



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

January 9, 2025
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.

Guest Speakers

Planning and Conducting Your Accreditation Survey Visit



Steven Herrine, MD

Vice Dean for Academic Affairs/UME
Chair, Department of Medical Education
Professor of Internal Medicine
Sidney Kimmel Medical College at Thomas Jefferson University



Yana Panich

Executive Assistant, Academic Affairs/UME
Sidney Kimmel Medical College at Thomas Jefferson University

Planning and Conducting Your Accreditation Survey Visit

Steven Herrine, MD
Vice Dean for AA/UME
Faculty Accreditation Lead

Yana Panich
Executive Assistant, AA/UME
Survey Visit Coordinator

What is the



And why are they doing this to me?

Outline

- About SKMC
- Institutional Readiness
- DCI Preparation
- Institutional Self-study preparation
- The ISA
- The site visit
- Incentives and recognitions
- Lessons learned

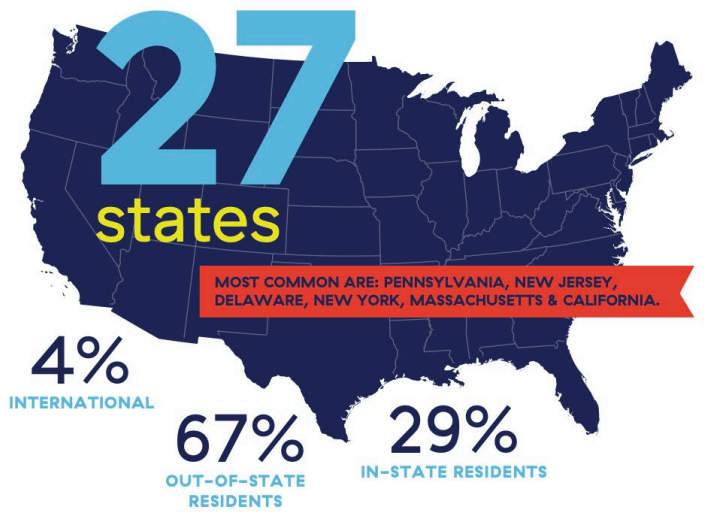


Founded in 1824, Sidney Kimmel Medical College has awarded > 31,000 medical degrees and has more living graduates than any other private medical school in the US

