



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

Comparability from Every Angle:

Element 8.7 and Beyond

July 22, 2021

1:30 pm – 3:00 pm ET

Welcome!

Thank you for joining us for today's webinar. The program will begin shortly. You will not hear audio until we begin. If you have technical questions, please email

aamc@commpartners.com



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Comparability from Every Angle: Roadmap

Shared understanding – equivalency (in many dimensions)

Scope

- Narrow lens – required educational experiences and methods of assessment, at all instructional sites/regional campuses
- Clear lens – when deviations from strict comparability are permissible and when they are not (e.g., parallel curricula vs. different curricular formats)
- Wide lens – faculty and organizational structure; character and quality of the academic/learning environment; infrastructure; student opportunities, admissions, site assignments, services



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Comparability from Every Angle: Narrow Lens

Narrow lens – required educational experiences and methods of assessment at all instructional sites/regional campuses

- Elements: 6.1, 6.2, 6.3, 6.4, 8.6, 8.7, 9.4, 9.5, 9.7, 9.8, and 9.9



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Comparability from Every Angle: Educational Experiences

- **Element 6.1** Program and Learning Objectives – made known to **all** medical students and those faculty and residents teaching and assessing them in required learning experiences
- **Element 6.2** Required Clinical Experiences (RCEs) – same expectation for making these requirements known to **all**; detailed patient types/clinical conditions/procedures/skills/setting/level of student responsibility allows evaluation of degree of comparability (**Element 8.6**, Monitoring of Completion of RCEs)
- **Element 6.3** Self-Directed and Life-Long Learning – equivalent venues for **all** students to practice/learn this skill
- **Element 6.4** Inpatient/Outpatient Experiences – appropriate balance for students at **all** sites to meet the expectations of Elements 6.1 and 6.2



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Comparability from Every Angle: Methods of Assessment

- **Element 9.4** Assessment System – centralized system with a variety of methods (including direct observation) for assessment of achievement by **all** students of the knowledge, skills, behaviors, and attitudes articulated in the medical education program objectives (**Element 6.1**)
- **Element 9.5** Narrative Assessment – non-cognitive skills developmental assessment for **all** students
- **Element 9.7** Formative Assessment and Feedback – sufficient in quantity, quality, and timing to afford **all** students the chance to improve and enhance achievement
- **Element 9.8** Fair and Timely Summative Assessment – comparable (in content and timeliness) assessments of **all** students, regardless of site, campus, curricular format (e.g., clerkships vs LICs)
- **Element 9.9** Student Advancement and Appeal Process – a single set of core standards for advancement and graduation of **all** students at **all** locations in **all** tracks (e.g., track may have additional requirements, but the “core” (trunk of the tree) is not just comparable, but the same; highlights the importance of **Elements 6.1, 6.2, 8.6, 8.7**)

Comparability from Every Angle: Clear Lens and Opening the Wide Lens

- Clear lens – when deviations from strict comparability are permissible and when they are not (e.g., parallel curricula vs. different curricular formats)
- Wide lens
 - Faculty and organizational structure (1.3, 2.5, 2.6, 4.1, 4.4, 4.5, 4.6)

Examples of Deviations from Strict Comparability: Teaching and Assessment

Some Principles:

Teaching

- Teaching the same objectives in different ways is consistent with comparability. For example, use of PBL in one location and lecture in another is comparable **IF** you can document the same objective(s) and content are covered.
- Adding objectives for a subset of students (for example, in a parallel curriculum) is acceptable **IF** all students must meet the same set of core standards and the subset has additional standards to meet (Element 9.9). It is not acceptable to remove content/objectives for a subset.

Assessment

- Offering the same assessments at different times (e.g., the timing of NBME subject exams in a block clerkship vs an LIC) is consistent with comparability **BUT** using different categories of assessment methods or adding an assessment method at one site for the same objective likely are NOT.
- It is comparable to use different categories of assessors (e.g., physicians, residents, other health professionals) **IF** they are appropriately prepared.



