



UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

Strategic Plan

2020 - 2025

VISION STATEMENT

The University of South Dakota Sanford School of Medicine will be a leader in educating students who with knowledge, skill, and compassion dedicate their lives to the well-being of their patients, their community, and their profession.

MISSION STATEMENT

The Mission of the University of South Dakota Sanford School of Medicine is to provide the opportunity for South Dakota residents to receive a quality, broad-based medical education with an emphasis on family medicine. The curriculum is to be established to encourage graduates to serve people living in the medically underserved areas of South Dakota, and is to require excellence in the basic sciences and in all clinical disciplines. The University of South Dakota Sanford School of Medicine is to provide to its students and to the people of South Dakota excellence in education, research and service. To these ends, the School is to provide educational pathways leading to both the Doctor of Medicine and the Doctor of Philosophy Degrees. Quality health care for the people of South Dakota is addressed by undergraduate, graduate and continuing educational programs as well as by basic and applied medical research. The School of Medicine should serve as a technical resource in the development of health care policy in the state and provide extension and research initiatives to improve the health care of the citizens of the state.

DIVERSITY STATEMENT

The University of South Dakota Sanford School of Medicine values diversity and its essential role in achieving the educational, scholarship, and service missions of the school. Therefore, the medical school is committed to both recruitment and retention of students, residents, faculty, and staff who through their diversity enrich the learning environment and promote inclusive excellence. We recognize diversity as relating to sex, race, color, creed, rural background, socioeconomic status, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information and veteran status. In addition, we value persons with broad life experiences, with records of service to disadvantaged populations, and with other attributes that may enhance the learning community. The medical school has chosen three areas of emphasis on diversity to enrich the learning environment and promote inclusive excellence: American Indians, rural, and gender.

Learners



Goal I: Provide a learning environment and career development for all learners that prepare kind, compassionate, resilient and adaptive healthcare leaders of the future

Strategic Initiative: Create a continuous culture of well-being across pillars and campus

Operating Plan

1. Develop targeted wellness sessions (e.g. financial wellness, mental health, dealing with stress etc.) as building block sessions that spans student needs across pillars to residency
2. Ensure offerings are timely (schedule when needed and not at time when there are other priorities)
3. Develop sessions as asynchronous offerings
4. Create resource repository that can be accessed anytime

Strategic Initiative: Foster resilience in students through personal and professional development

Operating Plan

1. To provide students with experience and resources to become lifelong learners and to improve their ability to use tools in medical school, a series of educational initiatives will be created that start at orientation
2. Introduce students to the principles of adult learning theory, and the characteristics of adult learners. Emphasize responsibilities and expectations placed on them as medical students and future physicians (e.g. how to receive and use feedback)
3. During orientation, provide students with tools that they will use to support their medical education. These will include introductions on how to use the Learning Management System, D2L, Banner, and an introduction to communication methods used by the school including Outlook, ListServ, Zoom and videoconferencing. These orientation activities will help our medical students become familiar with the necessary tools to support their learning and minimize the frustrations of trying to learn these systems on their own
4. Develop a culture of kindness and appreciation among students through a) frequent reflection of SSOM student and institutional accomplishments, b) celebrate success and recognize individuals, c) strengthen student support to reflect understanding, and valuing of student success with an effort to destigmatize the need for seeking help

Goal II: Provide impactful educational experiences that promote the development of learners to deliver professional team-based, evidence-based, and population-focused care

Strategic Initiative: Evaluate effectiveness of and continue to improve upon team-based experiences and assessment of team-based care in the curriculum

Operating Plan

Develop students who will demonstrate the ability to function with an interprofessional team:

1. Provide innovative, structured opportunities to work with diverse teams in each phase of the curriculum
2. Create a matrix of interprofessional developmental competencies which can be applied to all phases of the curriculum
3. Provide an assessment of a student's ability to effectively function with an interprofessional team across all phases of the curriculum
4. Institute kindness and respect toward all health professionals in any interprofessional team

Strategic Initiative: Enhance and refine how the curriculum prepares students to provide evidence-based medical care

Operating Plan

Develop a curriculum that encourages students to develop both knowledge and behavior to provide evidence-based medical care

1. Introduce and refine the principles of question development and levels of evidence in each phase of the curriculum
2. Refine the Patient-Based Problem Cases in Pillar 1 of the curriculum so that the objectives and assessments consistently promote evidence-based medical care
3. Refine the Journal Clubs in all phases of the curriculum to provide incremental advances in literature appraisal and presentation skills
4. Refine the Pillar 2 Triple Jump assessment to include demonstration of efficient clinical question formulation and location of an evidence-based answer
5. Refine an OSCE case that measures a student's ability to provide evidence-based medical care

Strategic Initiative: Evaluate how the curriculum currently prepares students to care for patient populations and improve upon these experiences

