practice of medicine.
- The EUSOM is unique in the frequency and cultivation of 1:1 faculty-student relationships that are provided throughout the program by the Society System advisors and Discovery mentors.
- The EUSOM attracts and admits a diverse and empathetic student body that is committed to serving humanity.
- The EUSOM’s commitment to the underserved is reflected in its partnership with the Grady Health System as well as the faculty and student engagement with, and advocacy for, Grady.
- The EUSOM supports and offers joint MD/MPH, MD/PhD, MD/MSCR plus other degree programs that create unique and important opportunities for students to contextualize their medical training.
- The EUSOM is part of a vibrant university system that creates rich and varied opportunities for student growth that complements their study of medicine.

EUSOM Medical Education Program’s Challenges with Recommendations for Future Action:

- The EUSOM currently lacks a systematic process to ensure that all residents are prepared for their roles as teachers of medical students. The current collaborative efforts between undergraduate and graduate medical education to create a “Residents as Teachers” curriculum will need to be evaluated after the program’s full implementation in 2016.
EUSOM LCME Self-Study Preliminary Strengths and Weakness
October 2015

- The EUSOM boasts a community of diverse students, faculty, and staff; however the school lacks systematic processes to define and evaluate the EUSOM mission to promote and support diversity. The School anticipates a final report from the EUSOM Community and Diversity Committee in early 2016 to guide the School in developing a plan for future actions related to diversity.

- The EUSOM procedures for reporting student mistreatment are not well known by the medical students. The School will need to develop a clear and comprehensive curriculum aimed at increasing student knowledge around mistreatment reporting procedures and evaluate its impact.

- The EUSOM historically has not had comprehensive, systematic documentation of the organizational processes of the education program. Ongoing attention to continuous quality improvement principles has begun to resolve this issue but will need to expand over the foreseeable future.

- The EUSOM financial allocation is adequate to support the current medical education program; however, innovations in medical education will require additional investments. Negotiations for scarce financial resources will need to continue in order to advance the medical education program.

- The EUSOM lacks a comprehensive and coordinated program of educational development for faculty. The current strategic plan states this as one of its current goals. Recommendations for action are under consideration.

- The EUSOM needs to increase student satisfaction with the instruction of anatomy, biochemistry, immunology, microbiology, and pharmacology. The School anticipates a proposed plan in early 2016 from the Curriculum Committee and will need to implement and evaluate recommended actions.

- The EUSOM processes of scheduling and management of visiting students and other trainees needs to be improved. Current efforts to coordinate staff procedures to facilitate this process will need to be evaluated starting in March 2016 when the clinical year begins.

- The EUSOM career counseling efforts need to be more comprehensive and supportive of student needs. The most recent effort, “Emory DOCS” will need to be evaluated after the program’s full implementation in 2016.

- The EUSOM is fortunate to have varied and vibrant clinical affiliates who share basic responsibilities and agreements regarding medical education with the School. Going forward, however, continued alignment of the educational missions is critical to ensure success of the medical education program.