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Comparability: Faculty and Organizational Structure

- **Element 1.3** Faculty Participation – mechanisms are in place for **ALL** faculty to have input into educational decision-making and, as specified in bylaws, in governance (**Element 2.6**)
- **Element 2.5** Responsibility of and to the Dean – the dean is administratively responsible for the conduct and quality of the medical education program and the adequacy of faculty at **ALL** campuses
- **Element 4.1** Sufficiency of Faculty – there are sufficient faculty who **ALL** possess the relevant qualifications for their specific faculty status and assigned responsibilities (relates to **Element 4.3** Faculty Appointment Policies)
- **Element 4.4** Feedback to Faculty – **All** faculty receive regularly-scheduled feedback on their performance **BUT** what feedback and who delivers the feedback may depend on the faculty track/status/role (for example, full-time faculty or part-time faculty who just teach)



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Comparability: Faculty and Organizational Structure

- **Element 4.5** Faculty Professional Development – **ALL** faculty at **ALL** sites are able to access professional development related to their roles (e.g., in teaching/assessment) **BUT** the mode of delivery across sites may vary.

- Wide lens
 - Character and quality of the academic/learning environment (3.3., 3.5, 3.6, 8.8, 9.1, 9.2, 9.3)
 - Infrastructure (5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11)

Wide Lens: The Learning Environment

- **Element 3.3** Diversity: how is diversity addressed across all sites and campuses (in the domains that the school can control)
 - Are there appropriate recruitment and retainment activities for students, faculty, and staff at all campuses ?
 - Are students satisfied with diversity in the environment at all locations?
 - How does the school ensure exposure to diverse clinical resources at all sites to achieve the ILO's?
 - How is the school's diversity policy applied across all sites?



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Wide Lens: The Learning Environment

- **Element 3.5 Learning Environment and Professionalism**
 - How is the learning environment monitored, and how are problems addressed at all sites?
 - Who has responsibility for monitoring and intervening at all sites?
 - What central mechanisms are in place to monitor the learning environment?
 - Is professionalism assessed comparably across all sites?
- **Element 3.6 Student Mistreatment**
 - Education at all sites – definition, prevention, reporting – for students, faculty, residents, staff
 - Effective mechanisms for students to report alleged mistreatment
 - Responsibility and authority at all sites
 - Central reporting and responsibility
 - GQ data
 - ISA or school-administered survey data

Wide Lens: Curriculum in the Learning Environment

- **Element 8.8** Monitoring Student Time
 - Are the policies on the time students spend in required activities the same for all sites?
 - How are students, faculty, residents informed about the policies at all sites?
 - How is adherence to the policy monitored at all sites? Who has responsibility for taking action at each site?
 - Central monitoring and reporting – who, when. Who has responsibility for taking action at the central level?
 - Mechanisms for students to report concerns – real time and “after the fact”

Wide lens: Teaching and Supervision in the Learning Environment

- **Element 9.1** Preparation of Residents

- How does the school ensure that all residents at all sites who will be teaching or assessing students are prepared for that role?
- How is participation monitored at each site and centrally?

- **Element 9.2** Faculty Appointments

- How does the school ensure students are supervised by individuals with faculty appointments at all sites? What are the local mechanisms? What are the central mechanisms?

- **Element 9.3** Clinical Supervision

- Is there a central policy regarding supervision applicable to all sites?
- How are students, faculty, residents and staff informed at all sites?
- Are there comparable mechanisms for timely reporting at all sites?
- Who has responsibility for monitoring and acting, both locally and centrally?



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Wide Lens: Infrastructure - Facilities

- **Element 5.4** Buildings and Equipment
- **Element 5.11** Study/Lounge/Storage Space/Call Rooms
- **Element 5.7** Security, Student Safety, and Disaster Preparedness
 - Are the buildings, labs, educational spaces, student spaces adequate for each site to meet the missions, educational program needs, and students' needs for the number of assigned students and activities at the site?
 - How are disparities in buildings and equipment, if present, addressed?
 - Is student safety adequately addressed at all sites, especially if settings are different?
 - Are disaster preparedness policies and protocols present, and appropriate, for all sites?
 - Do satisfaction data indicate adequacy at all sites?



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Wide Lens: Clinical Resources

- **Element 5.5** Resources for Clinical Education
- **Element 5.6** Clinical Instructional Facilities/Information Resources
 - Are there adequate types and numbers of patients at each site to support the components of the educational program offered at that site?
 - How is this determined?
 - How are perceived inadequacies, if any, addressed?
 - Are the number and types of clinical facilities adequate to support the components of the educational program offered at that site?
 - Are comparable and adequate information resources (offerings, access, and access points) available at each site?



