

Vision 2021 Strategic Plan - Educational Innovation and Enhancement

Education Vision Statement: Des Moines University will emerge as a national leader in healthcare education with vision and focus on training the healthcare leaders and workforce of the future.

1. Investigate the feasibility of academic program expansion to adapt to a changing healthcare environment.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
1.1 Explore development of medical education program (MME/PhD)	<ul style="list-style-type: none"> Determined feasibility of medical education program opportunity on campus 	CEE - (Lead) Sim C. - Course content Library - Determining necessary level of departmental collection/staff/ services needed to support MME/PhD and other proposed programs CME – AOA Category 1-A credit to osteopathic physicians	Completed feasibility report	FY19 Q4
<p>CEE: Completed feasibility analysis, student interest survey, initial draft curriculum, graduate council approval of Masters in Medical Education program proposal. Development/clarification of courses and skeleton of frame layout. Determining possible plan of study and tracks of specialization.</p> <p>SIM Center: Simulation Center Manager reviewed other similar programs (titles and credits compared). Considered prefabricated content that could be used to support simulation content for MME- simulation track.</p> <p>Library: Library staff reviewed current collections to assess ability to support an interdisciplinary biomedical sciences PhD. This information as well as information about library services, spaces, and collections was included in the HLC New Academic Program Substantive Change Application.</p> <p>CME: CME: Currently being offered for the DMU master's in healthcare administration and master's in public health program.</p> <p>American Osteopathic Association (AOA): Postgraduate Studies – DO Only</p> <p>Obtaining an advanced degree, such as master's in public health, business administration or doctorate studies of any kind.</p>				

1. Investigate the feasibility of academic program expansion to adapt to a changing healthcare environment.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<ul style="list-style-type: none"> • Twenty-five (25) credits of Category 1-B CME may be awarded • Credits are awarded upon completion of the degree • More information. <p>American Medical Association (AMA PRA Category 1 Credit™) – MD and DO</p> <ul style="list-style-type: none"> • Eligible for 25 AMA PRA Category 1 Credits™. • Degree programs must be medically related, for example, a Masters in Public Health. • Self-reported by the physician. Application must include a copy of the diploma or final transcript that indicates the degree and date of completion. A final transcript may be requested in instances where it is not immediately apparent the degree is medically related. • More information. 				
1.2 Explore the use of innovative methods and emerging technology	<ul style="list-style-type: none"> • Engaged audiences with a variety of platforms • Developed a Telemedicine pilot • Identified relevant simulation-based technologies • Enhanced learning and improve learning outcomes 	CEE - Educational /Instructional Sim C. - Telemedicine/sim related/VR CME - Credit Library - Library technologies assessed and implemented where possible and practical	Increased use of engaging, innovative technology across campus	Ongoing FY19 Q4 (will assess quality of current year)
<p>CEE: Developed D2L Study Skills in Health Professions Education site. 2000+ content hits in Fall 2019. Developing D2L site for online programs with Public Health Dept Vice Chair for use as points of contact for new students and to orient to content on best practices for learning. This represents a new area of direct student support for CEE.</p> <p>SIM: CAE installation/Implementation in Simulation Center to enhance learning and improve user experience. Collaborating with Dr.Fomaro, COM, to find best applications of VR in surgery. SimX and Body Interact budgeted, implementation planned, awaiting equipment. Lifecast</p>				

1. Investigate the feasibility of academic program expansion to adapt to a changing healthcare environment.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>Mannequins purchased and being use in CPMS simulations. Telemedicine pilot still in planning phases as SIM coordinates with ITS and establishes timelines for future implementation.</p> <p>Library:</p> <ol style="list-style-type: none"> 1) A new off-campus access system (Open Athens) was investigated and is in the process of being implemented. This implementation will make off campus access to library resources even easier and will allow the library to assess resource use in a much more granular way. Next steps: complete Open Athens implementation. 2) Library study rooms SEC211 and SEC215 have been converted to ZSpace labs to pilot the technology. ZSpace technology allows students to view and manipulate 3-D anatomy images through augmented reality technology. Next steps: work with ITS to collect usage statistics and user experience surveys to assess pilot. 3) Interlibrary loan communications with users were enhanced by the addition of text notification capabilities. Next steps: monitor system to ensure that all is working correctly. 4) Library staff are investigating video-based technologies that can be incorporated into their teaching. Next steps: continue to select technologies, develop criteria for review. 5) Library staff are investigating a move to a more modern platform for its Integrated Library System, which is used for cataloging, circulation, financial record management, etc. Next steps: prepare proposal for FY21 budget request. 6) Library faculty and staff are Investigating technologies that allow the library to purchase, collect, organize and house datasets for research use. <p>CME</p> <p>Currently being done and there are no plans to discontinue this service.</p> <ul style="list-style-type: none"> • CME utilizes GoToWebinar to live stream educational offerings. Approximately 25% educational activities managed by DMU are available through live stream. • Learners are able to access 100+ enduring materials through the CME website. The catalog is sortable by number of available credits, price, topics, credit type, and learning format. • CME encourages active participation and utilizes Poll Everywhere. 				