Operating Plan

Develop students who are population-focused and can serve as humble, adaptive, community-based advocates for the populations they serve

1. Introduce and improve upon the teaching of the concept of "Universal Precautions" with respect to cultural humility, diversity, and kindness to our students
2. Develop team-based learning activities that discuss the concepts of healthcare literacy, social determinants of health, and cost-effective decision making
3. Consider curricular enhancements that will allow a student to take a larger part in community, regional and state advocacy
4. Enhance selected sessions provided to medical students by including population-based dimensions of the topics being presented and how students can be more kind to these populations
5. Consider additional curricular activities that allow students to provide to the underserved communities of South Dakota

Faculty & Staff

Goal I: Increase professional development opportunities for staff, residents, faculty and administration

Strategic Initiative: Understand and delineate professional development needs of each constituency

Operating Plan

1. Create and administer a needs assessment tool
2. Reach out to all representative constituencies to better understand professional development needs
3. Develop learning initiatives based on specific themes developed from needs assessment and constituent input, in adherence with the kindness initiative

Goal II: Increase institutional vitality for staff, residents, faculty and administration

Strategic Initiative: Define and assess the current institutional vitality of each constituency

Operating Plan

1. Utilize AAMC Organizational Services to assist in describing the current culture at SSOM
2. Develop initiatives based on results and on the literature (Pololi 2015)
3. Develop and provide learning opportunities/initiatives based on contextual needs (e.g. Shah 2018), and the kindness initiative (Freeman, 2019)

Research & Scholarship

Goal I: To enhance biomedical research through synergistic, interdepartmental and intercampus collaborations

Strategic Initiative: Create a “Partners Across Campuses (PAC) Program” to foster and guide intercampus research partnerships

Operating plan

1. Strengthen research liaisons at partner institutions/sites (Sanford, Avera, Regional Health, Yankton Medical and Indian Health Service, etc.)
2. Liaisons (identified by site leadership) will serve as subject matter experts to identify areas of potential collaborations across campuses
3. Create PAC grants to encourage projects among faculty, both campus-wide and multi-campus
4. Establish an intercampus online portal to provide collaborative opportunities for faculty/students

Goal II: Increase medical student involvement in research

Strategic Initiative: Enrich research initiatives/opportunities for students across all pillars and campuses

Operating plan

1. Assist students in taking research products to publication
2. Establish a “Cookies, Pop and Research” opportunity in Medical Foundations 1 and 2
3. Create a “Journal Club” option in Systems Block
4. Establish a “Research Assistance Group” to synergize new student research
5. Highlight and consolidate opportunities for research to all students in all Pillars within the online portal
6. Maintain and update existing website for research experiences
7. Create a task force to assess the feasibility of dual degree (MD/MPH and/or MD/MBA) development at the SSOM
8. Create a task force to assess the feasibility of a career research project throughout all Pillars

Strategic Initiative: Identify creative opportunities to build diversity and kindness into research

Operating plan

1. Determine how to measure kindness
2. Measure a baseline level of kindness and diversity understanding at the SSOM by using evaluations of faculty by students, and students by faculty
3. Improve need-based, population-focused research efforts in the SSOM
4. Extend kindness to the community
5. Create “career” mentors for students across the Pillars
6. Establish a seminar series that would depict professionalism and explore the concept of kindness in research
7. Create a “compact” between faculty and students regarding research
8. Explore the establishment of student-oriented research projects

Relationships & Engagement

Goal 1: Enhance student development as engaged learners, researchers and citizens by fostering community-based opportunities that deepen students' sense of concern for the common good and promotes advocacy

Strategic Initiative: Provide more experiences in rural, reservation and frontier communities during Pillar 1 and Pillar 3

Operating plan

1. Add optional rural experience during pillar 1 test weeks – pilot in Gregory and Platte
2. Develop opportunities for students on rural rotations to further engage with community leaders (i.e. Coffee with legislator, meet with mayor, attend local events). Update goals/objectives for rural rotations to include this expectation.
3. Provide student experiences with patients in retirement and/or long-term care facilities and motivate students to express kindness in these visits. These type of student/patient interactions could be expanded to include other groups such as pediatrics, transgender and LGBTQ.

