



The Warren Alpert Medical School of Brown University

EDUCATION STRATEGIC PLAN 2020



BROWN
Alpert Medical School

Overview

The Warren Alpert Medical School of Brown University (AMS) underwent a strategic planning process beginning in early 2019 to update the medical school's education strategic plan. The process included the development of a new Mission, Vision and Values Statement (see below) that included broad input from the Dean's Leadership Council, Department Chairs, Medical Faculty Executive Committee (MFEC), Clinical Faculty Advisory Committee (CFAC) and the Medical Student Senate, and was approved in the Spring 2019.

This update to the AMS's previous strategic plan focuses on the following five themes:

1. Enhancement of the Program in Liberal Medical Education, including integration with programs at The Warren Alpert Medical School (Program in Liberal Medical Education)
2. Innovation in pedagogy and delivery of the medical school curriculum to serve our learners (Office of Medical Education)
3. Enhancement and development of programs related to medical student support, the learning environment, wellness, and advising and career development (Office of Student Affairs)
4. Engagement and professional development of faculty (Office of Faculty Professional Development)
5. Development and support for new and established Master's/Certificate programs

The formal strategic planning process consisted of the following:

- Creation of a planning team led by the Senior Associate Dean for Medical Education and including the Associate Dean of Medicine for the Program for Liberal Medical Education (PLME), Associate Dean for Medical Education, Associate and Assistant Deans for Student Affairs, and the Director of Faculty Professional Development.
- Each planning team member engaged other deans and staff within the PLME, Office of Medical Education (OME), Office of Student Affairs (OSA), and Office of Professional Faculty Development to develop short- and long-term goals, and associated metrics.

- Once strategic initiatives were identified, a summary document and presentation were made on July 24, 2019 to a retreat of the Dean's Leadership Council for review and input. The plan was subsequently circulated to Course Leaders, Clerkship Directors, leaders of medical school Master's programs, Department Chairs, the MFEC, the CFAC, the leadership of the affiliated health systems (Lifespan and Care New England) and the Medical Student Senate for review and input, which led to additional modifications which were incorporated further into the plan. Based on input, metrics were developed for short-term and long-term goals.
- The Strategic Plan was presented to and approved by the Medical Curriculum Committee at its meeting on April 15, 2020.
- The Strategic Plan was presented to and approved by the Brown Medical School Corporation Committee on May 20, 2020.
- The Strategic Plan will be reviewed annually by the Dean's Leadership Council, Department Chairs and Leadership of the affiliated Health Systems, as well as by the PLME, OME, OSA, and Office Faculty Professional Development for ongoing modifications and to ensure that metrics are being monitored and achieved as part of the process of continuous quality improvement.

Mission, Vision and Values Statement of The Warren Alpert Medical School of Brown University

Mission

To support and promote the health of individuals and communities through innovative medical education programs, research initiatives, and clinical excellence in service to society and to improve the health and wellness of all.

Vision

We envision attracting, training, and sustaining diverse individuals who will work together to lead locally and internationally renowned transformative and socially responsible medical education, research, clinical care and advocacy. We will inspire and cultivate physician scholars and leaders who positively impact the health of people and society.

Values

- Humanism and compassion
- Integrity, accountability, and collaboration
- Creativity, innovation, and discovery
- Inclusiveness, diversity and equity
- Dedication to anti-racism
- Social responsibility, both locally and globally
- Community engagement and service
- Commitment to professional development

Program in Liberal Medical Education (PLME)

Brown’s Program in Liberal Medical Education (PLME) is a unique eight-year combined baccalaureate-MD program. The only one of its kind in the Ivy League, the PLME is a major route of admission to the Warren Alpert Medical School of Brown University.



Mission

The mission of the PLME is to use a broad-based liberal arts education combined with pre-medical competencies to prepare students of diverse backgrounds for successful completion of their medical education at the Warren Alpert Medical School. Through intensive academic advising and the development of a personalized Educational Plan, the PLME enables students to pursue their own academic interests in preparation for a career as a physician while also developing personal and professional attributes to lead a healthy, balanced life.

Vision

The vision of the Program in Liberal Medical Education is to graduate doctors, scholars, and leaders in medicine who have been exposed to a wide, sensitizing view of the human condition and who are committed to practicing holistic medicine. Moreover, students will have a well-balanced sense of themselves as part of society, humanity and as well as medical professionals.

STRATEGIC GOALS

| <i>Programmatic Element</i> | <i>Short Term Goals and Metrics (Through AY 2020-2021)</i> | <i>Long Term Goals and Metrics (3-5 Years)</i> |
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| Admissions | <u>Goals</u> <ul style="list-style-type: none"> Develop process for personal interviews for finalists being considered for admission to PLME to ensure they meet | <u>Goals</u> <ul style="list-style-type: none"> Recruit PLME Advising Dean to have primary responsibility of reviewing all general applications to |

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| | <p>criteria for the program and have a high likelihood of success in medical school</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Consider mandating personal interview for finalists being considered for admission to PLME and track outcomes • Maintain current metrics of diversity (e.g., %URiM, first generation) • Increase number of interviewers who are PLME alumni, AMS alumni, and those with medical degrees from other institutions | <p>PLME to ensure consistency and appropriateness among every candidate being considered as a finalist for program admission</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Review all general applications submitted to the PLME by the PLME Advising Dean, including those not placed into the PLME reading pool • Increase number of PLME alumni who stay on at Brown as residents and faculty with particular attention to URiM applicants |
| <p>Academic Success</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Assure each student completes competencies and meets their own goals through the PLME Educational Plan • Track <i>magna cum laude</i>, Honors, Phi Beta Kappa, Sigma Xi and Tau Beta Pi • Review Study Abroad participation and outcomes • Encourage MD/PhD avenue for students interested in careers as physician-scientists <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Assess current percentage of students progressing to AMS and increase by 10-20% • Monitor achievement of goals in meeting with PLME Advising Dean | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Evaluate and assess specific competencies (e.g., physics, PLME senior seminar) • Track how PLMEs do in terms of residency placement, awards, and honor society inductions (Alpha Omega Alpha Honor Medical Society, Gold Humanism Honor Society) • Track PLMEs in terms of career choice, academics, leadership, and those who enter careers as physician-investigators (via use of alumni surveys) <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Assess impact of PLME senior seminar on former PLME students • Given change in competencies (e.g., |