1. Investigate the feasibility of academic program expansion to adapt to a changing healthcare environment.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
1.3 Research offering Certifications	<ul style="list-style-type: none"> • Identified feasible opportunities • Developed competency in rigorous advanced skills • Provided a resource for community • Possible revenue generation 	Sim C. (Lead) - ACLS/TNCC/etc.	Identified opportunities Plan to administer selected certification developed	FY19 Q3

CEE: N/A
SIM:
 Evidence: None
 Next steps: Establish requirements for implementation continue to investigate Advanced Life Support Skills offering on campus sessions within the SIM center; currently resources not available to implement.
 Notes: Determine what other certifications are available in the community; what cost savings are in place and what partners could be investigated

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
2.1 Increase opportunities for students to receive medical education training	<ul style="list-style-type: none"> • Additional relevant courses offered to students, faculty, staff, alumni, & others. 	CEE - (Lead) Sim C. - Humanistic workshop	Increased number of students engaged in course offerings	FY19 Q4

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
	<ul style="list-style-type: none"> Content collaboration across departments 	CME - Credit Library - Appropriate collections to support training	Increased number of available courses	
<p>CEE: Teaching Methods elective (Practical Foundations for Health Sciences Education) approved for all on campus programs except for MSBS. Continued development of Health Sciences Education Masters program. Expressed desire from Biochemistry for continued peer instruction (supplemental to curriculum) for Biochemistry.</p> <p>SIM: <i>Humanistic coaching in SIM for at-risk current DMU students.</i></p> <p>Next Step SIM: Identify champion, stakeholders, and content to begin discussion on humanistic courses for alumni, faculty, and others.</p> <p>Library: The library is working with CEE to add a library resources section to its new D2L page for students. Next steps: Review page in more detail, determine resources that are a good fit.</p> <p>CME: Can the audience be clarified? There is a discrepancy between the initiative and expected outcomes. As currently written, if students are the intended audience then credit does not apply. May need separate initiatives when faculty, staff, and healthcare professional are included in the education.</p> <p>DMU students are welcome to participate in offerings managed through CME. If the budget can absorb the expense, students are able to attend at no cost.</p>				
2.2 Provide professional development opportunities, training programs, and support services for faculty, staff, and students in flexible educational opportunities	<ul style="list-style-type: none"> Improved educational opportunities Well-rounded, flexible educational opportunities available Technology collection built to serve different needs 	Assistant Provost for Educational Innovation and Enhancement CME - Credit	PD offered at a variety of times At least 2 different formats provided	Ongoing FY19 Q4 (will assess quality of current year)

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
	<ul style="list-style-type: none"> • Asynchronous and synchronous opportunities 			
<p>CEE: Continued meetings with faculty to discuss teaching methods. CEE held 196 individual meetings with 140 unique students in Fall 2019 and had over 2,000 hits of content on the online Study Skills site. Continued development of online support for students is ongoing. New program for new faculty development orientation was created and implemented with five new faculty members completed and highly rated the program. Development of CEE Website has not yet started. Continued development of online support for students is ongoing with expansion for DPH. Faculty development with New Faculty Orientation (Dr. El-Sawi lead) and MMES for newer faculty (2 have undergone first half of MMES with the new NFO).</p> <p>SIM: Evidence: Simulation Center provided opportunities to faculty, staff, and teaching assistants over the lunch hour focused on SIM, SPAL, surgery in 2018-2019 called "Think Tank Thursday". Live Faculty Super-User training for CAE implementation completed prior to December 2, 2019.</p> <p>Next steps: Administer needs assessment, develop new plan for content, establish dates/times/methods to deliver PD.</p> <p>CME: Credit is available for all health professionals who participate in faculty or professional development opportunities. The exemption is educational activities which focus on self-care.</p>				
2.3 Support stakeholders in using empirically based best practices in education to enhance learning.	<ul style="list-style-type: none"> • Enhanced teaching and learning as listed below • Simulation <ul style="list-style-type: none"> o Methods specific to industry • Library <ul style="list-style-type: none"> o Embedded EBP learning modules o Collections that support EBP 	CEE - (Lead) Library - EBM Sim C. - SSIH/INACLS standards CME - Credit	PLC groups working through CQI Improved student outcomes	Ongoing FY19 Q4 (will assess quality of current year)

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
	<ul style="list-style-type: none"> • CEE <ul style="list-style-type: none"> o Excellence in teaching and learning 			
<p>CEE: Assisting with research on student outcomes for combined exam performance in COM. This research has resulted in a poster presentation at the Research Symposium (that won People’s Choice Award). This research continues into the Spring semester. Development of online study support for better outreach to students. Other initiatives on hold due to lack of resources.</p> <p>SIM: partnered with Library to create a list of resources to research best SP practices. Used research to implement SP formative event with COM, PA, DPT programs. Expanding use of SPs to teach physical exam. Sim partnered with Library to review resources, including multimedia, to update surgery course content and cite internal resources (ongoing). Next steps: Identify how to measure student outcomes</p> <p>Library: Library faculty continue to co-coordinate DO 1120A and 1120B, and are embedded in COM, CPMS, and MHA courses. Next steps: Continue to seek opportunities for EBP education in DMU courses/programs. Library staff are developing a project to analyze borrowing and lending statistics to better inform materials purchasing and withdrawing statistics. Next steps: use data analysis software to prepare statistics for analysis.</p>				
2.4 Provide stakeholders (preceptors, alumni, community members) with access to professional development and resources	<ul style="list-style-type: none"> • Library resources available and accessible as licensing agreements allow • Technological infrastructure in place to support access to library resources and policies/procedures written and in place to manage that access • Variety of instructional opportunities offered • In-situ training and community support 	CME (Lead) – Development, management, and credit CEE – (Lead) Education Library (Lead) – Resources, consumer health information outreach Sim C. - In-Situ sim	Clarified process for access to information and resources Increased community and stakeholder access to resources Stakeholder utilization of resources	Ongoing FY19 Q4 (will assess quality of current year)

