

CAN A CHANGE MANAGEMENT APPROACH ENHANCE THE ACCREDITATION PROCESS?

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ABSTRACT: Oral Presentation

- Purpose:** Accreditation is fundamental to the delivery of medical education in North America. At Memorial University, we have noticed a lack of engagement with the accreditation process among faculty, staff, and students. This project is the first step in addressing this complacency and improving accreditation awareness and engagement.
- Methods:** This mixed-methods project involved qualitative feedback from a series of Grand Rounds presentations and the distribution of a survey to approximately 1650 faculty, staff, and students at the Faculty of Medicine, Memorial University. The survey included both quantitative and qualitative questions to gauge respondents' knowledge and opinions of the accreditation process and to identify current strengths and limitations.
- Results:** We received 234 responses, with a response-rate of 14.2%. The majority of respondents (78.6%) stated that they were not involved with the accreditation process. However, when asked if they have participated in specific aspects of the accreditation process, 53% agreed. Approximately half (50.2%) of respondents were not familiar with the MD program accreditation requirements. Respondents identified a lack of communication, lack of faculty engagement, and departmental/divisional silos as barriers to accreditation compliance at Memorial University. In terms of improving the accreditation process, respondents identified communication and increased student engagement as valuable activities.
- Conclusion:** The fact that the majority of respondents answered that they were not involved with the accreditation process but over half of them agreed that they participated in accreditation-related activities suggests that faculty, staff, and students undervalue their own participation in the process, despite the importance of their contributions. Participants were also unfamiliar with the Interim Review Process and the peer-review aspect of accreditation. Based on the results of this project, we argue for a communication strategy to create a culture of accreditation awareness and continuing quality improvement.