

# Making Quality Improvement of Medical Education Continuous through Ongoing Monitoring of Accreditation Standards

Medical Education Snapshots: Part 2

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This presentation highlights some of the first work completed out of the newly formed Office of Data Analysis and Strategy (ODAS) within the BSOM Division of Academic Affairs

\*I have no actual nor potential conflict of interest in relation to this presentation



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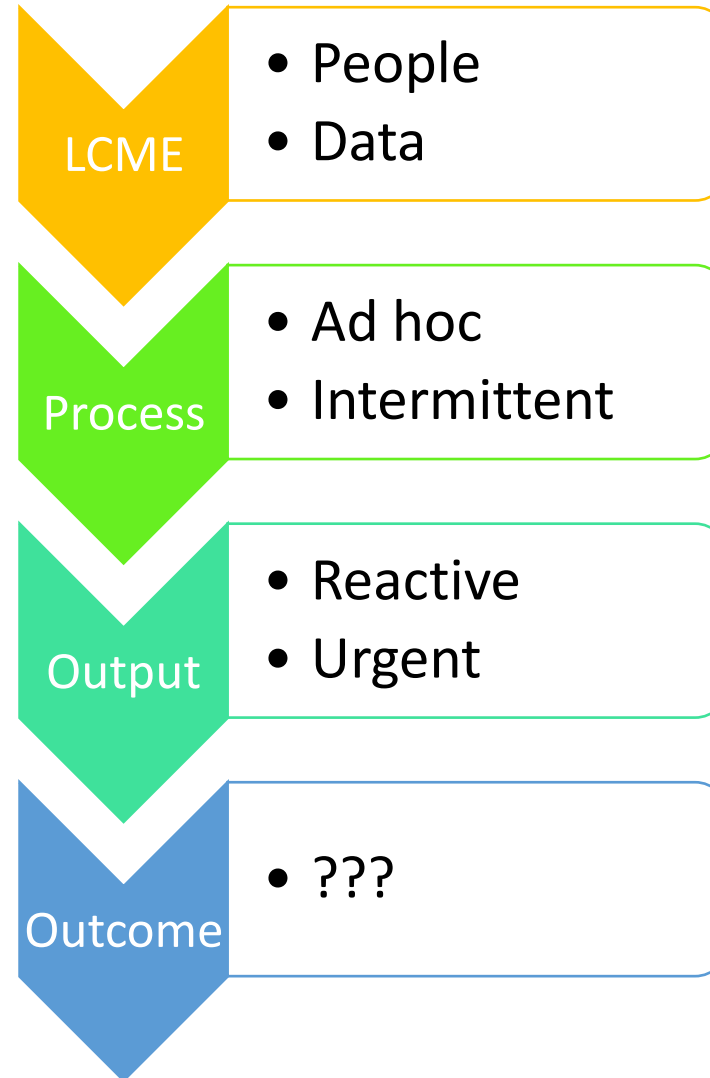
# Presentation Objectives

1. Describe the processes that went into Brody School of Medicine's efforts to establish a faculty-centric, committee-led continuous quality improvement (CQI) process to improve the quality of the medical education program, monitor accreditation elements, and establish an ongoing schedule for review of accreditation elements
2. Discuss the implementation and outcomes related to the formation of the Committee on Curriculum and Educational Quality (CCEQ)

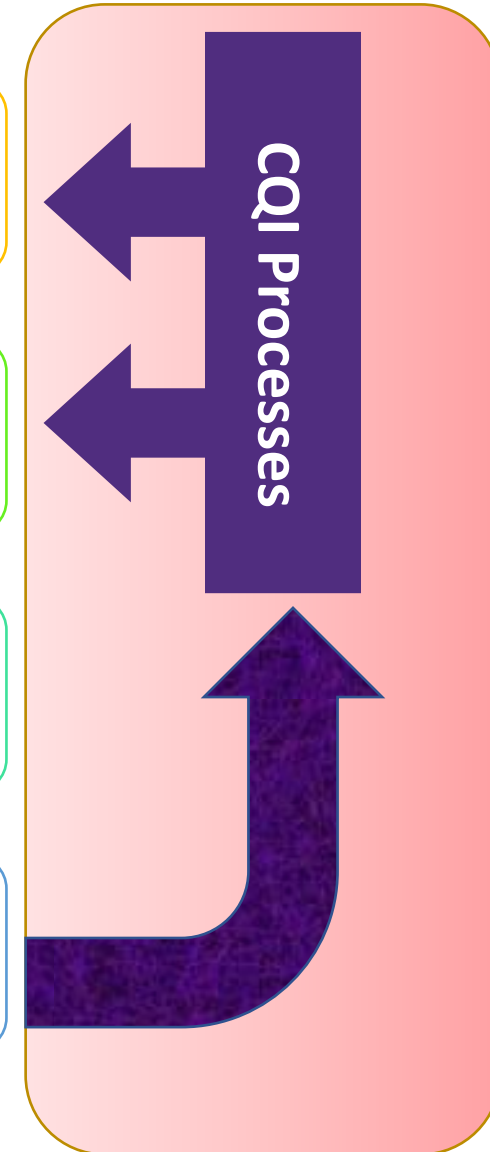
# Process Background

Standards for the performance of the Brody School of Medicine include:

