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Subcommittee Updates

During August, the following elements have gone through an initial review by subcommittees:

Organizational & Leadership Subcommittee: 2.3 Access & Authority of the Dean—Department Chairs now report to Dean Christner for all educational matters related to the SOM.

Academic & Learning Environments: 3.2 Community of Scholars/Research Opportunities—The SOM is looking to expand research opportunities and support for medical students interested in research

Faculty & Resources Subcommittee: 5.3 Pressures for Self-Financing, 5.4 Sufficiency of Buildings & Equipment

Curricular Objectives & Content Subcommittee: 7.3 Scientific Method/Clinical/Translational Research, 7.4 Critical Judgement/Problem Solving Skills

Curriculum Management & Assessment Subcommittee: 9.4 Assessment System, 9.5 Narrative Assessment—9.4 was a previous citation. The SOM now has all clerkships above 90% for direct observation of a history and physical.

Medical Student Experience Subcommittee: 12.0 Medical Student Health Services, Personal Counseling, & Financial Aid Services, 12.1 Financial Aid/Debt Management Counseling/Student Educational Debt, 12.2 Tuition Refund Policy—The College is working on enhancing financial wellness for students, including hiring an additional financial aid counselor.

Elements of the Month

- **Element 6.1— Program & Learning Objectives**
- **Element 10.5— Technical Standards**
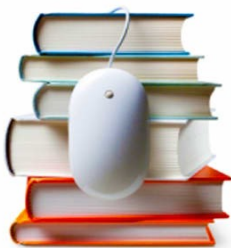
Element 6.1 — Program & Learning Objectives

Element 6.1 states that the faculty of a medical school define its medical education program objectives in outcome-based terms that allow the assessment of medical students' progress in developing the competencies that the profession and the public expect of a physician. The medical school makes these medical education program objectives known to all medical students and faculty. In addition, the medical school ensures that the learning objectives for each required learning experience (e.g., course, clerkship) are made known to all medical students and those faculty, residents, and others with teaching and assessment responsibilities in those required experiences.

Baylor College of Medicine organizes its core competency graduation goals (CCGGs) into seven domains of knowledge, skills and attitudes. These domains and competencies are adapted from the Physician Competency Reference Set (PCRS), AAMC Graduate Questionnaire, Entrustable Professional Activities (EPAs) for entering residency and align with the core ACGME competencies. The BCM CCGGs drive curriculum content and development. Demonstration of proficiency in each of these competencies is a requirement of graduation.

...Continuation of Element 6.1 — Program & Learning Objectives

School of Medicine Core Competency Graduation Goals

1.Professionalism
Each student graduating from BCM will:
1.1. Apply ethical decision making that upholds patient and public trust
1.2. Employ honesty, integrity, and respect in all interactions
1.3. Demonstrate a commitment to advocate for the needs and well-being of patients, colleagues, and self
1.4. Demonstrate caring, compassion, and empathy
1.5. Demonstrate awareness of one's own biases and sensitivity to diverse patients and colleagues
1.6. Identify and fulfill responsibilities and obligations as a learner and a colleague
1.7. Recognize and avoid conflicts of interest
1.8. Adhere to patient confidentiality rules and regulations

2.Medical knowledge
Each student graduating from BCM will:
2.1. Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to diagnose, manage, and prevent disease
2.2. Utilize the principles of public health, epidemiology, and biostatistics in identifying and reducing the incidence, prevalence, and severity of disease to improve health
2.3. Interpret diagnostic tests as they relate to common clinical, laboratory, and radiologic findings in the spectrum of health and disease

3.Patient care
Each student graduating from BCM will:
3.1. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care
3.2. Develop and implement patient evaluation and management plans appropriate to all levels of patient acuity
3.3. Develop a prioritized problem list and differential diagnosis using patient's biopsychosocial history, medical records, physical exam findings, and diagnostic studies
3.4. Obtain consent for and perform basic technical procedures competently
3.5. Perform comprehensive and focused biopsychosocial exams in a variety of patient care settings and recognize when each is indicated
3.6. Assess health risks using gender- and age-appropriate criteria and recommend potential preventive and therapeutic interventions
3.7. Select and interpret diagnostic tests accurately
3.8. Interpret physical findings accurately
3.9. Utilize critical thinking to provide appropriate evidence or support for clinical decisions and management of diseases
3.10. Provide timely and accurate documentation of all assessment, plans, interventions, and orders – including prescriptions and transfers-of-care between providers or settings

...Continuation of Element 6.1 — Program & Learning Objectives

Baylor College of Medicine, Core Competency Graduation Goals

4. Interpersonal and communication skills
Each student graduating from BCM will:
4.1. Demonstrate patient-centered interview skills in order to create and sustain a supportive and therapeutic relationship with patients and families
4.2. Demonstrate the ability to communicate effectively, efficiently, and accurately as a member or leader of a health care team
4.3. Demonstrate the ability to effectively communicate and collaborate with colleagues, other health care professionals, or health related agencies
4.4. Apply verbal and written medical communication skills to basic and advanced medical scenarios

