



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

June 15, 2017

1:30 pm – 3:00 pm ET

Welcome!

Please remember to connect to audio.

- You will not hear audio until the webinar begins at 1:30.
- An audio connection pop-up box should appear on your screen (if you closed it, click on the “Communicate” tab in the upper left of WebEx then click “Audio Connection”). Then select an option: “I Will Call In,” “Call Using Computer” or “Call Me.”
- If you call in, be sure to dial the access code and “Attendee ID” so your name will be linked to your phone and we can unmute you if you have a question.



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Guest Speaker



Michael J. Migdal, PhD
Senior Research Analyst
LCME and Accreditation Services
Association of American Medical
Colleges (AAMC)



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You Spoke, We Listened: Results of the LCME Accreditation Elements Survey

Mike Migdal, PhD



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Accreditation Elements Survey

1. Survey Improvements
2. Current Survey
3. Survey Results
4. Next Steps



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Accreditation Elements Survey

1. Survey Improvements

- Respondents: faculty accreditation leads & their designees from most recent full survey visits
- Content: all accreditation elements
- Content: data collection instrument (DCI) questions

2. Current Survey – Details

- Conducted over 6 weeks: January 18th - March 1st, 2017
- CONTENT consisted of 2015-16 *Functions and Structure of a Medical School* accreditation elements and associated data collection instrument
- PARTICIPANTS were faculty accreditation leads and their designees from 2015-16 full survey visits



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Accreditation Elements Survey

Average rating > 4.0 for most elements

2. Current Survey – Questions

	Not At All 1	2	Somewhat 3	4	Very 5
How clear is this element?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important is this element for the educational environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important is this element for educational program quality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are DCI questions associated with this element?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space for any comments about the clarity or importance of this element.

(actual text box was larger and expanded as respondent typed)



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Accreditation Elements Survey

3. Survey Results – Overall

- 94% response rate: 15 of 16 faculty accreditation leads
- Bearing in mind positive tendency to rate > 4.0
- 11% (10 out of 95) accreditation elements had avg. rating < 4.0



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Accreditation Elements Survey

3. Survey Results – Low rated accreditation elements

Survey Item	Element	Average Rating
Clarity of element	6.3 (self-directed and life-long learning)	3.6
	7.3 (scientific method/clinical/ translational research)	3.8
	6.6 (service-learning)	3.8
Importance of element for educational environment	10.8 (transfer into final year)	3.9
Importance of element for educational program quality	10.8 (transfer into final year)	3.7
Clarity of DCI questions associated with this element	6.3 (self-directed and life-long learning)	3.5
	7.3 (scientific method/clinical/ translational research)	3.5
	8.1 (curricular management)	3.7
	1.3 (mechanisms for faculty participation)	3.8
	6.6 (service-learning)	3.8



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Accreditation Elements Survey

4. Next Steps

- In-depth review by LCME Subcommittee on Standards
- Improvements
- Additional data collection
- Stay tuned...



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Questions for our Guest Speaker?




Michael J. Migdal, PhD
Senior Research Analyst
LCME and Accreditation Services
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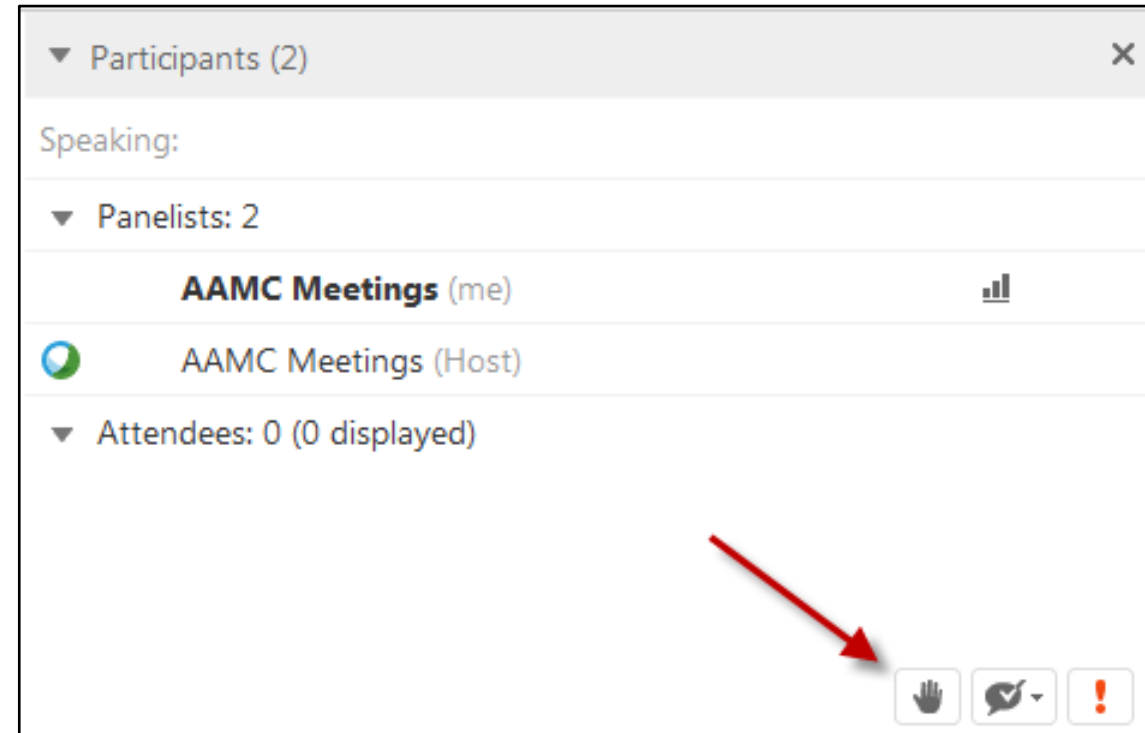
Q&A for Guest Speaker

