



LIAISON COMMITTEE
ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

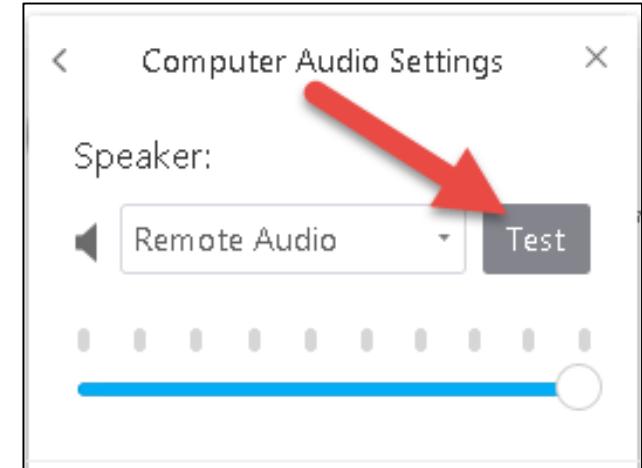
August 17, 2017

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 select “Call Using Computer,” you will have the option to test your microphone and speakers first. If they are disabled, please call in instead.
- 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.



Elements of the Month

3.5 Learning Environment/Professionalism

A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

3.6 Student Mistreatment

A medical education program defines and publicizes its code of professional conduct for the relationships between medical students, including visiting medical students, and those individuals with whom students interact during the medical education program. A medical school develops effective written policies that address violations of the code, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing inappropriate behavior. Mechanisms for reporting violations of the code of professional conduct are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation.



Interprofessional Approach to Improving the Learning Environment

Pamela Edwards, EdD, MSN, RN-BS, CNE

Associate Chief Nursing Officer for Education DUHS

Colleen Gochowski, PhD

Associate Dean for Curricular Affairs, SOM

Catherine Kuhn, MD

Associate Dean for Graduate Medical Education,

Designated Institutional Officer, DUHS

Nancy Knudsen, MD

Assistant Dean for Learning Environment, SOM

School of Medicine



<http://jerryzehr.com/wp-content/uploads/2013/04/things-arent-always-what-they-seem-lifeasagoble.blogspot.jpg>. Accessed 8.6.17

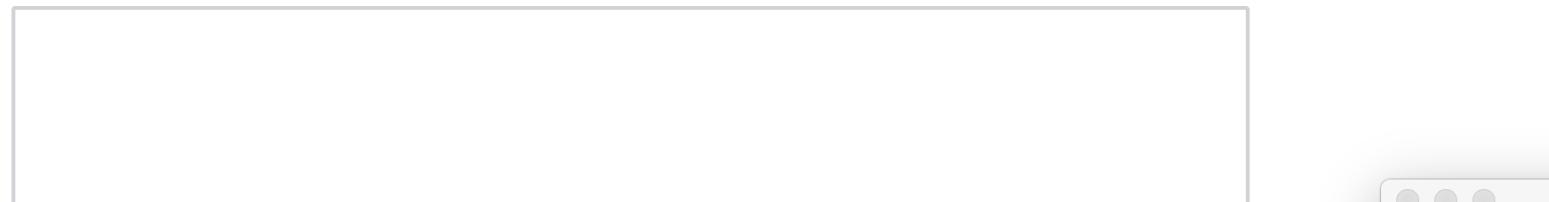


Duke University School of Medicine

Adverse Events Reporting System

This website is intended for use by students in the Duke University School of Medicine. You may report adverse events such as incidents of experienced or witnessed mistreatment, witnessed violations of the Code of Professional Conduct or general concerns for the health and safety of a student.

