



Significance of
Quantitative
Standards

CAAM-HP 2014

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STANDARDS FOR THE ACCREDITATION OF MEDICAL SCHOOLS IN THE CARICOM COMMUNITY 2010

ED 2 *The objectives for clinical education must include quantified criteria for the types of patients, the level of student responsibility, and the appropriate clinical settings needed for the objectives to be met.*

Each course or clerkship that requires physical or simulated patient interactions should specify the numbers and kinds of patients that students must see in order to achieve the objectives of the learning experience

Committee Est.– July 2010

- Chairman – Prof. Walrond
- J. McKillop – International member
- T. Mc Cartney- CAMC representative

Reported June 2011 meeting and field testing of proposals decided upon

Proposed Standards

- **Basic Sciences**

- **Anatomy – cadavers, prosected specimens, models, imaging -- 1-2 per 5-20 students per class/item.**
- Pathology – 2-4 demonstrations/exercises in each area of the curriculum.
- Physiology – lab/ bench places,model equipment --- 1 per 2-5 students/class.
- Biochemistry; 2-5 exercises in each anatomical and physiological system
- Pharmacology 2 -5 exercises in each class of drug, interaction and side effects
- Research 1-5 students per project.
- Communication skills – 10-15 exercises per group of 2 - 15 students

Proposed Standards

- Basic Sciences

- **Clinical**

- **History --- 1-[3-5] patients for each student in each major system: - Cardiovascular, respiratory, GI, GU, neurological, musculo-skeletal; [formally submitted and assessed in each course].**
 - **Elective patients 1-3 students as a group 1-2 times in any one day.**
 - **Simulated patients 2-5 students as a group, up to 3-continuous hours and no more than 6 hrs in a day with at least an hour's break in the day .**
 - **Emergency / urgent patients 1-2 students as a group once in the day**

n.b. Simulated patients learning exercises should not exceed those with other patients

- Examination –
- Investigation -
- Case write up and Diagnosis, involving the history, examination and treatment of the patient.-
- Treatment regimens observed/ participated in by student,-
- Professional conduct observed and written assessment
- Group size
- Assessment -
- Teaching Facilities
- Internship

Testing of Standards

- A questionnaire was constructed.
- Two accredited schools were selected, one with an annual enrollment of < 100 students per year, and another with > 300 per year.
- A visit was made to cross check the filled out questionnaire with the facts on the ground.
- Neither school had completed the questionnaire at the time of the visit, but submitted them weeks later

Analysis of Questionnaires

- One school did not attempt to complete the clinical section of the questionnaire
- The completed questionnaires were largely consistent with what was seen during the visit
- In both cases facilities in the basic sciences and in the clinical sciences in one school were sufficient for small group teaching [5-10 students]

Conclusion on the Survey

- Schools have no quantitative standards to guide the provisions of facilities in either basic sciences or clinical tuition
- Successful tuition appears to correlate with facilities that allows small group exercises.
- The introduction of quantitative standards would require greater monitoring in established schools, particularly of the clinical experiences required of students

Way forward

- CAAM-HP should modify its database and annual reporting forms for accredited schools to collect the kind of data that it seeks to collect
- Meanwhile CAAM-HP should use its proposed standards to respond to enquiries from developing schools, or to developed schools who have weaknesses identified during their accreditation
- CAAM-HP should have a standing committee to monitor the pertinent data in annual reports, and to correlate the proposed standards with the survey reports of accreditation exercises.

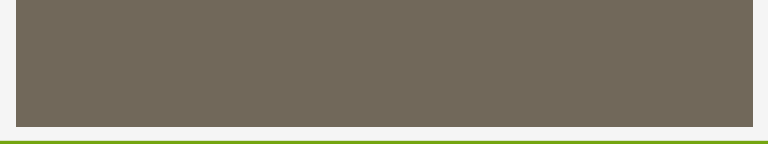
Decision at Authority meeting 2014

Database modified 2014 © 2007

ED-2; 9 [10]; 11 [12]; 15 [13]; 13 [15];

13c [17]; 16 [20]; 32 [37];

34 [39]; 42 [48]; 43 [49]



ED 2 *The objectives for clinical education must include quantified criteria for the types of patients, the level of student responsibility, and the appropriate clinical settings needed for the objectives to be met.*

(c) Fill out the table below for **EACH** Teaching Hospital

Name of Hospital / Clinic	Total no.of beds	Accredited [Yes/No] By Whom?	
Department / Clinical clerkship	No. of Inpatient beds in Hospital	No. of New Patients per Outpatient Clinic [range]	No. of Students per Clerkship [range]

2014 - 2017

- The modified database will be posted on the web site for comments in the next 3 m
- 2017 CAAM-HP should have further information on which a proposal may be made for discussion/approval
- If approved the standards would act as a guide re new proposals for accreditation and for verification during survey visits.

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ED 9 [~~10~~] *The curriculum must include behavioural and socioeconomic subjects, in addition to basic science and clinical disciplines.*

Content Area Covered During the Course	No of Structured Sessions	Clinical Experience No. of Patients seen per Course/ Clerkship [range]	Total Hours
Alternative medicine			
Biostatistics			
Clinical pathology			
Communication skills			
Community health			
ect			

ED-13~~[15]~~. *Clinical experience in primary care must be included as part of the curriculum*

Course /Clerkship	No of Primary Care Patients per Clinic [range]	No of Clinics per Course / Clerkship	No of Students per Course / Clerkship [range]	Duration of Course / Clerkship [wks/hrs]

ED-13c [~~17~~].

Students' clinical experiences must utilize outpatient, inpatient and emergency settings.

Clerkship	No. Outpatient Clinics per Clerkship	No. of Inpatient Teaching Rounds / Sessions per Clerkship	No. of Emergency Patients seen per Clerkship [range]

ED16 ~~[20]~~; . Communicating with other (non-physician) health professionals

Course /Clerkship	Supervised Communication [Observed/Assessed] with Patients [range]	Supervised Communication [Observed/Assessed] with Family/Relations [range]	Supervised Communication [Observed/Assessed] with Health Professionals [range]

ED 32 ~~[37]~~ Departmental resources

Department/Course	No. of Faculty	No of Students per Course/Clerkship [range]	No. Exclusive Equipped Teaching Rooms/Laboratories	No. Shared Equipped Teaching Rooms/Laboratories

ED-42a [48]. *assessing program quality,*

Indicators since the last accreditation survey visit	Scores [range]	Pass rates [range]
Student scores on internally developed examinations		
Performance-based assessment of clinical skills (e.g., OSCEs)		
Results of USMLE/MCC or other national examinations		
Student evaluation of courses and clerkships		
Student advancement and graduation rates		
Specialty choice of graduates		
Assessment of residency performance of graduates		
Licensure rates of graduates		
Specialty certification rates		
Practice location of graduates		

ED- 43[~~49~~]

Examination	No, taking examination in previous year	Examination scores [range]	Number passing
USMLE Step 3			
MCCQE Part II			
CAMC Part 2			
PLAB part 2			