



LCME Newsletter #3 – March 2020

Subcommittee Updates

The following elements have gone through an initial review by subcommittees:

Organizational & Leadership Subcommittee: 1.4 Affiliation Agreements; 1.6 Eligibility Requirements

-Accreditation team is working with clerkships' leadership to ensure affiliation agreements are in place for all sites in which students rotate at.

Faculty & Resources Subcommittee: 5.10 Resources Used by Transfer/Visiting Students; 5.12 Required Notifications to the LCME

-BCM shares two affiliate sites (CHoSA and Methodist) with other schools. Faculty who teach and evaluate BCM students must be aware of BCM program and learning objectives, policies, and curriculum requirements.

Curricular Objectives & Content Subcommittee: 6 Competencies, Curricular Objectives, & Curricular Design; 6.1 Program Learning Objectives; 6.8 Education Program Duration

- Subcommittee worked to clarify terms used for instructional methods (i.e. lab, small group). In addition, subcommittee reviewed how and where each core competency graduation goal is being taught and evaluated.

Curriculum Management & Assessment Subcommittee: 8 Curricular Management, Evaluation, & Enhancement; 8.1 Curricular Management

-Subcommittee worked to ensure that language in the Curriculum Committee procedures document was clear in regard to authority and membership.

Medical Student Experience Subcommittee: 10 Medical Student Selection, Assignment, & Program; 10.1 Premedical Education/Required Coursework; 10.2 Final Authority of Admissions Committee

-A link to medical school enrollment numbers and demographics will be added to the Admissions website.

BCM Learning Environment

Element 3.4 Anti-Discrimination Policy

Element 3.5 Learning Environment/Professionalism

Element 3.6 Student Mistreatment

Element 3.4 required medical schools to have an anti-discrimination policy in which it states that the medical school will not discriminate on the basis of age, creed, gender identity, national origin, race, sex, or sexual orientation.

Element 3.5 ensures medical schools have a learning environment that is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect.

In addition, Element 3.6 requires medical school to have effective written policies that define mistreatment, have effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing mistreatment.



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...BCM Learning Environment cont'd

BCM ([Code of Conduct](#)) maintains a caring and healthy workplace and academic environment for all faculty, staff and students. We are dedicated to treating each other with respect, dignity and courtesy. BCM believes that all individuals have the right to be free from all forms of discrimination and demonstrate our commitment to respect by upholding our responsibilities to respond to and prevent incidents of sexual harassment and sex-based discrimination. Any form of unwanted sexual conduct or breach of the faculty/student relationship is not tolerated. See BCM [02.2.25, Harassment, Discrimination and Retaliation](#). We are committed to providing a safe and secure environment for patients, faculty staff and students. This is accomplished through our responsibility to:

- **Treat all BCM faculty, staff, students, trainees and patients in a fair and respectful manner**, recognizing the diversity of our workforce and the individuality of each employee. [02.5.39 Respective and Professional Work Environment Standards for Employee Conduct](#); [02.2.10 Affirmative Action](#); [02.2.40 Diversity](#); [23.2.02 Learner Mistreatment Policy](#); [23.2.01 Respectful & Professional Learning Environment Policy: Standards for Student Conduct and College Oversight](#)
- Show proper consideration and respect to one another, understanding that sexual **harassment and/or discrimination in employment and education are strictly prohibited**. [02.2.25 Harassment, Discrimination and Retaliation](#); [02.2.06, Sexual Misconduct and Other Prohibited Conduct Policy](#).
- **Abide by all laws, regulations and BCM policies** that support and promote a safe and effective work and academic environment and **complete all assigned and required training** within specified timeframes. [02.5.72 Workplace Violence](#); [02.5.38 Social Media](#), [18.1.01, Public Health & Safety](#).
- **Encourage and support each other's** individual skills, talents, knowledge and understanding of our jobs in order to deliver the highest quality of service.

How does BCM define discrimination?

BCM's Policy Regarding Harassment, Discrimination, and Retaliation prohibits discrimination and retaliation in all aspects of employment and education, including but not limited to hiring, promotion, evaluation, and educational advancement.

Discrimination – unjust or preferential treatment of a person that is based on their race, color, national origin, religion, sex (including pregnancy and sexual orientation), age (40 years or older), disability, or genetic information. Discrimination includes employment practices or actions that are intentional, but also those that unfairly impact individuals because of their race, color, national origin, religion, sex (including pregnancy), age (40 years or older), disability, or genetic information, whether or not intentional.



How does BCM define mistreatment?

Mistreatment refers to behavior that demonstrates disrespect for a Learner and that creates a condition, circumstance, or environment that unreasonably interferes with the learning process. Mistreatment may be verbal, emotional, or physical in nature. Examples of Mistreatment include offensive names, insults, or slurs (e.g., Harassment); public or private embarrassment or humiliation (e.g., verbal attack or denigrating a chosen career path); threats of physical harm; physical harm (e.g., a slap); obligation to perform personal services (e.g., child care or shopping); exclusion from ordinary opportunities for training or rewards that is unreasonable given Learner's performance or merit (e.g., Discrimination); denial of fair evaluation or grading (e.g., assigning grades lower than the performance could justify) based on characteristics of the Learner that are unrelated to merit (e.g., race, color, gender, sexual orientation); Retaliation; Sexual Misconduct; or Other Prohibited Conduct.

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...Learning Environment cont'd

How does a medical student report concerns on professionalism and mistreatment?

1. Informal Reporting Mechanisms.

a. Office of the Ombudsman. Learners seeking an informal and confidential discussion of an alleged violation of this Policy may consult the BCM Ombudsman. The Office of the Ombudsman is a confidential, neutral, independent and informal resource available to all BCM Community Members, Employees, and Learners.

b. Any School Official (Learner's choice). Learners have the discretion to contact a school or program mentor, trusted faculty member, course director, or dean of their choice (e.g., dean of student affairs or School Dean) to initiate an informal discussion of an alleged violation of this Policy.

2. Formal Reporting Mechanisms.

a. Course Evaluation. Learners who experience alleged Mistreatment in the educational setting (e.g., lab, clinic, or classroom), during a course, or during interactions with a particular Employee involved in a course (i.e., faculty or staff) may report the allegations through the course evaluation.

b. Integrity Hotline. Learners may report alleged violations of this Policy through the Integrity Hotline, either by calling the toll-free Hotline number (855-764-7292) or by accessing the Integrity Hotline web site (www.bcm.ethicspoint.com). This reporting mechanism allows Learners the option to pursue complaints and maintain anonymity during the investigation.

[23.1.08 Student Appeals and Grievances Policy](#)

How does the School of Medicine monitor the learning environment at affiliate sites?

BCM and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

How does the School of Medicine periodically evaluate the learning environment?

1. Students responses on end-of course evaluations
2. AAMC Graduation Questionnaire
3. Bi-annual Learning Environment Surveys

In our next LCME Newsletter ...

April element review we will look at elements 11.5 and 11.6, Student Educational Records. 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.

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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>



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