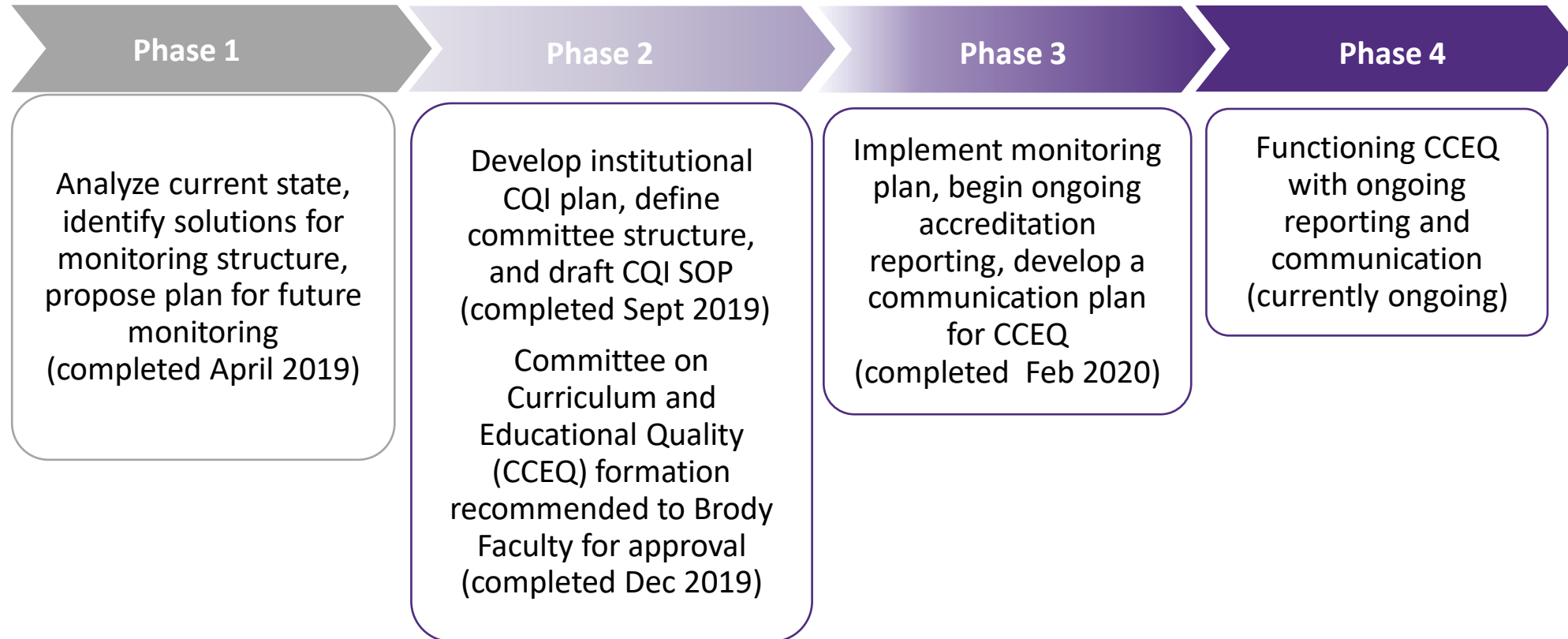
- BSOMs own tripartite mission
- Accreditation standards from the Liaison Committee on Medical Education (LCME)
- Standards of practice established by the American Association of Medical Colleges (AAMC)
- Various other regulatory or guiding entities



MISSING FEEDBACK LOOP!!



# CQI Project: 4 Phases



# Challenges and Solutions

## Challenges:

- Needs assessment and process discovery (Phase 1)
- Development of a monitoring plan (Phase 1)
- Establishment of CCEQ (Phase 2)
- Regular implementation of needed CQI processes (Phase 3)

## Solutions:

- Identification of key curricular goals and accreditation elements
- Define timing and determine data sources used in the review; identifies roles and responsibilities
- Brody faculty approval of the CQI plan; implementation of workflow and communication
- Implementation of a fully functioning CCEQ and adoption of monitoring and CQI plans

The following improvements have resulted from this project:

- SOP developed outlining CQI processes and the structure of the CCEQ
- Monitoring schedule developed for identified accreditation elements
- Approval of a CQI policy
- Establishment of the CCEQ
- Creation of a watchful system, allowing the school to follow accreditation standards and sustain its monitoring efforts without increasing “accreditation fatigue”
- System implemented to facilitate continuous quality improvement in the school’s curricular approach to medical education

# Acknowledgements

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# Thank You

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