



LCME Newsletter #18 – June 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.

Elements of the Month

- **Element 8.1 — Curricular Management**
- **Element 8.2 — Use of Medical Educational Program Objectives**
- **Element 8.3 — Curricular Design, Review. Revision/Content Monitoring**

Element 8.1 — Curricular Management

Element 8.1 states that a medical school has in place an institutional body (i.e., a faculty committee) that oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.



The School of Medicine Curriculum Committee is the faculty committee with primary responsibility for the oversight and management of the curriculum.

In collaboration and partnership with the Curriculum Office Deans, it ensures faculty, medical student, and administrative participation; utilizes expertise in curricular design, pedagogy, and evaluation methods.

The Committee has the responsibility and authority to make necessary changes in the curriculum to meet Liaison Committee on Medical Education (LCME) standards and to ensure that the students fulfill the Core Competency Graduation Goals (CCGGs).

The Curriculum Committee is responsible for updating the Dean of the School of Medicine on its actions, who reports on the Committee's work to the Provost & Senior Vice President of Academic and Faculty Affairs and to the President & Executive Dean of Baylor College of Medicine (BCM).

The Curriculum Committee is a standing faculty committee of BCM School of Medicine with leadership and at-large members nominated by the faculty, chairs, and deans, elected by the Committee and approved by the Dean of the School of Medicine.

LCME Newsletter #18 – June 2021

The voting members of the Committee consist of 18 faculty members:

Committee Leadership (Voting)	
Karen Schneider, M.D., Chair	Department of Obstetrics and Gynecology
Sandra Haudek, M.D., Vice-Chair	Department of Medicine
Alicia Kowalchuk, D.O., Past-Chair	Department of Family and Community Medicine
Appointed Members (Voting)	
David Rowley, Ph.D. Foundational Sciences Subcommittee Chair	Department of Molecular and Cellular Biology
Cara Foldes, M.D., M.P.H. Foundational Sciences Subcommittee Vice-Chair	Department of Medicine
Stacey Rose, M.D. Sub-Internship/Clerkship Subcommittee Chair	Department of Medicine
Anita Kusnoor, M.D. Sub-Internship/Clerkship Subcommittee Vice-Chair	Department of Medicine
Christine Roth, M.D. Electives Subcommittee Chair	Department of Pathology and Immunology
Sharon Plon, M.D., Ph.D. Dual Degrees and Pathways Subcommittee Chair	Department of Pediatrics
At-Large Faculty (Voting)	
Milena Gould-Suarez, M.D.	Department of Medicine
Ihab Hamzeh, M.D., F.A.C.C.	Department of Medicine
Marcus Hoffman, M.D., F.A.C.S.	Department of Surgery
Andrew Huang, M.D., F.A.C.S.	Department of Otolaryngology
Doris Lin, M.D.	Department of Medicine
Kristy Rialon, M.D.	Department of Surgery
Anna Rueda, M.D.	Department of Pediatrics
Navdeep Sekhon, M.D.	Department of Emergency Medicine
Ming Zhang, Ph.D.	Department of Molecular and Cellular Biology

LCME Newsletter #18 – June 2021

...Continuation of Element 8.1 — Curricular Management

The Curriculum Committee carries out its charge thru regular bimonthly meetings. Typical items include looking at various outcomes data, completing regular reviews of all courses, phases and curriculum as a whole, and making, regularly reviewing and updating policies concerning medical student education such as timeliness of grades and duty hours.

All reviews of the curriculum are assisted by the support from the staff of the Office of Curriculum, Division of Evaluation, Assessment and Medical Education Research, and Simulation Program.

To facilitate ongoing review, the Curriculum Committee charges the subcommittees to focus on specific aspects of the curriculum –foundational sciences, core clerkships, sub-internships, electives, dual degree programs and pathways.

Most subcommittees meet at least monthly, with some meeting more often and some less often depending on the tasks assigned. The subcommittees approach their work utilizing the principles of quality improvement.

Learn more about SOM [Curriculum Committee](#).

Learn more about SOM [Curriculum Committee Charge](#).

Learn more about SOM [Curriculum Committee Procedures](#).

Element 8.2 — Use of Medical Educational Program Objectives

Element 8.2 states that the faculty of a medical school, through the faculty committee responsible for the medical curriculum, ensure that the medical curriculum uses formally adopted medical education program objectives to guide the selection of curriculum content, and to review and revise the curriculum. The faculty leadership responsible for each required course and clerkship link the learning objectives of that course or clerkship to the medical education program objectives.



