

Optimizing Care Systems for People with Intellectual and Developmental Disabilities: *A Workshop, Day 2*

The National Academies of Sciences, Engineering and Medicine

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Disclosures

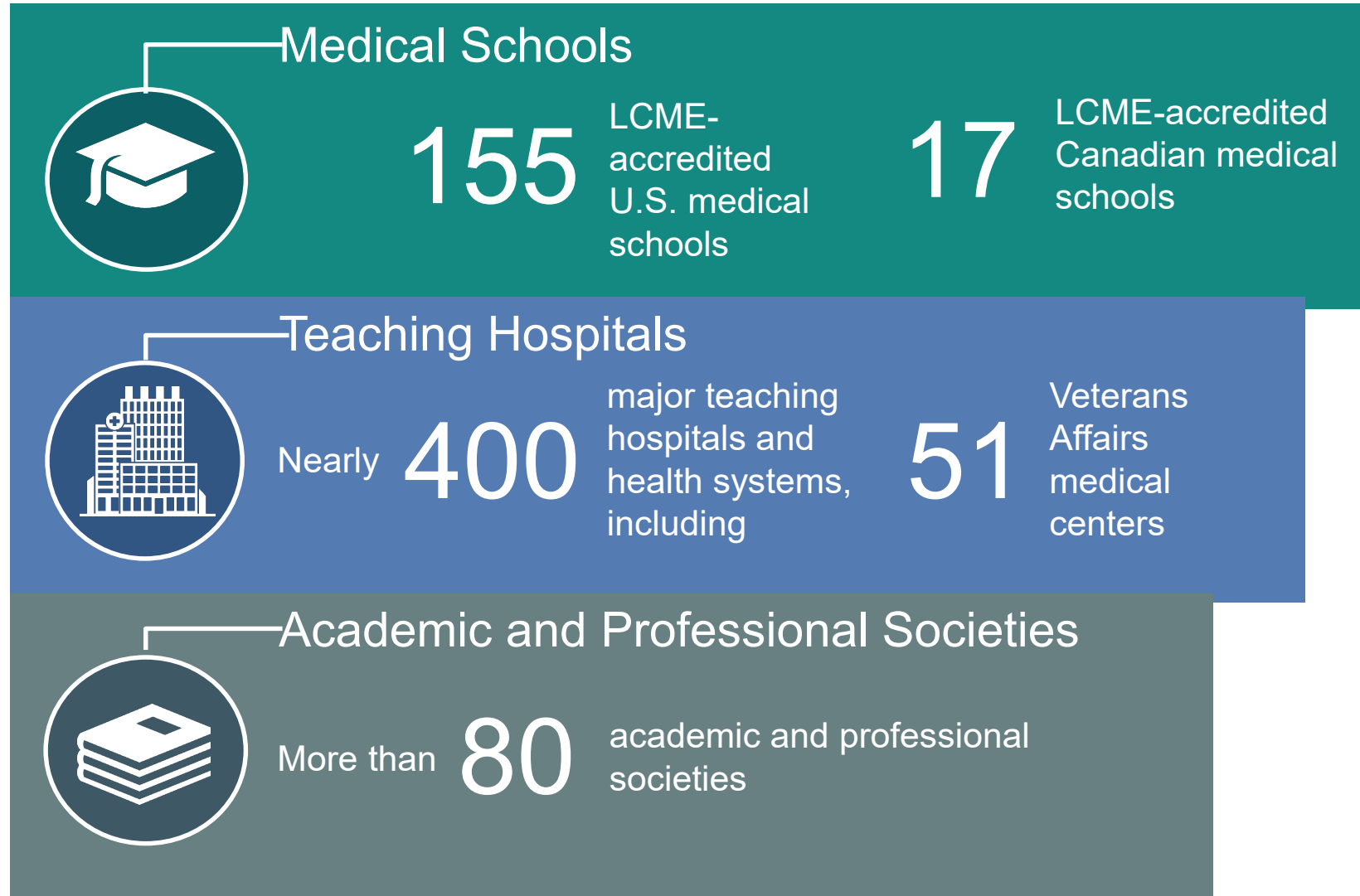
Full Time Employee of the AAMC

Educational Psychologist

No Financial Disclosures

The AAMC: Our Members

The members of the AAMC are institutions rather than individuals. They include:





“We are here not only to transform the world but also to be transformed.”