How to Ask Questions

Verbal

Click the “Raise Hand” icon () to ask a question over the teleconference line. Your name will be called and your phone line will be unmuted.

Then click the  again so we know you are finished.





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You Spoke, We Listened: Changes to LCME Publications

Content Updates

- *2018-19 Data Collection Instrument for Full Accreditation Surveys*
- *2018-19 The Role of Students in the Accreditation of Medical Education Programs in the U.S. for Full Accreditation*

Policy/Procedural Updates

- Revised Policy/Procedure on Information Updates to Survey Teams
- *LCME Rules of Procedure (coming soon!)*

2018-19 Data Collection Instrument (Full)

Element 8.3 Curricular Design, Review, Revision/Content Monitoring

NARRATIVE RESPONSE

- b. Describe the process of formal review for each of the following curriculum elements. Include in the description the outcomes that are evaluated, as well as the frequency with which such reviews are conducted, the process by which they are conducted, the administrative support available for the reviews (e.g., through an office of medical education), and the individuals and groups (e.g., the curriculum committee or a subcommittee of the curriculum committee) receiving and acting on the results of the evaluation.
1. Required courses in the pre-clerkship phase of the curriculum
 2. Required clerkships
 3. Individual years or phases of the curriculum
- c. Describe how the curriculum as a whole is evaluated, including the methods used and the data collected to determine the following:
1. The horizontal and vertical integration of curriculum content, and whether sufficient content is included and appropriately placed related to each of the medical education program objectives.
 2. The outcomes of the medical education program and whether each of the medical education program objectives is being met.

Include in the description the frequency with which a review of the curriculum as a whole is conducted, the administrative support available for the review, and the individuals and groups (e.g., the curriculum committee and/or a subcommittee) receiving and acting on the results.



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2018-19 *Data Collection Instrument* (Full)

Element 10.3 Policies Regarding Student Selection/Progress and Their Dissemination

NARRATIVE RESPONSE

- b. Describe the steps in the admissions process, beginning with the receipt of the initial application. For each of the following steps, as applicable, describe the procedures and criteria used to make the relevant decision and the individuals and groups (e.g., admission committee or subcommittee, interview committee) involved in the decision-making process:
1. Preliminary screening for applicants to receive the secondary/supplementary application
 2. Selection for the interview
 3. The interview
 4. The acceptance decision
 5. The creation of the wait list
 6. The offer of admission, including how applicants are accepted from the wait list

2018-19 *The Role of Students* (Full)

APPENDIX E: SAMPLE REPORTING OF RESULTS - TABLES IN THE INDEPENDENT STUDENT ANALYSIS

(see also the section, [The Independent Student Analysis](#))

As described previously, in this document, the following is a suggested approach to presenting the quantitative data from the student survey. A table such as the one below, which uses the following scale, should be created for each item:

1 = Very dissatisfied

2 = Dissatisfied

3 = Satisfied

4 = Very satisfied

N/A = No opportunity to assess/No opinion/Have not experienced this yet

In creating the table, please add dissatisfied/very dissatisfied (1 and 2) and satisfied/very satisfied (3 and 4)

Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of Very Dissatisfied (1)/ Dissatisfied (2)		Number and % of Satisfied (3)/ Very Satisfied (4)	
		N	%	N	%	N	%
M1							
M2							
M3							
M4							
Total							



