

LCME Newsletter #20 – August 2021

Timeline of Upcoming Events:

- Self-Study package has been submitted to the LCME for review.
- Prep Session have already begun.
- 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 have included an LCME Standards & Elements tab to our SOM Accreditation site. You can quickly access specific standards and elements by visiting the site <u>here</u>.

Elements of the Month

- Element 6.3 Self-Direct & Life-Long Learning
- Element 6.6 Service Learning/Community
- Element 7.3 Scientific Method/Clinical/Translational Research

Element 6.3 — Self-Direct & Life-Long Learning

Element 6.3 states that the faculty of a medical school ensure that the medical curriculum includes self-directed learning experiences and unscheduled time to allow medical students to develop the skills of lifelong learning. Self-directed learning involves medical students' self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; appraisal of the credibility of information sources; and feedback on these skills.



Baylor College of Medicine's School of Medicine strives to create an optimum learning environment that facilitates medical student learning in a variety of formats. School of Medicine faculty members responsible for foundational coursework are expected to promote student well-being and to provide a supportive educational environment.

<u>The Academic Workload in the Foundational Sciences Curriculum Policy</u> (28.1.09) establishes balance in the medical student's academic workload, which includes scheduled foundational curriculum responsibilities, classroom

learning in multiple formats, independent learning, and time for attention to personal health and well-being.

- Scheduled Learning Activities are limited to a maximum of 25 hours of per week, averaged over the term.
- Assigned Activities are limited to a maximum of 38 hours per week, averaged over the term (average of 1.5 hours Assigned Activity per 1 hour of Scheduled Learning Activity, averaged over a week).
- The cumulative academic workload (Scheduled Learning Activities + Assigned Activities) shall not exceed 63 hours per week (25 hrs. + 38hrs.), averaged over the term.
- Students should have 12 hours of protected Unscheduled Time per calendar week (Monday through Friday from 8:00 a.m. to 5:00 p.m., averaged over the term), during which Scheduled Learning Activities cannot be added. Unscheduled Time may be used for independent study or personal wellness and social engagement.
- Students in good standing may take enrichment electives, which do not count towards required activities or workload limits.



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...Continuation of Element 6.3 — Self-Direct & Life-Long Learning

Courses that incorporate self-direct learning exercises are as follow:

- Critical Thinking and Problem Solving (CTAPS) MS1 Term 1
- Research and Population in Medicine (RPM) MS1 Terms 3 and 4
- Immunology and Pathologic Basis of Disease (IPBD) MS1 Term 3
- Renal and Respiratory MS2 Term 1
- Patient, Physician and Society 3 (PPS 3) MS2 Terms 1 and 2
- Clinical Applications of Biomedical Sciences Evidence Based Medicine (EBM) MS2 Term 4

Element 6.6 — Service Learning/Community

Element 6.6 states that the faculty of a medical school ensure that the medical education program provides sufficient opportunities for, encourages, and supports medical student participation in service-learning and/or community service activities.



Baylor College of Medicine (BCM) students have a variety of opportunities to participate in service-learning and/or community service which are offered at both the school and institutional levels.

Community service opportunities are made available through student organizations, School of Medicine (SOM) and College-wide community outreach initiatives, faculty led projects/programs and informal, student led projects.

Some projects include annual BCM programs or projects such as:

- Matthew Carter Service Day (a school-wide community service day)
- BCM 5k & Kids 1k
- Volunteering for at Risk Youth
- Broader Texas Medical Center efforts such as the TMC Serves event coordinated through the Texas
 Medical Center Student Affairs Council
- Responsive efforts such as the work carried out in response to Hurricane Harvey and COVID-19.

Baylor College of Medicine has always had an continues to have informal institutional and School of Medicine community service opportunities which are frequently made available to students. These opportunities are advertised through the student affair's Thursday News edition.

...Continuation of Element 6.6 — Service Learning/Community

Student-led programs are supported by the Office of Student Affairs. There are two major service-learning and community service student led programs: the new student orientation program PARTAKE (Populations at Risk: Treatment, Advocacy, Knowledge, Experience) and the Service-Learning Program. PAR-TAKE introduces newly matriculated medical students to the social determinants of health and the focus of BCM students on service. Students also visit local community organizations where BCM students do community service and/or service-learning.

All <u>student societies and organizations</u> are approved and monitored through the Office of Student Affairs. Currently there are 80 student societies and organizations.