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
-------------	-------------------	----------------	------------------	--------------------

CEE: Preceptor development offerings currently on hold.

SIM: SIM: Provide Mercy Bootcamp, BROS and GEMS for community annually at DMU. Various community members have contacted Simulation Center regarding new collaborations.

Library:

- 1) Library faculty met with the Assistant Director Alumni Relations to discuss ways in which the library can further support alumni. Next steps: Update alumni LibGuide, investigate ways in which alumni may access the library evening and weekends, develop plans to use archives/special collections to support alumni events.
- 2) Library faculty and staff met to discuss consumer health information outreach possibilities. Next steps: Develop a survey that can be sent to hospital and metro libraries to learn more about metro CHI efforts.
- 3) Library staff are working to develop a document delivery system that could be used to provide DMU-owned resources to alumni and other stakeholders. Next steps: complete logistical plan and develop potential timeline for implementation

CME: “Resources” needs to be more clearly defined. Ex: library resources, preceptor resources, research resources, clinical resources, etc. Without knowing how administration defines “resources”, I’m unable to provide sufficient evidence for this initiative. Completion of this initiative is reliant on programs identifying the educational need of their learners and developing content.

CME does have a robust, user-friendly learning management system (LMS) which can be used to access on-demand educational content. By using the LMS, upon completion of the educational activity, learners would have instantaneous access to their continuing education certificate.

As previously mentioned, learners are able to access 100+ enduring materials through the CME website. The catalog is sortable by number of available credits, price, topics, credit type, and learning format. Visit the catalog.

COM preceptors currently have access to online resources include videos, audio interviews, tips, answers to frequently asked questions, and links to in-depth clinical teaching information. These resources become available after they self-report their preceptor hours. The resources were created by *Teaching Physician* and topics include:

- Precepting Principles
- Teaching strategies
- Helping Learners Succeed

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<ul style="list-style-type: none"> • Providing Feedback • Evaluating Performance • Students/Residents as Teachers • EHR, Health Informatic Teaching Ideas <p>The CME department has several methods in which the offerings are promoted to stakeholders. This may include: DMU alumni e-newsletter, CME e-newsletter, weekly DMU e-newsletter, social media, targeted emails to intended audience, and promotion through other health organizations (e.g. Iowa Physical Therapy Association, Iowa Medical Society, and the Iowa Board of Nursing).</p>				
2.5 Offer community events at DMU or in-situ based off current clinical challenges	<ul style="list-style-type: none"> • Developed community relationships • Established DMU as a source for ongoing education • Provided relevant case content for DMU curriculum • Handouts and resources accessible and provided for community 	Sim c. – (Lead)- In-Situ sim CME (Lead) – Development, management, and credit Library- Resources, EBP education	Determined key stake holders Developed training at least 2 trainings based off needs	FY19 Q4
<p>CEE: N/A</p> <p>SIM: SIM: Provide Mercy Bootcamp, BROS and GEMS for community annually at DMU. Various community members have contacted Simulation Center regarding new collaborations.</p> <p>Next steps: Evaluate the Simulation Center’s ability to engage in new community outreach. Establish process for generating new business. Create partnerships with community where current clinical challenges are share and generate ideas for simulation experiences</p> <p>Library:</p>				

2. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other health care professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>1) Library: A library faculty member has completed CE to receive the Medical Library Association’s Level 1 Consumer Health Information Specialization designation in preparation for offering consumer health information events. Next steps: Library faculty member is working towards the Medical Library Association’s Level 2 Consumer Health Information Specialization.</p> <p>2) Library faculty and staff met to discuss consumer health information outreach possibilities. Next steps: Develop a survey that can be sent to hospital and metro libraries to learn more about metro CHI efforts and identify gaps that could be filled by DMU events.</p> <p>CME: CME currently offers multiple educational events throughout the year which focus on current clinical challenges. This is in partnership with other DMU departments or programs, and health organizations nationwide. A complete list of educational offerings can be found online.</p>				