10,377
AMCAS APPLICANTS

3.5%
OF APPLICANTS
OFFERED ACCEPTANCE

272
STUDENTS ACCEPTED
TO FIRST YEAR CLASS



54%
FEMALE

45%
MALE

3.83 AVERAGE TOTAL GPA

AVERAGE SCIENCE GPA **3.78**

513 AVERAGE MCAT

112
GRADUATE AND UNDERGRADUATE SCHOOLS REPRESENTED



AGE RANGE OF MEDICAL STUDENTS

58%
20-23

30%
24-26

12%
27-37

SCAN TO LEARN MORE

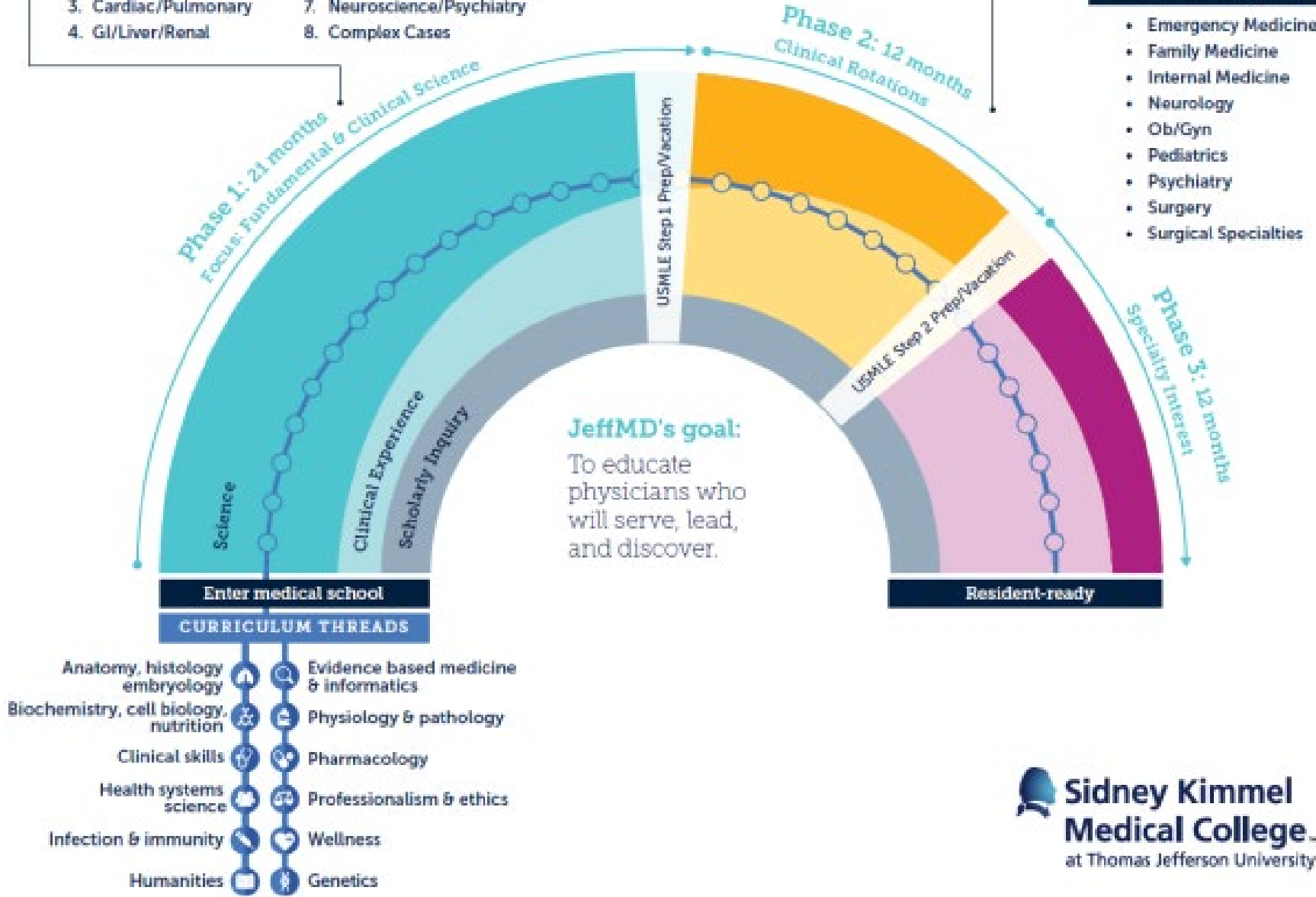


PHASE 1 BLOCKS

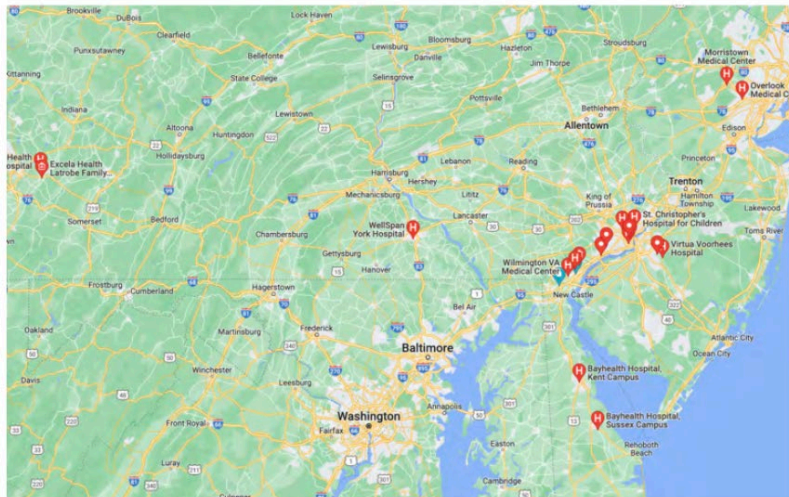
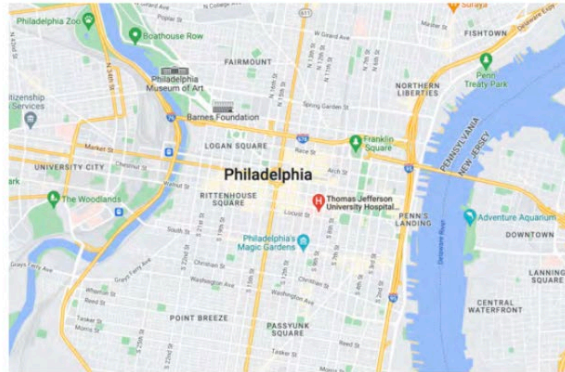
- | | |
|-------------------------------|-----------------------------------|
| 1. Intro to Study of Medicine | 5. Urology/Endocrine/Reproductive |
| 2. Host Defense/Blood | 6. Musculoskeletal/Integumentary |
| 3. Cardiac/Pulmonary | 7. Neuroscience/Psychiatry |
| 4. GI/Liver/Renal | 8. Complex Cases |

CLINICAL ROTATIONS

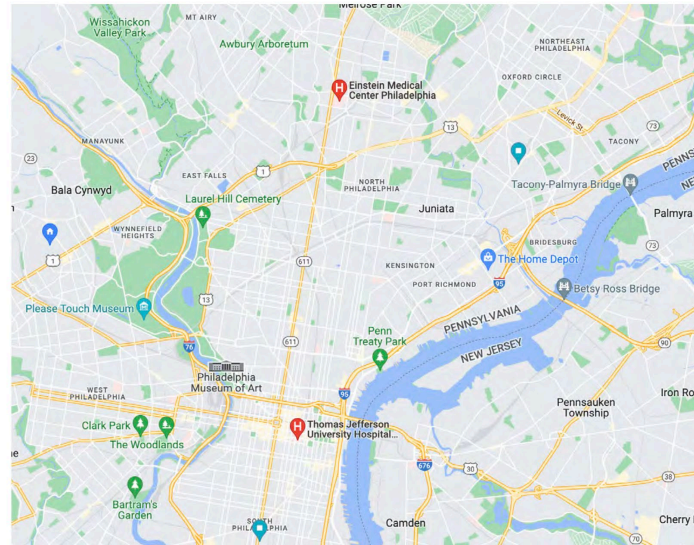
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Neurology
- Ob/Gyn
- Pediatrics
- Psychiatry
- Surgery
- Surgical Specialties



Thomas Jefferson University Hospital
 111 S. 11th Street
 Philadelphia, PA 19107



Albert Einstein Medical Center
 5501 Old York Road
 Philadelphia, PA 19141



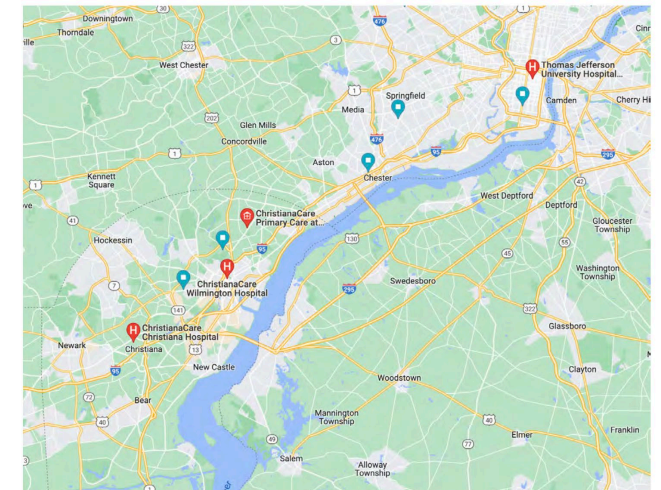
6.8 miles from Sidney Kimmel Medical College

Christiana Care Health System

Newark Campus
 4755 Oglethorpe St
 Newark, DE 19718

Wilmington Campus
 501 West 14th St
 Wilmington, DE 19801

Family Medicine Center
 1401 Foulk Rd.
 Wilmington, DE 19803



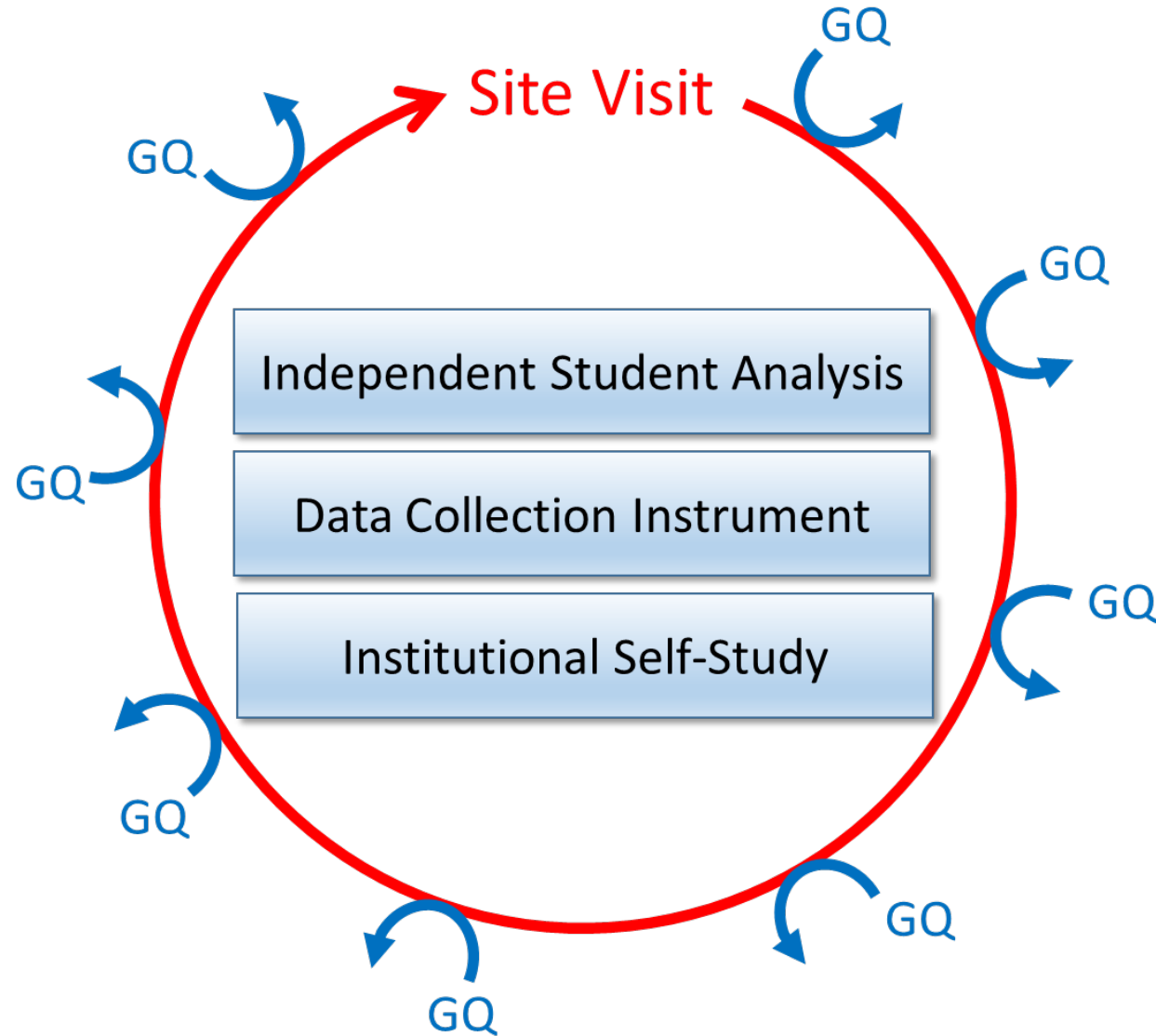
39.3 miles from Sidney Kimmel Medical College

