LCME Accreditation 2004-05
Orientation
What is the LCME?

Liaison Committee on Medical Education

- Accrediting body for US and Canadian medical schools

- Jointly sponsored by
  - The Association of American Medical Colleges (AAMC); and
  - American Medical Association (AMA)

- Standard process every 8 years
Why do this?

- **Obvious**
  - Re-accreditation

- **Less Obvious**
  - Opportunity to focus on medical education with spotlight on accreditation standards
  - Identify institutional strengths and areas where remediation is needed
  - Develop strategies to ensure that strengths are maintained and problems addressed on ongoing basis
Recent LCME History

- 1997 LCME Site Visit -- Areas of Strength
  - Strong university academic environment, national reputation, flexible curriculum
  - Outstanding Faculty
  - Strong, diverse, supportive student body
  - Preeminence in biomedical research
  - Excellent in-patient clinical facilities
  - Vision of leadership
  - Student support services provided by OSA
1997 LCME Site Visit -- Areas of Concern

- Inadequate facilities (also cited in the 1983 and 1991 surveys)
  - Library
  - Teaching space
  - Fleischmann Learning Lab
  - Computer facilities within library
  - Lecture Halls
- Medical Center Line ambiguity
- Lack of ambulatory experience in medicine clerkship
- Insufficient faculty development
- Understaffed Office of Medical Education
- Insufficient student performance assessment
- Incoherent medical school curriculum
- Dissatisfaction with a required clerkship
Recent LCME History

- Transition of deanship to Philip Pizzo, MD
  - Extensive communication with LCME
  - New university and school leadership
  - Strategic planning
  - Long term and interim facilities planning
  - New curriculum

- 2003 Interim Visit
  - New curriculum
  - Facilities
Components of Process

- **Database (Base Year 2003-04)**
  - Extensive information base covering five main components of school
    - Institutional Setting
    - Educational Program for the MD degree
    - Medical Students
    - Faculty
    - Educational Resources

- **Subcommittee Reports**
  - Review database in light of standards, identify areas of non-compliance and remediation, and generate reports to Task Force Executive Committee

- **Summary Report**
  - Summarize subcommittee reports into single report

- **Submission to LCME: July 16, 2005**
  - Submit Summary Report, Database, and Independent Student Report to LCME

- **LCME Site Visit: October 16-19, 2005**
Subcommittees

- Institutional Setting
  - Institutional Setting
  - John Boothroyd
- Education Program
  - Educational Objectives and Structure
  - Julie Parsonnet
  - Teaching and Evaluation
  - Myriam Curet
  - Curriculum Management
  - Neil Gesundheit
  - Evaluation of Program Effectiveness
  - David Fetterman
- Medical Students
  - Admissions
  - Gabe Garcia
  - Student Services
  - Fernando Mendoza
  - Advising
  - Terry Blaschke
  - The Learning Environment
  - Larry Mathers
- Faculty, Personnel, and Governance
  - Faculty, Personnel and Governance
  - David Stevenson
- Educational Resources
  - Finances
  - Marcia Cohen
  - General and Clinical Facilities
  - Nancy Tierney
  - IT/Library
  - Debra Ketchell
Analysis of database
  - Compare Stanford’s practices to accreditation standards

Determine areas which meet accreditation standards criteria

Determine areas out of alignment with standards

Develop recommendations for remediating areas not in alignment

Develop strategies to ensure that strengths are maintained and problems addressed on an ongoing basis
Timeline

- **Summer ‘04**: Develop Database
  - Task Force Kick-Off
  - Develop Subcomm Reports
- **Fall ‘04**: Develop Summary Self-Study Report
- **Winter ‘05**: Task Force wrap-up
  - Review for consistency
- **Spring ‘05**: Submit Materials to LCME
- **Summer ‘05**: Site Visit
Available Materials

- **Functions and Structure of a Medical School**  
  (LCME document also known as “the standards”)
- **Guide to the Institutional Self-Study**  
  (LCME document)
- Database
- 1997 Stanford Summary Report
- 1997 LCME Report following Site Visit
- 2003 Stanford Progress Report
- 2003/04 LCME Report following Interim Visit
Independent Student Analysis

- **Student participation**
  - Task force, appropriate subcommittees

- **Separate student-led committee**
  - Develop survey for all students
  - Compile the raw data
  - Develop a written analysis of the data

- **Student analysis is submitted to the LCME with the Institutional Self-Study**
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