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| | <ul style="list-style-type: none"> • Establish self-reported student database that tracks productivity (e.g., track awards, research publications, presentations, leadership positions, study abroad); all PLMEs can upload information from self-reported database to increase their AMCAS applications and resumes • Increase number of students applying into MD/PhD program • Increase number of students participating in research endeavors (set a goal of 10-20%) • Increase number of PLME-specific courses • Increase number of students supported to a need-based goal of 100% in terms of tutoring, neuropsychological testing, travel for national presentations, and international experiences | <p>changing to a one-semester physics requirement, eliminating math competency, and mandating PLME senior seminar), assess impact on former PLMEs through use of a qualitative student survey</p> <ul style="list-style-type: none"> • Establish a self-reported database of PLME success in AMS - review and compare MSPE of PLME students with standard admit students • Conduct alumni surveys to assess PLME success upon graduation from AMS |
| <p>Personal and Professional Development</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Provide opportunities for students to develop self-directed and lifelong learning skills • Assure the welfare of each student mentally, emotionally and physically • Provide advising opportunities for personal advancement • Offer opportunities for leadership and review • Offer wellness and health resources, such as Counseling and Psychological Services | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Assess PLMEs versus other medical students for balance, self-awareness and “contentment” with medical profession during medical school and residency training • Assess if PLME alumni are leaders, scholars and practitioners who have a humanitarian view of medicine and are well balanced contributors to society • Establish Longitudinal Mentoring Program that |

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| | <p>(CAPS) and Student Health Council (SHC)</p> <ul style="list-style-type: none"> • Collaborate with AMS to ensure continuity in student wellness initiatives • Review and assess unique opportunities taken by PLMEs (e.g., Medical Illustration, Primetime Ethics, History and Socio-political-economic impact of Chronic Kidney Disease) • Document “gap” year activities (e.g., Fulbright) and assess for impact on student’s personal and professional development • Development of Research, Research Ethics and Ethics in Medicine course with Tuebingen • Provide opportunities such as Whole Patient Program, Whole Physician Program, Community Health Advocacy Program (CHAP), Summer Research Assistantship (SRA), Medicine in Action Program (MIAP), Healing with Harmony, Providence Medical Orchestra, Big Brother/Big Sisters and the International Exchange Programs, and do an assessment of their impact and outcomes • Provide opportunities for medical students to be paired with PLME students for engagement in research, scholarship, community outreach, and advocacy • Provide personalized academic advising such that PLME students are aware of | <p>would begin during PLME and extend into medical school years; look for ways for this to synergize with AMS’ Longitudinal Mentoring Program to ensure a 7-8 year period of personal and professional development</p> <ul style="list-style-type: none"> • Interface with the Office of Diversity and Multicultural Affairs (ODMA) to include PLME students in Mentoring Families Program that would continue into medical school • Engage PLME students in the AMS Scholarly Concentrations Program to provide more opportunities for longitudinal scholarship as part of the continuum program (perhaps as PLME seniors or earlier) • Provide opportunities for PLME students in medical school pre-clinical electives • Expand Medicine in Action Program to include research • Expand funding opportunities for students interested in scholarly work, including summer research assistantships, longitudinal research opportunities, gap year projects, and to support students invited to present their work nationally and internationally <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Synergize with AMS Longitudinal Mentoring |
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| | <p>the options they have within or outside of medicine</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Number of PLMEs who continue in activities longitudinally into AMS (e.g., pre-clinical electives, research) • Assess student experiences with PLME-specific courses by utilizing responses from the Critical Review • For students enrolled in PLME-specific courses, submission of their experiences as unique opportunities for publication and/or poster presentations • Standardize wellness component as part of student meetings with PLME advising deans • Establish standardized reporting measures for student courses, "gap" year activities, and other extracurriculars to allow for impact on student education (as part of self-reported databases) | <p>Program to optimize and reimagine medical education over the 8-year continuum</p> <ul style="list-style-type: none"> • Work with Brown residency program directors to develop surveys to assess comparisons of PLME student to other students in their residency programs |
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Office of Medical Education (OME)

Mission

Innovate, inspire, support, evaluate, collaborate and promote the delivery of medical education and professional development programs to serve our learners, the local community, and the wider population.

Vision

Foster the growth of students, staff, and faculty through continuous innovation of the curriculum and enhancement of the learning environment that exceeds national standards and graduates compassionate, highly skilled and scholarly physicians that are dedicated to positively impacting people and society.



STRATEGIC GOALS

| <i>Programmatic Element</i> | <i>Short Term Goals and Metrics (Through AY 2020-2021)</i> | <i>Long Term Goals and Metrics (3-5 Years)</i> |
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| People and Purpose | <p><u>Goals</u></p> <p>Continue to develop a cohesive, well-functioning Office of Medical Education with oversight of the entirety of the curriculum, as follows:</p> <ul style="list-style-type: none"> • Schedule semi-annual team building sessions for the entirety of the OME • Maintain bi-monthly OME lunch meetings • Schedule optional wellness sessions made available by Brown University for the OME staff members in areas | <p><u>Goals</u></p> <p>Build stronger and more collaborative relationships with other offices within AMS (e.g., OSA, ODMA) while also advocating for changes to current practice that promote a logical and efficient work flow</p> <p>Continue to monitor and promote work/life balance of all faculty and staff</p> <p><u>Metrics</u></p> |

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| | <p>such as nutrition, meditation, and yoga</p> <ul style="list-style-type: none"> • Maintain OME staff with a 95% retention rate • Continue to ensure equity among staff members by transparency in policies and procedures • Appropriately monitor LCME workload with current OME responsibilities <p>Better engagement of clinical faculty on medical school committees that are involved in decision making regarding curriculum and new curricular initiatives</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Number of semi-annual team building sessions scheduled per year • Number of OME lunch meetings per year • Presence of postings of up-to-date wellness events in OME common areas; annual OME retention rate • Annual meeting with HR specialist OME staff | <ul style="list-style-type: none"> • Develop and implement effective means for sharing information among OME, ODMA, and OSA (including longitudinal Mary B. Arnold mentors) • An increased number of positive outcomes of surveys of staff and faculty at AMS over the next 5 years |
| <p>Pre-clerkship Areas</p> | <p><u>Goals</u></p> <p>Create additional interprofessional education opportunities for medical students, as follows:</p> <ul style="list-style-type: none"> • Integrate nurses into the Assisted Living Facility (ALF) curriculum in Doctoring • Continue to host the Physician Assistant (PA) and first-year Medical Student luncheon • Create a new educational experience for first-year medical students and nursing | <p><u>Goals</u></p> <p>Create additional interprofessional education opportunities for students</p> <ul style="list-style-type: none"> • Integrate social workers into the ALF curriculum <p>Monitor the attestation system for faculty and students with at least 90% of faculty compliance and 100% of student compliance</p> <p>Increase the amount of active learning in IMS courses</p> |