Revised Policy/Procedure on Information Updates to Survey Teams

The following policy was approved and adopted by the LCME at its June 2017 LCME meeting:

Regarding the timing of information updates to survey teams:

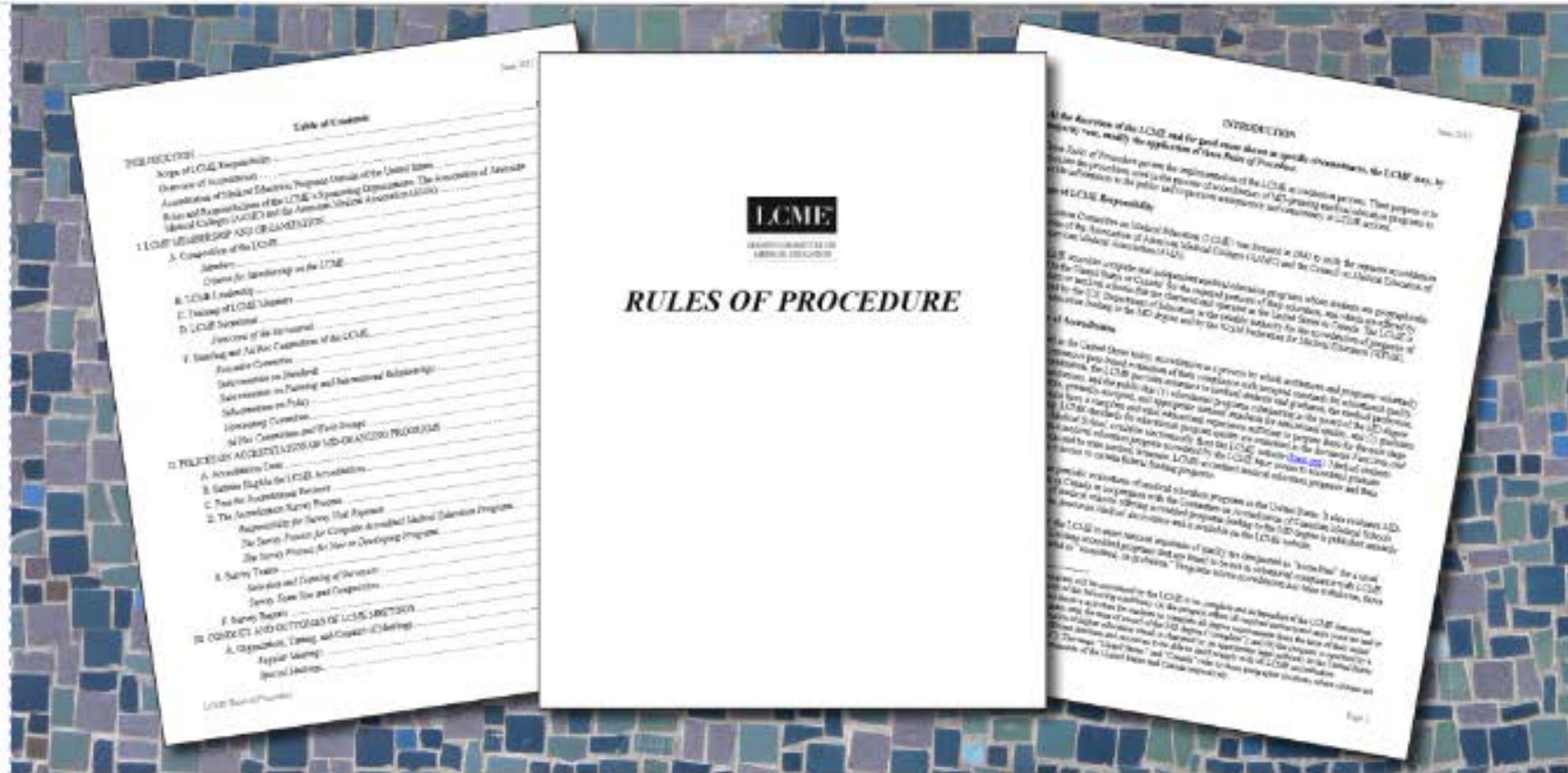
- **Unsolicited updates may not be provided by the school later than 10 business days before the start of the survey visit. (Survey teams may still request new information from schools up to the close of the visit).**

The policy goes into effect for 2017-18 survey visits and will be updated in all relevant publications.



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New LCME Rules of Procedure (coming soon)




The LCME Updates Rules of Procedure Publication

At the June 7-9, 2017 LCME meeting, members approved updates to the publication, *Rules of Procedure*.

