

LCME Annual Medical School Questionnaire Part II 2015-2016

Official Name of Medical School:

Medical School:

Medical School Dean Information:

Name of Dean:

Date of Appointment:

Check here if dean is in an acting/interim capacity

Person Coordinating this Questionnaire:

Name:

Phone:

E-mail:

DONE

The information requested in questions 1 and 2 is for the 2014-2015 academic year.

1. Actual number of students who graduated from the medical school in 2014-2015.

Male graduates

Female graduates

Total graduates

**STUDENT AFFAIRS/REGISTRAR
(ALL ITEMS ON THIS PAGE)**

2a. Provide the number of medical students by year who did not complete the requirements of the 2014-2015 academic year for the reasons listed. (Select only one reason for each student.)

Reason	1 st Year	2 nd Year	3 rd Year	4 th Year	Total
Withdrew or were dismissed					
Transferred to another medical school					
Required to repeat the entire academic year					
Required to repeat one or more required courses or clerkship rotations					
Moved to a decelerated curriculum					
Took a leave of absence due to academic problems					
Took additional time or a leave of absence for academic enrichment (including research or a joint degree program)					
Took a leave of absence for personal reasons					

2b. Number of students graduating in 4 years or less in 2014-2015.

Students

2c. Number of students graduating in 5 or more years because of:

Academic difficulty, repeating or decelerating

Additional study for academic enrichment, research, or a collateral degree

Personal, financial, or health leave(s) of absence

Study for USMLE

Other reasons

2d. Estimate the percentage of a typical medical school entering class that graduates in four years and provide the overall eventual graduation rate for a typical class.

Four-year graduation rate

Overall graduation rate

The information requested in the remaining questions is for the 2015-2016 academic year.

3. Medical school total enrollment, 2015-2016.

	# Male	# Female	Total
First year			
Second year			
Third year			
Fourth year			
Total enrollment			
Graduates (estimated)			

STUDENT AFFAIRS/REGISTRAR

4. Students admitted with advanced standing in 2015-2016. Provide the number of medical students admitted into each year from the type of schools/programs listed.

	1st Year	2nd Year	3rd Year	4th Year
LCME-accredited US medical school				
LCME-accredited Canadian medical school				
Osteopathic medical school				
Non-LCME accredited foreign medical school (non-Canadian)				
Non-MD granting graduate or professional degree program				

ADMISSIONS AND/
OR STUDENT
AFFAIRS/
REGISTRAR

5a. Total enrollment of in-state and out-of-state residents 2015-2016.

Number in-state residents

Number out-of-state residents

Total enrollment

5b. First-year enrollment of in-state and out-of-state residents 2015-2016 (exclude repeaters).

Number in-state residents

Number out-of-state residents

Total first-year enrollment

6. What is the targeted size (number of new matriculating students) for the 2016 entering class (projected enrollment)?

Entering class size

9a. Provide the total numbers of students enrolled in medical school-sponsored degree-granting undergraduate programs; master's and doctoral degree programs in the biomedical sciences; other professional degree programs; and certificate programs.

Undergraduate programs (eg, BA/BS)

Master's program(s) in biomedical sciences

Doctoral program(s) in biomedical sciences

Other professional degree program(s) (eg, MPH, DrPH)

Certificate program

9b. Provide the total number of postdoctoral scholars conducting research in medical school departments during the 2015-2016 academic year. (See Instruction/Reference Manual for definition of a postdoctoral scholar.)

Postdoctoral scholars

**STUDENT AFFAIRS -- SEE
INSTRUCTIONS FOR ITEM 9A
AND 9B**

10. Provide the total number of unfilled chairs in either basic science or clinical departments as of December 31, 2015.

Unfilled chairs

FACULTY AFFAIRS

11. Provide the number of part-time and volunteer faculty based in basic science and clinical departments as of December 31, 2015. (Pathology faculty should be included only once in either basic science or clinical.)

Basic Science Faculty		Clinical Faculty	
# Part-Time	# Volunteer	# Part-Time	# Volunteer

FACULTY AFFAIRS

12. Provide the total number of residents and fellows by specialty that were the responsibility of the medical school faculty in ACGME-accredited programs and the number of fellows in non ACGME-accredited programs for the 2015-2016 academic year.

