



After review of the Board adopted conclusions on computer based learning and/or distance learning a draft of proposed amendments were circulated to the Board members. This was followed by Emailvote # 83 which authorized the following changes.

I. (a.) Standards

The modifications are in red below. See, <http://www.iaomc.org/ps.htm>

B. Standard -Educational Program

B 1. Standard - Educational Objectives

The medical school faculty must define the objectives of the school's educational program. These educational objectives should be statements of the items of knowledge, skills, behavior and attitudes that students are expected to exhibit as evidence of their achievement. **Some core component parts of medical education require skills and hands on experience that cannot be provided by computer based or distance learning. Patient contact is irreplaceable. But computer based or distance learning may help to enhance the learning process. A blend of distance learning along with the traditional methods is usually most effective.** The objectives of the educational program should be used by faculty in designing courses, clinical clerkships and in the evaluation of students. The educational objectives, which should be made known to students, faculty and administrative staff, and their associated outcomes, must address the extent to which students have progressed in developing the competencies necessary for the practice of the profession.

I. (b.) Data Base Document

Introduction

To assist the applicant in the completion of a database document the adopted format is to first present the IAOMC standard and then the information required under that standard.

The supplement and/or modifications are in red.

Curriculum design, implementation, and valuation

1. Provide a summary of the processes for (A) Designing, (B) Implementing, and (C) Periodically evaluating basic science and clinical curricula. Explain how the faculty is involved with the chief academic officers and staff in those three processes.
 2. How is the quality of a program determined? **If computer based learning and/or distance learning is used in clinical training discuss the objectives and the extent of its use.** Is data used concerning
(1) Student performance, (2) Academic progress and graduation, (3) Acceptance into graduate training programs (4) Postgraduate performance; (B) Licensure. Is this data examined in comparison to norms.and
(C) Other measures used.
 3. Describe plans for any major modification of the present curriculum,
 4. Provide copies of the forms used for course and clinical evaluation.
 5. How does faculty use student clinical clerkship evaluations in designing courses?
-
-

I. (c.)Self Study

For the original version see, <http://www.iaomc.org/selfstudy.htm>

II. EDUCATIONAL PROGRAM

Section C. Teaching and Evaluation (Recommended additions are in red)

1. Comment on the adequacy of the **faculty** supervision of medical students during required clinical experiences **and any courses that include computer-based learning.** Discuss the effectiveness of efforts to ensure that all individuals who participate in teaching, including resident physicians and volunteer faculty members, are prepared for their teaching responsibilities.

2. Evaluate the adequacy of methods used to evaluate student attainment of the objectives of the educational program. How appropriate is the mix of testing and evaluation methods? Do students receive sufficient formative assessment in addition to summative evaluations? Discuss the timeliness of performance feedback to students in the preclinical and clinical years.

3. Describe the system for ensuring that students have acquired the core clinical skills specified in the school's educational program objectives. Evaluate its adequacy. Are there any limitations in the school's ability to ensure that the clinical skills of all students are appropriately assessed? **Special attention should be given to the effect of the increasing role of computer based learning**

D. Curriculum Management

Judge the effectiveness of curriculum planning at your institution. Describe efforts to ensure that there is appropriate participation in planning and that resources needed to carry out the plans will be available. How effective are the procedures to rectify any problems identified in the curriculum, and in individual courses and clerkships? Describe and evaluate.

For schools that operate geographically separate campuses, evaluate the effectiveness of mechanisms to assure that educational quality and student services are consistent across sites. **Detail the role and methods of computer based/distance learning. Include the class size and faculty/student interaction.**

V. Educational Resources

c. Clinical Teaching Facilities

1. Analyze the clinical resources available to the medical school. For the size of the student body, are there adequate numbers of patients and supervisors available at all sites? Is the patient mix appropriate? **If any form of computer based/distance learning is used discuss in detail.** Are clinical facilities, equipment, and support services appropriate for exemplary patient care? Discuss the availability, quality, and sufficiency of ambulatory care facilities for teaching. Traditional curriculum content?

2. Describe and evaluate the interaction between the administrators of the hospitals/clinics used for teaching and the medical school administration. Does the level of cooperation promote the education of medical students?

3. Describe and evaluate the level of interaction/cooperation between the staff members of the hospitals/clinics used for teaching and medical school faculty members and department heads, related especially to the education of medical students. **Comments on the effectiveness of any integration of computer based learning/distance learning.**

II. Accreditation Process

See, <http://www.iaomc.org/AccreditationProcess.htm>

Step 4. Next, **if computer based learning and or distance learning is a part of applicants educational program the Evaluator will refer that part to the expert section 1 subcommittee for their opinion and reviews the rest** for apparent compliance. If there is apparent non-compliance Evaluator will report to the applicant the reasons for his or her determination. Should applicant contest such finding it will prepare a document for submission to the Board. Both the Evaluator and the applicant will appear before the Board for its decision. If apparent noncompliance is found the application is tabled until the items of apparent noncompliance are fully resolved