30.4 miles from Sidney Kimmel Medical College

27.6 miles from Sidney Kimmel Medical College

Institutional Readiness

LCME Accreditation Cycle





2023 Areas of Concern

Need for enhanced communication

Administrative accessibility

Use of student feedback

Research opportunities

IPE and HMP

Learning Environment

Diversity of student body, housestaff, faculty and administration

Affiliate clinical site amenities

Financial aid services

NBME preparation resources

Financial challenges



THOMAS JEFFERSON UNIVERSITY

Sidney Kimmel Medical College STRATEGIC PLAN 2020

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Element	Standard	Description	Metric Unsatisfactory	Metric Warning	Metric Met	Status of Me	Data Source	Review Freq	AY 25 Review Date	Site of Review	Responsibility for Results
1.4	Affiliation Agreements	annual review of affiliation	< 90% of clinical sites have agreement	90%-99% of clinical sites have agreement	100% of clinical sites have agreement	Met	GME office	yearly	09/01/25	SDSPG	Vice Dean, GME and Affiliations
1.5	Bylaws	annual review of bylaws	document review > 2 years	document review within 1-2 years	document review within one calendar year	Met	Annual CQI meeting	yearly	01/06/25	Annual CQI meeting	Vice Dean, UME
3.3	Diversity/Pipeline Programs and Partnerships	admissions diversity	<70 URM admissions offers	70-79 URM admissions offers	≥ 80 URM admissions offers	Met	Admissions committee	yearly	08/01/25	SDSPG	Senior Associate Dean for Admissions
3.3	Diversity/Pipeline Programs and Partnerships	faculty diversity	URM faculty hires < 8%	URM faculty hires 8%-12%	URM faculty hires > 12%	Met	Faculty affairs	yearly	08/01/25	SDSPG	Senior Associate Dean for Faculty
3.3	Diversity/Pipeline Programs and Partnerships	senior administration diversity	<20% of hires for senior administration meet definition	20%-30% hires for senior administration meet definition	>30% of hires for senior administration meet definition	Met	Faculty affairs	yearly	08/01/25	SDSPG	Senior Associate Dean for Faculty
3.5	Learning Environment/Professionalism	learning environment reporting	Respect questionnaire (Likert 4,5) < 90%	Respect questionnaire (Likert 4,5) 90%-98%	Respect questionnaire (Likert 4,5) > 98%	Met	New Innovations/JeffRATE	3 months	09/01/25	JeffRATE review committee	Associate Dean, Professionalism
3.5	Learning Environment/Professionalism	learning environment reporting	Jefferson learning Environment Score < 3.5	Jefferson learning Environment Score 3.5-4.0	Jefferson learning Environment Score > 4.0	Met	New Innovations/JeffRATE	Yearly	09/01/25	JeffRATE review committee	Associate Dean, Professionalism
3.6	Student Mistreatment	student mistreatment rates	listed behaviors associated with mistreatment > 50%	listed behaviors associated with mistreatment 45%-50%	listed behaviors associated with mistreatment < 45%	Met	GQ	yearly	07/31/25	JeffRATE review committee	Associate Dean, Professionalism
4.1	Sufficiency of Faculty	student/teaching faculty ratio	student/teaching faculty ratio >30 (total student/FTE ratio)	student/teaching faculty ratio 25-30 (total student/FTE ratio)	student/teaching faculty ratio <25 (total student/FTE ratio)	Met	Academic finance	yearly	07/31/25	CC mtg	Vice Dean, UME
4.4	Feedback to Faculty	%, annual reviews	< 95% annual reviews completed	95%-98% annual reviews completed	> 98% annual reviews completed	Met	Faculty affairs	yearly	12/31/25	SDSPG	Vice Dean, Faculty Affairs
5.1	Adequacy of Financial Resources	LCME Part I-A Annual Financial Questionnaire	Net operating income as a percentage of total revenue <0%	Net operating income as a percentage of total revenue 0%-0.9%	Net operating income as a percentage of total revenue >0.9%	Met	LCME Part I-A Annual Financial	yearly	12/31/25	SDSPG	SKMC Executive Committee
5.1	Adequacy of Financial Resources	LCME Part I-A Annual Financial Questionnaire	EBIDA as percentage of total revenue <6%	EBIDA as percentage of total revenue 6%-8%	EBIDA as percentage of total revenue >8%	Met	LCME Part I-A Annual Financial	yearly	12/31/25	SDSPG	SKMC Executive Committee
6.1	Program and Learning	Faculty Attestation	Faculty attestation knowledge of LOs < 85%	Faculty attestation knowledge of LOs 85%-95%	Faculty attestation knowledge of LOs > 95%	Met	Faculty training module	yearly	12/31/25	CC mtg	Vice Dean, UME
6.3	Self-directed and life-long learning	quantity of instructional hours	Average number of 2-hr blocks of unscheduled	Average number of 2-hr blocks of unscheduled	Average number of 2-hr blocks of unscheduled	Met	One45	yearly	06/30/25	Phase 1 Subcommitt	Senior Associate Dean, Curriculum

Academics - Sidney Kimmel Medical College -

Sidney Kimmel Medical College - MD Program - LCME Accreditation - LCME Accreditation Resources



LCME Ac



LCME Accreditation Resources

MD Program

- Curriculum
- Guiding Principles
- Learning Environment
- Commitment to Anti-Racist Education
- Policies & Guidelines Pertaining to SKMC Students
- Student Resources
- Frequently Asked Questions
- Additional Educational Programs
- Our Team
- DEA Information for SKMC Graduate
- LCME Accreditation

MD Program

- Curriculum +
- Guiding Principles
- Learning Environment +
- Commitment to Anti-Racist Education
- Policies & Guidelines Pertaining to SKMC Students
- Student Resources
- Frequently Asked Questions
- Additional Educational Programs +
- Our Team
- DEA Information for SKMC Graduate