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Wide Lens: Library and Information Technology

- **Element 5.8** Library Resources/Staff
- **Element 5.9** Information Technology Resources/Staff
 - Do students and faculty at each site have access to adequate library/information resources to support the educational program and other needs of the site?
 - Are knowledgeable information staff available to students at all sites, either in person or remotely?
 - If technology is used to delivery the curriculum at any site, is the system adequate and reliable?
 - Are IT staff readily available to support students and faculty at all sites?
 - Are students and faculty at all sites satisfied with the use of technology, and adequacy of the system, to support learning needs?

- Wide lens
 - Opportunities (3.1, 3.2, 6.5, 6.6)
 - Admissions and student assignments (10.2, 10.3, 10.6, 10.9)
 - Student services (11.1, 11.2, 12.1, 12.3, 12.4, 12.8)

Flexibility in Providing Opportunities, Admissions and Student Assignments, Student Services

Opportunities: Elements 3.1, 3.2, 6.5, and 6.6

- Each medical school determines specifically how it will satisfactorily address the requirements for these elements. But regardless of its approach, the school must provide sufficient resources to ensure that all students and/or faculty have the opportunities identified in these elements.

Admissions and Student Assignments: Elements 10.2, 10.3, 10.6, 10.9

- While the LCME has set specific requirements for these elements – such as the admission committee having final authority for accepting students to medical school – each medical school is responsible for developing policies, processes, criteria, rules, and content that will satisfy these requirements.

Student Services: Elements 11.1, 11.2, 12.1, 12.3, 12.4, 12.8

- Each medical school determines specifically how it will provide these student services. The LCME's focus is on how the school ensures these services are available to all students and that there is evidence that the services are effective.



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Wide Lens: Opportunities

- **Element 3.1** Resident Participation in Medical Student Education – mechanisms are in place to ensure that **all students** learn about the expectations and requirements of the next phase of their training.
- **Element 3.2** Community of Scholars/Research Opportunities – infrastructure and resources are available to **all faculty and students** to support scholarship.
- **Element 6.5** Elective Opportunities – the medical school ensures that sufficient electives are available to **all students**, regardless of parallel track and/or campus.
- **Element 6.6** Service-Learning/Community Service – the medical school must provide sufficient funding and/or staff support to ensure that **all students** have opportunities to participate in service-learning/community service.



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Wide Lens: Admissions and Student Assignments

- **Element 10.2** Final Authority of Admission Committee – Across medical schools, admission committees may vary in size, composition, and rules for operation, but they must all be formally constituted, the majority of voting members must be faculty, and they must hold the final authority for accepting students to the medical school.
- **Element 10.3** Policies Regarding Student Selection/Progress and Their Dissemination – The policies, procedures, and criteria for medical student application, selection, admission, assessment, promotion, graduation are established by the faculty.
- **Element 10.6** Content of Informational Materials – The specific content of the school's informational materials is determined by the school. The LCME requires that these materials include the mission and objectives of the medical education program, the academic and other requirements for the MD degree and associated joint degree programs, the most recent academic calendar, and a description of all required courses and clerkships.
- **Element 10.9** Student Assignment – The medical school is responsible for assigning medical students to each location and/or parallel curriculum and provides a process for medical students to request an alternative assignment.



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Wide Lens: Student Services

- **Element 11.1** Academic Advising – the medical school ensures that its academic advising system is effective, and integrates the efforts of faculty members, course/clerkship directors, and student affairs staff with its counseling and tutorial services. Academic counseling is provided by individuals who have no role in making assessment or promotion decisions.
- **Element 11.2** Career Advising – the medical school ensures that its career advising system is effective and that it integrates the efforts of faculty members, clerkship directors, and student affairs staff to assist **all students** in choosing elective courses, evaluating career options, and applying to residency programs.
- **Element 12.1** Financial Aid/Debt Management Counseling/Student Educational Debt – the medical school provides effective financial aid and debt management counseling for **all students** and has mechanisms in place to minimize the impact of direct educational expenses on medical student indebtedness.



