



LCME Newsletter #17 – May 2021

Timeline of Upcoming Events:

- ◆ Currently reviewing and analyzing DCI and ISA reports and preparing the self-study summary. Developing plans and implementing changes to correct issues identified by our Mock Site Visitors.
- ◆ Summer 2021: Self-Study package will be submitted to LCME. We will start prep sessions over the summer.
- ◆ The LCME Site Visit will be conducted in virtual format. Due to change in format, the LCME has adjusted their visit for September 27-29, 2021.
- ◆ We will know more about who our site visitors are within the coming months.

“What Residents need to know about Medical Student Education.”

Do you work with medical students? If so, please check out this new app, focused on the [“Top 10 things to know when working with medical students at BCM.”](#) Though geared towards residents, we hope all clinical educators will find this to be a useful resource for understanding the learning goals and policies relevant for student learners. Please feel free to contact curriculum@bcm.edu with any feedback.

Elements of the Month

- **Element 3.1 — Resident Participation in Medical Student Education**
- **Element 9.1 — Preparation of Resident & Non-Faculty Instructors**

Element 3.1 — Resident Participation in Medical Student Education

Element 3.1 states that each medical student in a medical education program participates in one or more required clinical experiences conducted in a health care setting in which he or she works with resident physicians currently enrolled in an accredited program of graduate medical education.



Every medical student at Baylor College of Medicine (BCM) will complete more than one required clinical experience or selective at an inpatient or outpatient site with faculty and residents.

Residents are active teachers for medical students. They are involved in both didactic and clinical education across clerkships.

Students interact with residents who are there specifically to teach such as on pediatric STaRS (Safety and Teaching as Resident Supervisors) resident teaching shifts and PEM (Pediatric Emergency Medicine) fellow teaching shifts – these are dedicated sessions for bedside teaching, direct observation of history and physical exam skills, and education in clinical reasoning on undifferentiated patients.

Multiple departments have very active “Residents as Teachers” organizations which interface with student interest groups to provide unique opportunities for career guidance

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...Continuation of Element 3.1—Resident Participation in Medical Student Education

Developing resident skills as a clinical teacher, Baylor offers a core “Resident as Teacher” curriculum to all residents. All residents will complete 4 modules during training with the goal to build foundations of teaching skills that can be applied in clinical rotations. An overview of these sessions include:

- Session 1: Begins at the Baylor GME Orientation with “Hello from the other side: Teaching to a medical student’s needs”

Session 2-4 are online modules completed during your residency:

- Session 2: Setting expectations, providing feedback, & assessing students
- Session 3: Asking questions & promoting critical thinking
- Session 4: Teaching & leading as a supervisory resident

View [medical student clinical curriculum](#) and [additional resources](#) for information that will support resident training as an educator.

How do medical students learn about the expectations and requirements of the next phase of their training if residents are not present at any of the sites where required clinical experiences are conducted for some or all students?

BCM medical students have an opportunity to interact with residents in 7 of the 8 required core clerkships. Although residents are not officially involved in the Family and Community Medicine (FCM) Clerkship, they interact with FCM residents in several venues where they learn about the expectations and requirements for Family Medicine residents.

FCM residents also serve as teachers during didactic sessions held for the Family Interest Medicine Interest Group (FMIG).

Element 9.1 — Preparation of Resident & Non-Faculty Instructors

Element 9.1 states that in a medical school, residents, graduate students, postdoctoral fellows, and other non-faculty instructors in the medical education program who supervise or teach medical students are familiar with the learning objectives of the course or clerkship and are prepared for their roles in teaching and assessment. The medical school provides resources to enhance residents’ and non-faculty instructors’ teaching and assessment skills, and provides central monitoring of their participation in those opportunities.



Dr. Stephanie Sherman is the Director of Residents as Teachers and Educators program. Dr. Sherman is an Assistant Professor in the Department of Internal Medicine. She led the initiative to create a core residents as teachers curriculum across the college.

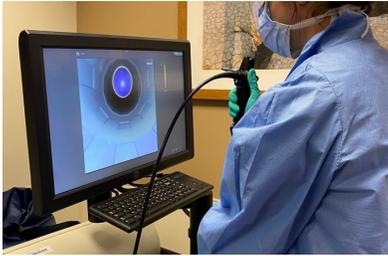
How does the school of medicine ensure that all residents who supervise/assess medical students in required clinical clerkships receive the relevant orientation to their roles in teaching and assessment?

The School of Medicine has a system for ensuring that all residents who supervise and/or assess medical students receive clerkship learning objectives, the required clinical encounters, and the necessary orientation to their roles in teaching and assessment.

The School of Medicine requires all residents to complete an online module during resident orientation. The module is updated annually as needed. Compliance of completion is centrally monitored by the Office of Graduate Medical Education and the UME Accreditation Office.

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...Continuation of Element 9.1 — Preparation of Resident & Non-Faculty Instructors



In addition, each department provides a department-specific orientation in which clerkship directors disseminate the relevant clerkship learning objectives, the list of required clinical encounters, and the necessary orientation to teaching and assessment in that department. Attendance is monitored by each clerkship director. Clerkship directors also provide the above information in a course overview document via email. Each clerkships' course overview documents are available to residents on the BCM website.

Finally, any resident completing a medical student performance assessment, must answer a required question on the standard online form: "Within the last year, have you reviewed the learning objectives for students in this clerkship? (Yes/No)". Completion of the question is required, before the form may be submitted.

Are there any institutional – level policies that require the participation of residents and others in orientation or faculty development programs related to teaching and/or assessing medical students?

Baylor College of Medicine has a Residents and Fellows as Teachers and Educators Policy. The policy requires that all residents, fellows, graduate students, and other non-faculty instructors participating in the supervision or instruction of Undergraduate Medical Education (UME) students will receive mandatory training to prepare them for their roles in teaching and assessment.

The policy further describes training and oversight required for UME instruction when provided by BCM post-graduate trainees, such as residents and fellow physicians, graduate students, and other non-faculty instructors. All residents, fellows, graduate students, and other non-faculty instructors participating in the supervision or instruction of UME students receive mandatory training to prepare them for their roles in teaching and assessment of medical students.

Residents are also required to complete an annual online module beginning at resident orientation. The module contains information on UME Policies and Procedures that include CCGG's, Learner Mistreatment Policies, etc. Residents are required to complete this module annually. **Make sure to look out for an email from GME over the summer to complete this module. 100% Compliance is required.** Compliance of completion is centrally monitored by the Office of Graduate Medical Education and the UME Accreditation Office.

For more information on 28.1.07 - Residents & Fellows as Teachers and Educators Policy , [click here](#). Learn more about Residents as Teachers via the [BCM website](#).

In our next LCME Newsletter ...

In the June newsletter we will look at Elements 8.1, 8.2 and 8.3. You will also be provided with any other LCME information as it pertains to our upcoming site visit. For more information please visit our LCME website at www.bcm.edu/lcme.

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Resources

BCM Self-Study Website:
www.bcm.edu/lcme

LCME: <https://lcme.org/>

Policies & Procedures: (intranet)

<https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Policies>

SOM Student Handbook

<https://www.bcm.edu/education/schools/medical-school/md-program/student-handbook>

SOM Teaching Faculty Handbook:
<https://www.bcm.edu/education/school-of-medicine/m-d-program/teaching-faculty-resources>

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