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| | <p>students from the Nursing Education Center (NEC)</p> <p>Develop and implement an attestation system for faculty, with at least 90% of faculty compliance</p> <p>Pilot a team-based learning approach to the pulmonary course</p> <p>Establish a two-year LGBTQ curriculum in Doctoring</p> <p>Development and implement an evaluation system for Standardized Patients (SPs)</p> <ul style="list-style-type: none"> • Implement evaluation system of SPs by faculty • Standardize a system for SPs to give students feedback <p>Pilot service learning requirements for all students</p> <p>Pilot self-directed learning components that meet LCME criteria in IMS courses</p> <p>For IMS and Doctoring courses, map session-level objectives to course-level objectives, and map course-level objectives to the Nine Abilities and sub-Abilities</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Number of IPE opportunities per year with the first-year medical students • Annual percent of faculty compliance of the attestation • Number of TBLs in the Pulmonary course and student satisfaction as measured on course evaluations • Evaluation of student satisfaction with the newly implemented LGBTQ curriculum in Doctoring | <p>Collaborate with the Department of Health for training on available community resources</p> <p>Implement an evaluation system of SPs by faculty</p> <p>Maintain an 80% retention rate of faculty mentors in Doctoring community mentor program</p> <p>Require service learning for all students</p> <p>Implement self-directed learning components that meet LCME criteria in every pre-clerkship course (including IMS and Doctoring)</p> <p>Consolidate the pre-clerkship curriculum so that it ends by December 2nd of year 2 and consider USMLE Step 1 placement in relation to the proposed curriculum schedule</p> <p>Engage more clinical faculty in direct medical student education through incentives and other support in the Doctoring Program, and look at more flexible options for teaching and involvement of clinical faculty</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Increased number of IPE opportunities across the pre-clerkship curriculum. • Increase number of health professionals with whom medical students interact • Ensure all faculty and students are in |
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| | <ul style="list-style-type: none"> • Number of SPs evaluated by faculty and a SWOT analysis of the SP evaluation system for student feedback • Number of students who completed the service-learning requirement annually, as part of Doctoring III • Number of SDL assignments in the pre-clerkship phase of the curriculum that meet LCME criteria, student satisfaction with SDL components, performance of students on SDL assignments • Number of completed curriculum maps for the pre-clerkship phase of the curriculum and successful upload to the Curriculum Inventory AAMC requirement • Number of Doctoring SGF who attend the anti-racism training | <p>compliance with the attestation system</p> <ul style="list-style-type: none"> • All pre-clerkship courses will have at least 30% active learning components • Effective longitudinal program linking service learning and community service activities throughout the four years of medical school • Retention rate of faculty mentors in the Doctoring program • Number of Doctoring SGF who undergo faculty development training per year • Number of students who participate in service learning by year • Number of pre-clerkship courses that include an SDL component that meets LCME criteria • Pre-clerkship curriculum ends by December of year two and begin clerkships by March 1st of year two |
| <p>Clerkship Areas</p> | <p><u>Goals</u></p> <p>Successfully implement the Chat, Process, Reflect (CPR) course</p> <p>Successfully implement and evaluate the Internship Preparation Course (IPC), including involvement by residency and associate residency directors within our health systems</p> <p>Conduct a comprehensive review of the 4th year curriculum through reviewing the evaluations of all courses, teaching faculty, and student performance evaluations; and</p> | <p><u>Goals</u></p> <p>Develop the Patient Safety/Quality Improvement curriculum so that it forms a continuum with the pre-clerkship years</p> <p>Begin the clinical clerkships earlier (timing dependent upon USMLE Step 1 placement)</p> <p>Create self-directed learning time within the core clinical clerkships (at least one-half day per week of this time)</p> |

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| | <p>meeting with course leaders of problematic courses</p> <p>Develop and implement an attestation system for faculty with at least 90% of faculty compliance</p> <p>Pilot back-to-the-classroom sessions in the clerkships</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Number CPR sessions held annually and student satisfaction • Completion of IPC requirements and student satisfaction • Annual review of the clinical electives and sub-internships to the Medical Curriculum Committee • Annual percent of faculty compliance of the attestation • Number of intersessions held during third year and student satisfaction | <p>Implement intersessions for students within the clerkship year (at least one-half day per 6-week clerkship block)</p> <p>Monitor the attestation system for faculty and students with at least 90% faculty compliance and 100% student compliance</p> <p>Engage more clinical faculty in direct medical student education through incentives and other support, and look at more flexible options for teaching and involvement of clinical faculty</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Develop an intersession curriculum on QI/PS for all third-year medical students • The clerkships will begin by March 1st of second year • All students experience one-half day per clerkship block of self-directed learning time • Continue to implement, improve, and expand the intersession curriculum • Annual percent of faculty compliance of the attestation |
| Elective Offerings | <p><u>Goals</u></p> <p>Closely monitor the Scholarly Concentrations Program and summer Student Research Assistantships as changes occur in the Office of Student Affairs</p> | <p><u>Goals</u></p> <p>Aim for an 80% publication rate in a peer-reviewed journal or equivalent for students in the Scholarly Concentration Program by the time students graduate</p> |

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| | <p>Categorize pre-clerkship elective courses that have service learning components</p> <p>Standardize the evaluation of the pre-clerkship elective courses</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Annual review by the Scholarly Concentration Subcommittee with reports to the Medical Curriculum Committee. Number of SRAs that are successfully funded • Number of pre-clerkship elective courses that have service learning components • Report of the pre-clerkship elective evaluation to the Subcommittee on Years 1 and 2 and the Medical Curriculum Committee | <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Percent of SC students who publish in a peer-reviewed journal or equivalent |
| <p>Combined Degree Programs</p> | <p><u>Goals</u></p> <p>Demonstrate comparability of combined degree programs (MD/ScM, MD/MPA, MD/PhD) with standard MD curriculum</p> <p>Cap admission to the PC-PM Program at 16 students per year</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Annual report on comparability between the LIC and block clerkship to the Clerkship Directors Committee, Subcommittee on Years 3 and 4, the Medical Curriculum Committee, and the PCPM Administration Meeting • Number of admitted PC-PM students per year | <p><u>Goals</u></p> <p>Develop resources to ensure that the PC-PM students can be tracked as alumni to evaluate long-term outcomes</p> <p>50% of the graduates of the PC-PM program will enter primary care specialties</p> <p>Maintain retention of teaching faculty within the longitudinal integrated clerkship (LIC) at 80% annually</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Implementation of an alumni tracking system to monitor PC-PM program goals • Annual number of LIC faculty returning |

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| <p>Additional Curricular Initiatives</p> | <p><u>Goals</u></p> <p>Maintain and enhance Continuous Quality Improvement initiatives across the entirety of the curriculum, with annual review</p> <p>Ongoing implementation, assessment, and monitoring of recommendations of the Committee on Diversity & Inclusive Teaching and Learning into the pre-clerkship curriculum</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Annual report of the CQI initiatives across LCME Standards to the Medical Curriculum Committee • Annual report by to the Medical Curriculum Committee | <p><u>Goals</u></p> <p>Develop a plan for implementation, assessment, and monitoring of recommendations of the Committee on Diversity & Inclusive Teaching and Learning into the clinical curriculum</p> <p>Integrate HSS content, that was part of the PC-PM Program, into the pre-clerkship and clerkship curriculum for all medical students</p> <p>Further expand the curriculum in opioid use/substance use into additional clinical clerkships</p> <p>Expand the ultrasound curriculum into selected clinical clerkships</p> <p>Pilot a longitudinal curriculum in Augmented Intelligence/Machine Learning</p> <p>Collaborate with residency training programs at Lifespan and Care New England to develop selected curricular initiatives (e.g., health systems science, opioid use/misuse, patient safety and quality improvement, family planning) that will enhance the UME-GME continuum</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Annual report to the Medical Curriculum Committee • Evaluation of the HSS course, including initiatives, reported to the Medical Curriculum Committee annually |
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| | | <ul style="list-style-type: none">• Evaluation of intersessions that include HSS-related content• Quantity of clinical exposures for third year and fourth year medical students to opioid use disorder treatment• Annual clerkship course review form with current initiatives reported to the Medical Curriculum Committee annually• Develop a four-year curriculum in AI/Machine learning by collaborating with the Center for Bioinformatics• Number of grants awarded to collaborate with residency training programs |
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Office of Student Affairs