3. Provide educational support to enhance students’ behaviors, attitudes, skills, knowledge and mutual respect.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
3.1 Development of foundational knowledge and skills to be successful in medical school	<ul style="list-style-type: none"> • Improved student understanding of the importance of wellness • Improved foundational skills in learning • Improved professional skills, Emotional Intelligence, team building, and communication • Fostered accelerated growth in humanistic behaviors, clinical reasoning, and professionalism 	<p>CEE - (Lead) - Basic skills in learning and communication in med school</p> <p>Sim C. - Partner to teach humanistic competency</p> <p>Library – Resources, programming, space, EBP education</p>	Development of materials available to students	<p>Ongoing</p> <p>FY19 Q4 (will assess quality of current year)</p>

3. Provide educational support to enhance students' behaviors, attitudes, skills, knowledge and mutual respect.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
	<ul style="list-style-type: none"> Increased engagement with resources available for learning 			
<p>CEE: Meeting with students to develop study skills plans and provide guidance on study approaches (196 meetings – Fall 2019). While overall meetings are down (374 during Fall 2018), there were over 2,000 hits of content on online D2L Study Skills for Health Professions Education site which was new in Fall 2019. The D2L site intentional embedded wellness impacts on learning though this was not as well viewed by some programs (ex: DPM '23 had no viewership). Gave a presentation partnered with Student Counseling Center on preparing for combined exams. Developing further support modules with intention to prepare students prior to their starting the curriculum.</p> <p>Peer Tutoring: matched 39 students with peer tutors for courses (Biochem/Phys/Anatomy/etc).</p> <p>Next Steps: Work to develop opportunities to engage students in wellness and general study evidence prior to engaging in the curriculum.</p> <p>SIM: Provide lectures on TeamSTEPPS concepts for clinical programs. Administer individualized humanistic coaching for at-need students. Created data collection for students and teams. SPAL implementing competency training with SP lead formative feedback during 2nd year of DO program</p> <p>Next Steps: Collaborate with other departments for repository of resource material.</p> <p>Goal for Fran Smith-Fatten:</p> <ul style="list-style-type: none"> By 8/1/2020 develop materials (humanistics) and plan to share with faculty and students for all clinical programs By 8/1/2020 develop materials (humanistics) and share with faculty and students for all clinical programs. Then track data on student performance to establish effectiveness and determine need to expand offerings. 				
3.2 Improve peer learning opportunities on campus	<ul style="list-style-type: none"> Students are learning from peers who have training in teaching and learning Increased number of opportunities for students to attend peer instruction Improved student success measures 	CEE - (Lead)	Students seeking a tutor are matched in a timely manner across all programs Students supported in a variety of	Ongoing FY19 Q4 (will assess quality of current year)

3. Provide educational support to enhance students' behaviors, attitudes, skills, knowledge and mutual respect.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
			environments and ways	
<p>CEE: Peer Tutoring: matched 39 students with peer tutors for courses (Biochem/Phys/Anatomy/etc). Utilization of Biochemistry peer tutors continues to exceed the supply of peer tutors. CEE continues to train peer tutors and provide immediate "matching e-mails" working to identify peer tutors willing/able to work with students in need though are restricted on timeliness based on student response to e-mails.</p> <p>CEE: Teaching Methods course continues to make students available to lead supplementary instruction. Over 200 students attended these sessions for the student leading these sessions for Biochemistry (the first session had more than 100 students). 125 predominantly PA students attended Pharm sessions led by a PA student that did not take the Teaching Methods course but did use prior generated teaching materials by a student that did take this course and used CEE to help coordinate and improve their teaching methods within the sessions. Biochemistry has requested this as an ongoing opportunity for students.</p> <p>SIM: Simulation center utilizes TAs as an ongoing practice (training, instructions and evaluation)</p> <p>CME: This objective needs additional clarification. What type of assistance does the student need?</p>				
3.3 Identification of students in need of assistance	<ul style="list-style-type: none"> • Relevant tracking of student strengths and weaknesses 	Associate Provost Sim C. - COM EPA CEE - Didactic	Identified metrics that predict student difficulty Developing individualized plans to assist students in need of assistance	Ongoing
<p>CEE: University faculty and APC Committees continue to communicate with CEE in regards to students in need of academic assistance.</p> <p>Next Steps: Proactively determine students in need of assistance and make materials for study guidance available prior to students in need of assistance. Development of standardized summary notes available upon request by APC and linked to student outcomes. Development of reference material/training material for faculty advisors to aid their ability to help students in need.</p>				

3. Provide educational support to enhance students' behaviors, attitudes, skills, knowledge and mutual respect.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>SIM: Collaborate with faculty to refine rubrics based on feedback and develop appropriate guidance based on needs. Creation of simulation team binders for COM students to track progress and coordinate with course directors to develop substantial re-takes for COM students.</p> <p>Next Step: Standardize process for identification of how each program tracks student progress</p> <p>Goal for Melinda Carriker:</p> <ul style="list-style-type: none"> • By 8/1/2020 formalize identification of "at risk" students, proactively notify programs, begin developing individualized plan for skill development (PA, DPM, DO) • By 8/1/2020 formalize identification of "at risk" students, proactively notify programs, implement individualized plan for skill development (PA, DPM, DO), and create a tracking tool. 				
3.4 Improve timeliness and quality of performance feedback students receive to enhance learning	<ul style="list-style-type: none"> • Decreased student stress and frustration • Improved student performance • Feedback provided based on rigorous expectations 	Sim C. - (Lead) - SPAL event feedback CEE -	Developed expectations for feedback Refined post case performance feedback Process Delivering ongoing training	FY20 Q1
<p>CEE: N/A</p> <p>SIM: Study and refine debriefing practices to provide feedback in manikin-based simulation. Surgery provided immediate feedback on skill acquisition. Immediate SP feedback for PE refresher and reduction in the time between event and reviews.</p>				
3.5 Interprofessional Education support	<ul style="list-style-type: none"> • Increased relevant opportunities for training 	Sim C. – (Lead)- IPE Sim backed opportunities	100% contact with DMU faculty and IPE collaborators	FY19 Q4

