



INTRODUCTION TO THE LCME SELF-STUDY

UNIVERSITY OF SOUTH CAROLINA SCHOOL OF MEDICINE, COLUMBIA

AUGUST 15, 2023

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School Activities in the Self-study Process

Collection of information/data for each element

- Data Collection Instrument (DCI)
 - Student Survey



Analysis of data/information by institutional stakeholders

- Students for Independent Student Analysis (ISA)
 - Self-study Task Force for self-study



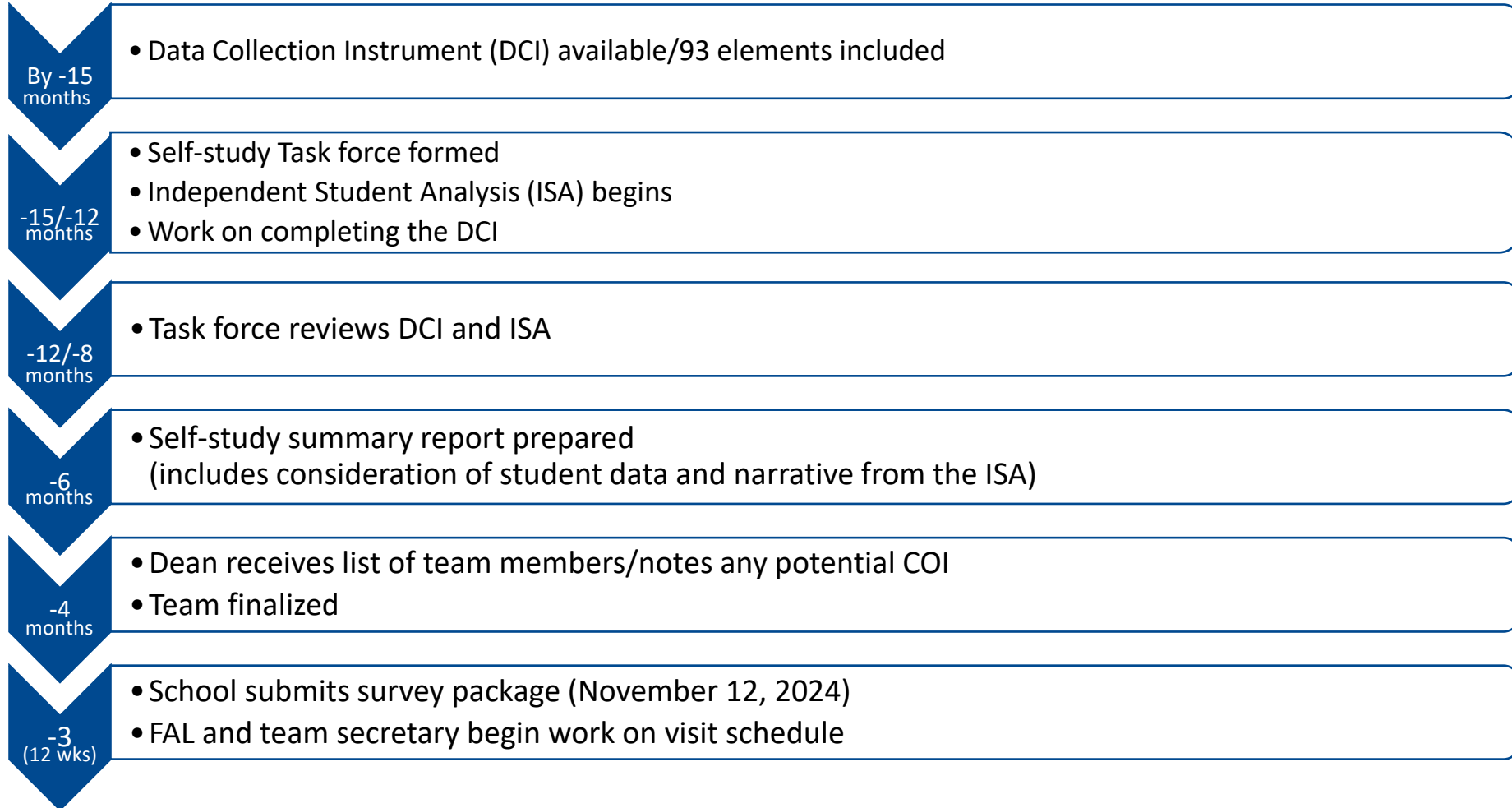
Institutional judgements of performance related to elements, including areas of strength, challenges to be addressed, and strategies

- Self-study summary report



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Steps Before the February 2-5, 2025 Survey Visit



See *Guidelines for the Planning and Conduct of Survey Visits* (November 2022) for a detailed timeline.

Performance Categories for Elements

Satisfactory

The policy, process, resource, or system required by the element is in place and, if required, there is **sufficient evidence** that it is effective.

Satisfactory With A Need For Monitoring

- 1)The policy, process, resource, or system required by the element exists but there is **insufficient evidence** of effectiveness; OR
- 2)The requirements of the element currently are met but circumstances could negatively impact performance.

Unsatisfactory

One or more requirements of the element is/are not met. Required policy, process, resource, system is not in place or ineffective. Formal evidence of effectiveness/sustainability is **absent**.

What is Needed for Satisfactory Performance in Elements

- All requirements of the element are in place and, if required, specified outcomes have been achieved
- All units (e.g., departments, teaching sites) meet the requirement(s)
- There is formal (e.g., quantitative) evidence that the expected outcome has been achieved and, if relevant, has been maintained over a sufficient length of time
 - Plans without implementation are not sufficient
 - Implementation alone, without formal evidence of effectiveness and sustainability, is not sufficient

Major Pitfalls to Avoid

- DCI – Gaps in information and Lack of Clarity
Make sure questions are answered completely, clearly, and contain the required information. Check the Appendix to ensure that the most recent version of all required documents are included (e.g., policies must be formally approved).
- ISA – Instructions not followed (e.g., no or incomplete narrative, N/A's removed from denominator, the required table format not used to present data)
The ISA should be developed using the instructions as a guide. Make sure students have access to the 2024-25 checklist document.
- Survey Visit – School representatives unfamiliar with DCI/self-study and with the intent of the elements
Provide relevant sections of the survey package to school representatives. Ensure school personal and consultants are familiar with the intent of elements/LCME expectations for performance.