Mission

The mission of the AMS Office of Student Affairs is to support our medical students in their development as a community of individuals who are thriving personally and professionally. To advance this goal, we aim to support an open, caring, and inclusive learning environment at AMS and its affiliates, to serve as an accessible and responsive resource for our students, and to promote the personal, academic, and career development of our students.



Vision

Engaged, empowered, and supported students develop into successful, professional, and compassionate physicians.

STRATEGIC GOALS

| <i>Programmatic Element</i> | <i>Short Term Goals and Metrics (Through AY 2020-2021)</i> | <i>Long Term Goals and Metrics (3-5 Years)</i> |
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| People, Purpose, and Structure | <p><u>Goals</u></p> <p>Continue to develop a cohesive, well-functioning Office of Student Affairs (OSA), with the main goal of supporting our students, as follows:</p> <ul style="list-style-type: none"> • Coordinate training of OSA personnel to better define our philosophy of student support (such as advocacy, coordination with other offices, consistency in messaging to students) • Build a collaborative team with excellent internal | <p><u>Goals</u></p> <p>Build strong, collaborative relationships with other offices within AMS (e.g., OME, ODMA)</p> <p>Move to a longitudinal approach to student advising and support, rather than an approach divided by class year</p> |

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| | <p>communication, and coordination with other offices</p> <ul style="list-style-type: none"> • Support and collaborate with faculty (i.e., clerkship directors, faculty advisors, specialty advisors) who support the OSA mission • Develop an internal communications system to document and track conversations with students (decision about the use of Greensheets, OASIS, or new dashboard) and track metrics within OSA. • Ensure that each individual’s role within the office is clearly defined and contributes to the functioning of the office as a whole <p><u>Metrics</u></p> <ul style="list-style-type: none"> • OSA retreat • Monthly OSA newsletter • Annual report of OSA initiatives at Clerkship Director’s meetings • Maxient software trial • Revised PCDs for all positions | <p>Support and promote the work-life balance of all faculty and staff within OSA</p> <p>Develop a cohesive space within the medical school where OSA/Student Services can be housed</p> <ul style="list-style-type: none"> • One large space with offices for OSA staff and advisors, with the Coordinator for Student Affairs serving to welcome students and direct them to the appropriate office • Consider other student services housed together (Records and Registration, Financial Aid) <p>Reflect the diversity of the medical school community in OSA staff hires and trainings</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Quarterly AMSHH - Alpert Medical School Happy Hour • Evaluation of Mary B. Arnold Mentoring Program • Wellness workshop/series for faculty and staff • Office relocation and consolidation • Consolidation of Records and Registration functions under OSA and OME • Implicit bias training for all OSA staff |
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| <p>Learning Environment & Professionalism</p> | <p><u>Goals</u></p> <p>Continue to monitor and improve the AMS learning environment, particularly with regard to student mistreatment, and promote professionalism among the AMS community, as follows:</p> <ul style="list-style-type: none"> • Develop a 40% time position (ie, Assistant Dean for Student Affairs) to achieve this goal • Review and update of the learning environment reporting system • Develop a process for handling of reports, supporting students, and working with faculty • Review and update the student professionalism processes • Continue to liaise with campus support systems such as Title IX <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Post position for Assistant Dean for Student Affairs/Director of the Learning Environment • Launch Maxient database for documenting/tracking/reporting of student mistreatment • Annual review of the learning environment policies and procedures • Development of professionalism resource service • Annual review of AAU Survey on Sexual Assault and Misconduct | <p><u>Goals</u></p> <p>Enhance student and faculty development around the Learning Environment & Professionalism</p> <ul style="list-style-type: none"> • Develop repository of trainings for faculty and departments that need support in achieving a positive learning environment for students <ul style="list-style-type: none"> ○ Collaborate with other offices (ODMA, OWIMS, Title IX) to develop trainings focused on diversity and inclusiveness, for example on microaggressions (how to prevent; how to respond) • Develop a coaching model for issues of student professionalism <p>Ensure that the AMS learning environment is inclusive and respectful to all members, with a focus on recognizing the diversity of both the AMS community and the communities we serve</p> <p>Collaborate with other institutions to become a national leader in this area</p> <p>Improve communication with the student body and faculty about the AMS approach to the learning environment</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • In collaboration with PEFD and OME, create |
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| | | <p>videos on mistreatment to serve as resources at the local and national level</p> <ul style="list-style-type: none"> • Development of Professionalism Resource Service • Hire Assistant Dean for Student Affairs/Director of the Learning Environment • Annual lecture series on the learning environment • Annual report on mistreatment data |
| <p>Advising</p> | <p><u>Goals</u></p> <p>Develop a coordinated advising system, as follows:</p> <ul style="list-style-type: none"> • Train and financially support general faculty advisors to work with students longitudinally through the new Mary B. Arnold Longitudinal Mentoring Program <ul style="list-style-type: none"> ○ Include training specifically focused on diversity and inclusion to include the diverse backgrounds and experiences of our student body; and hire a diverse group of mentors • Increase training and faculty development for specialty advisors; consideration of financial support for specialty advisors • Improve collaboration, coordination, and communication between faculty | <p><u>Goals</u></p> <p>Ensure a system of continuous quality improvement of advising system, through:</p> <ul style="list-style-type: none"> • Regular review of student satisfaction with advising system, via already scheduled surveys (climate survey, Graduation Questionnaire) as well as through individual evaluations of advisors • Continue faculty development of faculty and specialty advisors in collaboration with the Office of Faculty Development <ul style="list-style-type: none"> ○ Include training specifically focused on diversity and inclusion <p>Recognize the diversity of student backgrounds and</p> |