- SKMC Strategic Plan (PDF)
- SKMC Student Handbook (PDF)
- SKMC Course Catalog (PDF)
- SKMC Curriculum Governance (PDF)
- Graduation Competencies (PDF)
- Residency Match Results: Class of 2020 (PDF)
- Thomas Jefferson University Faculty Handbook (PDF)
- Supplement to the Faculty Handbook SKMC (PDF)
- University Bylaws

All Files

Recents

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Notes

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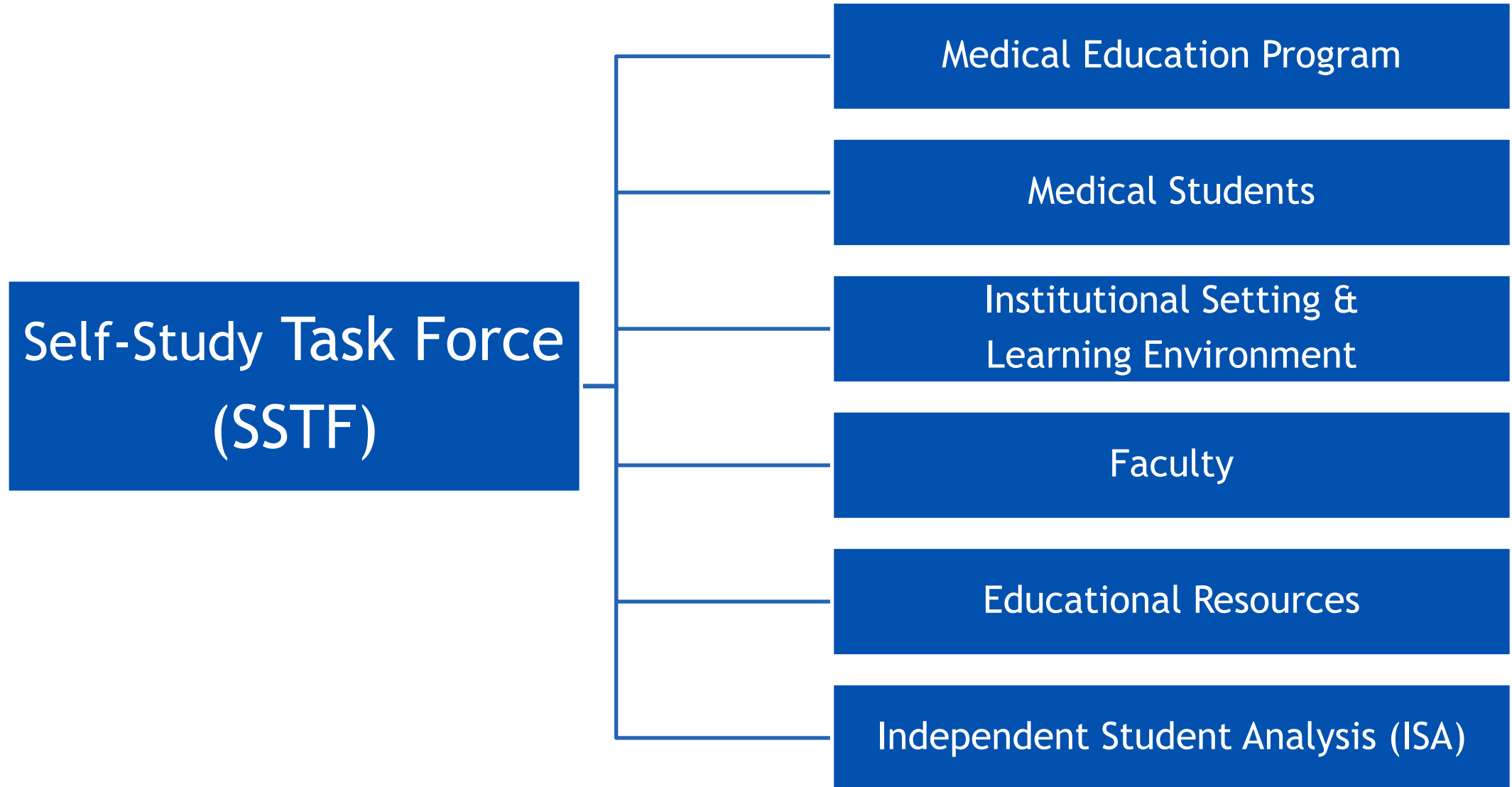
Drag items here for quick access

All Files > LCME 2023 > Self Study Task Force



Name ^	Updated	Size	
Supporting Documentation	Sep 16, 2021 by Yana Panich	0 Files	
132_gq_2021.pdf	Aug 26, 2021 by Steven Herrine	212.9 KB	
2022-23_DCI_Full__2021-08-03.docx	Aug 26, 2021 by Steven Herrine	468.9 KB	
2022-23_Functions-and-Structure_2021-03-30.docx	Aug 26, 2021 by Steven Herrine	84.3 KB	
DCI process grid 092321.xlsx V3	Sep 25, 2021 by Steven Herrine	17.9 KB	
example for DCI writing (Element 7.6).pdf	Aug 26, 2021 by Steven Herrine	920.8 KB	
GQ Graphic Summary 2021.pptx	Aug 26, 2021 by Steven Herrine	1.6 MB	
LCME DCI preparation guide.docx	Aug 26, 2021 by Steven Herrine	14 KB	
LCME information for Self-Study Task Force Members 071321...	Aug 26, 2021 by Steven Herrine	20.3 KB	
LCME information for Self-Study Task Force Members 080521...	Aug 26, 2021 by Steven Herrine	19 KB	

Committee Structure for Self-Study



Chair, SSTF	Dean, SKMC	Clinical Science Department Chair	Chair, Emergency Medicine
Co-Chair, SSTF	Vice Dean, AA/UME	Basic Science Department Chair	Chair and Senior Associate Dean
Project Director	UME Executive Assistant	Chief of Hospitalist Division	Director, Hospital Medicine
Institutional Setting Co-Chair	Associate Dean, Professionalism	Senior clinical Faculty Member	Professor of Surgery
Institutional Setting Co-Chair	Chief Operating Officer, TJU	Junior clinical Faculty Member	Associate Professor, Medicine
MedEd Program Co-Chair	Senior Associate Dean, AA/UME	Senior Science Faculty Member	Professor of Biochemistry
MedEd Program Co-Chair	Phase 1 Director	Junior Science Faculty Member	Assistant Professor, Cancer Biology
Medical Student Co-Chair	Vice Dean, SA	Hospital-based resident	PGY3, Internal Medicine
Medical Student Co-Chair	Associate Dean, SA	Surgical resident	PGY3, Surgery
Faculty Co-Chair	Vice Dean, Faculty Affairs	Trustee	TJU Trustee
Faculty Co-Chair	Associate Dean, Faculty Affairs	Provost's Office	Acting Provost, TJU
Educational Resources Co-Chair	VP, Academic Finance	Administrator of general university	Dean, College of Life Sciences
Educational Resources Co-Chair	Vice Dea, GME	Student SSTF member	Student - Class of 2022
Database/Self Study Reviewer	Vice Dean, Program Development	Student SSTF member	Student - Class of 2023
CAO/Affiliated Institution	Chief People Office, CC	Student SSTF member	Student - Class of 2024