3. Provide educational support to enhance students' behaviors, attitudes, skills, knowledge and mutual respect.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
	<ul style="list-style-type: none"> Increased utilization by faculty and other IPE collaborators 	CEE- CME (Lead) – Development, management, and credit Library-resources, EBP education	Supported 1 event from DMU program	
<p>CME: CME currently offers multiple interprofessional educational events throughout the year. When developing and executing an educational activity, the inclusion of at least two healthcare disciplines is deliberate. This is in collaboration with other DMU departments or programs, and health organizations nationwide. A complete list of educational offerings can be found online.</p>				
<p>CEE: N/A</p> <p>SIM: Simulation center developed IPE case which is scheduled in January. DMU participates in DMIACC IPE collaborative simulation events with nursing and pharmacy students. MHA Course event in SPAL invites IPE students from central area. Rural health elective provides IPE simulation experience annually.</p> <p>Library: Library faculty met with Dr. Ronnebaum to discuss library support of DMU and Des Moines IPE Collective events. Library faculty will be contributing to a DMU IPE event held in February and March of 2020. Library faculty are also working with librarians of other DMIPEC institutions to develop possibilities for collaborative IPE support, and have attended a meeting of the DMIPEC board to gather feedback for that group to use. Next steps: Plan the library's role in upcoming DMU IPE event, develop IPE LibGuide, meet with fellow DMIPEC librarians to brainstorm involvement opportunities based in DMIPEC feedback.</p>				

4 .Promote a culture of professionalism, emphasizing the University’s values of accountability, collaboration, honesty, inclusiveness, and wellness.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
4.1 Develop student, staff and faculty training to support a culture of professionalism	<ul style="list-style-type: none"> • Enhanced culture of professionalism • Improved participant EQ • Increased awareness of the University’s values • Improved professional image of DMU 	CEE - (Lead) CME (Lead) – Development, management, and credit	Improved DMU and site rotation scores for professionalism	Ongoing Ongoing FY20 Q3 (will assess quality of service)
<p>CEE: On hold due to lack of resources.</p> <p>CME: CME currently offers multiple educational events throughout the year which focus on supporting a culture of professionalism and emotional intelligence. This initiative is in collaboration with non-DMU health organizations (e.g.: Iowa Medical Society). A list of educational offerings can be found online.</p>				
4.2 Create collaborative to enhance learning	<ul style="list-style-type: none"> • Increased utilization of services increases • Included as part of the conversations across programs to enhance teaching and learning • Developed Professional Learning Communities across campus 	CEE - (Lead) Library - services, resources, programming Sim C. - content driver CME (Lead) – Development, management, and credit	PLC participation increased Increased utilization of resources Increased efficiency and effectiveness of used resources	FY19 Q4
<p>CEE: Two collaborative research projects currently underway. CEE and Library working on data for student use of Library resources (and whether the D2L site may have contributed to resource checkout). Working with COM faculty on impact of combined exam impact on students which has</p>				

4 .Promote a culture of professionalism, emphasizing the University’s values of accountability, collaboration, honesty, inclusiveness, and wellness.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>already resulted in a poster presentation at the Research Symposium that won the People’s Choice Award). CEE Effectiveness at COMLEX preparation article is under Revise and Resubmit with the Journal of the American Osteopathic Association (collaboration with Dr. Canby – COM). Resubmission should occur in February.</p> <p>SIM: Evidence: June 2019 completed a renovation of simulation labs 2 & 4 and develop personnel to meet University needs for more simulation opportunities. Next Step: Define how simulation can support this for future.</p> <p>CME: Currently being done and there are no plans to discontinue this relationship. Please see previous initiatives for examples.</p>				

5. Support a collaborative learning environment where faculty, staff, and students contribute to and benefit from quality improvement and educational research.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
5.1 Develop flexible, collaborative spaces and opportunities between support departments	<ul style="list-style-type: none"> • Additional opportunities for peer learning • Space created for focused collaboration 	Library - (Lead) CEE Sim C. - Space optimization	Increased hands-on practice space available Utilization of created spaces	Ongoing

CEE: N/A

5. Support a collaborative learning environment where faculty, staff, and students contribute to and benefit from quality improvement and educational research.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
-------------	-------------------	----------------	------------------	--------------------

SIM: Evidence: Collaborate with architects on new campus planning with a focus on flexible and collaborative learning spaces. Sim lab area renovations complete allows for increased flexibility in labs 2 and 4. Beginning August 2019 OB/GYN lab was moved from the clinic after hours to the Standardize Patient lab. Note: Refine success measures

Library:

- 1) Library faculty and staff collaborated with ITS to develop and implement ZSpace labs within the Library. Next steps: work with ITS to collect usage statistics and user experience surveys to assess pilot.
- 2) Library faculty and CEE staff are exploring use of library spaces for proctoring exams for students with accommodations. Next steps: Identify specific space and make changes to fit accommodation needs (data ports and camera).
- 3) Library staff and student workers continue to conduct daily seating counts to more accurately access student usage patterns of library spaces that could be used for collaborative spaces and opportunities. Next steps: continue to gather and store data and analyze as needed.