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| | <p>and specialty advisors and OSA staff</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Develop Faculty Development Program for Mary B. Arnold Mentors • Launch Effective Advising Series for Specialty Advisors, • Develop AMS Specialty Advisor listserv | <p>experiences in our approach to advising</p> <p>Continue to advocate for sufficient resources to compensate advisors for their time</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Create process for and complete annual reviews of Mary B. Arnold Mentors • Medical Education Teaching Certificate Program for all Mary B. Arnold Mentors • In collaboration with PEFD, develop training and exercises to combat imposter syndrome • Develop stipend program for Specialty advisors |
| <p>Career Development</p> | <p><u>Goals</u></p> <p>Continue to build a robust, longitudinal career advising system</p> <ul style="list-style-type: none"> • Increase support of, training for, and collaboration with specialty advisors, especially to increase availability to pre-clerkship students • Continue to promote programming for every class with regard to career development • Minimize conflicts of interest within career advising system to ensure that AMS students can receive advising from individuals who will not have a primary role in their promotion to residency | <p><u>Goals</u></p> <p>Monitor student and advisor experiences with the career development program, and institute continuous quality improvement process to monitor success</p> <p>Monitor student and program success through outcome of the National Resident Matching Program</p> <p>Recognize the diversity of student backgrounds and experiences in our approach to advising</p> <p><u>Metrics</u></p> |

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| | <ul style="list-style-type: none"> • In collaboration with Records & Registration, develop a clear process, and clear policies around the production of Medical Student Performance Evaluations (MSPEs) <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Increase number of specialty advisor by 50% across all specialties • Career development session during orientation • Electronic process for continuous uploading of SPEs into MSPE template | <ul style="list-style-type: none"> • Administer career development program survey • Implement electronic interview tracking system • Implicit bias training for all Specialty advisors |
| <p>Accommodations & Disabilities</p> | <p><u>Goals</u></p> <p>Professionalization of our accommodations process, specifically by meeting the need for a dedicated disabilities coordinator</p> <ul style="list-style-type: none"> • Search for new Learning and Accessibility Specialist to promote accessibility to our curriculum for all students • Ensure continued support of and collaboration with the OSA Learning Specialist • Enhance communication and coordination with Student and Employee Accessibility Services (SEAS) <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Hired Dr. Lorrie Gehlbach • Monthly meetings with Associate Dean for Student Affairs and Learning and Accessibility Specialist • Hire Director for Student and Employee Accessibility Services (SEAS) | <p><u>Goals</u></p> <p>Increase framing of disabilities as an important part of diversity & inclusion, through collaboration with Admissions, ODMA, and other offices within AMS</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Launch neurodiversity initiative at AMS |

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| <p>Student Wellness</p> | <p><u>Goals</u></p> <p>Ensure programming and support systems in place to best promote student wellness, through:</p> <ul style="list-style-type: none"> • Regularly schedule wellness offerings such as yoga, mindfulness training, and programming that allows for different wellness-related resources for students with differing needs • Promotion of wellness discussions with longitudinal mentors • Regularly schedule open time for self-directed learning and self-care • Enhance community building and support for third years through Chat, Process, Reflect (CPR) in collaboration with OME • Build upon WaAM! (Wellness at Alpert Med!) infrastructure to better coordinate with student groups a comprehensive approach to wellness • Continue collaborations with campus services such as Counseling and Psychological Services (CAPS) for mental health support <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Budget line item for compensation for MBT Rx training for students • Faculty development session on wellness for Mary B. Arnold mentors • Annual Mary B. Arnold mentor and student wellness event • Number of CPR sessions held annually and student feedback | <p><u>Goals</u></p> <p>Address structural issues that impact wellness both at AMS and nationally, such as:</p> <ul style="list-style-type: none"> • Continue the discussions in support of making USMLE Step 1 Pass/Fail • Reconsider the timing of events like the White Coat Ceremony that may impact overall student wellness • Further faculty development on issues related to diversity and inclusion (for example, training on microaggressions; how to prevent and how to respond) <p>Recognize the diversity of student backgrounds and experiences in our approach to wellness</p> <p>Improve communication with the student body and faculty about the AMS approach to wellness</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Develop survey for Program Directors related to USMLE • Petition to University to move White Coat ceremony to orientation • Medical Education Teaching Certificate Program for all Mary B. Arnold Mentors • Co-sponsored activities |
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| | <ul style="list-style-type: none"> • Hire Assistant Dean for Student Affairs/Wellness Coordinator • Create comprehensive list of providers, areas of interest and availability for CAPS and Zencare | <ul style="list-style-type: none"> • Interactive Wellness Section on OSA Website |
| <p>Student Research</p> | <p><u>Goals</u></p> <p>Develop clear transition for responsibility of student research (process, funding, informational sessions) given upcoming changes in OSA structure and staff</p> <p>Increase funding for summer research assistantships and gap-year opportunities for scholarship</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Update Assistant Director of Student Affairs PCD • Submit proposal for Student Research Institute | <p><u>Goals</u></p> <p>Develop a student research office, either within OSA or as a stand-alone office to ensure:</p> <ul style="list-style-type: none"> • More proactive outreach to better help connect students with projects and mentors • More robust coordination of students' scholarly endeavors, including with current Scholarly Concentrations (SC) program • More robust programming and resources for students (such as, how to write a proposal, abstract, poster presentation, podium presentations, articles) • Create more funding opportunities for gap year research <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Research Portal on OSA Website • Launch Student Research Institute • Develop a summer student research course |

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| | | <ul style="list-style-type: none"> • Increase gap year research funding for 3 students |
| Communication and Programming | <p><u>Goals</u> Improve communication with the student body about OSA role, as follows:</p> <ul style="list-style-type: none"> • Increase OSA programming including class meetings, information sessions, myth busting, and trainings) • Regularly update website • Regular communications to students with updates on a quarterly basis • Continue regularly scheduled meetings and communication with the Medical Student Senate <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Monthly OSA newsletter • Revamp of website • OSA Office Hours • Annual OSA report to Student Senate | <p><u>Goals</u> Monitor student feedback on the communications process</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Develop OSA survey for student feedback |
| Academic Support | <p><u>Goals</u> Clarify roles for academic support given upcoming changes in OSA structure/staffing</p> <ul style="list-style-type: none"> • Better clarification of roles and coordination with OME on academic advising • Centralized, consistent processes for discussions with student re: academic standing • Reconsideration of step 1 advising system in conjunction with faculty advisors • Ensure all students are aware of existing resources | <p><u>Goals</u> Develop a more centralized approach to address students' academic needs, through the creation of an Office of Academic Support to coordinate with SEAS</p> <ul style="list-style-type: none"> • Establish more robust programming (such as sessions on learning differences, study strategies) • Establish more support groups for students with different learning needs |

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| | <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Compliance with use of tracking instruments for Step Prep • Mary B. Arnold mentor documentation on google forms • Number of Step Advising sessions attended by Mary B. Arnold mentors | <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Launch neurodiversity initiative at AMS |
| <p>Community Engagement</p> | <p><u>Goals</u></p> <p>In collaboration with the Office of Diversity and Multicultural Affairs, professionalize the AMS approach to community engagement</p> <ul style="list-style-type: none"> • Create shared role for a position dedicated to this issue • Ensure student interest groups are following AMS guidelines for responsible community engagement <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Development of clear guidelines for student groups involving community engagement • Number of student groups that interface with the community • Number of students participating in community service opportunities (e.g., Clinica Esperanza, RI Free Clinic) • Number of scholarly concentration programs that involve community engagement | <p><u>Goals</u></p> <p>Collaborate with other offices to ensure that all community work done at AMS is being carried out in a responsible fashion that truly meets the needs of our community, in line with the AMS Social Mission Statement.</p> <p>In our approach to community engagement, recognize the diversity of the communities we serve.</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Sponsor Student Interest Group based Heath Fair - in collaboration with ODMA and the healthcare systems in RI |

Faculty Professional Development

Mission

The mission of the Office of Faculty Professional Development is to support faculty across multiple professional development domains (including teaching and learning, career development, diversity and inclusion, faculty wellness, leadership, and scholarship), through the design and delivery of innovative programming, consultative services and educational materials.



