Armando D. Meza M.D.
Associate Professor of IM
Associate Dean GME
Designated Institutional Official
Texas Tech University HSC El Paso
Paul L Foster School of Medicine
Program Director’s Training Course: Focused Topics
Clinical Learning Environment Review (CLER)
Clinical Learning Environment Review

- Formally CLEAR
  - A was assessment

- Component of the Next Accreditation System

- Institution specific not program specific

- To assess the learning environment:
  - Sponsoring institution
  - Participating sites
  - Part of NAS

- Emphasizes the responsibility of the SI in:
  - Quality and safety of the environment for
    - learning
    - patient care
Clinical Learning Environment Review

- **Intent:**
  - Generate national data on program and institutions for:
    - Attributes that have a salutary effect on quality of care after graduation
  - This frequent (every 18 months) sampling will:
    - Lengthen interval of site visits
    - Emphasize new competencies demanded by the public
    - Give opportunity for demonstration of innovation in:
      - Patient safety
      - Quality improvement
      - Reduction of disparities
Clinical Learning Environment Review

- Ultimate goal:
  - Move from targeted focus on duty hours to learning environment's qualities to deliver high quality physicians and better patient care
  - Initially CLER will not affect institutional accreditation
Clinical Learning Environment Review

- Consists of three activities
  - Site Visit
    - For feedback purposes, learning and baselines
    - Salutary practices will be disseminated by the EC
  - Evaluation Committee (EC)
    - Broad cross section of individuals
    - Provides design and implementation of CLER SV and evaluation review of SI
  - Faculty Development
    - By the ACGME
      - Patient safety
      - Health care quality
      - Transitions of care
Clinical Learning Environment Review

- Focus Areas (six) of GME
  - Patient safety:
    - Opportunities to report errors, unsafe conditions, and near misses.
    - Participation in inter professional teams for better patient care.
  - Quality improvement
    - How institutions engage residents in the use of data to improve systems of care, reduce health disparities and improve patient outcomes
  - Transitions of care
    - How SI demonstrate effective standardization and oversight of transitions of care
  - Supervision
    - How SI maintain and oversee ACGME policies on supervision at the program and institutional level assuring absence of retribution
Clinical Learning Environment Review

- Duty hours oversight, fatigue management and mitigation.
  How institutions:
  - Demonstrate effective and meaningful oversight of duty hours across all programs
  - Design systems and provide settings that facilitate fatigue management and mitigation
  - Provide effective education of faculty and residents in sleep, fatigue recognition, and fatigue mitigation

- Professionalism.
  How institutions:
  - Educate for professionalism
  - Monitor residents and faculty and respond to issues such as:
    - Accurate reporting of program information
    - Integrity in fulfilling educational and professional responsibilities
    - Veracity of scholarly pursuits
CLER: Initial Visits Goals on the Six Focus Areas (SFA)

- Who and what form the infrastructure of a SI’s clinical learning environment?
  - Organizational structures
  - Administrative and clinical processes

- How integrated is the GME leadership and faculty within the SI’s current CLE infrastructure?
  - Role of GME leadership and faculty to support learning of the SFA’s?

- How engaged are the residents and fellows in using the SI’s current clinical learning environment infrastructure?
  - To support their learning of the SFA’s?

- How does the SI determine the success of its efforts to integrate GME into the quality infrastructure?
  - What are the measures of success and the level of success?

- What areas have the SI identified as opportunities for improvement?
  - And the value of the current CLE to support the SFA?
Summary

- Major changes coming
- Significant increase in the responsibility of sponsoring institutions and programs
- Patient safety and quality of care are going to be the major drivers of graduate medical education
End of Presentation