5.2 Post encounter case review including faculty, staff, and students.	<ul style="list-style-type: none"> • Increased student shared mental model via access to relevant case key points • Improved student performance • Students access and utilization of resources for case review 	Sim Lab –(Lead) SIM case feedback Library – resources, EBP education	Developed review structure Delivered review sessions after each case (if approved) Provide access to resources appropriate for case review (if approved)	FY 19 Q3
--	--	--	--	----------

CEE: N/A

SIM: Evidence: Manikin-based simulation and standardize patient-based simulation have scheduled review sessions with staff and faculty for COM encounters to review event outcomes, modify case, and plan upcoming cases. New this year are post-encounter reading assignments for

5. Support a collaborative learning environment where faculty, staff, and students contribute to and benefit from quality improvement and educational research.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>COM students related to Manikin-based simulation. SPAL continues to support review sessions which allow students to read comments provided by SP's and clinicians on their performance. Majority of students from all programs watch their own encounter video and complete a self-reflection assignment after standardize patient-simulations.</p> <p>Next Step: Sim to collaborate with library to establish best-practices and create materials/ agendas. Expand post-case review sessions, like SP encounters into manikin-based encounters</p> <p>Library: Library faculty worked with vendors to add Access Medicine's Case Study module to its Access Medicine subscription. Next steps: Library to collaborate with SIM staff to evaluate and add additional case study content to its collections.</p>				

6. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other healthcare professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
6.1 Create and host speakers and events, which promote stories of the person behind the patient.	<ul style="list-style-type: none"> • Increased awareness of diverse individuals on and off campus • Enhanced empathy in student learners • Authentic experiences for students to engage with a diverse population from a humanistic perspective offered • An increased understanding of the needs of patients 	<p>CEE - (Lead)</p> <p>Library - presentation space, programming</p> <p>CME (Lead) – Development, management, and credit</p>	<p>Students surveyed – increase empathy</p> <p>2 Events held</p> <p>Positive attendance</p> <p>Increased frequency of resources referenced in relation to experience</p>	FY19 Q4

6. Identify innovative opportunities to enrich the lifelong learning capacity of students, faculty, staff, alumni, and other healthcare professionals.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>CEE: Next Steps: CEE: Discussion with Dr. Salas on Disability is Diversity series (pre-planning session).</p> <p>Library: Library faculty are working with representatives from Student Life, the Student Counseling Center, the Office of Multicultural Affairs, Community Relations, and Marketing to hold Human Library® event(s) in the '20-21 academic year. Library faculty will also work with Dr. Ronnebaum to possibly develop an IPE event around the Human Library learning platform. Next steps: Organize event logistics plan and timeline and consult with Dr. Ronnebaum regarding the development of an IPE event.</p> <p>CME: Learning is enhanced when it incorporates the interests of the people who are served by the healthcare system. The CME department currently engages patients and/or public representatives in the planning and delivery of accredited educational activities. This learning format meets the requirements for Accreditation with Commendation through the Accreditation Council for Continuing Medical Education (ACCME).</p>				
6.2 Elective for Interprofessional Education	<ul style="list-style-type: none"> • Increased competency in realistic Interprofessional patient care • Increased relevant opportunities for training • Increased utilization by faculty and other IPE collaborators 	Sim C. -(Lead)- Create/facilitate IPE course CEE- Library -resources EBP education	Course approved by committee Course delivered	FY 19 Q2
<p>CEE: Next Steps: CEE: Planning IPE course within the drafted Masters in Health Sciences Education program.</p> <p>SIM: Next Step: Determine feasibility</p>				

Research Vision Statement: Des Moines University will be a cultivator of distinctive faculty and student researchers who discover and disseminate new knowledge.

1. Support research expenditures to enhance research capacity, foster innovation and improve outcomes.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
1.1 Collaborate with faculty and staff on educational research projects	<ul style="list-style-type: none"> Increased educational research publications and presentations across campus 	CEE - (Lead) - Library-Resources, literature reviews Sim C. - Simulation based/backed research CME – Development, management, and credit	1 collaborative publication a year	Ongoing FY19 Q4 (Will review progress and reassess)
<p>CEE: Studying the impact of combined exams in the Next Generation Block Calendar with COM. Assessing usage of the Study Skills in Health Professions Education D2L site and its impact on resource utilization within the Library</p> <p>SIM: Evidence: Education Scholar supported project in Simulation to study student vs patient perspectives on communication. Next Step: Complete data collection, begin analysis, determine mode to share information.</p> <p>Library: A library faculty member and CEE staff member are collaborating on a research on student use of exam preparation resources. Next steps: prepare manuscript.</p> <p>CME: The CME department currently works with the Office of Research to develop multiple research-related educational activities each year. There are no plans to discontinue this relationship. A list of educational offerings can be found online.</p>				