Vision

Recruitment and retention of outstanding and diverse faculty who, as part of their academic appointment, are supported in meeting their professional goals.

STRATEGIC GOALS

| <i>Programmatic Element</i> | <i>Short Term Goals and Metrics (Through AY 2020-2021)</i> | <i>Long Term Goals and Metrics (3-5 Years)</i> |
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| Programming | <u>Goals</u> <ul style="list-style-type: none"> • Continue to develop and deliver high-quality programming in the area of teaching and learning to support the instructional practice of our faculty and residents via the Program in Educational Faculty Development <ul style="list-style-type: none"> ○ Facilitate sessions in each of the 8 Core Areas: Presentation & Lecturing Skills, Small Group Facilitation, Using Technology in Teaching, Clinical Teaching, Teaching | <u>Goals</u> <ul style="list-style-type: none"> • Collaborate with clinical departments to expand and support “resident as teacher” programs • Develop and deliver additional income-generating programming • Develop and deliver substantial array of programming across all professional development domains (<i>see first Long Term Goals bullet for Programmatic Element</i>) |

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| | <p>the Challenging Learner, Evaluation & Effective Feedback, Advising & Mentoring, Inclusive Teaching</p> <ul style="list-style-type: none"> ○ Continue monthly and annual programming including MedEd Talks, Medical Education Scholarship Poster Session & Reception, Medical Education Journal Club, and Full-Day (national) Retreat ● Expand the professional development infrastructure to include additional professional development domains <ul style="list-style-type: none"> ○ Develop and deliver at least one session in each of the following professional development domains: Research/scholarship skill development, Career development, Leadership skill development, Diversity and inclusion, Faculty wellness and burnout <ul style="list-style-type: none"> ▪ Example: Facilitate the delivery of the AAMC’s Medical Education Research Certificate program here at AMS ● Collaborate with Brown Physicians Inc. on the professional development initiatives developed as part of their Education, Faculty Wellness, and Diversity & Inclusion committees <ul style="list-style-type: none"> ○ Collaborate with Brown Physicians Inc. on their funding initiative for medical education projects; Develop review materials including rubric for scoring; | <p><i>“Infrastructure/Personnel”</i>)</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● Development of RAT program in each clinical department, either as series of workshops or educational track ● Annual delivery of income generating program to national audience ● Implementation of Certificate in Medical Education Program Design & Management Offer at least five sessions in each listed domain each year ● Implementation of cross-department Leadership program |
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| | <p>Participate in the review of proposals, funding decisions</p> <ul style="list-style-type: none"> ○ Collaborate with Brown Physicians Inc. on their faculty on-boarding initiative <ul style="list-style-type: none"> ● Develop and deliver new programming to support medical student advising via the Mary B. Arnold Mentors, and the clinical Specialty Advisors <ul style="list-style-type: none"> ○ Co-design/co-deliver <i>twice-monthly</i> professional development sessions for Mary Arnold Mentors ○ Co-design/co-deliver <i>twice-yearly</i> professional development sessions for Specialty Advisors <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● Session evaluations indicating overall quality of offerings (Excellent and/or Very Good) ● Offer eight "Core" sessions each year ● Additional monthly/annual sessions offered per year ● Development of series of workshops for clerkship directors and elective/sub-i directors around student evaluations ● Session evaluations indicating overall quality of offerings (Excellent and/or Very Good) ● Offer at least five sessions in listed domains each year ● Facilitation of AAMC Medical Education Research Certificate (MERC) program (2020) ● Twice-monthly sessions for Mary B. Arnold Mentors ● Twice-yearly sessions for Specialty Advisors | |
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| <p>Consultative Services</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Continue to provide high-quality consultative services on teaching and learning to division faculty and residents via the Program in Educational Faculty Development <ul style="list-style-type: none"> ○ Talk review and feedback sessions ○ Teaching observations and feedback ○ Curriculum consultations <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Consultation evaluations indicating overall high quality of services (Talk Review, Curriculum, Teaching Observation & Feedback) | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Provide consultation services across all professional development domains (<i>see first Long Term Goals bullet for Programmatic Element “Infrastructure/ Personnel”</i>) <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Provide consultation services across all professional development domains including research consultation mechanism • Consultation evaluations indicating overall high quality of services |
| <p>Financial Support</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Continue to provide financial support to faculty in order to pursue professional development opportunities and scholarship in the area of teaching and learning via the Program in Educational Faculty Development <ul style="list-style-type: none"> ○ Scholarship Award: Support for Medical Education Scholarship ○ Skill-Building Award: Support for Instructional Skill-Building ○ Medical Education Training: Support for Intensive Medical Education Training • Convene the individuals in clinical departments responsible for educational initiatives (Vice Chairs for Education, etc.) for the purposes of sharing best practice and | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Expand professional development resources such that additional financial support can be provided to faculty to support their professional development in each of the main professional development domains: Educational/instructional skill development, Research/scholarship skill development, Career development, Leadership skill development, Diversity and inclusion, Faculty wellness and burnout <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Support faculty scholarship & training in |

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| | <p>facilitation and financial support of cross-department educational scholarship</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Increase annual dollars spent on three existing faculty awards: Scholarship Award, Skill-Building Award, Medical Education Training • Develop review materials including rubric for scoring proposals • Participate in the review of proposals and funding decisions | <p>Leadership, Career development, Diversity & inclusion, Wellness & Scholarship</p> |
| <p>Educational Materials</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Continue to develop new and update existing materials to support the educational initiatives of AMS such as faculty guides <ul style="list-style-type: none"> ○ Teaching in a Small Group: A guide for small group facilitators at the Alpert Medical School of Brown University ○ Lecturing in the Preclinical Curriculum: A guide for faculty lecturers ○ Creating Inclusive Curricula: Considerations for review of curricular materials for inclusivity, diversity, and bias-free instruction • Continue to develop new and update existing materials to support the educational initiatives of AMS such as educational videos <ul style="list-style-type: none"> ○ Developing Teaching Scripts: A useful framework for [newish] medical educators | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Disseminate educational materials electronically via the redesigned website • Utilize the guidelines and materials developed by the MFEC/CFAC Communication Task Force to disseminate materials to division faculty <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Increase in number of faculty claiming, forwarding & opening brown.edu email |

