NYMC Preparation for LCME Accreditation

Jennifer Koestler, MD
Senior Associate Dean for Medical Education
Goals:

- Describe the LCME and the purpose of accreditation
- Provide a summary of steps in the accreditation process, including the role of students in the process
- Describe commonly-cited standards and areas that are challenging for medical schools
What is the LCME?

- Liaison Committee on Medical Education
- Independent accrediting agency for programs leading to the M.D. degree in the U.S. and Canada
- Jointly sponsored by the AMA and AAMC
- 19 member committee (Deans, medical educators, public members, medical students)
Importance of Accreditation

• National process of quality assurance/improvement
• Establishes eligibility for federal grants and student financial aid
• Requirement for eligibility for USMLE licensure exam
• Establishes eligibility for ACGME accredited residencies
Purposes & Principles of Accreditation

Accreditation is a review process *using a defined set of standards*

Accreditation includes:
- **Cycle:** 8 years
  - Annual LCME surveys for regular monitoring include—finance, student debt, curriculum
- **Self-assessment “Self Study”**
- Continuous quality improvement cycle
- Peer review (LCME committee)
WHY IS THIS IMPORTANT TO YOU?..TO US?
LCME Accreditation Standards

- 12 Standards with 94 elements
  - Institutional setting
  - Educational program
  - Medical students
  - Faculty
  - Resources

  - 2015-2016 Functions and Structure of a Medical School
Self-Study

- Self-assessment and organizational learning tool:
  - Organized committees review standards and identifies strengths and weaknesses
  - Broad involvement of institutional stakeholders
  - Data collection from multiple sources
  - Prepares report for assigned domain
Self-Study Task Force

- Faculty Lead: Dr. Jennifer Koestler
Self-Study Subcommittees

- Medical Student Subcommittee
  - Chair: Dr. Gladys Ayala
- Institutional Setting Subcommittee
  - Chair: Mr. Ronald Poe
- Curriculum Subcommittee
  - Chair: Dr. Matthew Pravetz
- Resources Subcommittee:
  - Chair: Mr. Gus Steadman
- Faculty Subcommittee:
  - Chair: Dr. Andrew Powers
Survey Team Visit

- **Survey Visit**: February, 28-March 2, 2016
- Verify elements in Institutional Self Study during meetings with Students, Faculty, Administration and during tour of campus
- Identify:
  - Areas of strength
  - Areas in compliance with monitoring
  - Areas of noncompliance
LCME Outcomes

- Full accreditation (8 years)
- Shorter term of accreditation
- Warning of probation
- Probation
- Withdrawal of accreditation
- ***Outcome NOT determined by number of standards out of compliance but rather by which standards, severity, and chronicity***
Increase in Severe Actions

*The Unintended Consequences of Clarity: Hunt, et al; Academic Medicine, June 2012*

- Analysis of site visits since 2002, severe action taken in approximately 30% schools
- More than **10 schools** on probation in past 8 years
- Currently 2 schools on probation with greater than 5 areas of noncompliance
Issues more likely to lead to severe action

- Total number of standards in non-compliance (>5; range 1-14)
- Noncompliance with core educational standards
- Chronicity of non-compliant areas
- Evidence that accreditation process not taken seriously
Most Common Areas of Noncompliance from full surveys since Oct, 2011

1. Diversity
2. Formative/Summative Assessment
3. Monitoring of required clinical experiences
4. Affiliation agreements
5. Integrated institutional responsibility for curriculum
6. Health care providers involvement in student assessment
7. Residents as Teachers
8. Narrative Feedback
9. Learning environment/professionalism
10. Student mistreatment
11. Comparability of instructional sites
12. Mid-course & clerkship feedback
13. Use of student evaluation data in program evaluation
14. Self directed learning and indep study**
Our Prior Challenges

- Student Debt (1999, 2007)
- Funding streams beyond tuition
- Diversity
- Central coordination of curriculum
- Active learning (lifelong learning) and independent study (white space)
- Oversight of learning environment
- Branch Campus formation
Timeline

- Town Hall Meetings for Faculty and Students—ongoing
- Creation of LCME landing page for campus community—*in progress*
- Begin data collection and engagement of stakeholders NOW (~18 months before visit)
- Self-Study Committees meet and create self-study documents
- Executive Committee finalizes institutional self-study
- Mock Site Visit (~4-6 months before visit)
- Submit Database and Self-study (~3 months before visit)