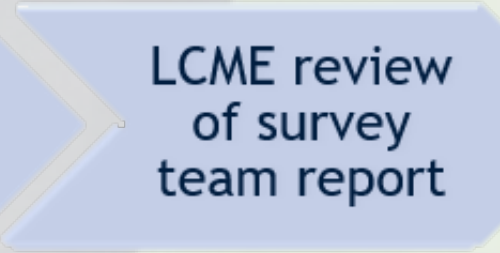
1.5 - 2 years



Institutional
Self-Study



Survey Visit



LCME review
of survey
team report



LCME
determination

October 2015 – Full 8-yr accreditation

Satisfactory/need for Monitoring		2/17	10/19
Element 3.3 (diversity/pipeline programs and partnerships)	Recent initiatives to enhance diversity . Too early to assess the effectiveness of these efforts.	S	S
Element 3.5 (learning environment/professionalism)	Multifaceted approach to address learning environment ; sustained effectiveness should be monitored.	SM	S
Element 9.4 (observation of core clinical skills)	New procedures designed observation of medical student skills ; sustained effectiveness should be monitored.	S	S
Element 9.7 (formative assessment and feedback)	New process provide formal mid-clerkship feedback ; sustained effectiveness should be monitored.	S	S
Unsatisfactory		2/17	10/19
Element 6.3 (self-directed and life-long learning)	Insufficient educational opportunities for active learning in pre-clinical curriculum.	S	S
Element 8.2 (use of medical educational program objectives)	Educational program competencies not used to establish curriculum content; evaluate effectiveness.	S	S
Element 8.3 (curricular design, review, revision/content monitoring)	The objectives, content, and pedagogy of each curricular segment not routinely and systematically reviewed.	SM	S
Element 10.2 (final authority of admission committee)	Admissions committee must make final decision regarding MD/PhD students.	S	S

2021 SKMC ISA Heat Map Analysis

	10%-14.9% Combined Dissatisfied and Very Dissatisfied Responses
	15%-19.9% Combined Dissatisfied and Very Dissatisfied Responses
	20%-24.9% Combined Dissatisfied and Very Dissatisfied Responses
	≥ 25% Combined Dissatisfied and Very Dissatisfied Responses

Q#	M1	M2	M3	M4	Description	DCI Table	RS*
1					Student Affairs - Awareness of student concerns	2.4-2b	
2					Student Affairs - Responsiveness to student problems	2.4-2c	
3					Academic Affairs - Awareness of student concerns	2.4-4b	
4					Academic Affairs - Responsiveness to student problems	2.4-4c	
5					Adequacy of safety and security at medical school campus	5.7-1a	
6					Adequacy of safety and security at clinical sites	5.7-1b	
7					Adequacy of educational/teaching spaces at hospitals	5.6-2	
8					Student relaxation space at medical school campus	5.11-4	x
9					Student study space on campus	5.11-2a	
10					Study space at hospitals/clinical sites including affiliates	5.11-2b	x
11					Secure storage space on campus	5.11-7a	
12					Secure storage space at the hospitals/clinical sites	5.11-7b	x
13					Relaxation space at hospitals/clinical sites	5.11-5	x
14					Virtual education during clinical years/COVID-19 policies		
15					Access to research opportunities	3.2-2a	

October 2021

b. Summarize the content of any policies/guidelines covering the amount of time per week that students spend in required activities during the pre-clerkship phase of the curriculum. Note whether the **policy** addresses only in-class activities or also includes required activities assigned to be completed outside of scheduled class time.

c. Describe how policies relating to duty hours in the clinical clerkships are disseminated to medical students, how and to whom responsible for each if (s) monitor the medical students, in

“Policy” 40 matches

“Policies” 82 matches

“Procedure” 54 matches

“Procedures” 48 patches

Supporting Documentation

1. Formal policies or guidelines addressing the amount of scheduled time during a given week during the pre-clerkship phase of the curriculum.
2. The formally approved **policy** relating to duty hours for medical students during the clerkship phase of the curriculum, including on-call requirements for clinical rotations.

FIND AND REPLACE

policy

Find

Replace All Replace

MATCHES: Result 21 of 40

3.4 Anti-Discrimination **Policy** 23

12.2 Tuition Refund **Policy** 135

to each area in which the medical school or university has a faculty input from faculty on proposed changes to **policy** and on other A medical school promulgates bylaws or similar **policy** documents approved documents (e.g., bylaws or other **policy** documents) where

3.4 Anti-Discrimination **Policy**

A medical school has a **policy** in place to ensure that it does not how the medical school's anti-discrimination **policy** is made known The medical school's anti-discrimination **policy** (or the school's anti-discrimination policy (or the university **policy** that applies Table 3.6-4a | Satisfaction with the Adequacy of the Student /very satisfied (combined) with the adequacy of the medical school's evaluation and remediation, terms of dismissal, and, if relevant, the committee of the faculty determine the governance and **policy**making representatives determine the governance and **policy**-making Describe the medical school's **policy** and practice with regard to , students) that are specified in bylaws/**policy**. List the titles of the excerpt from the bylaws or other **policy** granting the committee its

Academic Workload Policy - Phase 1

Purpose

This policy establishes guidelines for maximum required curricular activities for Phase 1 (pre-clerkship) students at SKMC to maximize educational benefit while also attending to students' needs for rest, study, and personal time.

Overview

Sidney Kimmel Medical College is committed to providing a safe and supportive learning environment for all students throughout their educational program to maximize student success. A current, separate duty hour policy exists for the educational program during Phases 2 and 3 (clinical phases).

Related LCME Element

8.8 Monitoring Student Time

Definitions:

In-class activity: An in-class activity refers to an educational session on the academic schedule and involves presentation of curricular content through direct interaction between medical students and faculty. Although these sessions appear on the weekly academic calendar, not all sessions are considered mandatory.

Required out-of-class activity: A required out-of-class activity refers to an educational activity that is required to be completed outside of scheduled class time, generally in preparation for a scheduled in-class activity. Examples of required out-of-class activities include, but are not limited to, preparation for Case based learning sessions, required reading assignments, preparation for Team based learning sessions and writing reflective essays.

Required out-of-class activities do not include time to study material presented during in-class activities.

Policy

1. Scheduled required in-class activities, averaged over the course of the academic year should not exceed 30 hours per week during Phase 1.
2. Required out-of-class activities averaged over the course of the academic year should not exceed 10 hours per week during Phase 1.

Monitoring

1. The Phase 1 Director is responsible for ensuring compliance with this policy. Data on total time for required activities is collected by the Academic Affairs office and presented to the Phase 1 Curriculum Subcommittee during all Block and Course reviews in Phase 1.
2. The Phase 1 Curriculum Subcommittee report and recommendations will be forwarded to the Curriculum Committee to ensure compliance.
3. Annual student surveys are conducted to collect average time spent out-of-class for recurring weekly activities such as case-based learning preparation and Scholarly Inquiry project work to ensure accuracy of these estimates.
4. If individual blocks or courses are found to be out of compliance with this policy or the overall policy guidelines are deemed to no longer be appropriate, the Curriculum Committee will take action to remedy the situation and re-establish compliance.

