How Medical Schools with Regional Campuses are Navigating COVID-19 and Accreditation with the LCME

May 21, 2020
Regional Medical Campus Community

Group on Regional Medical Campuses (GRMC)

www.aamc.org/grmc

Open to regional campus and main campus staff and faculty who have interest in regional medical campus matters.

Chat us your email address or email grmc@aamc.org or staff to join.
We ask all questions to be saved until after all of our speakers today.

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1. Type your question into the chat box and the facilitator will read it and direct it to the speakers.

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Today’s Discussion

**Facilitator**

Paula Termuhlen, MD, Regional Campus Dean, University of Minnesota Medical School, Duluth Campus

**Speakers**

Robert Barraco, MD, MPH, FACS, FCCP, Associate Dean for Educational Affairs, USF Morsani College of Medicine – Lehigh Valley; Chief Academic Officer, Lehigh Valley Health Network

Deborah DeWaay, MD, FACP, Associate Dean, Undergraduate Medical Education and Associate Professor, Medical Education & Internal Medicine, USF Health Morsani College of Medicine

Veronica M. Catanese, MD, MBA, LCME Co-Secretary

Donna M. Waechter, PhD, Assistant LCME Secretary
## COVID-19 Updates and Resources: lcme.org/covid-19

### LCME-specific Resources

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# COVID-19 Updates and Resources: [lcme.org/covid-19](https://lcme.org/covid-19)

## Joint AAMC/LCME Resources

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## LCME/AAMC/AMA Resources

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The Core Principles

• The faculty, through the school’s system of curriculum governance, ensures that the curriculum has allowed the EPOs and the learning objectives of courses and clerkships to be met and assessed.

• The end point is ensuring that students meet the school’s EPOs and required learning objectives – the time over which they do so is at the school’s discretion (e.g. clerkship length may be shorter, virtual experiences in more than one discipline may be bundled during a period of suspended clinical encounters, followed by “bundling” of in-person clinical encounters in more than one discipline at a later date).
• Educational program objectives (EPOs)
• Pre-clinical and clinical learning objectives
• Required clinical experiences
• EPO-linked assessments
• Availability of elective weeks
• Modularization/bundling of virtual vs in-person clinical encounters
• YOU ARE NOT ALONE
• Thank you, Standard 8!
Approaches to the Clinical Curriculum

- **Deliberate identification** of those clinical experiences/assessments that can only be met with direct patient contact versus those that can be achieved and/or assessed through alternative/virtual formats (Curriculum Committee)

- Review of the learning objectives of all clerkships, including typical final-year clerkships such as emergency medicine and critical care, and determines whether **some objectives may have been met in another clerkship or at another point in the student’s curriculum** (Curriculum Committee)

- Consider **waiver of elective graduation requirements** (Student Advancement and Promotion Committee)

- **Flexibility/innovation** in time and space of clinical encounters

- **Consistency in grading** across clerkships from a time certain
For the Discussion Part of the Call

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