Specialty	# PGY-1 Residents	Total # Residents (Include PGY-1)	# Clinical Fellows (ACGME Programs)	# Clinical Fellows (Non ACGME Programs)
Allergy/immunology				
Anesthesiology				
Colon/rectal surgery				
Dermatology				
Emergency medicine				
Family medicine				
Hospice and palliative medicine				
Internal medicine				
Medical genetics				
Neurological surgery				
Neurology				
Nuclear medicine				
Obstetrics/gynecology				
Ophthalmology				
Orthopaedic surgery				
Otolaryngology				
Pain medicine				
Pathology				
Pediatrics				
Physical medicine/rehabilitation				
Plastic surgery				
Preventive medicine				
Psychiatry				
Radiation oncology				
Radiology-diagnostic				
Sleep medicine				
Surgery				
Thoracic surgery				
Urology				
Transitional year				
Combined programs				
Other				
Total				

OFFICE OF GRADUATE
MEDICAL EDUCATION

13a. Provide the minimum number of weeks of instruction required for the MD degree.

Weeks

13b. Provide the total number of required weeks in each year of the curriculum.

	# Weeks
First year	
Second year	
Third year	
Fourth year	

14. Provide the number of available and required elective weeks for each year of the curriculum.

	# Weeks Available	# Weeks Required
First year		
Second year		
Third year		
Fourth year		

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15. Check the topics listed below that are included in the curriculum as part of a required course and/or an elective course. Check if the topic is covered in pre-clerkship (typically years one and two) and/or in one or more clerkships.

Content Area	Topic Included In:		Topic Covered In:	
	Required Course	Elective Course	Pre-Clerkship	Clerkships
Biological, chemical, natural disasters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biostatistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biomedical informatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical/translational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complementary/alternative health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Costs of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling for behavior change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End-of-life care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epidemiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of health science literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-based medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence/abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care quality improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health disparities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human development/life cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human sexual/gender development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human sexuality/sexual functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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--Continued on next page

Medical ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical genetics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical licensure/regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law and medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical socioeconomics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational health/medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pain management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Palliative care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Population-based medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevention/health maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rehabilitation/care of the disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telemedicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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16. If a discipline is presented as a block clerkship, provide the total number of weeks required of every medical student and the number of required weeks in each year of the curriculum. Supply the percent of clerkship time in the ambulatory setting (enter 0 if no time, UNK if unknown). Enter NA under the total number of required weeks if there is no required block clerkship.

NOTE: Also check if the discipline is included as part of a longitudinal integrated clerkship for all students or as part of a parallel curriculum/track for some students.

Discipline	Presented as Separate Required (Block) Clerkship						Presented as Part of Longitudinal Integrated Clerkship
	Total # Required Weeks	# Weeks 2nd Yr	# Weeks 3rd Yr	# Weeks 4th Yr	# Weeks 3rd or 4th Yr	% Ambulatory	
Ambulatory care							<input type="checkbox"/>
Anesthesiology							<input type="checkbox"/>
Critical care							<input type="checkbox"/>
Emergency medicine							<input type="checkbox"/>
Family medicine							<input type="checkbox"/>
Internal medicine							<input type="checkbox"/>
Neurology							<input type="checkbox"/>
Obstetrics-gynecology							<input type="checkbox"/>
Pediatrics							<input type="checkbox"/>
Psychiatry							<input type="checkbox"/>
Radiology							<input type="checkbox"/>
Surgery							<input type="checkbox"/>
Surgical specialties							<input type="checkbox"/>
Other (specify below)							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>

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 AND DR.
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17. Indicate whether there are comprehensive SP/Objective Structured Clinical Examinations (OSCEs) developed by the school that students are required to take and/or pass. The end of third year/beginning of fourth year OSCE occurs outside of the required clinical clerkships.

Timing of SP/OSCE	Check if SP/OSCE is Required	Indicate (Y/N) if Passing is Required for the Student to Progress/Graduate	Check if the Following Topics are Assessed in the Examination		
			Clinical Skills	Diagnostic Reasoning	Professionalism
End of second year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of third/during fourth year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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18. Indicate which of the following programs are available. (Only check if there are students currently enrolled.)

	Program Available
Early/conditional acceptance possible	<input type="checkbox"/>
Baccalaureate/MD program	<input type="checkbox"/>
MA/MD program	<input type="checkbox"/>
MS/MD program	<input type="checkbox"/>
MD/PhD program	<input type="checkbox"/>
MD/JD program	<input type="checkbox"/>
MD/MPH program	<input checked="" type="checkbox"/>
MD/MBA program	<input type="checkbox"/>
MD/MPA program	<input type="checkbox"/>
MD/Oral maxillofacial program	<input type="checkbox"/>

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19a. Does the medical school require students to take the following components of the United States Medical Licensing Examination (USMLE)?

