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Connecting with the Secretariat Webinar

April 16, 2020

1:30 pm – 3:00 pm ET

Participants should hear music until the start time.

If you don't hear anything, call CommPartners at 800-274-9390 or email aamc@commpartners.com.

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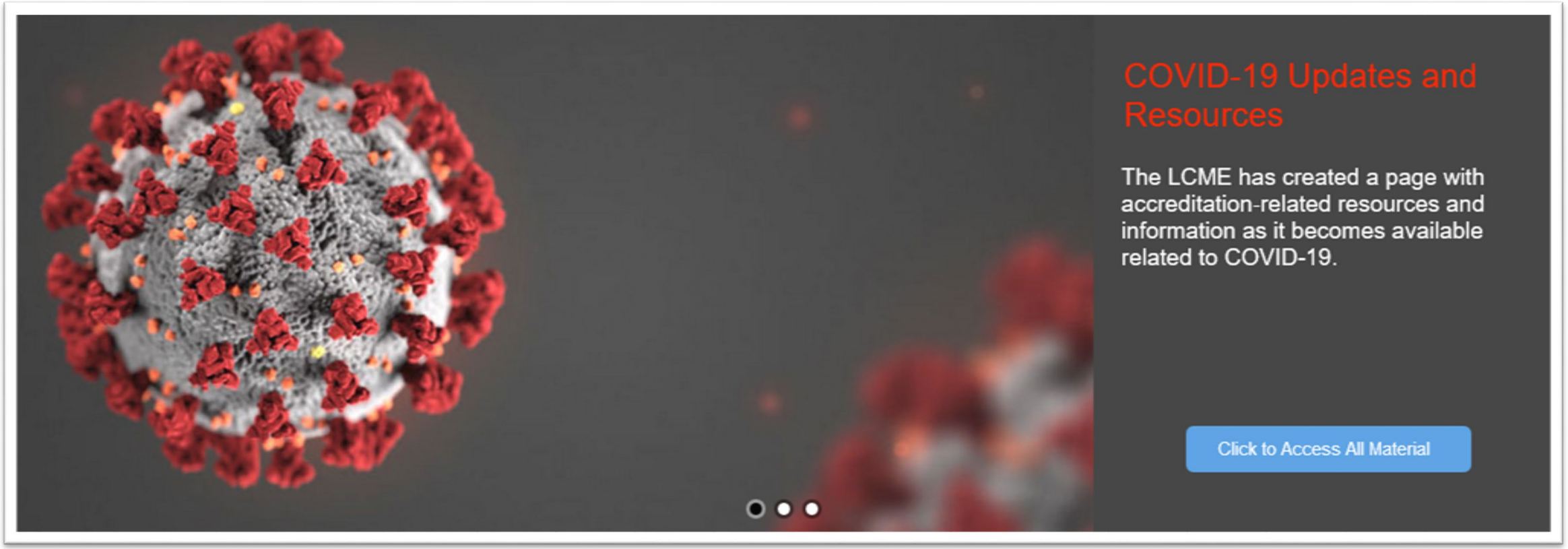
Meeting Your COVID-19 Challenges in Partnership with the LCME

Located on the homepage of the LCME website: lcme.org

lcme.org/covid-19



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COVID-19 Updates and Resources: lcme.org/covid-19

Print PDF

COVID-19 Updates and Resources

This page on the LCME website is for accreditation-related resources and information as they become available related to COVID-19.

Last updated: 4/14/2020

LCME-specific Resources

Document Title	Date Document was Last Updated / Originally Added
LCME Guidance Principles	March 12, 2020
Letter from the LCME to the Council of Deans	March 18, 2020
LCME Approaches to the Clinical Curriculum	March 20, 2020
LCME Guiding Principles for Early Graduation of Final-Year Medical Students	March 25, 2020

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COVID-19 Updates and Resources: lcme.org/covid-19

Joint AAMC/LCME Resources

Document Title	Date Document was Last Updated / Originally Added
Medical Students and Patients with COVID-19: Education and Safety Considerations	March 13, 2020 / March 5, 2020
AAMC response to temporary suspension of USMLE Step 2 Clinical Skills (CS) testing	March 13, 2020
Guidance on Medical Students' Clinical Participation: Effective Immediately	March 17, 2020
Interim Guidance on Medical Students' Voluntary Participation in Direct Patient Contact Activities	March 23, 2020
Interim Guidance on Medical Students' Participation in Direct Patient Contact Activities	March 30, 2020
The Role of Currently Enrolled Medical Students in Volunteer and Paid Clinical Work Settings Beyond the Purview of Their Own Medical Schools: Considerations in Planning and Decision-Making	April 3, 2020
Guidance on Medical Students' Participation in Direct Patient Contact Activities	April 14, 2020