Medical student participation in service-learning and/or community service is encouraged by:

- Medical students, supported by the School of Medicine, actively encourage service-learning and community service starting with new student orientation and the multiple opportunities that occur through student -led programs.
- The Office of Curriculum and the Office of Student Affairs have worked to develop a longitudinal curricular continuum focusing on the social determinants of health, service-learning and/or community service, and student wellness.
- Both institutional and faculty derived opportunities are advertised through the various informational mediums of the institution, such as the weekly email newsletter from the Student Affairs Office, weekly institution-wide newsletters such as Student Commons from the Office of Student and Trainee Services, and broader communications to all faculty such as NewsLink which goes out to the BCM community at large.



The SOM developed a new two-week Service-Learning and Narrative Medicine Intersession course for all students in their core clerkship year that follows their six-week surgical core rotation. The Intersession course pairs service-learning with narrative medicine to not only provide the experiential components of the service-learning experience, but also to offer a unique space for reflection that is rooted in service-learning and extends into how the students view themselves as civic servants and beacons of servant leadership.

Through the Service-Learning and Narrative Medicine Intersession course students:

- Spend their mornings working in groups of 8-10 on service-learning projects out in the community, and the afternoons are spent in narrative medicine workshops that allow for reflection, introspection and interpersonal interaction.
- The program runs on a calendar year basis with six cohorts of students progressing through the course each year.
- Approximately 2 weeks before the start of each course, students self-select into a group of 8-10 students and partner with BCM affiliated service-learning sites.
- Student spend 18 hours with their selected organization over the duration of the 2-week course.
- Over the entire calendar year, students work in succession on performing needs assessments, identifying and developing a plan of action for identified needs, and considering sustainability in preparing to hand off the project to the subsequent group(s).

Element 7.3 — Scientific Method/Clinical/Translational Research

Element 7.3 states that the faculty of a medical school ensure that the medical curriculum includes instruction in the scientific method and in the basic scientific and ethical principles of clinical and translational research, including the ways in which such research is conducted, evaluated, explained to patients, and applied to patient care.



Education in the scientific method is provided in the Research and Populations in Medicine (RPM) course which occurs in terms 3 and 4 of MS1 year. The components of the scientific method that are covered in this course include

- 1) identifying and defining a problem
 - accumulating relevant data
 -) formulating a tentative hypothesis
- 4) 4onducting experiments to test the hypothesis
- 5) interpreting the results objectively
- 6) repeating the steps until an acceptable solution is found.

These concepts are taught using the following four teaching formats:

- case study report
- team-based learning application exercises
- research proposal
- critical review of a journal article

In the Neurology clerkship, instruction in the scientific method occurs as part of the team-based-learning session on stroke. Students discuss the application of the scientific method in formulating and testing hypotheses related to use of anticoagulation for stroke prevention (i.e. is dual antiplatelet therapy superior to single antiplatelet therapy for stroke prevention in patients with a history of a transient ischemic attack [TIA]).

Where in the curriculum are medical students taught and assessed on the basic scientific and ethical principles of clinical and translational research and the methods for conducting such research?

- Students are taught and assessed on the basic scientific and ethical principles of clinical and translational research in the Ethics course which occurs in the Spring of the MS1 year. Content is learned using both traditional lectures as well as applied in the small group setting using ethics cases.
- Students are taught and assessed on the basic scientific principles of clinical and translational research in the Research and Populations in Medicine course using a TBL approach during the following sessions: Genetics and genomics, Omics, Translational Research, and Introduction to Clinical Trials.
- Development of a research proposal (described above) is another opportunity for students to learn how research is conducted and evaluated.
- In the Internal Medicine Clerkship, instruction in the scientific principles of clinical and translational research, including how it is conducted / evaluated and applied to patient care, with respect to the use of convalescent plasma for patients with COVID-19.

...Continuation of Element 7.3 Scientific Method/Clinical/Translational Research

Where in the curriculum students are taught and assessed on the use of biomedical statistics in medical science research and its application to patient care?

- Students are taught and assessed on the basic scientific and ethical principles of clinical and translational
 research and the methods for conducting such research and the use of biomedical statistics at the start of
 the MS 1 year during the Foundations Basic to the Science of Medicine (FBSM) course.
- During the MS 2 year after the students have had clinical clerkships for 2 months, medical students are taught and assessed on the use of biomedical statistics in medical science research and its application to patient care in the Clinical Application of the Basic Sciences – Evidence Based Medicine (CABS-EBM) Course.
- During the Pediatrics Clerkship, medical students are taught and assessed on the use of biomedical statistics in medical science research and its application to patient care.
- During the all sub-internships, the students are taught and assessed on the use of biomedical statistics in medical science research and its application to patient care.

In our next LCME Newsletter ...

In the September newsletter we will look at Elements 7.9. 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.

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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/studenthandbook

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

