



HMSOM Students Coordinate Independent Student Analysis

By: Tanner Corse, Class of 2022

In accordance with the accreditation requirements of the Liaison Committee on Medical Education (LCME), eight students were selected to conduct an Independent Student Analysis (ISA) of the HMSOM student body to assess strengths and areas for improvement. From February 21st to March 14th, 2022, de-identified responses from the student body were collected using a standardized questionnaire formatted to LCME guidelines. Overall, 404 out of 426 total HMSOM medical students responded, yielding a total response rate of 94.8%.

The results from the student questionnaire identified a number of areas of high satisfaction amongst students at the HMSOM. Students are especially satisfied with the utility of medical education objectives to support learning, delivery and reception of professional feedback, opportunities to engage in self-directed learning, quality of clinical skills instruction, quality and utility of pre-clerkship and clerkship rotations, library support, access to information resources, quality of financial counseling, and the quality of the Human Dimensions program. Students also report high rates of satisfaction with opportunities for networking and mentorship with physicians in the HMM network. In addition, students expressed high satisfaction with the learning environment, safety, and security of facilities on the medical school campus in addition to clinical sites.

HMSOM Prepares Middle States Self Study Report

The Hackensack Meridian School of Medicine continues to move forward with its application for Full Accreditation with the Middle States Commission on Higher Education. Three key milestones are approaching.

1. Send the draft Self-Study Report to the Site Evaluation Team Chair
2. Host an in-person visit with the Site Evaluation Team Chair
3. Present the school to the full evaluation team during the formal site visit

The Commission strongly encourages applicant institutions to solicit feedback from its broad community throughout the process. Therefore, a draft of the Self-Study Report is linked below for your perusal.

- [Self-Study Report Draft](#)

The report is 100+ pages, so if you prefer to read only Chapter 1, the Executive Summary (pp. 3-14 of the PDF, or pp. 1-12 within the document), you will see the main points raised throughout the rest of the Report. You are welcomed – even encouraged – to forward this draft to any other School or Community member you feel confident would be interested.

If you have any suggestions or questions, please let either [John Schiavone](#) or [Jesse Jacondin](#) know.

Areas for improvement were also identified based on responses. A challenge conveyed by students was access to research opportunities. Based on this feedback, the HMSOM constructed a database containing all active IRB-approved projects with corresponding principal investigator contact information that is updated quarterly. Another area that the survey highlighted was lack of accessibility, awareness of student concerns, and responsiveness to student problems voiced particularly by newer cohorts towards the Offices of the Associate Dean of Student Affairs and Well-Being and the Associate Dean of Medical Education, respectively. Based on this feedback, HMSOM leadership implemented robust channels of communication including monthly lunch sessions with the dean and biweekly fireside chats with the associate dean of medical education for which students have voiced appreciation.

Overall, the overwhelming majority of responses received in this survey were positive. Students feel that aspects with room for improvement have been identified by administrative leadership with early interventions having been implemented and continuing to be rolled out. All four cohorts are highly satisfied with their general experience at the HMSOM thus far.

The Medical Education Curriculum Development Elective

By: Kevin Brandecker, MS-4, Class of 2022, Vishnu Bharani, MS-4, Class of 2022, and Elizabeth Koltz, Ed.M.

Introduction

The Medical Education Curriculum Development (MECD) elective is a course offered to third and fourth year medical students who are interested in academic medicine and wish to learn more about the foundational principles of medical education. Through a combination of didactic instruction and independent learning and project-based work, students develop their own instructional or educational products that potentially integrate into the School of Medicine's overall curriculum. In this piece, we highlight two such projects that were developed by students from the 2018 cohort aimed at quality improvement.

Kevin Brandecker

One of the problems that I and other students had during Phase 2 was overcoming resource overload to find what materials would provide us with the needed information while in the hospital and preparing for the end-of-rotation exam. One resource that I found helpful was podcasts

because I could take advantage of my commute time to study. While listening to various podcasts I found that it was hard to find series or episodes focused on what a Phase 2 medical student needed to know. During the MECD elective, I was given the support to learn more about the role of podcasts in undergraduate medical education and to create a pilot podcast episode.

Under the mentorship of Dr. Ellen Hagopian, I worked to design a pilot podcast episode that focused on the primary and secondary surveys of the trauma patient. The elective allowed me to spend time evaluating the role of podcasts in undergraduate medical education and the research behind strategies used in these podcasts. It also provided me the time to learn the needed skills to outline, write a script, and then produce a final podcast episode. As a result of this elective, we were able to create a podcast episode that can be used by surgical clerkship students. It detailed how targeting specific topics by the SOM can lead to the creation of high-quality resources that can improve student's performance both in the hospital as well as on standardized exams.

Vishnu Bharani

The MECD elective was an extremely valuable opportunity because it taught me how to objectively evaluate medical education and implement curricular improvements. It also taught me how to be a more effective educator.

For my project, I worked with Dr. Grant Simmons, an electrophysiologist and Chief of Heart Rhythm Services at HUMC in order to develop my own video series/modules aimed at teaching medical students the essentials of cardiac conduction and dysrhythmias. In these modules, I included clear diagrams, animations, and voiceover narration along with annotation to create a framework for understanding the cardiac conduction system. Students are able to utilize these modules as pre-work prior to their in-class session with Dr. Simmons.

This project was very exciting to work on because of its many positive outcomes. For instance, because the modules are specifically designed to match up with a faculty member's lesson, students feel that the pre-work is highly relevant to the in-class discussion. Additionally, since the modules focus on basic science, this allows the expert, Dr. Simmons, more freedom in class to emphasize clinical cases. This in turn allows students to spend more time critically thinking and collaboratively applying the knowledge acquired from the modules towards clinical scenarios in class. I feel that this approach to creating pre-work has many bi-directional benefits and it's very rewarding to see students enjoying and learning from the content I have created.