
UND SMHS Strategic Plan Individual Unit Report for 2020

GOAL 8 for **EDUCATION AND FACULTY AFFAIRS**

Mission of Education and Faculty Affairs: *Education and Faculty Affairs sustains a vibrant, inclusive and dynamic environment that enables learners and educators to achieve academic and professional excellence.*

Education and Faculty Affairs and its units provide resources, services and support for academic units as each carries out its strategic initiatives in alignment with UND SMHS Strategic Goals and the OneUND Strategic Plan.

Units Reporting to Associate Dean for Education and Faculty Affairs: Education Resources; Library Resources; Information Resources; Simulation Center; Interprofessional Education; Medical Accreditation

LEARNING

UND SMHS Strategic Plan Goal 8: *The SMHS will enhance its purposes of education, service, and discovery by focusing additional efforts toward achieving the broad goals stated in the School's Healthcare Workforce Initiative.*

1. Describe if/how your unit has addressed this goal.

INTERPROFESSIONAL EDUCATION

Interprofessional Education (<https://med.und.edu/interprofessional-education/>) is offered in a variety of platforms/activities including the Interprofessional Health Care Course (IPHC), all seek to further learning about teams and teamwork in health care. This directly applies to the delivery of health care in different settings including rural. Specifically, the Interprofessional Student Community-based Learning Experiences (ISCLE) (<https://med.und.edu/interprofessional-education/iscl.html>) team activity promotes a sense of team building in the rural environment. As a result, students have a better understanding of rural clinical practice and how to use available team resources to improve patient care and the clinician experience. Additionally, Interprofessional Education partners with the Simulation Center for a telemedicine simulation with chronic disease elements with 4 other professions that is specifically set in a rural health care center communicating with an urban health care center.

EDUCATIONAL RESOURCES: TEACHING, LEARNING AND SCHOLARSHIP

The TLAS unit of Education Resources plays a support role in this goal by working with the Medical Curriculum unit in the design of curriculum (proposing and helping to create performance-based and evidence-based objectives; faculty development on active learning; supporting faculty curriculum design teams through the design of tools and processes to create curriculum while strengthening and preserving curriculum evaluation and management quality as outlined in our Curriculum Evaluation and Management System White Paper; chairing and serving on curriculum committees and task forces).

SIMULATION CENTER

SIM-ND and SHaPE improve the delivery of health care throughout the state by providing on-site, hands-on opportunities across the state to medical students, pharmacy students, rural critical care hospitals and EMS services. As they have in the past, the state Anesthesiology Conference plans to use simulation hands-on training in the simulation center when possible in the near future.

Other units reporting to the Associate Dean for Education and Faculty Affairs do not specifically address this goal other than to provide resources, services and support, where appropriate, for academic units that do.

2. Describe how your efforts are being assessed.

INTERPROFESSIONAL EDUCATION

IPHC is a pass/fail required course for 8 health professions. Students are graded by attendance and participation through reflection and discussion. IPHC also solicits extensive structured student feedback for ongoing quality improvement. This is the responsibility of the course directors and small group faculty facilitators. ISCLE is assessed by direct student feedback and participation. Students in the telemedicine simulation are assessed by the usual simulation evaluations and methods used by the Simulation Center in other simulation activities. Rural practice connections are explicit.

EDUCATIONAL RESOURCES: TEACHING, LEARNING AND SCHOLARSHIP

These efforts are assessed within the processes of the Medical Curriculum unit of Education Resources through informal feedback.

3. Describe how your unit analyzed these data and what assessments were determined.

INTERPROFESSIONAL EDUCATION

Data is analyzed at the end of each IPHC course session (4/yearly) and at the end of each ISCLE and simulation activity. Students rate the course and the activities highly. Explicit connections to rural practice environments are highlighted.

EDUCATIONAL RESOURCES: TEACHING, LEARNING AND SCHOLARSHIP

Feedback has been positive about our contributions and requests for additional support and modified support have been implemented in an ongoing process.

4. Describe how your unit will implement any further changes and what barriers may exist.

INTERPROFESSIONAL EDUCATION

Interprofessional Education is being developed at a nearly constant pace. Ideally, we would like to include and assess ISCLE activities in all clinical experiences, in both rural and urban clinical settings. A point system has been developed to track embedded Interprofessional activities in the normal student workflow. A partnership with AHEC and CRH is planned. Barriers include adequate personnel, resources, and institutional.

EDUCATIONAL RESOURCES: TEACHING, LEARNING AND SCHOLARSHIP

Primary barriers are resources, with only two positions available to support these efforts, both of whom have a portfolio of responsibility to the entire school for faculty development (multiple workshops, consulting, education scholarship, and a teaching academy) teaching and technology integration (virtual reality, video production studio) and other responsibilities.

PROVIDE A RATING OF YOUR PROGRESS ON THIS GOAL: ● On Track; ● Delayed; ● Behind



Education and Faculty Affairs units are on track with progress on Goal 8