Governance: Curriculum Committee | Approved 9/21/2021

DCI Preparation

Standard	Description	subcommittee	writing	early concerns	Submitted (Y/N)	Compliant	Partially compliant	Not compliant	Missing info/notes & questions
8.4	Program Evaluation	Medical Education Program	Abraham	Table assigning responsibility for review of MEPO outcomes. Need "feedback from residency program's on performance of graduates					
8.5	Medical Student Feedback	Medical Education Program	Ziring	student course evaluation forms - change to or port to AEFIS?					
8.6	Monitoring of Completion of Required Clinical Experiences	Medical Education Program	Mingioni	PELS: review criteria and process by which this data is reviewed by students, clerkship directors, CC					
8.7	Comparability of Education/Assessment	Medical Education Program	Mingioni	Comparability: how are faculty (including affiliate) informed of standards? How is comparibility reviewed?					
8.8	Monitoring Student Time	Medical Education Program	Ziring	Duty hours and workload. Clerkship duty hours policy.					
9.1	Preparation of Resident and Non-Faculty Instructors	Medical Education Program	Diemer						
9.2	Faculty Appointments	Medical Education Program	Novielli	Concern: Need better process to identify who needs faculty appointment at affiliate sites--should be led by clerkship directors					
9.3	Clinical Supervision of Medical Students	Medical Education Program	Mingioni	Clinical supervision policy					
9.4	Assessment System	Medical Education Program	Berg	Clinical skills assessment - OSCE, H&P. Provide data from clerkship evaluation regarding student perceptions that they were observed					
9.5	Narrative Assessment	Medical Education Program	Ziring	If narrative not provided where applicable, why?					



Appendix Table of Contents

9-05 CSSG overall performance rubric.pdf
9-05 HMP reflection essay rubric.pdf
9-05 Student Narrative Assessment Policy.pdf
9-05 Wellness week essay rubric.pdf
9-07 Formative Assessment and Feedback Policy.pdf
9-08 AY2021-22 Phase 2 Comparability Report for Clerkship Locations.pdf
9-08 Phase 2 Clerkship Evaluation Form.pdf
9-08 Phase 3 Clinical Evaluation Form.pdf
9-08 Timely Summative Assessment Policy.pdf
9-09 Academic Dismissal Policy.pdf
9-09 Community Standards Policy and Process.pdf
9-09 Due Process for Decisions other than Academic Dismissal Policy.pdf
9-09 Faculty Recusal from Student Assessment and Promotion Policy.pdf
9-09 Phase 1 Promotion Policy.pdf
9-09 Phase 2 and Phase 3 Promotion Policy.pdf
10-02 Committee on Admissions – Faculty Handbook.pdf
10-02 Committee on Admissions COI.pdf
10-02 Committee on Admissions Information Guide.pdf
10-02 Committee on Admissions Membership 2023.pdf
10-02 Student Admissions Policy.pdf
10-03 Committee on Admissions COI.pdf

Style Guide for DCI Preparation

- Use Times New Roman, 11 pt. black font and single spacing for all responses to survey report questions and tables (note, this does necessarily not apply to template headings, footers, etc.).
- Use a serial comma (Oxford comma) before the coordinating conjunction (usually “and” or “or”) in a series of three or more items.
- The words “ex officio”, “ad hoc”, and “via” (or other Latin phrases used colloquially) should not be italicized.
- No periods are used with degrees and other abbreviations, with the exception of “U.S.”
- Academic years should be listed as 20##-## (e.g., 2022-23).
- The first occurrence of an abbreviation of acronyms should be spelled out with the abbreviation/acronym in parentheses. Subsequent uses should list just the abbreviation/acronym.
- The word “data” is plural (e.g., data are available – not, data is available).
- Only one space should be used after periods in between sentences.
- The word “dean” is not capitalized except when it begins a sentence or is linked to an individual’s name, such as “Dean Robert Jones.” The same is true for vice president, provost, president, chair, and associate dean.
- The words “medical school,” “college,” and “university” are not capitalized unless they begin sentences or are used as the school’s full name (e.g., Jones Medical School).
- The word “faculty” is not capitalized unless it begins a sentence.
- Discipline names (e.g., “Physiology,” “Biochemistry,” “Medicine”) are capitalized when they refer to departments. Note that “department” is not capitalized unless it is used with reference to a specific discipline, as in “Department of Medicine.”
- Capitalize the names of formal school committees and subcommittees (e.g., Committee on Educational Policy), but do not capitalize the committee if the formal name is not used and the committee is referred to just by function (e.g., curriculum committee).
- The word “assess” is used for students’ performance and “evaluate” is used for programs.
- In the narrative (not tables), numbers one through nine are spelled out, and numbers 10 and higher are listed as numbers.

Glossary of Terms for LCME Accreditation Standards and Elements

Adequate numbers and types of patients (e.g., acuity, case mix, age, gender): Medical student access, in both ambulatory and inpatient settings, to a sufficient mix of patients with a range of severity of illness and diagnoses, ages, and both genders to meet medical educational program objectives and the learning objectives of specific courses, modules, and clerkships. (Element 5.5)

Admission requirements: A comprehensive listing of both objective and subjective criteria used for screening, selection, and admission of applicants to a medical education program. (Standard 10)

Admission with advanced standing: The acceptance by a medical school and enrollment in the medical curriculum of an applicant (e.g., a doctoral student), typically as a second or third year medical student, when that applicant had not previously been enrolled in a medical education program. (Element 10.7)

Affiliation agreement: A document which describes the roles and responsibilities between a medical education program and its clinical affiliates. (Element 1.4)

Any related enterprises: Any additional medical school-sponsored activities or entities. (Element 1.2)

Assessment: The systematic use of a variety of methods to collect, analyze, and use information to determine whether a medical student has acquired the competencies (e.g., knowledge, skills, behaviors, and attitudes) that the profession and the public expect of a physician. (Standard 9; Elements 1.4, 4.5, 6.1, 8.3, 8.7, 9.1, 9.4, 9.5, 10.3, 10.8, 11.1, 11.3, and 12.5)

Benefits of diversity: In a medical education program, the facts that having medical students and faculty members from a variety of socioeconomic backgrounds, racial and ethnic groups, and other life experiences can: 1) enhance the quality and content of interactions and discussions for all students throughout the preclinical and clinical curricula and 2) result in the preparation of a physician workforce that is more culturally aware and competent and better prepared to improve access to healthcare and address current and future health care disparities. (Standard 3)

Central monitoring: Tracking by institutional (e.g., decanal) level offices and/or committees (e.g., the curriculum committee) of desired and expected learning outcomes by students and their completion of required learning experiences. (Elements 8.6 and 9.1)

Clinical affiliates: Those institutions providing inpatient medical care that have formal agreements with a medical school to provide clinical experiences for the education of its medical students. (Elements 1.4 and 3.5)

A word about consultations

1. Communications with LCME Secretariat are non-punitive
2. External consultations are allowable by the LCME
3. Our choices
 - External consultant
 - Professional writer
 - Proofreader
4. Content DCI/responses to questions provided by institutional content experts



Consultation firm

Institutional self-study preparation

Preparation of the Self-study Summary Report

It is the responsibility of the task force to review the documentation (e.g., DCI, ISA) to make evidence-based determinations about performance in accreditation elements. This analysis is the basis of the self-study summary report, which contains a summary description of institutional strengths, challenges related to performance in elements, and strategies to address the specific identified challenges.