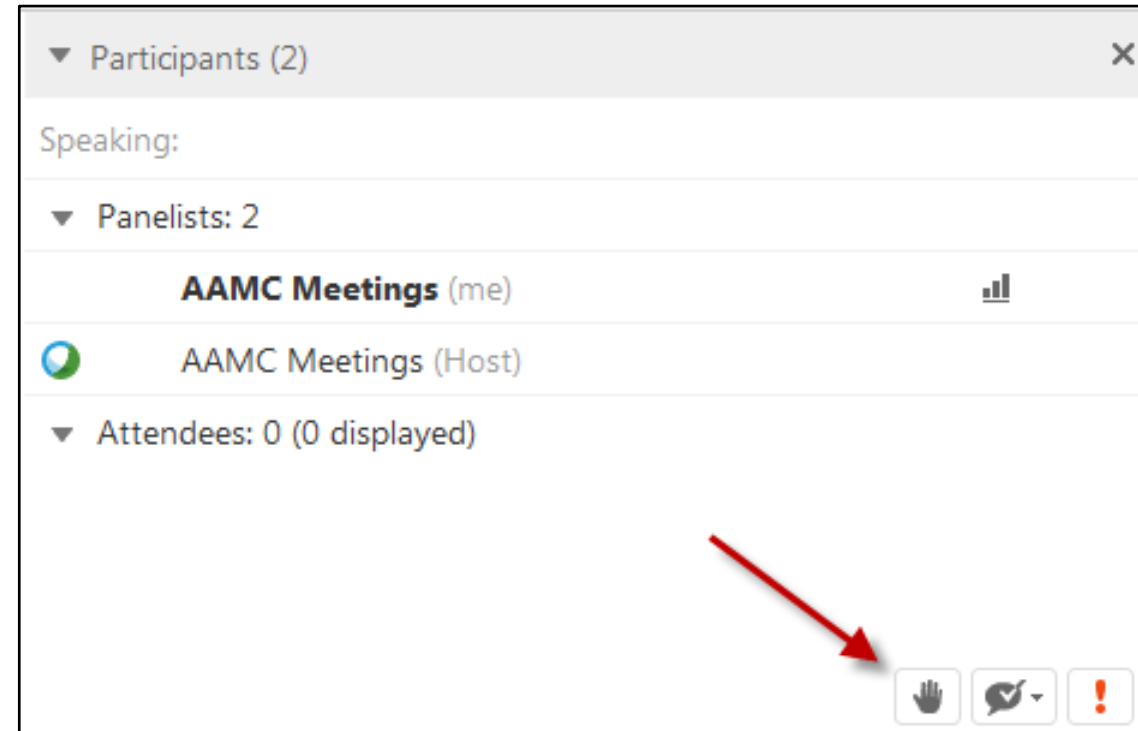
[View Updated Publication](#)

How to Ask Questions

Verbal

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Then click the  again so we know you are finished.





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Submitted Questions for the Secretariat



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Question 1: Faculty Appointments

Please help clarify the LCME's expectation regarding faculty appointment. Is the LCME's expectation that all faculty have an appointment regardless of the amount of student contact hours and/or regardless of whether they evaluate medical students?



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Question 2

Regarding the final 35-page report that the school would need to submit with the complete DCI, we see two options of producing this report. One is to take the template questions and provide narratives under each question; the other option is to write one narrative flow that touches upon the template questions under each standard. Please provide some guidance around this.