5. Practice-based learning and improvement
Each student graduating from BCM will:
5.1. Identify personal strengths and deficiencies in one's knowledge, skills, and attitudes to integrate feed-back and set personal improvement goals
5.2. Use and manage technology to access medical information resources to expand personal knowledge and make effective decisions
5.3. Apply principles and practices of evidence-based medicine (EBM) in making decisions about prevention, diagnosis, and treatment of disease

6. Systems-based practice
Each student graduating from BCM will:
6.1. Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers' and patients' behavior
6.2. Provide appropriate referral of patients, including ensuring continuity of care throughout transitions be-tween providers or settings, and following up on patient progress and outcomes
6.3. Examine the role of quality improvement and clinical pathways in optimizing health systems
6.4. Demonstrate the rationale for reporting and addressing events that could affect patient safety

7. Leadership
Building upon the foundation of competence in the other six domains, each student graduating from BCM will be able to:
7.1. Demonstrate the ability to work effectively as a member of an interprofessional health care team
7.2. Demonstrate the ability to give and receive behaviorally-specific feedback
7.3. Utilize skills that enhance the learning environment and team functioning

BCM's Core Competency Graduation Goals can be viewed on the BCM website.

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...Continuation of Element 6.1 — Program & Learning Objectives

How does the School of Medicine distribute the Core Competency Graduation Goals to its students?

All course and clerkship directors include the CCGGs in their course overview documents (CODs) and email them to students. The course and clerkship directors review them with medical students during course and clerkship orientations. They are also reviewed at general orientation sessions for students given every 6 months. In addition, students attest to receiving and reviewing all CODs through Blackboard.

Clinical course directors, teaching faculty and residents receive CCGGs, course objectives, policies using several different methods:

a) Annual department orientations
b) Annual resident teaching orientations
c) Online attestation of CODs for courses
d) Email distribution

Element 10.5 — Technical Standards

Element 10.5 state that a medical school develops and publishes technical standards for the admission, retention, and graduation of applicants or medical students in accordance with legal requirements.

Baylor College of Medicine has established technical standards for admission to, continued enrollment in, and graduation from Baylor programs.

Baylor College of Medicine's School of Medicine seeks to produce highly skilled and compassionate doctors. Medical students are expected to develop a robust medical knowledge base and the requisite clinical skills, with the ability to appropriately apply their knowledge and skills, effectively interpret information, and contribute to patient centered decisions across a broad spectrum of medical situations and settings.

What are the School of Medicine Technical Standards?

School of Medicine faculty members, through service on school committees, apply these standards when selecting, retaining, promoting, and graduating candidates. All candidates for admission, promotion, and graduation must meet these standards (i.e., demonstrate requisite skills and abilities) with or without reasonable accommodation.

• Observation Skills and Abilities.

• Communication Skills and Abilities.

• Motor Skills and Abilities.

• Intellectual-Conceptual, integrative, and Quantitative Abilities.

• Behavioral and Social Attributes.

• Ethical Standards and Professional Expectations.

To view a full description of BCM's School of Medicine Technical Standards visit the student-handbook.

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...Continuation of Element 10.5 Technical Standards

How are the Technical Standards for admissions, retention, and graduation disseminated to potential and actual applicants, enrolled medical students, faculty, and others?

Potential and actual applicants: The School of Medicine's technical standards for admission, retention, and graduation are available on the BCM website to potential and actual applicants.

Enrolled medical students: Available on the BCM website to enrolled medical students. In addition, a link to the technical standards is made available in the Student Handbook and discussed in annual class orientations. Enrolled medical students annually attest to reviewing the Student Handbook and attest that they understand the technical standards and they meet the School of Medicine's technical standards.

Faculty: Available to faculty on the BCM website. In addition, the technical standards are in the SOM's Teaching Faculty Handbook which faculty attest to reviewing annually during the faculty reappointment process. The technical standards are disseminated to faculty annually via the reappointment process.

Are medical school applicants and/or students expected to sign an acknowledgement form that they have read the technical standards?

All accepted applicants to the School of Medicine are required to sign an acknowledgment form, before matriculation, stating that they have read the technical standards and they will be able to meet these standards with or without accommodations.

Students who require accommodations are directed to Student Disability Services in order to start the process.

Enrolled medical students receive annual class orientations during which technical standards are discussed, annually attest to reviewing the Student Handbook, that they understand the technical standards, and they meet the School of Medicine's technical standards with or without accommodations.

Who do students contact regarding questions on meeting the technical standards?

Candidates and current students who have questions regarding the technical standards or who believe they may need to request reasonable accommodation(s) in order to meet the standards are encouraged to contact the Student Disability Services.

In our next LCME Newsletter ...
In the October newsletter we will look at elements 4.4,8.4,8.5. You will also be provided with our monthly subcommittee updates and 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.

Baylor College of Medicine