	Yes	No
USMLE Step 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
USMLE Step 2 CK	<input checked="" type="checkbox"/>	<input type="checkbox"/>
USMLE Step 2 CS	<input checked="" type="checkbox"/>	<input type="checkbox"/>

19b. Indicate if a passing grade in the following components of the USMLE is required for advancement/promotion into the next phase of the curriculum or graduation from medical school.

	Advancement/ Promotion		Graduation	
	Yes	No	Yes	No
USMLE Step1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USMLE Step 2 CK	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
USMLE Step 2 CS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

19c. Indicate at what point in the curriculum your medical students take each examination.

	Year/ Phase I	Year/ Phase II	Year/ Phase III	Year/ Phase IV	No Time Requirement
USMLE Step 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USMLE Step 2 CK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
USLME Step 2 CS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

20. Check the type of grading system that is used in each of the indicated portions of the curriculum.

	Pre-Clerkship Courses (Excluding Physical Diagnosis/Clinical Skills)	Physical Diagnosis/ Clinical Skills	Required Clinical Clerkships	Fourth-Year Selectives/ Sub- Internships	Electives
Pass-fail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors-pass-fail	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Honors-high pass-pass-fail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numerical grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe)					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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21a. Provide the average number of weeks that students in the most recent graduating class spent taking electives at another institution (not part of or affiliated with the medical school)

Average # Weeks

STUDENT AFFAIRS AND LOURDES DAVIS

21b. Does the medical school have a policy about the maximum number of weeks or maximum number of elective rotations a medical student can take at another institution (outside the medical school or its clinical affiliates)?

Yes No

STUDENT AFFAIRS

21c. If yes, provide the maximum number of weeks and/or elective rotations that students may spend taking electives at another institution (not part of or affiliated with the medical school).

Maximum # Weeks

Maximum # Electives

STUDENT AFFAIRS

22a. Does the medical school offer required education sessions that bring together students from different health professions programs (for example, medicine, nursing, allied health)?

Yes

No

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22b. If yes, check where in the curriculum the required interprofessional education occurs. (Select all that apply.)

First year

Second year

Third year

Fourth year

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22c. If yes, check in what types of settings the interprofessional education occurs.

Classroom/seminar

Simulation center

Patient care setting (for example, hospital/clinic)

Other (specify)

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22d. Check the programs in other health professions whose students participate in required interprofessional education experiences with medical students. (Check all that apply.)

Nursing (baccalaureate)

Nursing (nurse practitioner)

Physician assistant

Pharmacy

Dentistry

Physical/occupational therapy

Osteopathic medicine

Public health

Social work

Psychology

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22e. Check the general goals of required interprofessional education experiences for medical students. (Check all that apply.)

- Teach specific content areas in the basic science disciplines
- Teach specific content areas in the humanities/ethics/law
- Teach specific content related to functioning in teams/team development
- Teach specific clinical and interdisciplinary content areas (eg, patient safety, team-based care, informatics, evidence-based practice)
- Practice specific clinical skills for a health care team (eg, response to a medical emergency, interprofessional communication, teamwork skills)
- Familiarize medical students with the roles of other health professionals
- Provide supervised care to patients within required clinical experiences (eg, clerkships) or required service learning

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23a. Does the medical school provide some or all of the curriculum for some students at a regional (geographically-separate) campus? (See Instruction/Reference Manual for definition of geographically-separate/regional campus.)

- Yes No

23b. For each regional campus currently in operation (ie, with students based at the site during 2015-2016), provide the campus location (city and state) and indicate the years of the curriculum that are or will be offered at the campus.

Name of Campus	Location (City/State)	Curriculum Year			
		1st Yr	2nd Yr	3rd Yr	4th Yr
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23c. Indicate if any of the following are planned to occur during the next two years. (Do not include expansions that have occurred during or prior to 2015-2016.)

- Create a new regional campus (basic science and/or clinical) in a location where no branch campus of the school currently exists
- Expand an existing regional campus to offer more years of the curriculum
- Increase the number of students at an existing regional campus

24a. Check whether a longitudinal integrated clerkship is offered for all students for all or part of the clerkship year and/or if a longitudinal integrated clerkship is offered for some students for all or part of the clerkship year (eg, for students in a parallel curriculum). (Select one answer.) (See Instruction/Reference Manual for definitions.)