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Wide Lens: Student Services

- **Element 12.3** Personal Counseling/Well-Being Programs – the medical school ensures that its system of personal counseling is effective and includes programs to promote student well-being and to facilitate their adjustment to the physical and emotional demands of medical education.
- **Element 12.4** Student Access to Health Care Services – the medical school ensures that all students have timely access to needed diagnostic, preventive, and therapeutic health services at sites in reasonable proximity to the locations of their required educational experiences and has policies and procedures in place that permit students to be excused from these experiences to seek needed care.
- **Element 12.8** Student Exposure Policies/Procedures – the medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including education about methods of prevention, procedures for care and treatment after exposure, and the effects of infectious and environmental disease or disability on medical student learning activities.



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Submitted Question



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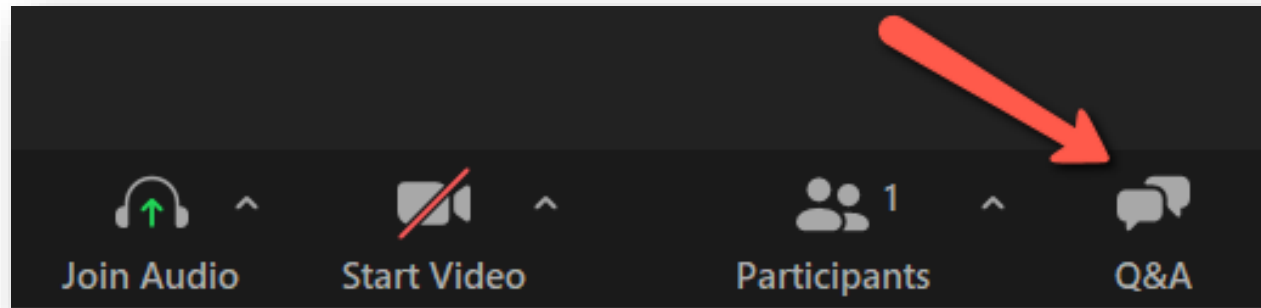
Submitted Question

Is a policy required to demonstrate oversight of comparability among regional campuses, or might one set forth a protocol and procedure?

Questions from webinar chat

How to ask questions in Zoom:

Participants can ask questions by hovering their mouse at the bottom of the screen to bring up their toolbar.



Click the Q&A icon and a box will open where you can submit a question.

Participants will not see other participants' questions. Only speakers will see the questions submitted.



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Announcements: 2021-22 Survey Team (Full) Publications

The 2021-22 full versions of survey team publications have been posted to [lcme.org/publications](https://www.lcme.org/publications).

Exit Report Template	Exit Report Template for Full, Provisional, and Preliminary Accreditation Surveys	This document is not specific to an academic year.	June 2021
Survey Report and Team Findings Guide	Survey Report and Team Findings Guide for Full Accreditation Surveys	2021-22	June 2021
Survey Report Template	Survey Report Template for Full Survey Visit Reports	2021-22	June 2021
Survey Team Findings Template	Survey Team Findings Template for Full, Provisional, and Preliminary Survey Visit Reports	This document is not specific to an academic year.	June 2021
Visit Schedule Template	Visit Schedule Template for a Full Virtual Survey	This online form is not specific to an academic year.	June 2021



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LCME Secretariat Private Consultations

The Liaison Committee on Medical Education (LCME) Secretariat will host private virtual consultations for schools with survey visits in AY 2021-22 and AY 2022-23. LCME Private Consultations are available November 8th, 9th, and 12th by appointment. To request a virtual consultation, please complete and submit the online request form:

<https://www.jotform.com/lcme/lcme-consultation-request>

The banner features a background of colorful, abstract shapes in shades of blue, green, yellow, and red. On the left side, the LCME logo is displayed above the text "Secretariat Consultations". On the right side, there is a dark grey box containing text about the consultations and a blue button labeled "Sign Up for a Consultation".

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Secretariat Consultations

LCME Secretariat Private
Virtual Consultations
during Learn, Serve, Lead
2021

November 8-12, 2021, The LCME will
host private virtual consultations for
schools with survey visits in AY 2021-22
and AY 2022-23.

Sign Up for a Consultation



Next Webinar: Thursday, August 19, 2021

Topic of the Month:
How to Manage the Curriculum

Email lcme@aamc.org with element or topic suggestions.