LCME/AAMC/AMA Resources

Document Title	Date Document was Last Updated / Originally Added
Coalition for Physician Accountability: Safeguard the Public, Protect our Health Care Workforce during the COVID-19 Pandemic	April 9, 2020

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The Core Principles

- The faculty, through the school's system of curriculum governance, ensures that the curriculum has allowed the EPOs and the learning objectives of courses and clerkships to be met and assessed.
- The end point is ensuring that students meet the school's EPOs and required learning objectives – the time over which they do so is at the school's discretion (e.g. clerkship length may be shorter, virtual experiences in more than one discipline may be bundled during a period of suspended clinical encounters, followed by "bundling" of in-person clinical encounters in more than one discipline at a later date).

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LCME General Guidance Principles

- Educational program objectives (EPOs)
- Pre-clinical and clinical learning objectives
- Required clinical experiences
- EPO-linked assessments
- Availability of elective weeks
- Modularization/bundling of virtual vs in-person clinical encounters
- YOU ARE NOT ALONE
- Thank you, Standard 8!

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Approaches to the Clinical Curriculum

- **Deliberate identification** of those clinical experiences/assessments that can only be met with direct patient contact versus those than can be achieved and/or assessed through alternative/virtual formats (Curriculum Committee)

- Review of the learning objectives of all clerkships, including typical final-year clerkships such as emergency medicine and critical care, and determines whether **some objectives may have been met in another clerkship or at another point in the student's curriculum** (Curriculum Committee)

- Consider **waiver of elective graduation requirements** (Student Advancement and Promotion Committee)

- **Flexibility/innovation** in time and space of clinical encounters

- **Consistency in grading** across clerkships from a time certain

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Submitted Questions on COVID-19

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COVID-19 Questions from webinar chat

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Submitted General Questions

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Other Questions from webinar chat

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Announcements: New Self-study process for 2020-21 and 2021-22

lcme.org/publications/#Self-Study-Guide

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Announcements: New Self-study process for 2020-21 and 2021-22

The new self-study process includes the following steps:

1. Medical schools complete the DCI and assemble other documents that together provide the data to support an institutional self-assessment.
2. Based on this information, the school's accreditation Steering Committee/Self-Study Task Force or a subset of it, supported by the Faculty Accreditation Lead, develops a list of institutional strengths, challenges, and strategies to address the challenges and incorporates this list into a brief document (maximum of five pages, single-spaced) that presents these strengths, challenges, and strategies. Note that (1) and (2) are part of the former process.
3. The Steering Committee/Self-Study Task Force, a broad-based set of institutional stakeholders, reviews and signs off on this new self-study document, which is submitted to the LCME along with the DCI and other documents (e.g., the ISA, AAMC GQ).

Schools with October 2020 survey visits can submit the 35-page document if they have completed it, since the last section of it includes an analysis of strengths/challenges/plans for approaching the identified challenges. The Secretariat recommends that schools make sure that the last portion of their 35-page self-study executive summary indeed does that. Schools with visits later than October 2020 should use the new process.

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Announcements: 2021-22 DCI for Full and Provisional Accreditation Surveys posted to lcme.org

lcme.org/publications/#DCI

New 2021-22 Full and Provisional DCI

The LCME has posted new DCIs for schools preparing for their full and provisional surveys in academic year 2021-22.

View Publications

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Announcements: More publications posted to lcme.org

lcme.org/publications

- 2021-22 *Functions and Structure of a Medical School*
- *Guidelines for the Planning and Conduct of LCME Accreditation Survey Visits* (updated April 2020)
- 2021-22 *Guide to the Survey Process for Provisional Accreditation*

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Next Webinar: Thursday, June 4, 2020

Topic of the Month:

Not-so-obvious Considerations at the Medical School/Clinical Affiliate Interface: A Tapas Menu Featuring Elements 1.4, 3.5, 4.4, 4.5, 9.1, 9.2, 9.3, and 10.8

There will be no May 2020 webinar.

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