- There is a required longitudinal integrated clerkship for all students (check this if there is an LIC in the regular curriculum and also the parallel curriculum)
- There is a longitudinal integrated clerkship for some students
- No students participate in a longitudinal integrated clerkship

24b. If there is a longitudinal integrated clerkship for some or all students, select the best option for the clerkship length. (If there is more than one LIC, check all that apply.)

- Less than 16 weeks
- 16 weeks
- 20-24 weeks
- 48 weeks
- More than 48 weeks

25a. Check the option that most closely matches the average number of scheduled hours per week that students spend in required activities during the first and second years (academic periods) of the curriculum. Do not include time that students spend in assigned work outside of class (eg, assigned study modules) but do include required clinical time (eg, with a community-based preceptor).

Average Number of Scheduled Hours/Week	Year/Academic Period One	Year/Academic Period Two
Less than 20	<input type="checkbox"/>	<input type="checkbox"/>
20-22	<input type="checkbox"/>	<input type="checkbox"/>
23-25	<input type="checkbox"/>	<input type="checkbox"/>
26-28	<input type="checkbox"/>	<input type="checkbox"/>
More than 28	<input type="checkbox"/>	<input type="checkbox"/>

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25b. Does the school have a formal policy defining the number of scheduled hours per week during the pre-clerkship period (typically years one and two)?

- Yes No

26a. Does the medical school have, or have access to, personnel whose responsibility is quality assurance that supports ongoing compliance with LCME accreditation standards? (Do not include personnel whose only responsibility is evaluating the quality of individual courses and clerkships.)

Yes No

26b. If yes, check the options that apply to the quality assurance personnel. (Check all that apply.)

- There is an office of educational quality assurance/accreditation within the medical school or its parent university that has responsibility for reviewing compliance with accreditation standards
- There is a formal position within the medical school with responsibility for ongoing educational quality assurance (eg, a director or assistant/associate dean for quality assurance or accreditation), including accreditation
- There is an individual with responsibility for medical education quality assurance/accreditation, but this is part of his/her other duties (eg, a director or assistant/associate dean for medical education)

27a. Does the medical school offer one or more parallel curricula (ie, “tracks”), defined as an educational program offered to a subset of students that includes additional objectives/content, organizes content in a different way, and/or utilizes different teaching methods than the core curriculum? (Do not include joint degree programs, such as MD/PhD or MD/MPH).

Yes No

27b. If yes, provide the total number of distinct parallel curricula offered by the medical school.

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MED ED

28a. Does the medical school require a separate course in the fourth year of the curriculum that aims to prepare medical students for the transition to residency? (Do not include required or selective subinternships that address only discipline-specific content.)

Yes

Yes, for students in some specialties

No

28b. If yes, provide the number of weeks of the course.

28c. If yes, indicate if the course is specialty specific or generic for all fourth-year medical students.

- There are at least some specialty specific courses (or courses for students entering similar specialties, such as surgical)
- There is one course for all students, regardless of specialty

28d. If yes, indicate if topics from the following areas are addressed in the course(s). (Select all that apply to at least one course.)

- Working with EHR/health records
- Training in clinical procedures
- Disease management (general or specialty specific)
- Health system content (eg, patient safety, team care, health care financing)
- Medical regulatory content (eg, licensure, discipline, DEA)
- Stress and burnout in residency training
- Hand-off procedures
- ACLS/ATLS training and certification
- Experiencing the life of a resident (eg, night call/float)

**DR. MAUREEN FRANCIS
PLEASE REVIEW IN
ANTICIPATION OF WHEN THE
"BOOT CAMP" IS IMPLEMENTED**

29a. Do all students spend time with volunteer clinical faculty (community practicing physicians) in community-based ambulatory settings in the required pre-clerkship course that teaches basic clinical skills (ie, history taking/physical diagnosis)?

Yes No

29b. Do all students spend time with volunteer clinical faculty (community practicing physicians) in community-based ambulatory settings in the required pre-clerkship course aimed at introducing students to medical practice?

Yes No Not applicable (there is no course)

30a. Is there a school or departmental policy that volunteer clinical faculty must teach for a specific number of hours in a given year to retain their faculty appointment? (Select one.)

