



Welcome to the inaugural edition of the Hackensack Meridian School of Medicine's quarterly Continuous Quality Improvement Newsletter! As continuous quality improvement is key to achieving the SOM's mission and goals, this newsletter is designed to share highlights of key CQI efforts across the SOM. If you have any ideas for stories, please send them to Jennifer Kobrin at Jennifer.kobrin@shu.edu.

Newsletter Naming Contest

We need your help to name this newsletter! Please submit your creative naming suggestions by e-mail to Jennifer Kobrin at Jennifer.kobrin@shu.edu. The SOM's Institutional Quality Improvement Committee will choose the winner, who will win a Staples slim rechargeable power bank worth \$30. The new name will debut in the next edition of the newsletter which will be published in October 2019. Start brainstorming and throw your ideas into the ring! The deadline for entries is 5:00 pm on August 30.

Phase 1 Course Reviews Identify Specific Areas for Improvement

Do you ever wonder where all of the student evaluations of sessions and courses go? Does anybody ever read them? One very important use of student evaluations is in the formal course reviews that take place after each course and clerkship, led by the Course/Clerkship Director and involving course faculty, OME administrators and others as appropriate. The course review for Structural Principles was presented to, and approved by the SOM's Medical Education Committee (MEC) on May 2, 2019.

The initial run of the Structural Principles course encountered both successes and challenges, and important revisions are planned based on student and faculty feedback and student focus groups. Exciting course successes were the responsiveness in real-time of faculty to student feedback (including rapid revision of pre-work), overall quality of teaching by faculty, and statistical performance of summative assessments and predictive value of formative ones.

SAG CORNER

The SOM's Student Advisory Group (SAG) meets monthly with faculty and administrators to discuss issues of concern to the student body. During the first year of the SOM, a variety of issues have been discussed, ranging from the quantity and nature of pre-work to the installation of a water filtration system on campus. These meetings have resulted in several quality improvements at the SOM, including the following:

- Guidelines were established for faculty regarding dead-lines for submission of pre-work materials and the amount of time students are to spend on pre-work. Faculty have created more videos as pre-work which helps with the integration of content.
- In response to the concern that PowerPoint slides for sessions have included a large amount of material/text, in the future the amount of text will be reduced and a summary slide with key takeaway points will be included.
- The number of team-based learning (TBL) sessions has been reduced and there is more consideration of the type of content that is most suitable for TBL sessions.
- Additional practice sessions for objective structured clinical examinations (OSCEs) have been scheduled.

Course challenges included the overall amount of material, large amount and highly detailed pre-work, and difficulty for students orienting to new pedagogies (i.e., anatomy and histology).

Significant revisions planned for 2019-2020 include:

- Restructuring/reordering of course content
- Modifying Course Learning Objectives
- Significant reconsidering of content depth and focus on structures/topics that help to build a framework or are of clinical significance
- Revising prework (increased use of video, changes in textbooks)
- Providing students with more extensive orientation to learning new types of material and new learning styles; and
- Developing pre-lab video prosections to provide better orientation to lab activities.

The course review for Molecular and Cellular Principles was approved by the MEC on June 27, 2019. The course reviews for Immunology, Infection and Cancer and The Developing Human will be reviewed by the MEC in the coming months. The results of these reviews will be highlighted in future editions of this newsletter.

A Message from the Dean



The inaugural class students have been great partners to all of us at the SOM. I derived considerable benefit from my monthly meetings with them. I was very pleased that the students, while always respectful, were very forthright

in the meetings and in the two anonymous surveys we conducted as part of the meetings. Honestly, I have found the inaugural class students to be terrific partners; in addition to being problem-identifiers, they were great problem-solvers.

The last survey—only seven questions—was conducted on their last day before summer break. This survey reflected my desire to ascertain whether the students felt that they had derived benefit from the meetings (beyond a free lunch) and to give me guidance as to whether they wished to continue to meet and if so, with any changes in the format. I also wanted to know if they felt that it would be a good idea for me to meet with the new class, either alone or in combination with them.

I am very pleased that the vast majority of the students felt that the meetings were a good use of their time. I certainly felt that the meetings were a good use of my time and I hoped they concurred. I am pleased that they wish to continue meeting through the end of Phase 1 and recommended that I do meet alone with the 2019 Cohort.

Some of the students felt that occasionally we might combine the cohorts into a single meeting but that in general they should meet alone. That approach makes sense to me; so maybe twice a year we shall meet together

with a partially planned agenda (as it will be a very large group which does not lend itself too well to a totally open agenda). While the students like the spontaneity of the sessions, several students did indicate that having the opportunity to submit topics ahead might be helpful. In response, I will have a “call for questions” to be funneled through a small group of students (to be selected by the class). The students as a group will be asked to make sure that two questions of importance to the student body are included in each session, but that there remains a substantial open component to the session as well. Several of the students suggested that it might be useful to have Dr. Hoffman participate in some of the meetings so that they could engage her in the conversation about some of the curricular concerns or suggestions that they have. Dr. Hoffman and I discussed this and she would be very pleased to attend some of the meetings.

In summary, the meetings will continue but with some very thoughtful changes proposed by the students. I look forward to the new set of meetings—and am gratified that the students do as well!

— Dr. Bonita Stanton

OME Kicks Off First QI Project

The Office of Medical Education (OME) has assembled a team to undertake the first quality improvement (QI) project for the SOM. The first project will focus on improving active learning instruction and student engagement in large group active learning (LGAL) sessions. This newsletter will highlight findings from the project once it is underway.

Student Surveys and Focus Group Leads to Action

In February 2019, the Dean administered an anonymous student survey to assess satisfaction with Student Affairs and Wellbeing, the Office of Medical Education, the learning environment and facilities, and student services. In follow-up, students participated in a focus group to provide more information and insight about their survey responses. The results of the survey and subsequent focus group identified several areas to be addressed, for example, the need for additional career advising. As a result of the survey, mentoring and shadowing experiences are now in place for students. In addition, the SAW Associate Dean and staff have been meeting monthly with Student Government representatives to keep current on student issues related to student-run activities and events. Specific processes are now in place for planning and executing events and receiving funding.