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| | <ul style="list-style-type: none"> ○ How to Incorporate Medical Students into a Busy Clinical Service: 7 Tips for Residents ○ Medical Student Perspectives on Resident Teaching ○ Evaluating Medical Students ○ Reviewing Didactics for Inclusivity: Practical Tips for Faculty ● Update, create and disseminate materials to support medical student advising via the Mary B. Arnold Mentors, and the clinical Specialty Advisors ● Collaborate with Brown Physicians Inc. and with the MFEC/CFAC Communication Task Force to develop materials to improve communication between Brown and the division faculty <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● Update existing guides annually ● Update existing videos as needed ● Develop & distribute two new videos on bias in evaluations (faculty evals of students; students evals of faculty) ● Develop & distribute new video on professionalism ● Accessible google drive with accurate & updated materials ● Develop & disseminate materials as needed | |
| Website / Electronic Resources | <p><u>Goals</u></p> <ul style="list-style-type: none"> ● Update the current Program in Educational Faculty Development website ● Develop and launch a comprehensive professional development portal in collaboration | <p><u>Goals</u></p> <ul style="list-style-type: none"> ● Expand online teaching and learning resources to include videos, curricula, links, etc. ● Develop and share electronic resources |

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| | <p>with other AMS offices (Faculty Affairs, OWIMS, ODMA, etc.) so that faculty across departments can access development opportunities in a user-friendly manner across professional development domains: Educational/instructional skill development, Research/scholarship skill development, Career development, Leadership skill development, Diversity and inclusion, Faculty wellness and burnout</p> <ul style="list-style-type: none"> • Develop a professional development calendar coordinated across offices/departments and shared with division faculty and residents • Develop a Filemaker Pro database to better track faculty participation and program offerings <p><u>Metrics</u></p> <ul style="list-style-type: none"> • PEFD site revamped with new institutional design • Data entered for all past & current events • Relevant reports generated to monitor faculty participation | <p>across professional development domains: Educational/instructional skill development, Research/scholarship skill development, Career development, Leadership skill development, Diversity and inclusion, Faculty wellness and burnout</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Comprehensive, up-to-date compilation of internal and external on-line resources |
| <p>Infrastructure / Personnel</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Convene an Oversight Committee for the Office of Faculty Professional Development to provide input and guidance regarding faculty professional development across all domains • Expand current faculty development coordinator position to 1.0FTE <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Strategic plan generated by Advisory Committee | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Expand the professional development infrastructure to include at least one identified and supported (0.2FTE) faculty expert/consultant in each of the main professional development domains: Educational/instructional skill development, Research/scholarship skill development, Career |

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| | <ul style="list-style-type: none"> • Chelsea Reyes as 1.0 FTE January 2021 • Appropriate administrative support for expanded programming | <p>development, Leadership skill development, Diversity and inclusion, Faculty wellness and burnout, to develop programming and resources, and provide consultation services, specifically related to that domain for division faculty and residents</p> <ul style="list-style-type: none"> • Expand infrastructure to include additional 1.0FTE website support and administrative support for faculty experts/consultants (<i>above</i>) <p><u>Metrics</u></p> <ul style="list-style-type: none"> • At least one identified and supported (0.2 FTE) faculty consultant/coach in each of the main professional development domains: Educational/instructional skill development, Research/scholarship skill development, Career development, Leadership skill development, Diversity and inclusion, Faculty wellness and burnout • Expanded offerings and consultations in each domain • Appropriate administrative support for expanded programming and personnel |
| Other | | <u>Goals</u> |

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| | | <ul style="list-style-type: none"> • Obtain grant funding to support expansion of professional development infrastructure and resources • Work with BioMed Advancement on fundraising possibilities to support expansion of professional development infrastructure and resources <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Grant funding obtained • Donation(s) obtained |
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Masters/Certificate Programs

STRATEGIC GOALS

| <i>Program</i> | <i>Short Term Goals and Metrics (Through AY 2020-2021)</i> | <i>Long Term Goals and Metrics (3-5 Years)</i> |
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| Population Medicine | <p><u>Goals and Metrics</u></p> <p>Design a new Patient Centered-Population Medicine Program that will utilize the components of our currently-approved UME-centered program across a diverse cohort of GME programs for selected residents and fellows to receive enhanced education and training, culminating with receipt of a Master of Science degree (ScM) in Population Medicine</p> <p>Garner input from stakeholders (health system leaders, department</p> | <p><u>Goals and Metrics</u></p> <p>Receive approval from Brown University to establish a free-standing Master's Program in Population Medicine</p> <p>Build asynchronous courses that would include online and in-person components, and that would be modified/enhanced to courses that already exist in the undergraduate curriculum</p> <p>Engage residents and fellows from a variety of interested</p> |

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| | <p>chairs, residency directors, fellowship directors, residents and fellows) from multiple disciplines through focus groups on program logistics, curriculum and integration with UME</p> <p>Develop financial model for the program</p> | <p>GME disciplines to create a model cohort in which various specialty fields can collaborate in multidisciplinary scholarly projects to improve care of patient populations and become academic leaders</p> <p>Develop a robust plan for evaluation and assessment</p> <p>Engage health professionals in other disciplines (nurses, pharmacists, physician assistants, social workers) to gauge interest in the degree program and broaden engagement by trainees and providers in these disciplines</p> |
| <p>Gateways to Medicine, Healthcare and Research</p> | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Increase Program Director to full-time beginning July 2019; includes course leader/teaching responsibilities • Hired Assistant Director (October 2018) to assist in compilation of pre-health letters of recommendation and evaluation, daily educational operations and evaluation, and assessment of the program • Increase one core faculty's time by 10% to assist with pre-health committee letter writing and some increased course leader responsibilities • Recruit additional small group leaders for Patient Care in Complex Systems Course • Add Teaching Assistants for the Anatomy Course | <p><u>Goals</u></p> <ul style="list-style-type: none"> • Consider increase number of students in the program to 35/year based on qualifications and likelihood of medical school admission <ul style="list-style-type: none"> ○ Need to hire additional administrative and faculty support based on class size and advising needs ○ Engagement of new clinical sites for capstone projects ○ Improved outreach and recruitment tools and methods • Expand advising system to give personal and professional support to students • Develop pathways for admission of excellent |

