New Name, Same Purpose

This is the second issue of the Hackensack Meridian School of Medicine's quarterly Continuous Quality Improvement Newsletter. Congratulations to Michal Divney whose submission won the Newsletter Naming Contest! Starting with this edition, this newsletter will now officially be called the CQI Chronicle.

Continuous Quality Improvement is a key tenant of the Hackensack Meridian School of Medicine. The CQI Chronicle will collect and report on improvement projects at any and all levels of the institution. In this edition, check out our new Environmental Corner, a recurring space where we will be updating you on the latest environmental initiatives happening in and around campus. Issue 2 also includes results from the Diversity Engagement Survey, an update on the School of Medicine’s Curriculum Management Plan, and links to articles about quality improvement across medical education.

If you are viewing this newsletter online, you can submit comments on any article and suggest content for future ones by taking our Qualtrics Survey! If you would like to submit a story for the next issue of the CQI Chronicle, please email Jesse Jaccondin at jesse.jaccondin@shu.edu.

Student Feedback and the Curriculum Management Plan

The School of Medicine (SOM) strives to create an academic environment that continuously evaluates and improves its educational program. The Curriculum Management Plan (CMP) is the engine behind the SOM’s continuous improvement. It drives curricular design, implementation, review, revision, and monitoring.

Student feedback is an integral part of the CMP. It is a significant factor in decisions made about the curriculum and will con-
Diversity Engagement Survey Update

Do You Remember? In Summer of 2019, all School of Medicine students, staff, administration, and faculty were strongly encouraged to complete the Association of American Medical Colleges (AAMC) Diversity Engagement Survey (DES). The Diversity Engagement Survey is a 22-item survey that was created by the University of Massachusetts Medical School to measure the level of work engagement, an institution’s inclusive characteristic, and the degree to which diverse groups experience inclusion. In other words, the DES was administered as an initial measure of climate for our School of Medicine.

The Analysis: The survey’s 22 items map to one of eight Inclusion Factors: (1) Respect, (2) Appreciation of Individual Attributes, (3) Common Purpose, (4) Access to Opportunity, (5) Equitable Reward and Recognition, (6) Cultural Competence, (7) Sense of Belonging, and (8) Trust. In turn, these Factors map to one of three Engagement Domains: (1) Appreciation, (2) Vision/Purpose, and (3) Camaraderie. There are also 15 demographic questions that ask about race, ethnicity, age, gender, religious beliefs, position at HMSOM, length of employment at HMSOM, and primary work location.

The Results: Overall, the School of Medicine scored higher than national benchmarks on all eight Inclusion Factors! Nevertheless, our Founding Dean Bonita Stanton, MD, Director of Diversity & Equity Asia McCleary-Gaddy, PhD, and Institutional Effectiveness Specialist Jesse Jacondine are collaborating on a presentation to explicate all primary and secondary analysis/results, and discuss potential areas of improvement. A Town Hall is currently being scheduled. If you have any questions, please contact asia.mcclearygaddy@shu.edu.

-Dr. Asia McCleary-Gaddy, PhD
Director of Diversity & Equity

Library Links

Allison Piazza, Health Sciences Librarian at the Interprofessional Health Sciences Library (IHSL), provided a list of recent articles showcasing quality improvement efforts at other medical schools across the country. Read the summaries below and click the titles to be directed to the PubMed entry for each article. Access to the full text is available by clicking the ‘Find @ Shu’ button in the upper right-hand corner. Visit the IHS Library website for access to other useful resources.

‘Evolution of an Accelerated 3-Year Pathway to the MD Degree: The Experience of New York University School of Medicine.’
Cangiarella J, Cohen E, Rivera R, Gillespie C, Abramson S.
In 2010, the New York University School of Medicine changed their curriculum to offer an accelerated 3-year pathway for students. This article explains the inception of the pathway, its critical components, the required support needed for its success, and lessons learned from the journey.

‘Use of student feedback to drive quality improvement (QI) in a preclincial U.S. medical school course.’
Richman PS, Olvet DM, Ahmad S, Chandran L.
This article explains how one school’s experiment to enhance integrated learning in medical education showed discouraging and unsuccessful results in its first iteration. By utilizing student feedback in a systematic quality improvement process, the curriculum was reformed and in the experiment’s second year both student satisfaction and test scores increased substantially.

‘Taking Students as They Should Be: Restoring Trust in Undergraduate Medical Education.’
Slavin S, Smith G.
An examination of the relationship between administrators and medical students highlights the importance of trust. The lack of trust in medical students can lead to overscheduling, inflexible policies, and feelings of frustration and resentment amongst the student body. This article seeks to prove that when administrators demonstrate respect, compassion, flexibility, and trust, it allows students to realize their full potential.