Members of the self-study task force may find it helpful to refer to the *Survey Report Template for Full Survey Visit Reports*, which is used by survey team members to compile the survey report to determine the specific areas of team focus for the next year.

(lcme.org/publications)

Survey Team Documents

Survey Report Template for Full Survey Visit Reports

2024-25

[April 2024](#)

Survey Team Documents

Survey Team Documents










Structure of the Self-study Summary Report

The report should begin with a brief introduction describing how the self-study process was conducted and include the membership categories of self-study task force members (with a reference to the complete list of task force members in the Appendix). It also should include a brief history of recent major changes that have relevance to performance in accreditation elements.





The remainder of the self-study summary report should be organized into sections of institutional strengths, challenges/areas of concern related to performance in accreditation elements including any information about the root causes of problem areas, and specific activities undertaken or planned to address each of the challenges/areas of concern. Note that the self-study summary report should be evidence-based and grounded in the intent of elements. The concerns may reference a single element or group of related elements (e.g., elements related to curriculum management).

The ISA






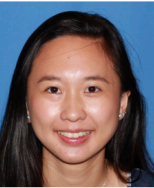
Preclinical student lunch

M1	Shelby Worsham		M1	Chenab <u>Khakh</u>		M2	Samantha <u>Einspahr</u>	
M1	Kevin Carolina		M2	Ari August		M1	Minji Hong	
M1	Benedicta <u>Olonilua</u>		M2	Brett <u>Biebelberg</u>		M2	Michael Nguyen	

Tour of educational and support facilities (2 M1, 2 M2)

M1	Mallika <u>Kodavatiganti</u>		M2	India Shelley	
M1	Nivethitha <u>Arunkumar</u>		M2	Ryan Sholes	

Clinical student lunch

M3	Kathryn <u>Achuck</u>		M3	Emily Foecke Munden		M4	Madalyne Sunday	
M3	Thomas Connelly		M3	Somya Shankar		M4	William (JK) Vervilles	
M3	Douglas <u>Corsi</u>		M4	Eva Bernstein		M4	Lucia Sanchez	
M3	Anusha Koka		M4	Ari Fish		M4	Elizabeth Scott	
M3	Tecto Ezeonu		M4	Jessica Lee				

The Site Visit

Site Visit (and mock visit) - advanced preparation



Hotel reservations – include conferencing space



Send save the date to all participants – (especially Chairs)



Car service – Inquire about accessibility issues



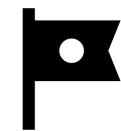
Caterer – Reliability is key



Restaurants – offer a few options



Academic room reservations



Student tours – choose wisely, script closely, rehearse

Site Visit (and mock visit) - advanced preparation



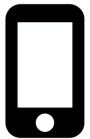
Audiovisual/tech services



Map of campus (restrooms and any security codes)



Content of prep sessions



Preparation of key groups – make a cellphone list!



Etiquette (attire, cellphones, punctuality)



Debriefing sessions

The Site Visit



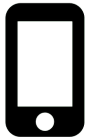
Audition meetings rooms during mock visit



Display large illustrations of mission, curriculum, etc.



Have IT on site for day 1. Ensure WiFi – display passwords



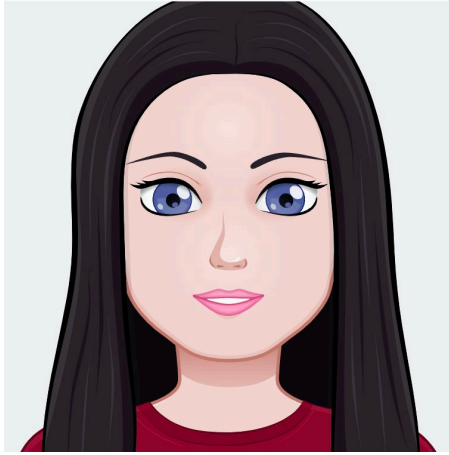
Have cellphone list ready and in every location



Snack and drink station –dietary preferences/restrictions

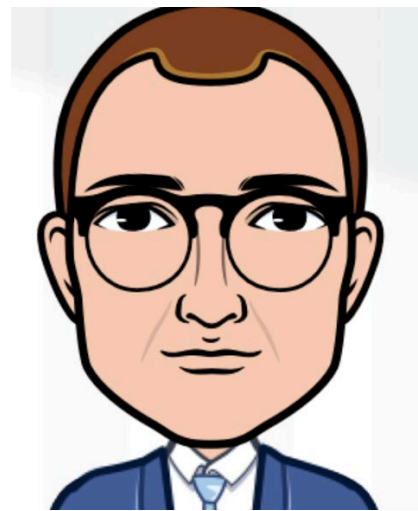


Name tents – with titles and large font



FAL and SVC are on call 24/7!

- Print out any documentation you may need ahead of time
- Keep all documents central
- “Staff runner” for documents, geographic guidance, other needs
- Group preparation and debrief room



- 2023 LCME Site Visit Prep - Academic, career, personal counseling, student health
- 2023 LCME Site Visit Prep - Admissions, Student Selection, Financial Aid
- 2023 LCME Site Visit Prep - Affiliates
- 2023 LCME Site Visit Prep - Basic Science Chairs
- 2023 LCME Site Visit Prep - Clerkship Directors
- 2023 LCME Site Visit Prep - Clerkship Student Lunch
- 2023 LCME Site Visit Prep - Clinical Chairs
- 2023 LCME Site Visit Prep - Dean
- 2023 LCME Site Visit Prep - Educational Program Objectives, Content, Curr Mgmt, Evaluation
- 2023 LCME Site Visit Prep - Finance
- 2023 LCME Site Visit Prep - Institutional diversity
- 2023 LCME Site Visit Prep - Institutional faculty issues
- 2023 LCME Site Visit Prep - Junior Faculty
- 2023 LCME Site Visit Prep - Learning environment and student mistreatment
- 2023 LCME Site Visit Prep - Library and Information Services
- 2023 LCME Site Visit Prep - Preclerkship Course Directors
- 2023 LCME Site Visit Prep - Preclerkship Student Lunch
- 2023 LCME Site Visit Prep - Research; Medic...esearch opportunities; Academic environment
- 2023 LCME Site Visit Prep - Residents
- 2023 LCME Site Visit Prep - Senior Leadership Staff
- 2023 LCME Site Visit Prep - Student Tour
- 2023 LCME Site Visit Prep - Teaching, superv...n, student assessment, student advancement
- 2023 LCME student tour itinerary

Dates of in-person sessions

January 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Tuesday, January 10, 2023
2:45 - 3:30 Basic Science Chairs
3:30 - 4:30 Clinical Chairs

March 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21 	22	23	24	25
26	27	28	29	30	31	

Tuesday, March 21, 2023
3:00 - 4:00 Basic Science Chairs
4:00 - 5:00 Clinical Chairs

General points about sessions



Please arrive a bit early



Answer only the question asked



Each question has a purpose -determine compliance



Not the time to air dirty laundry or personal grievances



No need to remind the visitors that our school is large



Professional attire, ID badge, cellphones off



Perfectly acceptable to bring notes



Review information on faculty website

LCME Site Visit student tour itinerary

Mock site visit: Sunday, January 9 @ 11:15 am-12:00 pm

LCME Site visit: Monday, March 20, 2023 @ 11:15 am - 12:00 pm

Student tour leaders:

- Nivethitha Arunkumar, SKMC '26
- India Shelley, SKMC '25
- Mallika Kodavatiganti, SKMC '26
- Ryan Sholes, SKMC '25

Start: College Building conference room 126 (site of LMCE meetings)

Exit conference room through Diversity Office door

Cross hall to **Student Affairs Office**

Walk to **Curtis Building** to see **Admission Office and Academic Services Office**

Go up one floor to **Curtis small group classrooms**

Walk across to college building second floor to **Foerderer Auditorium**

Continue down hall to show **Kellow Conference Center and Rooms 201/202**

Walk down to **Dean's Education Office (100 College)**

Go down to ground floor past **Assessment Office** and show **Locker Rooms**

Head back up to first floor, cross Walnut Street to **Scott Building**, take elevator to third floor; make a loop around the third floor.

