



Mirror, Mirror On The Wall: HMSOM Reflects During Self-Study

By: Jesse Jacondin in collaboration with Sabrina Kovler, M.H.A., and John Schiavone, M.B.A.

Since the declaration that the Hackensack Meridian School of Medicine (HMSOM) was to separate from its prior academic home, it sought accreditation from the Middle States Commission on Higher Education (MSCHE). The MSCHE is a regional agency that has been recognized by the United States Department of Education to conduct voluntary, non-governmental peer review. Being accredited by the MSCHE assures prospective students, and the public at large, of the educational quality of the institution and allows that institution to award federal aid and apply for federal funding.

On Oct. 17-18, 2019, HMSOM hosted a site visit for representatives from the MSCHE and was awarded “candidate for accreditation” status three days before the institution closed in response to the COVID-19 pandemic on March 9, 2020. In order to receive full accreditation, HMSOM must now go through a self-study that requires the institution to engage in a comprehensive assessment process. During this process, HMSOM must show that it is in compliance with the MSCHE’s seven Standards for Accreditation and fifteen Requirements of Affiliation, while also completing a reflective assessment that identifies institutional priorities and opportunities for improvement.

HMSOM officially began its self-study process in September 2020 when the Self-Study Stewards (John Schiavone, Sabrina Kovler, and Jesse Jacondin) attended the Self-Study Institute. Since then, the Stewards, with help from the Dean and institutional leadership, have virtually welcomed the Middle States Liaison to campus and completed the Self-Study Design Template, which will guide the institution for the remainder of the 18-month process.

The next step in the process is to convene the members of the Self-Study Steering Committee and five Working Groups. Throughout the summer and fall of 2021, the members of the Self-Study Steering Committee and -

Data Governance Committee (DGC): An Overview

By: Chosang Tendhar, Ph.D., M.B.A, M.A.

In the spirit of the emphasis that the Hackensack Meridian School of Medicine places on data and continuous improvement, the School has a standing committee called the Data Governance Committee (DGC). The DGC was formed to provide oversight and stewardship for: (a) the protection of, (b) access to, and (c) best use of many types of SOM data, including performance assessment information and other regularly collected course outcomes, administrative unit efficiencies, and other SOM data.

The committee develops and manages guidelines, procedures, standards and strategies for the management and use of these data, in alignment with the Vision and Mission of the School, and those of HMH. The committee supports the appropriate sharing of information to support continuous improvement at all levels of the SOM, outcomes assessment, educational research, faculty development, curriculum improvement and learner analytics, with the goals of: (a) helping every learner maximize their potential, (b) enabling continuous quality improvement, and (c) supporting and ensuring SOM achievement of its stated goals and outcomes. In all matters, HMSOM will continue to observe all requirements of the Family Educational Rights and Privacy Act (FERPA) policy and other relevant policies and requirements.

The DGC includes the Dean, most members of the Dean’s Cabinet, four Faculty Members, the Registrar, the Directors of Admissions and the Office of Faculty, Team Members from Institutional Effectiveness and Assessment as well as Research, and two HMHN data scientists. We anticipate that the Committee will regularly provide information and updates. In time, the charge, policies and procedures, and membership of the DGC will be posted on HMSOM.org.

If you have any questions, please direct them to Chosang Tendhar, PhD, MBA, MS, Director of Institutional Effectiveness and Assessment.

Working Groups will conduct research and routinely meet in order to write a final Self-Study Report. The Self-Study Report presents HMSOM's case for full accreditation. It is a 116-page document that demonstrates how the institution is in compliance with the Standards for Accreditation and Requirements of Affiliation, while also showcasing an in-depth self-assessment.

Finally, in Fall 2022, Middle-States will send a Site Team to campus to meet with relevant stakeholders and the Self-Study Team. The visit will be an opportunity for HMSOM to reinforce the contents of the Self-Study Report and provide any necessary context. If the Site Team has any additional questions, it is the responsibility of the institution to answer them as well. In the end, the Site Team determines whether or not HMSOM is granted full accreditation.

