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.
Meeting Your COVID-19 Challenges in Partnership with the LCME

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

lcme.org/covid-19

COVID-19 Updates and Resources

The LCME has created a page with accreditation-related resources and information as it becomes available related to COVID-19.

Click to Access All Material
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

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<tr>
<th>Document Title</th>
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<tr>
<td>LCME Guidance Principles</td>
<td>March 12, 2020</td>
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<td>Letter from the LCME to the Council of Deans</td>
<td>March 18, 2020</td>
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<td>LCME Approaches to the Clinical Curriculum</td>
<td>March 20, 2020</td>
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<tr>
<td>LCME Guiding Principles for Early Graduation of Final-Year Medical Students</td>
<td>March 25, 2020</td>
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## Joint AAMC/LCME Resources

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<tr>
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<tr>
<td>Medical Students and Patients with COVID-19: Education and Safety Considerations</td>
<td>March 13, 2020 / March 5, 2020</td>
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<tr>
<td>AAMC response to temporary suspension of USMLE Step 2 Clinical Skills (CS) testing</td>
<td>March 13, 2020</td>
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<td>Guidance on Medical Students’ Clinical Participation: Effective Immediately</td>
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<td>Interim Guidance on Medical Students’ Voluntary Participation in Direct Patient Contact Activities</td>
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<td>Interim Guidance on Medical Students’ Participation in Direct Patient Contact Activities</td>
<td>March 30, 2020</td>
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<tr>
<td>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</td>
<td>April 3, 2020</td>
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<tr>
<td>Guidance on Medical Students’ Participation in Direct Patient Contact Activities</td>
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## LCME/AAMC/AMA Resources

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<tr>
<td>Coalition for Physician Accountability: Safeguard the Public, Protect our Health Care Workforce during the COVID-19 Pandemic</td>
<td>April 9, 2020</td>
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</table>
• 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).
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!
Approaches to the Clinical Curriculum

• **Deliberate identification** of those clinical experiences/assessments that can only be met with direct patient contact versus those that 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
Submitted Questions on COVID-19
COVID-19 Questions from webinar chat
Submitted General Questions
Other Questions from webinar chat
Announcements: New Self-study process for 2020-21 and 2021-22

lcme.org/publications/#Self-Study-Guide
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.
Announcements: 2021-22 DCI for Full and Provisional Accreditation Surveys posted to lcme.org

lcme.org/publications/#DCI
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
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.