

LCME Accreditation Survey Visit Calendar Template, 2007-2008

Sunday: Background, Governance, Administration and Overview

5:00 Team caucus

6:00 Dean's perspective: Accomplishments, goals, challenges

Discussion items include:

- Strengths and weaknesses of the school; changes since last LCME survey, if appropriate; major current issues
- School's goals and directions; principal findings of institutional self-study
- Organizational relationships of college with university and teaching hospital(s); organization of dean's staff; interaction of dean with college's governance organization, councils, committees and academic departments
- Financial status and projections
- Research programs and funding
- The status of facilities for education, research and patient care
- Faculty development: appointment tracks, promotion, tenure

Monday: Educational Program

7:45 Team is collected at hotel (time tentative based on distance to school)

8:30 Educational program design, implementation, management, and evaluation

Discussion of the following topics:

- Educational objectives, outcome measures and how they are integrated throughout the curriculum
- General design of the curriculum; coverage of disciplines and subject areas required by
- accreditation standards
- Appropriateness of instructional methods and student evaluation strategies for the achievement of the school's objectives
- Resident preparation for teaching and evaluating students
- System for implementation and management of the curriculum; adequacy of resources and authority for the educational program and its management
- Methods for evaluating the effectiveness of the educational program and evidence of success in achieving objectives; comparability of educational experiences at all sites

10:30 Break

10:45 Library and information services

Role of the library and information services in the educational program; adequacy of resources and services for the achievement of institutional goals

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11:15 Tour of educational and support facilities (led by student guides)

Inspection of lecture halls, small group classrooms, labs, and study areas used for pre-clerkship education of medical students. Visit to library and computer learning facilities. If time allows, team may also review clinical skills labs, student lounge and relaxation areas, or student services offices.

(The team may be divided or tour as a group)

Noon Lunch with pre-clerkship students

Discussion of student life; personal, academic, career and financial counseling, financial aid; health services; infection control education and counseling; the learning environment and student mistreatment policies; student perspective of the curriculum, teaching, and evaluation/grading; students' role and perceived value of student input in institutional planning, implementation, evaluation

1:30¹ Required Courses and Clerkships

Discussion of notable achievements and ongoing challenges in individual courses and clerkships; contributions of individual courses and clerkships in achieving institutional educational objectives; adequacy of resources for education, including availability of faculty to participate in teaching; preparation of residents and graduate students for their roles in medical student teaching and evaluation

1:30 (Split team) First-year Courses (Team A) and Second-year Courses (Team B)

2:30 (Split team) Complete First-year Courses (Team A) and Second-year Courses (Team B)

3:30 Break

3:45 (Split team) Required Clerkships

Tuesday: Students, Educational Resources, Finances, Departments

7:45 Team is collected at hotel

¹ All of the Monday afternoon sessions are reserved for review of required courses and clerkships. The team secretary has full discretion to determine if that review should be organized by academic year or some other organizing principle, and whether the team needs to split to cover all of the required course and clerkship offerings.

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8:30 (Split team) Group A: Academic counseling & learning environment (including student promotion and dismissal policies and due process issues)

Effectiveness of academic counseling, policies and procedures for student advancement and graduation and for disciplinary actions; review standards of conduct and policies for addressing student mistreatment,

Group B: Career counseling; Electives; Fourth-year courses

Career guidance strategies; advanced and subspecialty clerkships and electives for rounding out clinical education of medical students

9:15 (Split team) Group A: Admissions; Financial aid & debt management counseling and services

Discussion of admissions process, selection criteria, quality of applicant pool and matriculants; policies and goals for diversity; financial aid services and debt counseling;

Group B: Personal counseling, Health services

Review of student health services, health and disability insurance; personal counseling and mental health services; immunizations and policies regarding exposure to infectious diseases and environmental hazards

10:15 Break

10:30 Special programs, MD/PhD, joint degree programs, research for medical students or educational innovations²

Discussion of special educational opportunities, MD/PhD and other joint degrees, research opportunities

11:00 Hospital tour³ (led by student guides)
Inspection of clinical educational and student support facilities

Noon⁴ Lunch with junior and senior students

² This session may be used to cover special educational opportunities (e.g., community service programs, rural health education programs, etc.), or educational topics or strategies of which the school is particularly proud

³ Team members should NOT review student write-ups of patients or patient charts during the hospital tour. The tour should focus on the areas of student learning and support (conference rooms, library, on-call rooms, etc.).

⁴ If a visit to a geographically remote site is needed, half of the team should use the Tuesday afternoon block for that purpose while the remaining half reviews departments and institutional finances.

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Discussion of student life; personal, academic, career and financial counseling, financial aid; health services; infection control education and counseling; the learning environment and student mistreatment policies; student perspective of the curriculum, teaching, and evaluation/grading; students' role and perceived value of student input in institutional planning, implementation, evaluation

1:30 Finances⁵

Adequacy of finances for the achievement of the school's missions; recent financial trends and projections for various revenue sources; financial health of and market conditions for the clinical enterprise

2:15 Resources for clinical education

Meeting with the leadership of major clinical education facilities, focused on the adequacy of resources for medical student education (physical facilities, patient numbers and variety, regulatory or compliance constraints, etc.). The team may split to allow for individual meetings or the team may meet with all affiliates as a group.

3:00 Break

3:15 Basic science departments

Successes and ongoing challenges in administrative functioning of departments; adequacy of resources for all missions (research, scholarship, teaching); departmental support for faculty and graduate programs, balancing of research and other academic demands on faculty

4:15 Clinical departments⁶

Successes and ongoing challenges in administrative functioning of departments; adequacy of resources for all missions (clinical, research, scholarship, teaching); departmental support for faculty and residents; balancing of clinical and academic demands on faculty

Wednesday: Faculty, Academic Environment, Exit Conferences

7:30 Team is collected at hotel

8:00 Light breakfast with junior faculty

Discussion of faculty development and mentoring; positioning for promotion and tenure; teaching and evaluation skills; perceptions of curriculum and students; understanding of institutional goals; role in faculty governance; faculty life.

⁵ If the major teaching hospital is owned by the school/university, finances and clinical affiliates may be combined.

⁶ The team secretary and chair and the school should determine if it is necessary to meet all of the clinical department chairs, or only those whose departments offer the major required clerkships. In the former case, the team may need to split to provide adequate coverage.

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- 9:00 Institutional faculty issues (Tenure and promotion, faculty governance, faculty development, etc.)
Discussion of faculty appointment, promotion, and tenure policies; faculty development opportunities; effectiveness of faculty governance; faculty compensation and incentives;
opportunities for collegial interaction among faculty
- 10:00 Break
- 10:15 Graduate program in basic sciences; Basic science and clinical research
Discussion of funding, quality, and review of graduate training programs in basic sciences; levels of scholarly productivity and health of the research enterprise
- 11:00 Team Caucus and Lunch (Private Session)
- 1:00 Exit Conference with Dean
- 1:45 Exit Conference with University Leadership and the Dean