SOM's four-year curriculum was designed to strategically meet the medical education program objectives, beginning with an integrated preclinical Foundational Sciences curriculum emphasizing medical knowledge.

As a result, the four-year curriculum was designed to strategically meet the medical education program objectives, beginning with an integrated preclinical Foundational Sciences curriculum emphasizing medical knowledge.

The clinical curriculum (clerkships, sub-internships, selectives, and electives) builds upon the program objectives introduced in the foundational sciences phase, and also has a large emphasis on practice-based learning and improvement, patient care, systems-based practice, and leadership program objectives.

All curriculum content is derived from the medical education program objectives (BCM Core Competency and Graduation Goals, or CCGGs), which include the following seven competency domains:

- Professionalism
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Practice-Based Learning and Improvement
- Systems-Based Practice
- Leadership

LCME Newsletter #18 – June 2021

...Continuation of Element 8.2 — Use of Medical Educational Program Objectives

The CCGGs drive curricular content, and the linkage to assessing the program objectives can be shown in the curriculum map which maps how all course objectives flow from our medical education program objectives.

At the broader level of curricular phases, and for the curriculum overall, CCGGs are also used intentionally and explicitly to determine curricular content and its appropriate placement. During the Curriculum Committee's curricular phase and overall curriculum reviews, CCGGs are placed at the forefront of committee work, by design.

[Review the School of Medicine Core Competency Graduation Goals \(CCGGs\) for Medical Students](#) in more detail.

Element 8.3 — Curricular Design, Review. Revision/Content Monitoring

Element 8.3 states that the faculty of a medical school, through the faculty committee responsible for the medical curriculum, are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the responsible committee.

The School of Medicine conducts phase reviews on a three-year cycle with the full curriculum review occurring on year three.

Table 1. Three – Year Cycle for Phase & Whole-Curriculum Reviews, with Most Recent Dates

Year 1	Year 2	Year 3
Clinical Phase Review (AY2018-19 Pt. 1: 10/29/18 AY2018-19 Pt. 2: 4/22/19)	Foundational Science Phase Review (10/28/19)	Whole Curriculum Review (AY2017-18: 10/16/17, AY2020-21: 9/21/20)
← Review of Individual Required Courses/Clerkship Is Ongoing/Continuous →		

Next Clinical Phase review will be conducted during Curriculum Committee retreat on October 18, 2021.

The areas and outcomes that are evaluated during phase reviews include, but are not limited to:

- AAMC GQ Survey Outcomes (Including National Benchmarking Data)
- USMLE Step 1 and 2 outcomes
- Course pass/fail rates and clinical grade distributions
- Comparative Course/rotation evaluation data from student surveys
- Clinical experience completion forms (from clerkships)
- Session and Course Objectives across phases
- Curriculum Content
- Quantitative report summary of the end-of-course data
- NBME Subject Exam or CBSE data

LCME Newsletter #18 – June 2021

...Continuation of Element 8.3 — Curricular Design, Review, Revision/Content Monitoring

The review focuses on horizontal and vertical integration of curriculum content and whether sufficient content is included and appropriately placed in the curriculum related to each of the medical education program objectives (CCGGs).

Included in whole curriculum review is the review of the institutional CCGGs. The medical program objectives are reviewed for gaps and redundancies, the curriculum structure is reviewed for course placement and course length, and the instructional formats and methods of assessment are reviewed for appropriateness.

The Curriculum Committee in collaboration with Curriculum Committee leadership work on the data, reporting, and overall approach for the phase reviews. The deans of Curriculum, directors of Curriculum, Curriculum Committee leadership as well as the Educational Specialists and Director of Operations for the Curriculum Office support the phase reviews.

Once the Curriculum Committee and appropriate course leadership conduct the phase reviews, approved results and action items are appropriately disseminated to groups and individuals responsible to act on the results and action items. Individuals and groups receiving and acting on the results include but are not limited to the Curriculum Committee, subcommittees, course directors, associate course directors, and curriculum leadership.



We have included an LCME Standards & Elements tab to our SOM Accreditation site.

You can quickly access specific standards and elements by visiting the site [here](#).

In our next LCME Newsletter ...

In the July newsletter we will look at Elements 6.1 and 9.9. 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.

Accreditation Contacts

Jennifer Christner, MD
Dean, School of Medicine
Jennifer.Christner@bcm.edu

Ricky Mercado, MPH
Director, Accreditation, Compliance and CQI
Rmercado@bcm.edu

Elizabeth De Los Rios, MEd
Project Manager, Accreditation
Er18@bcm.edu

For general inquiries or concerns please email-
SOM-LCME@bcm.edu

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>

Baylor
College of
Medicine