
UND SMHS Strategic Plan Individual Unit Report for 2020

GOAL 5 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

One UND Strategic Plan Goal 5: *Foster a welcoming, safe, and inclusive campus climate, Goal by 2022, diverse segments (identified in IPEDS) fully participate in improvements in graduation rates and credit hours.*

UND SMHS Strategic Plan Goal 5: *UND SMHS will foster a welcoming, safe, and inclusive environment across all campuses.*

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

EDUCATION RESOURCES/MEDICAL EDUCATION

The Teaching, Learning and Scholarship division of Education Resources has addressed this goal through its support of faculty and curriculum that address inclusion and diversity, including:

1. Supporting analysis of the curriculum for diversity using the AMA TACCT instrument
2. Providing instructional design consultation to curriculum design teams that are building curriculum to address inclusion and diversity (e.g, ALLY, LGBTQ curriculum team, Lunch and Learn)

The Medical Curriculum has a Coordinator of Medical Humanities (Mick Beltz) who, along with Dr. Lindsay Snow (see below) has greatly strengthened our efforts at education which is required for a welcoming, safe, and inclusive environment. We have offered multiple sessions of LGBTQ Ally Training to both faculty and students and our Class of 2023 has developed a very active and robust UNDSMHS Allies in Medicine student group. They have arranged discussion sessions and talks open to all. Examples below are taken from Element 7.6.

All first year students take the Harvard "Project Implicit" Implicit Association Test as part of a Block 2 medical humanities lecture and mandatory small group discussion experience on "IS THE HEALTH CARE SYSTEM "COLOR-BLIND?" RACIAL AND ETHNIC DISPARITIES IN HEALTH CARE". The video "When the Bough Breaks" (racial disparities in health not explained by socioeconomic status differences) is also viewed and then discussed using comprehension questions.

All first year students participate in a mandatory Block 3 medical humanities small group discussion session focused on ethical case study analyses focused on disadvantaged populations, sexual orientation and patients that are economically challenged. This activity aims to help students:

- Understand their own ethical decision-making process
- Recognize their and articulate their moral values
- Identify potential moral values held by other people
- Recognize the special ethical concerns that occur with traditionally disadvantaged populations
- Understand the complexity of the interaction between ethical issues and professional obligations

Updates to the Curriculum involving the LGBTQ community starting in 2020:

- a. New Lecturer, Dr. Lindsay Snow family medicine physician, for LGBTQ in healthcare who in addition to lecture, added a 1 hr interactive session with LGBTQ patients from their community to share their experiences.
- b. Wrap-up session in Block-3 included a lesbian couple who discussed their health care case including both good and bad clinical experiences with students.
- c. Dr. Snow has been very active in working with both students and faculty to develop an integrative LGBTQ curriculum to begin phased implementation in Stage 2 and Stage 3 curriculum redesign. This involves integration of the AAMC LGBTQ core competencies into basic science lectures, clinical science lectures, clinical skills including CORE physical exams as well as History Taking, 3rd year clerkships, and the interprofessional educational course (IPHC).
- d. Students in the Class of 2024 have formed an “Allies in Medicine” group that is hosting events and opportunities for all medical students.
- e. Ally Training will be part of the curriculum and attendance will be mandatory for both year 1 and year 2 students starting in Academic Year 2020-2021.

OFFICE OF MEDICAL PROGRAM ACCREDITATION AND QUALITY IMPROVEMENT

The work related to continuous quality assurance (QA) by the Office of Medical Accreditation (OMA) and the work related to continuous quality improvement (CQI) by the Dean’s Quality Improvement Panel (DQIP) addresses Goal 5 in the ongoing reviews of LCME Standards and Elements associated with medical school’s research efforts and by analyzing outcome data from AAMC Graduate Questionnaire (GQ). One accreditation focus area that specifically relates to Goal 5 is LCME Element 3.3 Diversity/Pipeline Programs and Partnerships: **A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.**

2. Describe how your efforts are being assessed.

EDUCATION RESOURCES/MEDICAL EDUCATION

Our efforts are indirect support of the efforts of those with direct responsibility for creating the curriculum and environment to address this goal, so the number of meetings and consultations in response to requests is the unit of assessment.

OFFICE OF MEDICAL PROGRAM ACCREDITATION AND QUALITY IMPROVEMENT

The medical education program’s efforts to achieve successful outcomes related to this specific element is accomplished through self-assessment processes in which the LCME data collection instrument (DCI) is utilized to gather data and answer related questions. These data are analyzed by the established accreditation review committees. Further insight was obtained through communications with Associate Dean for Diversity and Inclusion, Dr. Don Warne. GQ data were also considered in these reviews.

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

EDUCATION RESOURCES/MEDICAL EDUCATION

100% of the requests received have been met by our unit, indicating and 100% success rate.

OFFICE OF MEDICAL PROGRAM ACCREDITATION AND QUALITY IMPROVEMENT

The School leadership has defined its diversity categories for efforts related to recruitment and retention of students, faculty and senior administrative staff. (Indian Americans, Rural Students and Women). It is the goal of the

medical education program to achieve numbers w/ these defined diversity categories that generally reflect the population of the state.

The findings seem to indicate that we are achieving goals related to American Indians and Women and are making progress towards achieving the balance of rural and non-rural students. It is also found that there are a number of pipeline projects to advance students along the career paths towards medicine and other health science careers. An area of improvement is how we might better gather data related to rural students and to our pipeline program outcomes.

GQ data shows that students desire more diversity in the student body and that when compared to other medical schools our students do not feel prepared to care for patients different than themselves.

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

EDUCATION RESOURCES/MEDICAL EDUCATION

We will continue to support those who are working on this goal.

OFFICE OF MEDICAL PROGRAM ACCREDITATION AND QUALITY IMPROVEMENT

DQIP, Dr Warne and the Dean are addressing how to make educational changes that will improve student learning experiences related to caring for patients different than themselves.

The Office of Student affairs is working on efforts to improve communications to rural students and high school counselors. OSAA is also working on ways to gather data related to recruitment of rural students and outcome measures of our pipeline programs.

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 5