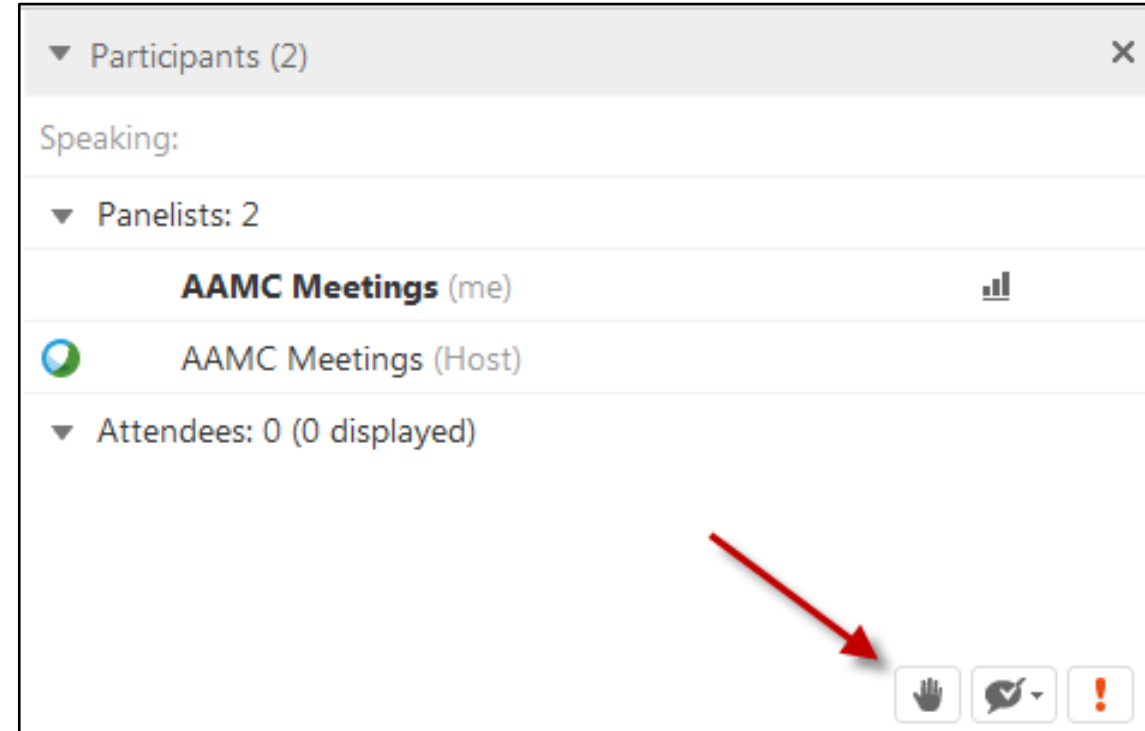
Other Questions for the Secretariat?

How to Ask Questions

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Announcements: LCME at Learn, Serve, Lead 2017: The AAMC Annual Meeting (November 3-7, 2017)

lcme.org/event/lcme-sessions-at-learn-serve-lead-2017-the-aamc-annual-meeting



LCME Events at Learn Serve Lead 2017: The AAMC Annual Meeting

The LCME Secretariat will host events at the Learn Serve Lead 2017: The AAMC Annual Meeting in Boston, MA, November 3-7, 2017.

[View All LCME Events](#)



LIAISON COMMITTEE ON
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Announcements: LCME at Learn, Serve, Lead 2017: The AAMC Annual Meeting (November 3-7, 2017)

Saturday, November 4, 6:30 PM – 7:30 PM

LCME Service Recognition Reception and Award Ceremony

The Liaison Committee on Medical Education (LCME) will host the Service Recognition Reception and Award Ceremony to honor the LCME volunteer community – survey team members, secretaries, chairs, and members of the LCME whose significant and continued efforts make the work of the LCME possible. The fifth annual LCME Distinguished Service Award will be conferred; refreshments will be served.

Attendance is by invitation only.

To read more about the 2017 LCME Distinguished Service Award Recipient, [click here](#).

Sunday, November 5, 10:30 AM – 11:45 AM

Beyond Checking the Boxes: Accreditation as a Driver of Innovation in Academic Medicine

LCME Accreditation is a process of self- and peer-assessment whose purpose is continual improvement in medical education program quality and assurance of that quality to the public and all other constituents the program serves. Meeting accreditation standards is an endpoint; how an institution meets those standards is distinctive, non-formulaic, and supportive of creativity. In this session, medical schools will present specific examples of how the accreditation process provided the stimulus for needed change and supported the disruptive innovation that accomplished and sustained that change.

Session Speakers:

George Mejicano, MD, MS, Senior Associate Dean for Education, Oregon Health & Science University

Susan M. Perlis, EdD, Associate Dean for Medical Education, Cooper Medical School of Rowan University

Charles P. Vega, MD, Associate Dean for Diversity and Inclusion, University of California, Irvine School of Medicine



Announcements: LCME at Learn, Serve, Lead 2017: The AAMC Annual Meeting (November 3-7, 2017)

LCME Private Consultations

The Liaison Committee on Medical Education (LCME) Secretariat is available by appointment to meet with representatives from schools who seek guidance on issues unique to their schools. These in-person meetings could range from 30 -60 minutes per school, depending on the complexity of the discussion.

To request a LCME consultation, [please complete and submit the online form](#). After the request is submitted, an LCME staff member will be in contact to schedule the consultation.

To request a consultation, please complete and submit the online consultation request form (link to the form provided below):

jotform.com/lcme/lcme-consultation-request



Next Webinar: Thursday, July 20, 2017

**Element of the Month:
Element 3.3 (diversity/pipeline programs and
partnerships)**

**Guest Speaker:
David A. Acosta, MD
Chief Diversity and Inclusion Officer, AAMC**

Email your questions and element suggestions to lcme@aamc.org