



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 Jacondin** at jesse.jacondin@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-

Environmental Corner

Blue and White Go Green!

We are delighted to announce that students, faculty and staff have joined forces to launch a sustainability initiative to promote social and environmental responsibility within our community at the Inter-professional Health Sciences Campus (IHSC). The group will focus on key issues including improving recycling and waste management protocols as well as the efficiency of water and energy usage throughout the building.

The preliminary committee has already begun working on several of these improvement areas. Recycling bins have been placed throughout the school. In addition, implementation of a composting program and an incentive program that provides discounts to students who bring their own coffee mugs to the café is underway. To further progress, the committee plans to meet monthly, date TBD.

Students, staff and faculty are encouraged to participate in this initiative. The environment changes in response to our collective effort – we hold this fact as a core driver of our vision to invoke participation from everyone in the building, whether you are a medical student, a nursing student, a security guard, or a professor.

Students, if you would like to get involved, reach out to me at lainev.bukowiec@student.shu.edu. Faculty and staff, email **Dean Bonita Stanton** at bonita.stanton@shu.edu.

Each and every one of us has a number of opportunities to make a difference – with our innovative spirit and determination we will make the world a better place one step at a time!

*-Lainey Bukowiec
Second Year Med Student*

tinue to be an area that is closely monitored.

In the first stage of the CMP, the annual Curricular Outcomes Evaluation Process (COEP), the curriculum is systematically reviewed and analyzed. The COEP relies heavily on student course reviews to do this. Likert scale questions are statistically evaluated, and thematic analyses are run on student comments. Course Directors convene a group to analyze the data and present it to the appropriate Phase Curriculum Subcommittee. Action items are revised, voted upon, and presented to the Medical Education Committee (MEC) for discussion and approval. Smaller changes are implemented immediately while larger-scale changes are given a reasonable timeframe for enactment.

Student feedback is also used to inform real-time curricular change through the Student Advisory Group (SAG). The purpose of the SAG is to provide immediate feedback to course faculty regarding current and upcoming courses. Student representatives are chosen by each class and are responsible for systematically collecting and reporting on the collective feedback of the student body. They set the agenda for SAG meetings, which are attended by current and upcoming Course Directors, longitudinal content leads, and other administrative staff.

Future uses of student feedback are being planned currently. The Curriculum Database, an electronic mapping of the entire SOM curriculum, will tie all teaching sessions, teaching methods, assessment tools, and curricular elements to the SOM Educational Program Objectives. It will enable faculty, administrators, and students to look systematically at the curriculum, identify gaps and unplanned redundancies, and assess not only what is being taught, but how as well.

The SOM is still in the early stages of implementing the Curriculum Management Plan, but the foundation and systems are in place to ensure student feedback is utilized both in real time and with medium- and long-term analyses. Future issues of the CQI Chronicle will discuss the CMP further.

-**Miriam Hoffman, MD**
Associate Dean of Medical Education

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 Jacoindin** 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 preclinical 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.