2. Sustain an institutional culture that protects and values the time to conduct research, enhancing faculty scholarship.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
2.1 Collaborate with faculty and staff to support educational research	<ul style="list-style-type: none"> Increased educational research publications and presentations across campus 	CEE - (Lead) - Sim C. - Simulation based/backed research Library - Resources, literature reviews CME - Credit	1 submission of an abstract for publication 1 submission of an abstract for presentation	Ongoing FY19 Q4 (Will review progress and reassess)
<p>CEE: Upcoming presentation in collaboration with the Office of Research on qualitative research methods in Spring 2020.</p> <p>Sim Specialist and SP Educators presented 3 sessions at Central Iowa Simulation Educational Conference in July of 2019. SP educators collaborate with faculty to provide data and videos for their research on standardized patient encounters (Dr. Pam Duffy).</p> <p>Next Step: Determine if any presentations can be submitted for simulation focused publication</p> <p>CME: Development and publication of scientific papers and online osteopathic educational programs quality for 10 AOA Category 1-B credits per article published. More information.</p>				
2.2 Evaluate and develop a personalized plan to increase staff's confidence to engage in research	<ul style="list-style-type: none"> Staff engaged in relevant research activates Staff reporting increased confidence in research techniques Collaborative PLC utilizing support areas 	CEE - (Lead) - Ed Research /support Sim C. - Sim staff as participants Lib - Resources CME – Development, management, and credit	The formation of at least one research-based PLC group	Ongoing FY20 Q4 (Will review progress and reassess)

2. Sustain an institutional culture that protects and values the time to conduct research, enhancing faculty scholarship.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>CEE: On hold due to resources</p> <p>SIM: Citi training as listed below</p> <ul style="list-style-type: none"> • Barb Klocke - Health Privacy Module for Researchers, RCR, Social-Behavioral-Educational • Barb Schnoor - Health Privacy Module for Researchers, RCR, and IRB Member Human Subject Research Training • Teresa Rader - RCR, Social-Behavioral-Educational • Brenda Scovel - Health Privacy Module for Researchers, RCR, Social-Behavioral-Educational • Fran Smith-Fatten - nothing • Diana Altamirano - nothing • Scott Bruxvoort - nothing • Melinda Carriker - nothing <p>Next Step: Identify measure to evaluate increased staff confidence.</p> <p>Library: Library faculty and have begun to investigate technologies that could help the library support the DMU research enterprise, such as an institutional repository and a “research dashboard” to more easily compile research activity and metrics in one location. Next steps: continue to review technologies and share findings with the Office of Research and others on campus as appropriate.</p> <p>CME: The CME department currently works with the Office of Research to develop multiple research-related educational activities each year. There are no plans to discontinue this relationship. A list of educational offerings can be found online.</p>				
2.3 Elevate and highlight innovation, quality education, and research on campus	<ul style="list-style-type: none"> • Development of a robust institutional repository • Innovative research shared with internal and external stakeholders 	Library - (Lead) - Repository CEE - Highlights for ed /research Sim C. - Labs/Images	Evaluated the infrastructure to support repository	FY20 Q4
<p>CEE: Next Steps CEE: Identification and elevation of innovative faculty. Awaiting resources.</p>				

2. Sustain an institutional culture that protects and values the time to conduct research, enhancing faculty scholarship.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>SIM: Simulation Center has a large archive of labs and images. Next Steps: Collaborate with course directors to ensure cases/labs/images are appropriate and relevant. Partner with Library on repository</p> <p>Library: Library faculty and have begun to investigate technologies that could help the library support the DMU research enterprise, such as an institutional repository and a “research dashboard” to more easily compile research activity and metrics in one location. Next steps: continue to review technologies and share findings with the Office of Research and others on campus as appropriate.</p>				

3. Advance a culture that values grantsmanship and promotes the development of fundable research programs.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
3.1 Collaborate with faculty and staff to support their grant opportunities.	<ul style="list-style-type: none"> • Increased grants awarded • Increased utilization of simulation supported research 	CEE - (Lead) – Sim C. - Sim based research Library - Resources, literature reviews CME – Development, management, and credit	Identified and support grant opportunities Increase in grants submission	FY20 Q 4
<p>CEE: On hold due to resources</p> <p>SIM: SIM investigated an R-18 grant opportunity, which is a NIH patient safety grant. Next Steps: Identify potential faculty partners to apply for R-18 grant.</p>				

3. Advance a culture that values grantsmanship and promotes the development of fundable research programs.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>CME: The CME department currently works with the Office of Research to develop multiple research-related educational activities each year. There are no plans to discontinue this relationship. A list of educational offerings can be found online.</p>				