* Your report will be anonymous, but choosing to provide your contact information will enable us to seek additional information if necessary. **Please do not use this site for reporting emergencies or potential emergencies. Contact a faculty advisor instead.**



Sentinel Event



GME



Investigation



Professional Accountability



<https://s-media-cache-ak0.pinimg.com/originals/25/76/32/257632be8b29da3627195ba90ee24779.jpg>. Accessed 8.6.2017

Next Steps



Investment of school



Summary

Our Values



Duke Health

Excellence	Integrity	Teamwork	Respect	Innovation
				
Duke University Health System Caring for our patients, their loved ones and each other. Excellence Safety Integrity Diversity Teamwork	School of Medicine Excellence in education, research and patient care Respect for and inclusion of people from all backgrounds Commitment to service, solving real world problems Sense of urgency in transforming discoveries into improved human health	School of Nursing Excellence Integrity Collaboration Respect Innovation Diversity & Inclusiveness	Duke-NUS Medical School Passion for a Cause Collaboration & Teamwork Innovation & Creativity Diversity & Respect Professional Conduct	



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Submitted Questions for the Elements of the Month

Element 3.5 Learning Environment/Professionalism

What is the LCME expectation for assessments of professional attributes? Should the assessments be scored and contribute to the final numeric scores of course/clerkship summative exams?

3.5 Learning Environment/Professionalism

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Questions for our Guest Speakers?

- **Nancy W. Knudsen, MD**, Assistant Dean for Learning Environment, Duke University School of Medicine, Professor of Anesthesiology, Associate Professor of Surgery, Division of Critical Care Medicine
- **Catherine M. Kuhn, MD**, Director, Graduate Medical Education, ACGME Designated Institutional Official, Duke University Hospital and Health System, Associate Dean, Graduate Medical Education
- **Pamela Edwards, MSN, EdD**, Associate Consulting Professor in the School of Nursing, Associate Chief Nursing Officer for Education, Duke University Health System
- **Colleen Gochowski, PhD**, Assistant Professor of the Practice of Medical Education, Associate Dean for Curricular Affairs, Duke University School of Medicine

Q&A for Guest Speakers

How to Ask Questions

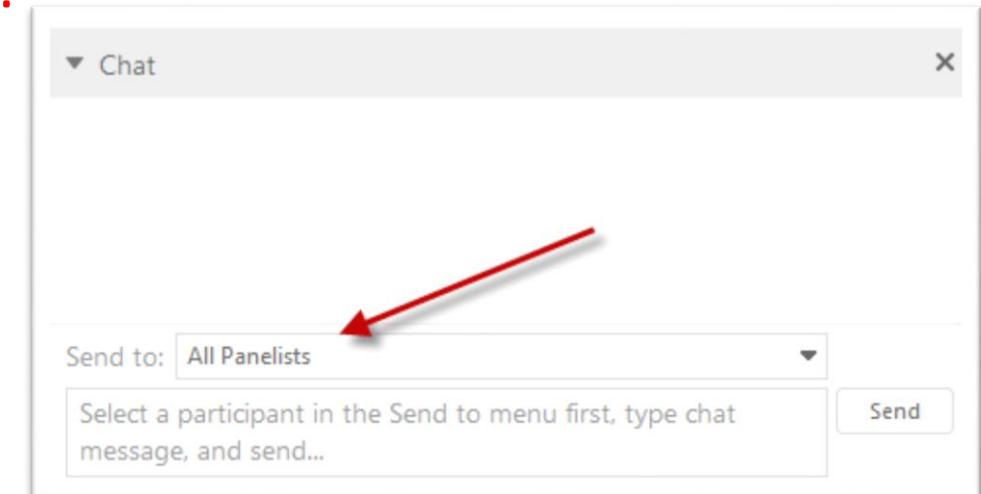
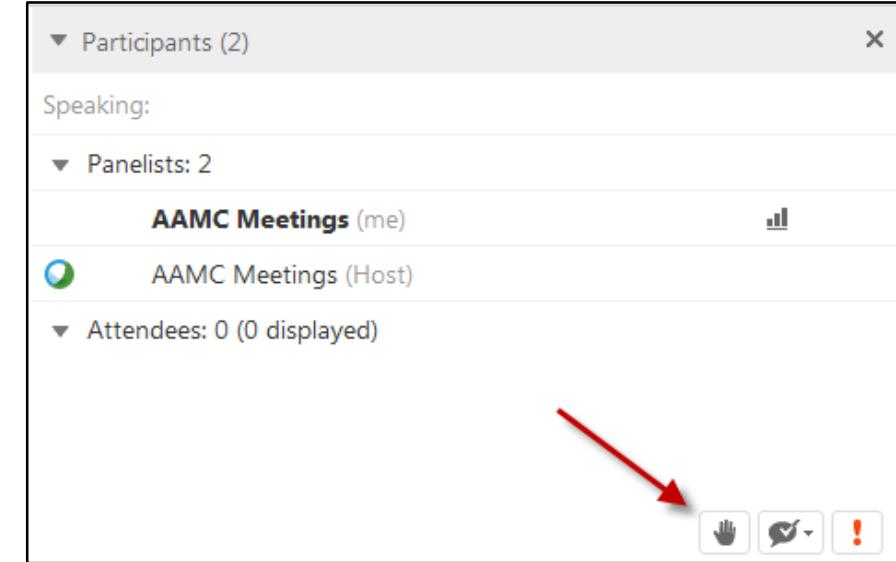
Verbal

