

# LCME SPOTLIGHT

The School of Medicine is preparing for an LCME site visit in early April 2027. We will feature an LCME accreditation element each month to raise awareness and understanding in preparation for this important event.

## Element 6.3 – Self-Directed and Lifelong Learning

“The faculty of a medical school ensure that the medical curriculum includes self-directed learning experiences that allow medical students to develop the skills of lifelong learning. Self-directed learning involves medical students’ self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; appraisal of the credibility of information sources; and feedback on these skills from faculty and/or staff.”

### LCME Expectations

- Develop self-directed learning (SDL) specific learning objectives in the pre-clerkship phase.
- SDL skills move beyond reading about patients or engaging in a research project. The goal is to prepare students for how they will learn in clerkships, residency, and beyond.
- Identify where and through what types of learning the learning objectives can be practiced.
- Provide appropriate time for SDL activities.
- Provide students with feedback and assess development of student skills.
- Provide faculty and preceptor development.
- Align student and faculty understanding of the SDL definition and purpose.

### How It Works at MCW

- **Climb 2:** Students participate in an evidence-based medicine learning exercise. Students choose a patient that prompts a question requiring EBM information. Students formulate a PICO question, identify an AMA-style citation that helps answer the clinical question, and submit their answer to our librarians for individualized feedback.
- **Neurosciences:** Students choose a neurosciences topic of interest and learn independently (identify, analyze, and synthesize relevant information, and appraise credibility of resources). Students share information with peers and course directors during class presentations and receive feedback from their peers.
- **Foundations of Medicine (FOM):** patient-based discussion groups select a topic of interest from a provided list. Each student writes an assessment question following National Board of Medical Examiners (NBME) best practices. Each group meets to discuss students’ questions and select the strongest, which they edit together. Each group receives feedback from their faculty member and edits the question further before final submission. The group questions are compiled into a slide deck and reviewed during a review session with the whole class where one representative from each group acts as the teacher to review the question with the class.
- **Clerkships and Electives:** Students may be assigned end of rotation presentations. Students are expected to identify their knowledge gap, research that gap with critical appraisal of resources, and present learnings followed by preceptor feedback.

## Resources

[MCW’s LCME Community Connection](#)