Connecting with the Secretariat Webinar

October 5, 2023
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.
The major standing committees of the medical school listed in Element 1.3 must be defined in the college bylaws.
We must have student representatives present in the administrative discussions of the school.
Should student representatives on committees be allowed to vote?
In committees where students have representation, like the curriculum committee, is it OK to ask them to step out when sensitive administrative topics will be discussed that they should not be present for?
In the past it was acceptable to have an Associate Dean for Medical Education/Curriculum to chair the Curriculum Committee. I hear that is no longer true because that is a direct influence by the dean on autonomy of the committee.
The Committee on Admissions cannot be populated with senior administrative staff/deans.
Assistant deans cannot have roles in summative assessment of students.
Since it’s satisfactory in some capacity, is a SM considered a “citation”? Or is only a “U” considered a citation? When you shared the most frequently cited elements on April 6, 2023, were those based on SM findings or only U findings?
Schools must have affiliation agreements with ambulatory sites, including individual community physicians' offices.
We must keep students from different medical schools separated on required clinical rotations.
Our state has 3 medical schools: the flagship school and two newer schools. Students from the newer schools are often looking for 3rd year clerkship preceptors, as well as 4th year electives - which includes experiences with faculty and facilities associated with the flagship school. Currently the flagship school administration states that NO 3rd year visiting student clerkships may take place with either the faculty or within their affiliated facilities, and that any 4th year visiting student electives can only be scheduled through a very limited number of VSLO slots. The rationale being, "an LCME accreditation issue.” This has the effect of limiting experiences for in-state students not at the flagship school and driving students into out-of-state residency positions, thus worsening our state's physician shortage. I would add the faculty and the facilities have the capacity to serve students from all three schools in most scenarios, and the road block to doing so is this administrative interpretation. Reviewing the LCME standards for visiting students - the standards are met as outlined, so I'm hoping for clarification - and that potentially a rule that seems to negatively affect medical students within our state isn't really a rule after all.
Schools should have elective offerings throughout all years of medical school, not just in the clinical years.
We must establish benchmarks higher than 80% in our assessment.
The LCME has secret “student dissatisfaction percentages” that trigger citations.
We must include the N/A responses from the ISA into the denominator but having those factored in will have a negative effect on our overall satisfaction score.
The LCME will cite a school based solely on student opinion.
The publication of new sets of core competencies by organizations involved in medical education means that the LCME is about to require schools to incorporate these competencies and/or associated curricular resources into their medical education program curricula.
In community-based clinical settings where students from other medical schools are present (MD, DO), what conditions, agreements, or policies are required in order for students to receive concurrent instruction in the same settings?
We have to meet or exceed the national mean in order to satisfy the element on student satisfaction (GQ) data.
The outcome of a school’s accreditation process is heavily dependent on the five site visitors you happen to get.
The LCME has no mechanisms by which to monitor and prevent conflicts of interest on the part of survey team members and LCME members.
LCME survey teams are required to address every element during a survey visit.
The LCME may come to conclusions that are different from those of the survey team.
The LCME has formulas by which it decides whether a particular element is unsatisfactory, whether a particular standard is noncompliant, and whether a medical education program is granted a full eight-year term of accreditation versus a “severe action.”
The first reaccreditation after the first full accreditation is awarded for a new school is the harshest.
Don’t tell anything to the LCME Secretaries; everything you say can and will be used in the court of the LCME.
The LCME uses student satisfaction and feedback as an important source of data. What is the LCME’s expectation regarding “closing the loop” on student feedback? What are some of the best practices for handling student feedback, addressing student satisfaction, and assessing and publicly responding to student satisfaction matters?
Open Q&A

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.
LCME Secretariat Private Consultations at Learn, Serve, Lead 2023: The AAMC Annual Meeting

LCME Private Consultations are available November 3-6, 2023, by appointment. Submit and complete the online form to schedule:

https://www.jotform.com/lcme/lcme-consultation-request
Call for LCME Student Member Nominations 2023-24

Student member nominations for the AMA and AAMC position must be received by December 15, 2023.

A list of LCME events at Learn Serve Lead 2023 can be found at: [https://lcme.org/event/2023-learn-serve-lead/](https://lcme.org/event/2023-learn-serve-lead/)
Next Webinar: Tuesday, January 9, 2024

Topic of the Month:
TBD

2024 Connecting with the Secretariat Dates

January 9, 2024 - Tuesday
February 6, 2024 - Tuesday
March 7, 2024
April 4, 2024
No May webinar

June 6, 2024
July 11, 2024
August 1, 2024
September 5, 2024
October 3, 2024

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