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.

Chat

To open the Chat panel, click on the Chat icon. Type your question in the chat box. Make sure “Send to” is set to **“All Panelists.”**





LIAISON COMMITTEE ON
MEDICAL EDUCATION

Submitted Questions for the Secretariat

Element 12.8 (student exposure policies/procedures)

12.8 STUDENT EXPOSURE POLICIES/PROCEDURES

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including the following:

- The education of medical students about methods of prevention
- The procedures for care and treatment after exposure, including a definition of financial responsibility
- The effects of infectious and environmental disease or disability on medical student learning activities

All registered medical students (including visiting students) are informed of these policies before undertaking any educational activities that would place them at risk.

NARRATIVE RESPONSE

- a. Describe institutional policies in the following areas related to medical student exposure to infectious and environmental hazards:
 1. The education of medical students about methods of prevention
 2. The procedures for care and treatment after exposure, including definition of financial responsibility
 3. The effects of infectious and/or environmental disease or disability on medical student learning activities

Element 12.8 (student exposure policies/procedures), # 3:

The effects of infectious and/or environmental disease or disability on medical student learning activities. We interpreted this as having a policy for students who have an infectious disease (such as Shingles) or cannot be exposed to infectious diseases (for example because of immunosuppression) or have an environmental disease (such as latex allergy) or a disability (such as broken ankle or something more permanent). However, since standard 12.8 a is related to medical student exposure, we realized this could be interpreted differently and were hoping for some clarification.

Other Questions for the Secretariat?

How to Ask Questions

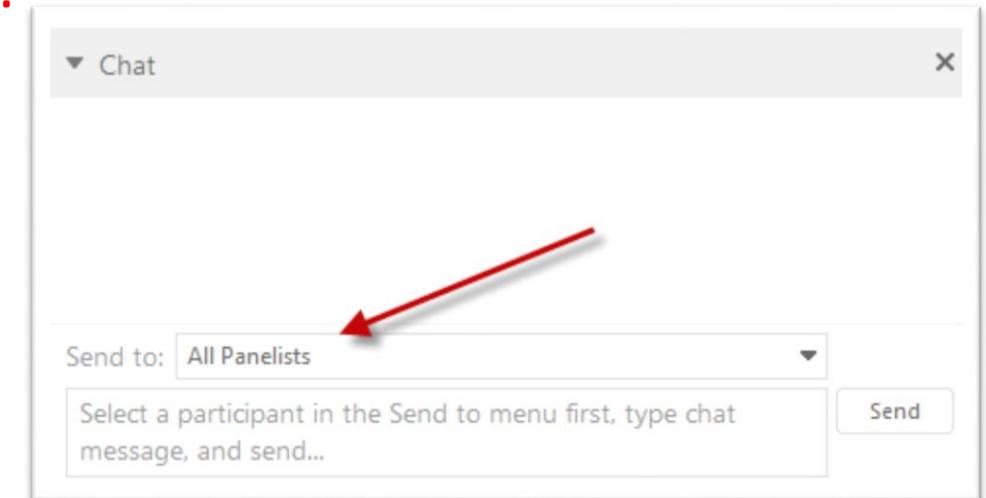
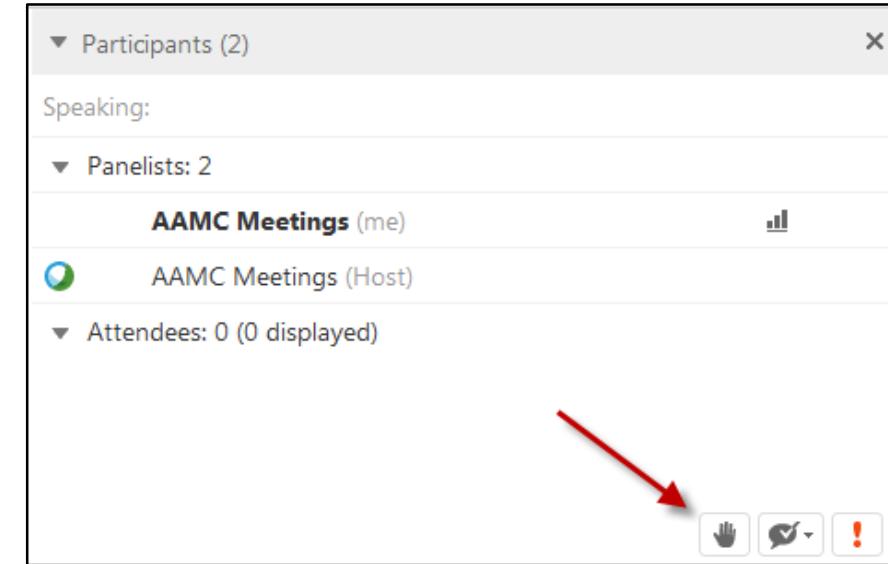
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Announcements

