

What is LCME and Why is it Important?

- The Liaison Committee on Medical Education (LCME) is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in U.S. (and Canada).
- LCME is sponsored by the Association of American Medical Colleges and the American Medical Association. *LCME accreditation is required in most states for licensing graduates and receiving federal financial aid.*
- The LCME accreditation process has two general aims:
 - to certify that a medical education program meets prescribed standards, and
 - to promote institutional self evaluation and improvement.
- During this process -- which occurs every eight years -- HMS gathers representatives from administration, faculty (quad and hospital), staff, the student body, and others to:
 - collect and review data about the medical school and its educational programs,
 - identify institutional strengths and issues requiring action, and
 - define strategies to ensure that the strengths are maintained and any problems are addressed.

LCME: When is it and Who will Manage the Project?

- LCME is a two year process which includes planning, data collection, self-evaluation and analysis, and report writing. The process concludes with a four day on-site survey visit on **March 6 - 9, 2011**.
- As part of the process, HMS is required to set up an Administrative Projects Office (APO) to handle project management and have ultimate responsibility for reviewing and editing the final report.
- The APO's faculty and administrative leads for LCME 2011 are Jules Dienstag, MD, Dean for Medical Education, and Lisa Muto, PhD, Associate Dean for Institutional Planning and Policy (IPP). Aili Lewis, Natalie Kernisant and Megan Benson make up the rest of the team. Jules Dienstag will also co-chair the self-study steering committee along with Dean Jeffrey Flier.
- IPP primarily will handle the administrative side of LCME project management. Jane Neill, Associate Dean for Medical Education Planning and Administration, is working closely with the APO on project management.

Major Stages of the Process

- The process is broken down into a series of major tasks/stages. The stages are:
 - completion of the **LCME medical education database** and compilation of other supporting documents,
 - analysis of the database and other information sources by an institutional self-study task force and its subcommittees,
 - development of self-study reports in each of eight areas:
 - (1) Governance/Administration; (2) Research and Academic Environment; (3) Educational Program for the M.D. Degree; (4) Medical Students; (5) Faculty; (6) Finance; (7) General Facilities, Library & IT; (8) Clinical Teaching Facilities, Graduate Medical Education & Continuing Medical Education
 - synthesis of the topic-specific reports into an institutional summary report, and
 - an on-site visit by an LCME *ad hoc* survey team and preparation of the survey team report, followed by action on accreditation by the LCME.

The Summary Report, Evaluation and the Student Process

- The summary report resulting from this process provides an evaluation of the quality of the medical education program, and the adequacy of the resources that support it. This report serves as the basis upon which LCME makes its accreditation decision.
- Their evaluation is based on **over 125 standards** in *five general areas*: institutional setting (administration, governance and academic environment), educational programs, student experience, faculty, and institutional resources, including finances and facilities.
- There is an independent student analysis process as well.