- Yes, there is a school-level policy on the number of required hours
- Yes, some/all departments have set the number of require hours independently
- No, there is no policy requiring volunteer faculty to teach for a specific number of hours

30b. If a school or department-level policy exists, check the option that most closely matches the number of hours per year that volunteer faculty must teach.

- Less than 20
- 21-50
- 51-75
- 76-100
- More than 100

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PLEASE REVIEW AND COMMENT**

31a. Check the types of formal faculty development programs aimed at improving teaching and assessment skills that are available for volunteer clinical faculty members who participate in medical student teaching. (Select all that apply.)

- Programs offered by the parent university of the medical school
- Programs offered by the central medical school administration (eg, Office of Medical Education)
- Programs offered by individual clinical departments
- Programs offered by state societies (medical society, specialty society)
- Programs offered by national specialty societies
- No formal faculty development programs are available

31b. Are volunteer clinical faculty required to participate in faculty development programs in order to retain a faculty appointment?

Yes No

32a. Does the medical school have a care coordination project (such as Hotspotting) directed at reducing emergency department utilization? (See Instruction Manual for definition.)

Yes No

32b. If yes, check the best answer related to how the project is led. (Select one.)

- This is a faculty-led project with no student involvement
- This is a faculty-led project with student participation
- This is a student-led project which may have a faculty advisor

32c. If there is a care coordination project with student involvement, check all that apply.

- The project is interprofessional (involves medical students and student from other programs)
- Participation in the project is voluntary for medical students
- Participation in the project is part of a required medical school course or clerkship

32d. If there is a project, have the outcomes related to the cost and quality of care been evaluated?

Yes No

**DR. KUPESIC
OFFICE OF FACULTY
DEVELOPMENT**

**DR. ROMANO
OFFICE OF CLINICAL
AFFAIRS
(DR. FRANCIS
OFFICE OF MED ED PLEASE
ALSO REVIEW)**

33. Indicate where in the curriculum the following subjects are covered during required experiences. (See Instruction Manual for definitions.)

Curriculum Period	Opioid Addiction		Obesity	
	Prevention (including Drug Diversion)	Treatment	Prevention	Treatment
Pre-clerkship course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical experiences in the pre-clerkship period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required clerkship(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required didactic session(s) in the clinical years outside of specific clerkships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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34a. Does each student have the opportunity to enter or modify data in an electronic health record system used for patient care during one or more required clinical clerkships?

Yes No

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34b. If yes, indicate which of the following applies. (Select one.)

- Students can write in the actual patient record (not just a section of the record designed for medical student use) at one or more clinical sites used for required clinical clerkships
- Students have no opportunity to write in the actual patient record during required clinical clerkships

35a. Does the medical school offer a three-year parallel curriculum (track)?

Yes No

35b. If yes, provide the following information about enrollment in the parallel curriculum.

Number of students entering the track in 2015

Total enrollment in 2015

35c. If yes, indicate which of the following applies. (Check all that apply.)

- The track aims to encourage students to enter one specific specialty (eg, family medicine, pediatrics)
- The track aims to encourage students to enter primary care (there is not a single specialty focus)
- Students in the track have guaranteed entry to a residency program in the institution or at another site

36. Indicate which of the following describes the structure of the curriculum during the pre-clerkship year(s) (ie, the period before the start of the required clinical clerkships). (Select all that apply.) (See Instruction Manual for definitions.)

- The curriculum is organized mainly by patient presentations/schema/symptoms
- The curriculum begins with a brief introduction to the specific disciplines (eg, biochemistry, pharmacology)
- The curriculum is mainly discipline based (ie, consists mainly of courses in the distinct disciplines)
- The curriculum is mainly organ system based (but may have a brief introduction to select disciplines)
- If the curriculum is organ system based, the first year focuses on the normal and the second year focuses on the abnormal (ie, the organ systems are repeated)
- If the curriculum is organ system based, the normal and abnormal are taught together
- The curriculum is organized in blocks that combine disciplines based on functional topic areas, such as genes and development (not organ systems or schema)
- The curriculum runs through the spring of the second year and clerkships start in the summer
- The curriculum runs through the winter of the second year and clerkships start in the spring
- The curriculum runs only one year (until the spring/summer of the first year)

37. Indicate when in the curriculum the following topics are addressed in required sessions. (See Instruction Manual for definitions.)

	Orientation for Entering Students	Year 1	Year 2	Years 3 and 4
Stress management/coping strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance of self-care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to recognize burn-out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fatigue management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Thank you for your participation!