The campus community will be regularly updated about the self-study's efforts including ways to actively participate in the process.

Review of the Pediatric Clerkship

By Katherine Clouser, M.D., F.A.A.P.

Over the past 18 months, the hospitals have been filled with students eager to learn. Clerkship directors have given them opportunities to learn clinical medicine, as well as develop into knowledgeable and empathetic physicians through patient experiences.

The pediatric clerkship is a six-week experience which introduces students to the concepts encompassing pediatrics. It's a clerkship which exposes them to multiple clinical settings, including inpatient medicine, outpatient medicine, newborn medicine, emergency medicine, and subspecialties. The students spend time with residents and attendings and get to witness multidisciplinary care.

In early June, a review of this clerkship was completed, looking at successes, challenges, and changes made after our inaugural class completed their clerkship year. 2020 brought many challenges to all courses, but provided an opportunity to build on a strong foundation and enhance the learning of students in pediatrics. Dr. Katharine Clouser formally took over as clerkship director, with Dr. Julie Topsis staying as part of the clerkship leadership team. Dr. Janet Schairer continues as site director at JSUMC. This year brought the addition of Dr. Jasmine Gadhavi as site director at HUMC. We also added JFK as a clinical site and welcomed Dr. Ranbir Kaur as site director.

The pandemic brought forth a few unique challenges to pediatrics, most notably a fall in pediatric volumes and changes in expected pathologies. The use of the Aquifer system, along with a few changes in simulation exercises allowed for students to experience these important encounters. Integration of case discussions into core curriculum days enhanced these topics. The switch to more virtual core curriculum days expanded the faculty available to teach during these sessions.

Another challenge of the pediatric clerkship is the breadth of information and the difficulty of the subject examination. In an attempt to improve student performance, formal question review was integrated into their required learning sessions. This included involvement of residents into question sessions weekly, along with a clerkship director led practice test review. This review not only highlights topics and discrete questions, but also integrates test taking strategies and common pitfalls.

One change made this year, which truly strengthened the clerkship, was formal assessment and integration of the social determinants of -

health as an assignment. Students engaged in a poverty simulation, learning truly how difficult living at the poverty line can be. Students then reflected on this experience and upon using Epic tools to assist real patients during the clerkship. The discussions held during the reflection were truly powerful.

The pediatric clerkship allows students to truly understand the breadth of a pediatric patient, the broad changes that children go through along the continuum of growth, and where they can truly make an impact as clinicians. The biggest success is watching students come in timid and nervous around children, and leave with a new comfort in assessment and clinical skills.

Forward with Feedback Model: Moving Forward

By Elizabeth Koltz, Ed.M.

The Hackensack Meridian School of Medicine (HMSOM) has been using the Forward with Feedback (FwF) Model as a consistent approach to providing feedback since 2018 when the school opened. Recently we surveyed small group facilitators in the Human Dimension (HD), Clinical Skills (CS), and Patient Presentation Problem-based Case (PPPC) areas to gain their perceptions on the use of the model in providing feedback to students. The goal was to 1) gain the facilitators' perspectives on its usefulness, and 2) identify areas to improve.

Results were reported out in aggregate as well as by course. Of the 65 surveys that were distributed, 23 responses were returned (+/- 30% response rate). A total of 15 mixed method questions were asked covering topics such as previous education, usefulness of the model, challenges and benefits of the model, and preferred resources to learn about and reinforce the model.

Overall, both qualitative and quantitative responses indicated that the model was useful in providing feedback. However, low rates of faculty referencing the model when providing feedback warrants further study on why and how we can help them use the model more frequently. Another important area of focus was the preference for faculty resources. The greatest preferences were videos and workshops.

We have already started to use the input from the small group facilitators to make improvements on faculty development. Our next step is to collect data on the students' perceptions of using the Forward with Feedback Model.