Strategic Initiative: Create community project wish list/clearing house to facilitate medical student engagement into communities

Operating plan

1. Medical students on selected preceptorships will teach “Stop the Bleed” to middle and high school students
2. Medical students will work with SD AHEC and other stakeholders to support and collaborate on EMS education in local communities
3. Work with communities throughout the state seeking project needs, ideas and suggestions (for example, substance use prevention, identification and treatment projects)
4. Collaborate with other stakeholders such as the Center for Disabilities on community projects
5. Increase community engagement to educate public of medical school's presence in their communities, region and state. Involve staff, faculty and students in community projects as an expression of kindness to the community Collaborate with partners such as SDSMA
6. Recognize acts of kindness by staff, faculty and students

Goal II: Develop and sustain an effective infrastructure to support and coordinate academic community engagement among faculty and staff

Strategic Initiative: Highlight local, community faculty in publications

Operating plan

1. Create book of “personal mission” stories – “why I am a physician”
2. Create children's book to be placed in clinics “I want to be a doctor” Personalize book to be “South Dakota and USD SSOM specific”
3. Highlight sites in media Create community physician “corner” in SD Medicine and/or South Dakotan MD
4. Collaborate with Alumni Association to create list of local physicians willing to be USD SSOM spokespeople and/or local health educators
5. Increase exposure to local communities by highlighting successes, such as training over 4000 students in 11 disciplines on disaster preparedness, SERV SD
6. Create website or other forum to inform other stakeholders such as parents, spouses, siblings and others that are interested in the medical school and the “process” of becoming a physician – educating the community

7. Utilize social media such as Facebook, Twitter, and Instagram for “news”. Making the info more specific and personal with permission to enhance interest, for example “Confessions of a First Year Medical Student”
8. Seek out stories regarding kindness and share them in publications and as a regular part of the curriculum

Strategic Initiative: Work with local physicians to create educational needs of the “physician of the future” incorporating leadership, team based care, safety, quality and systems-based care

Operating plan

1. Survey providers, physicians, SDSMA, SDAFP, SDAHO – what is needed to improve presence, interactions and support of faculty
2. Enhance presence of faculty, staff and students in communities and organizations
3. Educate stakeholders and policymakers
4. Encourage physician and learner involvement with stakeholder and policy groups
5. Develop orientation session for each year of medical school regarding means of communication including tutorial on use of Outlook in an effort to promote wellness and professionalism in communication and schedule management
6. Ask stakeholder groups how they view kindness. Have focus groups with patients and others to discuss kindness.
7. Create thread of kindness through wellness initiatives for staff, faculty and students
8. Update medical school application process to include a question regarding kindness on the application and/or the interview Educate Admissions Committee regarding kindness initiative
9. Revisit Healer’s Art Course concepts and Kindness during the Transition to Residency course in Pillar 3

Diversity & Inclusion

Goal I: Foster an institutional culture of kindness and understanding that embraces inclusivity and celebrates diversity as a foundation to promote excellence and leadership through education, research, clinical care, and service

Strategic Initiative: Enhance and celebrate a climate of cultural understanding, kindness, volunteerism, and service to medically underserved and marginalized populations

Operating plan

1. Build upon SSOM awards (e.g., Ibn Sina Scholarship Award) in volunteerism/service/diversity
2. Disseminate exemplars of volunteerism and service to SSOM, alumni, collaborators through newsletter, biannual magazine, posters, etc.
3. Work with Student Affairs to develop a Get to Know Your Classmates/infographics of SSOM students and experiences

Strategic Initiative: Enhance development of effective, holistic strategies for diverse medical student recruitment, admission, and retention strategies

Operating plan

1. Strengthen interactions with INMED and outreach to potential SD Native American, female, and rural students (e.g., through current student ambassadors' recruitments)
2. Devise and utilize medical student retention practices that effectively recognize the needs of each individual student
3. Pursue additional funding (Y2) for pathway programming with Native American students/teachers and incorporate students/faculty in programming (e.g., mentors, presenters)

Goal II: Using a social determinants of health lens, learners and faculty will incorporate values of diversity and inclusiveness to effectively deliver culturally respectful and appropriate care to our increasingly diverse society

Strategic Initiative: Increase diversity and inclusion content in SSOM curricula and extra-curricular activities, with a particular focus on increasing early exposure to demonstrate how diversity and inclusion impacts health and health care disparities

Operating plan

1. Map timing and activity of diversity and inclusion (D&I) curriculum content
2. Create more visibility of D&I staff/faculty as a resource for SSOM instructors (e.g., newsletter)
3. Create menu of D&I volunteering activity options for students and faculty
4. Create monthly ppt of rotating info for "preview" in between Pillar 1 classes
5. Create more D&I case studies in partnership with Parry Center, AAIP
6. Enhance exposure to traditional Native American culture in clinical foundations (e.g., Teresa Henry – SDUIH)
7. Document steps to pursuit of master of public health dual (MD/MPH) degree pathway
8. Outline certificate in D&I/social determinants of health and document steps to implementation

Strategic Initiative: Increase opportunities for students and faculty interactions with Native American populations, including with tribal nations

Operating plan

1. Develop/document needed resources for all students to have clinical experience in a tribal community
2. A minimum of annual meetings with tribal clinical sites
3. Support growing diversity of Standardized Patient populations and Practice Base Learning cases