Update to the 2017-18 and 2018-19 *Data Collection Instrument (DCI)* for Full Accreditation Surveys

Due to a change in the 2015 MCAT, the LCME Secretariat has updated what was originally Table 10.0-2 under Standard 10 in the 2017-18 and 2018-19 *Data Collection Instrument for Full Accreditation Surveys*. The changes to the table are in red in the updated DCIs recently republished to the LCME website (<http://lcme.org/publications/>).

2017-18 Data Collection Instrument (DCI) for Full Accreditation Surveys – Table 10.0-2a and Table 10.0-2b

Table 10.0-2a | Entering Student MCAT Scores

If applicable, use the table below to provide *mean* MCAT scores, for new (not repeating) first-year medical students in the indicated entering classes.

	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18
Verbal Reasoning					
Physical Sciences					
Biological Sciences					

Table 10.0-2b | Entering Student MCAT Scores¹

If applicable, use the table below to provide *mean* MCAT scores, for new (not repeating) first-year medical students in the indicated entering classes.

	AY 2015-16	AY 2016-17	AY 2017-18
Chemical and Physical Foundations of Biological Systems			
Biological and Biochemical Foundations of Living Systems			
Critical Analysis and Reasoning Skills			
Psychological, Social, and Biological Foundations of Behavior			
Total Score			

¹ 8/2/17: Table 10.0-2b has been added to reflect the subscores for the new 2015 MCAT.

2018-19 *Data Collection Instrument (DCI) for Full Accreditation Surveys* – Table 10.0-2a and Table 10.0-2b

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Table 10.0-2b | Entering Student MCAT Scores¹

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Biological and Biochemical Foundations of Living Systems			
Critical Analysis and Reasoning Skills			
Psychological, Social, and Biological Foundations of Behavior			
Total Score			

¹ 8/2/17: Table 10.0-2b has been added to reflect the subscores for the new 2015 MCAT.

LCME Definition of “Community Service”

Effective August 2017, a definition for “community service” has been added to the glossary of terms sections of the DCI and the *Functions and Structure of a Medical School* document.

Community service: Services designed to improve the quality of life for community residents or to solve particular problems related to their needs. Community service opportunities provided by the medical school complement and reinforce the medical student’s educational program. (Element 6.6)



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](https://www.jotform.com/lcme/lcme-consultation-request)

Next Webinar: Thursday, September 21, 2017

Topic of the Month

LCME myth-busters!



In these times of "false news," we ask whether you have heard something about the LCME, but are not sure if it's true...

If so, fill in the blank: "But the LCME says we have to_____."

Email your submission to lcme@aamc.org or submit anonymously through the online form here:

[Complete and Submit the Form](#)

Myths will be addressed on the September 21st webinar.



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www.jotform.com/lcme/lcme-myth-busters

In your email or form submission, fill in the blank:

“But the LCME says we have to _____”

Send us your comments by **Thursday, September 14th**