Hackensack Meridian School of Medicine

CQI CHRONICLE

Issue #21 | September 2024

Undergraduate and Graduate Medical Education Teams Collaborate for Faculty Development

Laurie G. Jacobs, MD, Associate Dean for Faculty Development

How do you teach clinicians to teach? And how do you teach them to teach across learners at different stages of education and training? As the number of Hackensack Meridian School of Medicine (HMSOM) students rotating at HMH hospitals increased, so has the number of residents enrolled in HMH-sponsored Graduate Medical Education (GME) programs. Often in-person attending-led didactic and bedside teaching rounds at an HMH hospital includes fellows, residents and students, as well as other learners. Faculty must identify goals and objectives for their teaching, and address HMSOM's specific educational program objectives (EPOs) and entrustable professional activities (EPAs), along with different learning styles.

The HMSOM Faculty Development team for undergraduate medical education (UME), led by Dr. Laurie Jacobs, Associate Dean, and the HMH GME team, led by Dr. David Kountz, Senior Associate Dean for GME held discussions last spring after reviewing the 2023-4 HMSOM faculty development needs assessment undertaken by Joseph Martinelli, Manager of the HMSOM Faculty Development Team, and Michael Giuliano, MD, MED, MHPE, MA, Associate Dean, Faculty Resident and Student Development, HMSOM. They identified many similarities for faculty teaching at both levels.
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Meet IEA's Newest Team Member, Aishwarya Madan

The Office of Institutional Effectiveness and Assessment (OIEA) welcomes Aishwarya Madan as the Curriculum Data Coordinator. Aishi comes from Long Island, New York as a coordinator with a background in healthcare and higher education. She previously held roles at New York Institute of Technology College of Osteopathic Medicine as Year 2 Exam Coordinator assisting with the exam planning and development process. She worked with faculty and course leadership to build exams as well as manage exam logistics and "day-of" operations. She also has experience from the University of the Incarnate Word School of Osteopathic Medicine as a Program Evaluation Coordinator. In this role, Aishwarya assisted with exam building, exam administration logistics and oversight across all years, and releasing exam evaluation reports.

Aishi's educational background consists of a Bachelor of Science in Psychology with a concentration in Pre-Medical Sciences from Stony Brook University. She went on to pursue a Master's in Psychology from The City College of New York in 2015 and an additional Master's in Criminal Justice with a concentration in Police Administration from John Jay College of Criminal Justice in 2018.
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Curriculum Integration: Its Importance, Impact and Next Steps

Jasmine Gadhavi, M.D., Director of Pediatric Clerkship

Traditionally, medical education has been separated into two distinct phases - the basic sciences and clinical sciences. While the basic sciences provide the foundation of knowledge upon which clinical reasoning is built, studies have shown that the integration of topics across the medical education curriculum leads to better retention and application of key content, leading to increased student competence. This includes integrating clinical applications to basic science education early in the curriculum, and reinforcing the basic sciences during core curriculum activities in the clerkship and advanced clerkship years.

At HMSOM, there is already an emphasis on the clinical relevance of the basic sciences curriculum. Per the End of Clerkship Evaluations, 60-80% of students felt that the basic sciences curriculum prepared them for the clerkship year, including domains such as biochemistry, physiology, pathology, immunology, microbiology, and pharmacology. This provides an opportunity for pre-clerkship, clerkship, and advanced clerkship faculty members to collaborate on further curricular enhancements.

On February 7, 2024, faculty members of the curriculum subcommittees across all phases gathered for the annual HMSOM Curriculum Retreat at the School of Medicine. The retreat focused on building of integration, critical thinking, and cognitive skills within the HMSOM curriculum. During breakout sessions, faculty members were assigned a symptom or disease. Each working group consisted of faculty members across the phases, and were asked to identify the following: the depth of the student's preexisting knowledge base prior to the teaching session, the level of detail students should know to meaningfully apply the content across the phases, and how specific components are explicitly taught across the phases. The next step was to complete an integration map over a two month period, with a final presentation to each of the sub-curriculum committees.

One such topic was hyperbilirubinemia, and members of this working group first identified the courses and clerkships in which this topic was taught. Learning objectives for each were obtained from Leo and by consulting course directors in Phase 1 and 2. Each of the objectives were categorized into domains such as epidemiology, pathophysiology, clinical presentation, and treatment. Gaps were identified and presented to the sub-curriculum committees, in addition to suggestions for how to address the gaps and teach content differently. This groundwork will be used for further enhancements to strengthen the integration of content across the HMSOM curriculum.

Meet IEA's Newest Team Member, Aishwarya Madan (continued)

Aishi has also spent time as a volunteer for her hometown's fire department emergency medical services serving as an EMT and holding positions such as Financial Secretary, 2nd Lieutenant, and Board of Director. With the combination of her varied experiences in healthcare and her education, she is excited to become a part of the Hackensack Meridian Health School of Medicine family.

Undergraduate and Graduate Medical Education Teams Collaborate for Faculty Development (continued)

A new collaborative UME-GME Faculty Development Seminar Series was developed in order to meet the needs for medical educators across both areas. The curriculum includes topics addressing either or both UME and GME teaching needs which enhance knowledge of teaching techniques and skills, address GME requirements, discuss innovations and methods of training, and broaden understanding of skills such as preparing a curriculum vitae and academic portfolio, to current trends in medical education, and how to develop an academic career.

This new Seminar Series held its kick-off session on September 10. Led by Dr. Hannah Abumusa, Associate Program Director for Ocean Medical Center's Internal Medicine Residency, the session entitled "Make It Stick: The Science of Successful Learning," was tremendously engaging and well received. The UME-GME Faculty Development Seminar Series is offered to all physicians and faculty across HMH and HMSOM. It is held monthly on Tuesdays at noon on Zoom (click FacDev Seminar Series 2024/2025 for information) and provides continuing medical education credit. The series seeks to highlight speakers from HMSOM as well as expose our faculty to well-recognized medical education experts nationally.

This seminar is intended to add to local faculty development efforts, as well as the RATTLED program (Resident as Team Teacher, Learner, Educator, Diagnostician) developed by Dr. Michael Giuliano. This program begins the process of developing teaching and learning skills amongst residents throughout the HMH network, many of whom also teach HMSOM students, and remain at HMH after training to join our faculty. RATTLED emphasizes life-long/self-directed learning; improving clinical teaching; familiarizing residents with HMSOM's EPA/EPOs; organizing professional growth and optimizing feedback; and reducing diagnostic error.