

CurrMIT LCME Course Data Forms

CurrMIT LCME Self-Study Documentation

Course Data

The following form is provided for your use in gathering information needed for your LCME site visit. This form has “Question” and “Response” areas for you to complete. The information is required by the LCME and is essential for our accreditation process.

General Instructions for completing this form:

1. Except where clearly noted, the questions are in the left column of each table, and you should enter your response in the right column
2. If non-bold text has been added to the Response column, those exact terms are necessary in answering the question. Therefore, please do not delete the text (if completing this form electronically) and please enter your response after the text.
3. Special instructions specific to a question are indicated in *italics*.
4. Submit this form in electronic or hand-written format to the CurrMIT Administrator per their instructions.

Question	Response
Course Name	
Graduating Class Year	
Discipline (<i>Place an “X” under Response next to all Disciplines that apply</i>)	
Basic Sciences	
Organ Systems	
PBL/Case	
Other	
Clinical Discipline	
Course Option Type (<i>Place an “X” next to one of three below</i>)	
Required	
Elective	
Selective	
Sponsoring Department (<i>Enter department in left column and number of staff in right column</i>)	Number of Instructional Staff from this Department
Organizational Units Involved in Course (e.g., physiology department, nursing school, library) with ongoing involvement in the course (<i>Enter department in left column and number of staff in right column</i>)	Number of Instructional Staff from these Organizational Units
Course Director(s) (<i>Add rows if necessary</i>)	
Number of Weeks	

Question	Response
Course Name	
Course Start/Stop Times (<i>Indicate start month and academic year, e.g., Start Month: January, Start Academic Year: Year 1, End Month: March, End Academic Year: Year 1</i>)	
Course Start Month	
Course Start Academic Year	
Course End Month	
Course End Academic Year	
Describe or list the overall Course Objectives (<i>Note that Curricular Objectives are selected from the separate Curricular Objectives Worksheet</i>)	
Are these Course Objectives written? (<i>Yes/No</i>)	Course objective written?
Describe any specific course objectives related to ethical issues or human values; include information about evaluation instruments used to assess the acquisition or demonstration of ethical behavior	Ethics, communication, or humanity objectives:
If graduate students, postdoctoral fellows in the biomedical sciences, or residents teach in the course (as lecturers, small group facilitators, laboratory instructors), describe how they are informed about the course objectives and prepared for their teaching role.	Graduate, post-doc, resident prep:
If patient encounters are part of the course, describe the process used to specify the number and kind of patients and the clinical settings needed to meet the course objectives. Identify at what point during the course individual students' clinical experiences are reviewed to assure that objectives are met, and list who conducts the review. Describe the mechanisms for establishing or modifying the number and kinds of patients and the clinical settings needed to meet the objectives for clinical education. Provide a summary of the criteria for patient experiences, level of student responsibility, and clinical setting. Describe how the adequacy of the number and variety of patient encounters are monitored and to assure that each student has the required experiences. List who is responsible for assuring that the number and variety of patient encounters are adequate.	patient encounter details:

Question	Response
Course Name	
If the course is offered at more than one site, describe how faculty members at all sites are oriented to the objectives and grading system for the course	Alternative Site Orientation (a):
If the course is offered at more than one site, how and how often individuals responsible for the course or clerkship at all sites communicate regarding planning, implementation, student evaluation, and course evaluation	Alternative Site Communication (b):
If the course is offered at more than one site, describe faculty development activities related to teaching and evaluation skills that are available to instructional staff across sites	Alternative Site Faculty Development (c):
If the course is offered at more than one site, describe mechanisms for review and sharing of student assessments of their educational experiences, student performance information, and any other data reflecting the comparability of learning experiences across sites. Note the specific kinds of data reviewed and the individuals or groups responsible for reviewing the information.	Alternative Site Student Assessments (d):
If the course provides training in primary care, replace the “X” with the number of weeks in the response to the right.	Primary Care = X weeks
If NBME Shelf examinations are used, give the mean scores for the last three classes.	
Year	Score
Comment on the adequacy of faculty and other resources to teach the course (e.g., educational space, computer hardware and software, support personnel).	
Provide a summary of student feedback on the course (and any other available evaluation data) for the past two years. If the course is new or significantly revised, provide evaluation data for the new version of the course only. If problems have been identified by student evaluations or other data, describe how they are being addressed.	
Identify major successes in the course and problems to be overcome.	

Session Form Instructions

The following form is provided for your use in gathering information needed for your LCME site visit. This form has “Question” and “Response” areas for you to complete. The information is required by the LCME and is essential for our accreditation process.

General Instructions for completing this form:

1. Complete one of these forms for each Session in the Course. As an example, a session typically is an individual unit of instruction or delivery of a Course, as in a lecture, a small group meeting, a laboratory, or grand round. **If the Course is a Clerkship, please do not use this form – use the Clerkship Rotation and Site Data Form instead.**
2. Generally, the questions are in the left column and you will type your responses in the right column. Where multiple responses are possible per question or the question has a two-part answer, the responses will go in the left and right columns below the clarifying “headers” in bold.
3. If non-bold text has been added to the Response column, those exact terms are necessary in answering the question. Please do not delete this initial text and please do enter your additional response after that text.
4. Other instructions specific to a question are indicated in italics font.
5. Also complete the applicable Checklist Forms attached by the CurrMIT Administrator.
6. Submit this form and others as required in electronic or hand-written format to the CurrMIT Administrator per their instructions.

Session Data Form

Question	Response
Course Name	
Session Name	
Graduating Class Year	
Session Administrator(s) <i>(Add rows if necessary)</i>	
Contact Hours	
Session Type <i>(this may alternatively be indicated by selecting the applicable educational method from the Educational Method Checklist)</i>	
Describe or list the specific session objectives. <i>(Note that Curricular Objectives are selected from the separate Curricular Objectives Worksheet)</i>	
For each session in which students acquire any of the following skills or understanding, describe how learning is accomplished or how students acquire these skills. <i>(These should be listed as four separate responses by adding text to the columns to the right.)</i>	Ability to learn through self-directed, independent study:
	Skills of critical judgment based on evidence:
	Skills of medical problem solving:
	Understanding of societal needs and demands on health care:
For each rotation or session where students participate in required laboratory exercises (real or simulated) that oblige them to make observations of biomedical phenomena and collect or analyze data, describe how learning is accomplished.	