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| | <ul style="list-style-type: none"> • Recruit additional personal/professional advisors • Recruit additional clinical sites for student capstone projects • Ongoing monitoring of student performance and evaluation of the program, and ongoing monitoring of alumni outcomes • Further engagement of Gateways students with medical students via Student Senate, pre-clerkship electives, and interest groups <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Gateways Admissions <ul style="list-style-type: none"> -Continue to track all admissions statistics annually -Refine our post admission survey • Educational Excellence <ul style="list-style-type: none"> -Elicit formal and informal feedback from students on all aspects of the program • Students' Academic Performance <ul style="list-style-type: none"> -Continue to track students' exam performance compared to benchmarks -Continue to track pre- and post-MCAT scores • Capstone Projects and Clinical Sites <ul style="list-style-type: none"> -Track Capstone Projects, topics, quality -Informal assessment of satisfaction of clinical sites and number that continue to participate in Gateways • Course and Program Evaluations | <p>students to AMS and other medical schools</p> <ul style="list-style-type: none"> • Tracking of student outcomes, including admission to medical school, other health professions careers and research • Develop an alumni network; partner with the AMS Development Office • Develop a network/referral process for "gap year" jobs and/or permanent jobs (e.g., in research labs, policy work, public health) after graduation • Consider development of joint degree programs (e.g., ScM/MPH) <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Gateways Admissions: <ul style="list-style-type: none"> -Continue to track all admissions statistics annually -Post admission survey • Educational Excellence <ul style="list-style-type: none"> -Elicit formal and informal feedback from students on all aspects of the program • Students' Academic Performance <ul style="list-style-type: none"> -Continue to track students' exam performance compared to benchmarks -Continue to track pre- and post-MCAT scores • Capstone Projects and Clinical Sites |
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| | <ul style="list-style-type: none"> -Informal feedback session in October -Formal evaluations at end of each course -Formal program evaluations in December and May • Pre-Health & Career Advising/Medical School Admissions/Job Placements <ul style="list-style-type: none"> -Track students receiving medical school interviews and admissions, going to other graduate programs or starting jobs -Student satisfaction on program evaluation • Students' Personal and Professional Development <ul style="list-style-type: none"> -Student satisfaction surveys (internal and external) • Integration with Medical School Community <ul style="list-style-type: none"> Student satisfaction surveys -Informal forums with Dean Tunkel • Alumni relationships/networking <ul style="list-style-type: none"> -Alumni survey to be developed in the future • Core Program Staffing <ul style="list-style-type: none"> -Successful completion of all essential program tasks in a timely manner -Staff satisfaction survey to be developed -Staff retention (i.e., avoid staff burnout) | <ul style="list-style-type: none"> -Track Capstone Projects, topics, quality -Create satisfaction survey for clinical sites and track number that continue to participate in Gateways • Course and Program Evaluations <ul style="list-style-type: none"> -Informal feedback session in October -Formal evaluations at end of each course -Formal program evaluations in December and May • Pre-Health & Career Advising/Medical School Admissions/Job Placements <ul style="list-style-type: none"> -Track students receiving medical school interviews and admissions; students seeking other graduate programs or permanent jobs; create alumni survey re: long term outcomes -Student satisfaction on program evaluation and alumni survey • Students' Personal and Professional Development <ul style="list-style-type: none"> -Student satisfaction surveys (internal and external) • Integration with Medical School Community <ul style="list-style-type: none"> Student satisfaction surveys -Informal forums with Dean Tunkel |
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| | | <ul style="list-style-type: none"> • Alumni relationships/networking -Alumni survey to be developed • Core Program Staffing -Successful completion of all essential program tasks in a timely manner -Staff satisfaction survey to be developed -Staff retention (i.e., avoid staff burnout) • New Programs? Evaluate progress as needed |
| <p>Medical Physics</p> | <p><u>Goals and Metrics</u></p> <ul style="list-style-type: none"> • Developed proposal for program and received appropriate approvals through Brown University, with final Corporation approval in May 2019 • Finalize clinical department financial support for start-up costs for the program • Hire administrative coordinator • Develop website and recruitment materials • Provide program space at 225 Dyer Street • Finalize admissions and financial aid process • Submit all course curricula to Graduate Council for approval • Develop processes for evaluation and assessment of all aspects of the program • Finalize committee structure for ongoing monitor of the program – Executive Committee, Admissions | <p><u>Goals and Metrics</u></p> <p>Monitor program outcomes, as follows:</p> <ul style="list-style-type: none"> • Ongoing and annual evaluations by faculty and students • % of students completing the program • % of students accepted to a residency • % of students admitted to and completing program who are from historically underrepresented groups • 5 and 10-year follow-up survey and program evaluation • Surveys of medical physics residency programs that accept students • Timing passing of ABR Part 1, 2, and 3 exams • % of students entering careers as investigators |

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| | <p>Committee, and Curriculum Committee</p> <ul style="list-style-type: none"> • Develop MOU with Lifespan for student access to laboratories • Apply for accreditation through the Commission of Accrediting Medical Physics Programs (CMPEP) | <ul style="list-style-type: none"> • % of students who go on to careers serving underserved populations <p>Further modifications and direction of program based on feedback from students and faculty</p> |
| Health Professions Education | <p><u>Goals and Metrics</u></p> <p>Design a new Masters and/or Certificate Program for faculty, residents and other health professionals (nurses, pharmacists, social workers, physician assistants) to enhance their professional development in the field of health professions education</p> <p>Engage and garner input from stakeholders from AMS, the Sheridan Center, the health system, and health professions schools</p> <p>Develop a financial model for the program</p> <p>Engage with AAMC around their Medical Education Research Certificate Program (MERC) whose purpose is to understand the purposes and processes of medical education research, to become informed consumers of the medical education research literature, and to be effective collaborators in medical education research</p> | <p><u>Goals and Metrics</u></p> <p>Build the curriculum (to include online and in-person components) and obtain necessary approvals through Brown University</p> <p>Develop a robust plan for evaluation and assessment</p> |
| Medical Humanities | <p><u>Goals and Metrics</u></p> <p>Design a new Masters and/or Certificate Program for faculty, residents and other health professionals (nurses, pharmacists, social workers, physician assistants), health professions students or those interested in health-related careers,</p> | <p><u>Goals and Metrics</u></p> <p>Build the curriculum (to include online and in-person components) and obtain necessary approvals through Brown University</p> <p>Develop a robust plan for evaluation and assessment</p> |

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| | <p>and chaplains to enhance their professional development in the field of medical humanities that will enhance their ability to provide exceptional care to their patients and communities</p> <p>Engage and garner input from stakeholders from AMS, Brown University, affiliated health systems, and the Rhode Island School of Design</p> <p>Develop a financial model for the program</p> | |
| <p>Bioethics</p> | <p><u>Goals and Metrics</u></p> <p>Design a new Masters and/or Certificate Program for faculty, residents and other health professionals (nurses, pharmacists, social workers, physician assistants), health professions students, and other related disciplines (e.g., law, public policy, biotechnology) to enhance their professional development in the field of bioethics</p> <p>Engage and garner input from stakeholders from AMS, Brown University, affiliated health systems, and the Roger Williams University School of Law</p> <p>Develop a financial model for the program</p> | <p><u>Goals and Metrics</u></p> <p>Build the curriculum (to include online and in-person components) and obtain necessary approvals through Brown University</p> <p>Develop a robust plan for evaluation and assessment</p> |