



LIAISON COMMITTEE ON
MEDICAL EDUCATION

CONNECTIONS

Educational Program for the MD Degree (ED)

Updated May 2012

The information provided in this document is developed from the most recent versions of LCME documents (see version information below). Programs that began the accreditation process using previous versions of the standards, database questions, and self-study questions may notice some differences. This is to be expected given that schools generally start their self-study process approximately 15 months before their scheduled survey visit, and so are using the materials in place at that time.

Function and Structure of a Medical School, *May 2011*

Guide to the Institutional Self-study, *for survey visits in 2012-2013*

Medical Education Database, *for survey visits in 2012-2013*

Survey Report Guide, *August 2011*

ED-5-A

ED-5-A. A medical education program must include instructional opportunities for active learning and independent study to foster the skills necessary for lifelong learning.

It is expected that the methods of instruction and assessment used in courses and clerkship rotations will provide medical students with opportunities to develop lifelong learning skills. These skills include self-assessment on learning needs; the independent identification, analysis, and synthesis of relevant information; and the appraisal of the credibility of information sources. Medical students should receive explicit experiences in using these skills, and they should be assessed and receive feedback on their performance.

DATABASE QUESTIONS

- a. Provide sample weekly schedules in the Appendix that illustrate the amount of time in the first and second years (phases) of the curriculum that students spend in scheduled activities.
- b. Provide a list of the types of instructional formats that the medical school characterizes as active learning.
- c. Describe the time available for students to prepare for active learning.
- d. In the context of the definition of active learning included in the “Special Instructions” to this section, provide examples that illustrate the opportunities that exist in the curriculum for students to do each of the following:
 - i. Assess their own learning needs
 - ii. Identify, analyze, and synthesize information relevant to their learning needs
 - iii. Assess the credibility of information sources
 - iv. Share the information with their peers and supervisors
- e. Describe where and how in the curriculum there is assessment of students’ progress in developing the skills needed for lifelong learning, including the ability to learn through self-directed, independent study. In the Appendix, provide examples of any instruments used for such assessment.

- f. Is demonstration of these skills considered as a criterion for grading in any course or clerkship rotation?

Also see Required Courses and Clerkship Rotations (A. Summary Data).

SELF-STUDY QUESTIONS

Evaluate the adequacy of instructional opportunities and time available for students to engage in active learning and independent study. Assess the effectiveness of the program's efforts to prepare students to engage in self-assessment of their learning needs and to develop other skills to support habits of lifelong learning.

SURVEY REPORT GUIDE

Describe the opportunities that are in place for students to engage in active learning and independent study, including opportunities for students to assess their own learning needs; identify, analyze, and synthesize information relevant to these learning needs; and assess the credibility of information sources. Do students receive feedback on the development of their skills?

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