- Parker J. Palmer

Medical School Curricula: *How it Works*

The Broad System



The LCME accredits medical schools
and is jointly sponsored
by two organizations

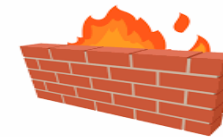


LIAISON COMMITTEE ON
MEDICAL EDUCATION

Secretary



Secretary



LCME Standards

Curricular Management: WHO?



(LCME* 8.1) “A medical school has in place an institutional body (i.e., a faculty committee) that oversees the medical education program as a whole...”

***Sample Excerpt. For More Complete Information See: <https://lcme.org/>**

Curricular Content: WHAT?

(LCME* 6) “The faculty of a medical school **define the competencies** to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum...”

(LCME* 7) “The faculty of a medical school ensure that the medical curriculum provides **content of sufficient breadth and depth** to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.”

“The medical curriculum includes content regarding the recognition of the impact of disparities in health care on **all populations** and potential methods to **eliminate health care disparities.**”



***Sample Excerpts. For More Complete Information See: <https://lcme.org/>**



What should a doctor do, know and value as a result of a learning experience?

Medical School Curricula: *How it Works*

Competency-Based Education

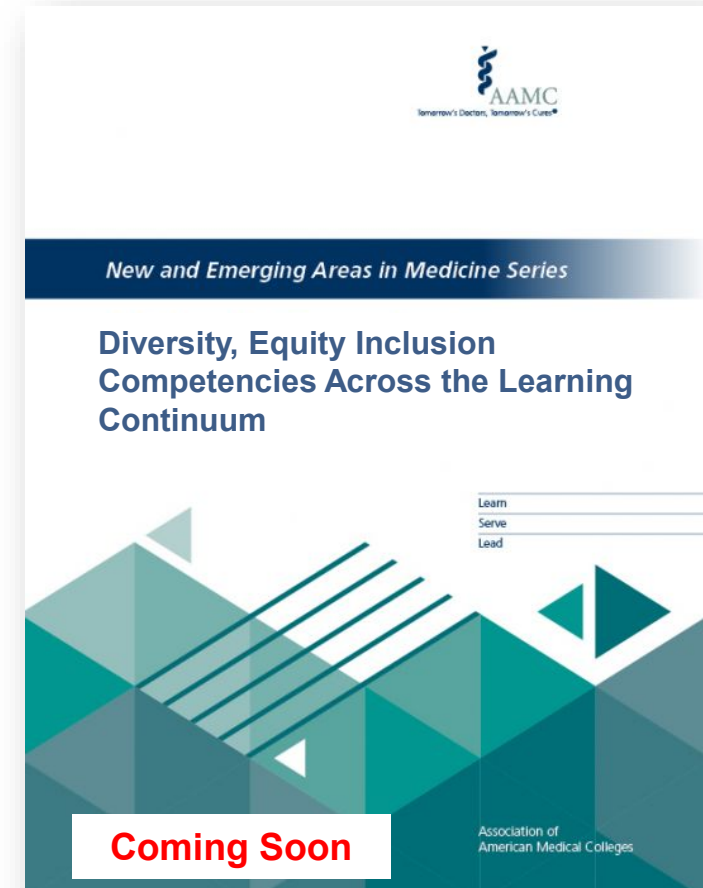
Competency Based Education

An outcomes-based approach to the design, implementation, assessment and evaluation of an educational program, using an organizing framework of competencies

- A way of thinking about, designing and facilitating education
- No single meaning or approach, but many common characteristics
- Shared competencies or outcomes provide teachers and learners with a common language

Relevant Competencies for Improving Medical Education in Optimizing Care for People with Disabilities

Alliance for Disability in Health Care Education. (2019). **Core Competencies on Disability for Health Care Education.** Peapack, NJ: Alliance for Disability in Health Care Education.
<http://www.adhce.org/>



Competencies Across the Continuum:

Intended Uses

Educators, their diverse healthcare colleagues, including patients, can use the competencies as a starting point for conducting **collaborative discussions on equity, diversity and inclusion**.

