
UND SMHS Strategic Plan Individual Unit Report for 2023

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)
3. Revised medical curriculum (2.0) with emphasis on DEI
4. Formation of a Medical Program DEI curriculum committee with diverse representation from across programs. The emphasis of this committee will be to make recommendations regarding, and guide, the DEI content of the medical program.
5. Planned DEI badging program proposals to be solicited as part of broad call for MD program badging.

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 medical students have 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 Phase 1 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 medical students participate in a mandatory 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 that were started 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 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 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, Phase 2 clerkships, and the Interprofessional Health Care 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 as part of the curriculum and attendance is mandatory for both year 1 and year 2 students.

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.**

LIBRARY RESOURCES

Library Resources strives to support Goal 5 through providing activities and content that welcome and highlight diversity.

- The simplest strategy employed by librarians is through examples and scenarios used in library sessions. As often as possible, librarians focus session activities around clinical questions or patient scenarios that involve diverse patient populations.
- Together with other departments in the School, librarians are working with students to create a DEI Book Club for students. Librarians are currently building a web presence to support this activity, including compiling a list of books that include healthcare topics related to race, sexual and gender issues, mental health challenges, and disparities associated with rural populations and those with low socioeconomic status.
- Another project that is currently being explored is an “alive library” event. This event will recruit “books,” people with diverse health experiences, and connect them with SMHS student “readers” who will have an opportunity to ask questions about their experiences. This event will provide a unique opportunity for students to ask deep questions and receive honest responses from individuals who are able to share authentic experiences in a safe environment.

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. In addition, in preparation for re-accreditation, the medical program concluded a two-year self-study of how well it is meeting the expectations of Element 3.3 (above) and all of the other 92 elements and further identifies institutional strengths and challenges.

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 a 100% success rate.

OFFICE OF MEDICAL PROGRAM ACCREDITATION AND QUALITY IMPROVEMENT

The self-study analysis (see above) concluded that our school's efforts related to diversity, equity and inclusion are both a strength and a challenge for our institution. The self-study summary reports the following:

Diversity, Equity, and Inclusion

Because the school is so deeply ingrained in the state and is a critical producer of its healthcare workforce, the school has worked hard to be responsive to the needs of the state and "look like" its extant population. Accordingly, the school has focused its student recruitment efforts on the state's two most underserved populations: Native American students (the largest "minority" group in the state and underserved for generations); and students from rural America, in particular those from North Dakota, Minnesota, and states in the Western Interstate Commission for Higher Education (WICHE). In addition, the school's faculty and staff recruitment efforts demonstrate the school's longstanding commitment to the employment of individuals with an American Indian background and to gender equity. Perhaps nowhere has the school been more successful than in its matriculation and graduation of American Indian students, where UND SMHS ranks at or near the 100th percentile in the percentage of its medical student enrollment that is American Indian. Thus, the diversity effort of the school is a notable strength.

The UND SMHS Indians Into Medicine (INMED) Program recruits and accepts American Indian students who are enrolled tribal members from North Dakota and across the United States and is considered a jewel of the medical education program. Established in 1973, the UND SMHS INMED Program has graduated more Native American and Alaska Native physicians than any other US medical school. UND SMHS has also established the first Department of Indigenous Health and the first PhD program in Indigenous Health in the United States or Canada. Moreover, in addition to INMED, the school's RuralMed Scholarship Program provides full tuition support for medical students who commit to establishing a full-time medical practice in rural North Dakota within six months of completing their residency; medical student recipients of the scholarship testify that it provides them the opportunity to "give back" to the communities from which they came. The new academic department and each of these medical student programs are enriching the diversity of the school's student body and faculty.

The patient population of the state—other than its American Indian component—is remarkably homogeneous compared with most states. Since North Dakota became a state in November 1889, the state has had a dominant Scandinavian/Lutheran culture and heritage. As an example of the homogeneity of the population, the US Census

Bureau reports that the percentage of the state population that identifies as Black/African American is 3.4% compared with the national average of 13.4%. This population homogeneity presents a major challenge since the school relies on in-state clinical experiences for our students, in which the patient population mirrors consistently the homogeneity of the population at large.

Thus, diversity is both a strength and a long-standing inherent challenge for UND SMHS (see further discussion below regarding the challenge associated with diversity).

In addition to the self-study summary statement above, it is important to note that we were able to demonstrate to the survey team during its recent virtual visit, how the medical program has intentionally modified its PCL cases to address implicit bias.

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

Issues related to DEI are a high priority for the Office of Medical Accreditation and its associated committees related to ongoing quality assurance, and also for DQIP and UMEC related to their continuous quality improvement efforts. Barriers are noted in section 3. Above.

INTERPROFESSIONAL EDUCATION AND COLLABORATION

The Interprofessional Health Care Course (IPHC) includes a section on social determinants of health and touches on some LGBTQ+ issues in one of the cases students review and discuss.

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