UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

Together in teaching, innovation and compassion

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 campuses
Operating Plan
1. Develop timely wellness sessions (financial literacy, wellbeing) as building block sessions that span student needs across pillars and create a resource repository that can be accessed asynchronously
2. Encourage use of counseling services available to medical students

Strategic Initiative: Foster resilience in students through personal and professional development
Operating Plan
1. Introduce students to the principles of adult learning theory and the characteristics of adult learners
2. Develop a culture of kindness and appreciation among students, faculty and staff
   a. reflection of SSOM student and institutional accomplishments such as student recognition on committees, scholarly work and volunteerism
   b. strengthen student support with an effort to destigmatize the need for seeking help

2022 Strategic Planning Retreat Goal I: Support students in the transition from Pillar 1 to 2
Operating Plan
1. Aid in the academic transition from Pillar 1 to 2
2. Aid in the socialization and relationship building from Pillar 1 to 2

2022 Strategic Planning Retreat Goal II: Enhance pre-clinical student mentorship
Operating Plan
1. Recruit 12-16 clinical faculty mentors or role models who meet the characteristics of a "great physician"
   a. Chief wellbeing officer will provide faculty development for mentors with the expectation that they will be available to guide students to appropriate resources
   b. Chief wellbing officer will provide a back up plan if a faculty mentor is unable to fulfill the role
2. The peer mentoring program developed in 2021 will be ongoing

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

2022 Strategic Planning Retreat Goal I: Evaluate the baseline level of activities that prepare students for care of patients in rural South Dakota, and develop curricular components across campuses that give students tools (periodic, stable, remote, in-person, etc.) to best improve patient access to healthcare and improve the patients' state of health across multiple modalities

<u>Operating Plan</u>

Develop a curriculum that prepares and educates students to care for patients in all areas of rural South Dakota to improve patient access to healthcare and to improve the patients' state of health across the state.

1. Develop curricular anchors in all phases of the curriculum that prepares, educates and assesses students' ability to use e-healthcare and telemedicine
2. Develop experiences in outreach clinics for all students to participate in
3. Teach the development, management, and implementation of health fairs and mobile clinics in the state 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)

2022 Strategic Planning Retreat Goal I: Create a staff onboarding process that is specific to the SSOM and its campuses to create a sense of community

Operating Plan

1. Design and implement a two-step onboarding process for incoming and existing staff
2. Include Yote Life materials for increased community connection

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, Monument 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. Also consider a course in "how to do research" to be given in Pillar 1
3. Establish a "Research Assistance Group" to synergize new student research
4. Highlight and consolidate opportunities for research to all students in all Pillars within the online portal
5. Maintain and update existing website for research experiences
6. Create a task force to assess the feasibility of a career research project throughout all Pillars
7. CITI training prior to matriculation

2022 Strategic Planning Retreat Goal I: Develop a firm foundation to position students to excel in scholarly activity

Operating Plan
1. Identify the barriers that currently exist for medical student research
2. Create a series of modules for training in scholarly activity
3. Establish a database from faculty regarding areas of expertise for medical students
4. Establish an office of research within the medical school

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
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

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
6. Create guide 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, X (Twitter) and Instagram for "news". making the info more specific and personal with permission to enhance interest
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/enhance orientation session for each year of medical school regarding means of communication
6. Update medical school application process to include a question regarding kindness on the application and/or the interview. Educate Admissions Committee regarding kindness initiative
7. Revisit Healer's Art Course concepts and Kindness during the Transition to Residency course in Pillar 3

2022 Strategic Planning Retreat Goal I: Utilize our medical student body to provide Dakota Responder Training to at least 30 school districts across South Dakota in the upcoming year and engage community leaders and physicians while in these rural districts on their needs and discuss how the SSOM can provide support

Operating Plan

1. Determine timing to train all Pillar 1 medical students (during MS1 orientation in July, at the start of their 4-week rural preceptorship or on Disaster Training day in February were all discussed as options)
2. Provide medical students with opportunities to train high school students in districts in and around FARM communities. (could be expanded with additional districts or to include other groups such as AHEC, farming groups and associations, etc.)
3. Provide training and certification of medical students, and outline training responsibilities and expectations for students prior to visiting school districts
4. Create brief questionnaire for students to utilize to engage with physicians/faculty and community leaders on local needs and concerns and how the SSOM might support them

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 (eg, 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 (eg, 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 (eg, 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 (eg, 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 (eg, 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

2022 Strategic Planning Retreat Goal I: Improving the practice-based relevance of the D&I educational thread (e.g., Cultural Immersion week expansion) through utilization of innovative best practices with a focus on building learners' compassion

Operating Plan

1. Simulation activities (e.g., dementia)
2. Case study/role plays (e.g., interpreter session, including Spanish & Swahili, Arabic has also been previously used)
3. Center for Disabilities' sessions with patients (FASD or ASD clinic), birth to 3 service coordination