Determine **whether your programs or offerings address these competencies** in formal and informal ways and how methods used in one program, clerkship, or service may be used across settings.

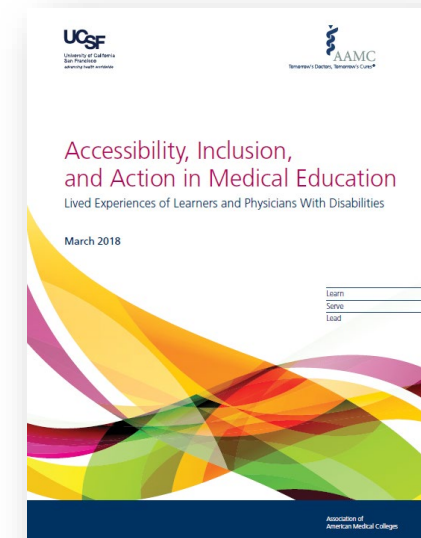
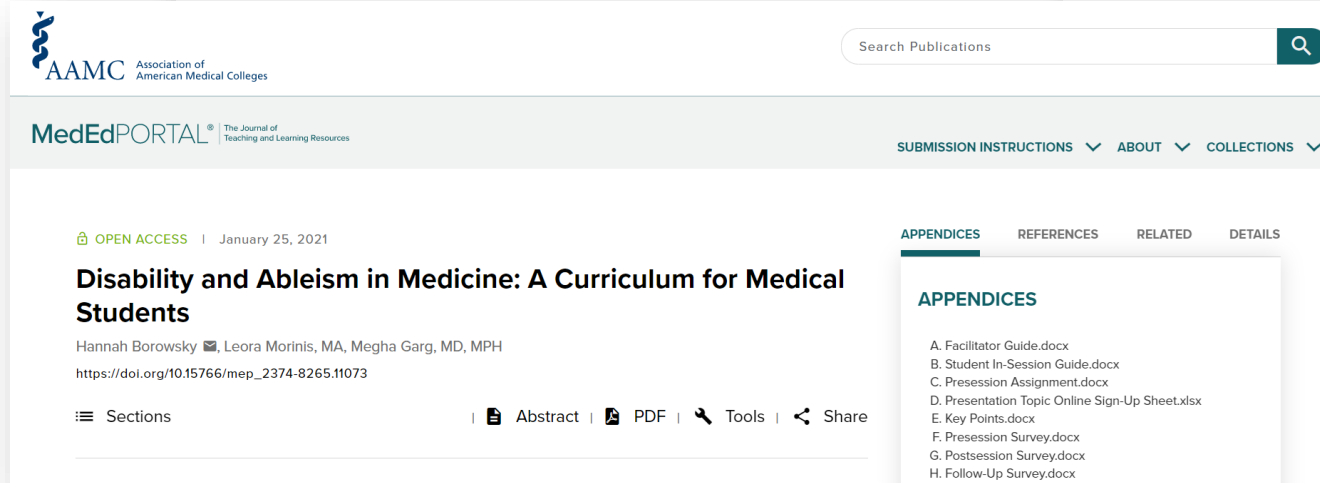
Prioritize for local needs and **develop strategies to teach and assess** these competencies and fill identified gaps.

Medical School Curricula: *How it Works*

Other Resources



Academic
Medicine
Journal



AAMC Store
<https://store.aamc.org/>

MedEdPORTAL
<https://www.mededportal.org/>

Takeaways

- Medical (& Health Professions) Education is a complex and continuously improving process
- Competency based education is an optimal approach to teaching and assessing physicians across the continuum from medical school to practice
- We need your help to continue to design, share, and research optimal educational practices in IDD that support health care that is safe, timely, equitable, effective, efficient and person centered