Go downstairs to second floor. walk past glass **group study rooms, circulation desk** – perhaps any displays from the archives...

Take main stairs down to exit Scott library

Jefferson Alumni Hall: Enter lobby. Note **common relaxation space**

Take the elevators on the left to second floor. (not Mezzanine!)

Turn (west) towards the anatomy labs and anatomy faculty offices. Go through back entrance of the facility (the northside) swiping-in to access

Enter **Dissection room 5** (first door on the right) and view the interior (note updated student computers, teaching stations and Projectors!)

Exit room 5 and walk up the center hallway past other dissection rooms. Turn left into **locker rooms**

Leave locker rooms, exit the dissection facility (southside doors) proceed past the blue wall arcade.

Stairs down to mezzanine, turn left to **swipe-in study rooms**

Turn around and go to **Learning Resource Center**

Walk to other side of JAH (atrium on your right), turn left, take stairs (near tech transfer center) down to first floor

Visit **student lounge**, Solis Cohen large room and **small meeting rooms**

Cross Lubert Plaza and proceed to Hamilton Building: show 1st floor lobby and **Connelly Auditorium**

Take elevator to 3rd floor **Clinical skills center**

Left out of elevator past room 305, right past Rms 318 show **SP room** with cameras, etc.

Left to **inpatient simulation rooms**

U-turn, then turn left to **Control Room**

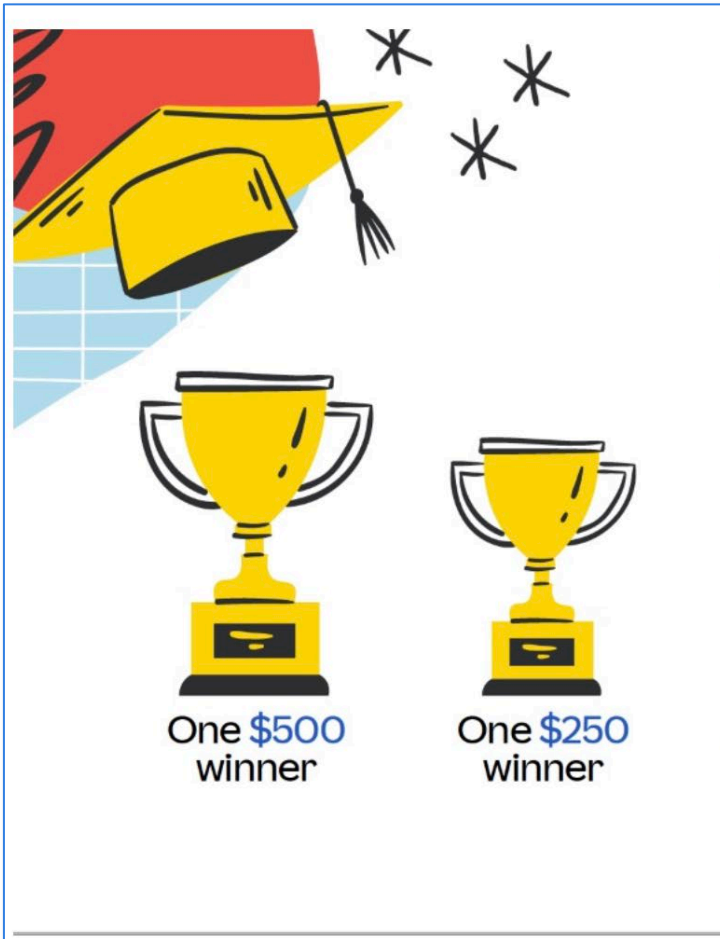
Through door to Rm 333 – **Sim Adult room**, left to Rm 332 **Harvey room**

Take elevator or walk down to 2nd floor **small group classrooms** - show around a bit

Bring site visit team to **Hamilton 208/209** for lunch



Incentives and recognitions



Graduation Questionnaire SKMC "House Cup" Competition Prizes

SKMC "HOUSES"



Abraham - Fiorella

House Lead : Eva

Fiorini - Mairose

House Lead : Ari

Margolis - Schanz

House Lead : Josh

Schlegel - Zingas

House Lead : Maya

Incentives and recognitions

- Updates of status of site review
- Notification of accreditation!
- Presentations to college, university and clinical leadership
- Parties!



Lessons learned

- Use LCME resources – follow the instructions!
- Leverage expertise of faculty/staff
- Self-study is an opportunity to garner resources
- Talk to your friends and colleagues, consider consultant, writer and proofreader
- It is impossible to start too early
- Be patient and perseverant
- Try to have fun – a team-building exercise

SIDNEY KIMMEL MEDICAL COLLEGE

Thank you!

Sidney Kimmel Medical College
1025 Walnut Street

1025

1025

1025

NO STOPPING ANY TIME

1025

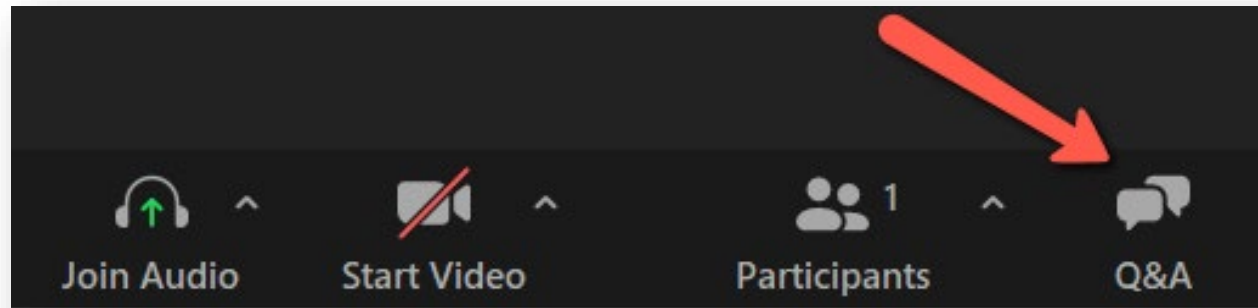
Submitted Question

How did you manage multiple drafters working on the DCI while tracking versions of the DCI (for recordkeeping)? Any tips, strategies, etc.?

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.



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Next Webinar: Thursday, February 6, 2025

Topic of the Month:
Independent Student Analysis

Guest Speakers:

Phoebe Livingston, Class of 2026

Mattie Harris, Class of 2026

Wake Forest University School of Medicine

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