4. Promote the development of key collaborative research relationships that will build the scientific reputation of DMU.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
4.1 Collaborating on clinical reasoning development in students	<ul style="list-style-type: none"> • Improvement of methods that support the development of clinical reasoning • Demonstrated improvement in clinical reasoning skills • Additional research and publication opportunities to enhance the development of clinical reasoning skills 	Sim C. - (Lead) - Sim staff as facilitators CEE – Library - Resources, EBP education CME – Development, management, and credit	Developed a research study Complete literature review	Ongoing FY19 Q4 (Will review progress and reassess)
<p>CEE: N/A</p> <p>SIM: The simulation center supports programs and course directors in the development of students' clinical reasoning and skills development.</p> <p>Next Step: Complete literature review in collaboration with Library.</p> <ul style="list-style-type: none"> • By 8/1/2020 Collaborate with Brian Pinney and Library staff to establish best practices with an emphasis on teaching and assessing clinical reasoning with SPs and present to Simulation Center staff 				

4. Promote the development of key collaborative research relationships that will build the scientific reputation of DMU.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<ul style="list-style-type: none"> By 8/1/2020 develop a research study designed to evaluate changes in teaching of clinical reasoning skills <p>CME: Why is this initiative limited to students? My recommendation would be to include DMU faculty, staff, students, and community partners. CME: The CME department currently works with the Office of Research to develop multiple research-related educational activities each year. There are no plans to discontinue this relationship. A list of educational offerings can be found online.</p>				

6. Expand the research curriculum to incorporate critical thinking, knowledge of ethical and culturally responsive conduct of research and support the development of lifelong learning skills				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
6.1 Development of qualitative research methods training on campus	<ul style="list-style-type: none"> Qualitative methods training available for faculty and staff Increased qualitative research on campus 	CEE - (Lead) Library - Resources CME – Development, management, and credit	2 opportunities for qualitative research methods training offered	FY20 Q2
<p>CEE: Upcoming qualitative research methods presentation in collaboration with the Office of Research. Planned Qualitative Research Methods course in the master's in health sciences education program.</p> <p>CME: The CME department currently works with the Office of Research to develop multiple research-related educational activities each year. There are no plans to discontinue this relationship. A list of educational offerings can be found online.</p>				

6. Expand the research curriculum to incorporate critical thinking, knowledge of ethical and culturally responsive conduct of research and support the development of lifelong learning skills				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
6.2 Research debriefing methods for clinical reasoning/ critical thinking	<ul style="list-style-type: none"> • Most effective debriefing method to foster rapid growth in critical thinking skills identified and implemented across programs • Submission for publication and/or presentation 	Sim C. –(Lead)- Sim C. staff as facilitators CEE – Research Library – Literature review	Team performance tracked and progress compared Defined measurements of progress in critical thinking	FY20 Q1

Clinic Vision Statement: Des Moines University will provide high quality patient care and educational experiences dedicated to improving health and wellness.

1. Build collaborative relationships to increase student educational experiences and provide exceptional health care services to the community				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
1.1 Collaborate to support community-based health education experiences	<ul style="list-style-type: none"> • Network to build positive community relationships • More opportunities for authentic experiences for students to engage with the community • Connections with similar departments in the community or industry 	SIM CEE Library	1 community, health/education related event per year 1 presentation to community per year	FY20 Q4
<p>CEE: N/A</p> <p>SIM: Evidence: Completed literature review in collaboration with SPAL staff for clinical evaluation of student by standardized patients. Next Step: New debriefing methods and performance tracking for COM and CPMS students; assessment of different techniques ongoing. Notes: Define measurements of progress in critical thinking</p> <p>Library:</p> <ol style="list-style-type: none"> 1) Library: A library faculty member has completed CE to receive the Medical Library Association's Level 1 Consumer Health Information Specialization designation in preparation for offering consumer health information events. Next steps: Library faculty member is working towards the Medical Library Association's Level 2 Consumer Health Information Specialization. 2) Library faculty and staff met to discuss consumer health information outreach possibilities. Next steps: Develop a survey that can be sent to hospital and metro libraries to learn more about metro CHI efforts and identify gaps that could be filled by DMU events. <p>CME: How is "community" being defined? Is community the public or healthcare providers?</p>				

5. Engage in interprofessional practice to broaden an understanding of the expertise of other health professions and the value of collaborative practice to patients.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
5.1 Collaborate and support Interprofessional education opportunities	<ul style="list-style-type: none"> • Increased competency in realistic Interprofessional patient care • Increased relevant opportunities for training • Increased in collaboration and communication skills 	Sim C. –(Lead)- In-Situ simulation CME (Lead) – Development, management, and credit CEE- Library – Resources, EBP education	Depts collaborate on 2 IPE events	Ongoing FY20 Q1 (Will review progress and reassess)
<p>CEE: N/A (on hold due to no Director)</p> <p>SIM: Completed literature review in collaboration with SPAL staff for clinical evaluation of student by standardized patients. Next Step: New debriefing methods and performance tracking for COM and CPMS students; assessment of different techniques ongoing. Notes: Define measurements of progress in critical thinking</p> <p>Library: Library faculty met with Dr. Ronnebaum to discuss library support of DMU and Des Moines IPE Collective events. Library faculty will be contributing to a DMU IPE event held in February and March of 2020. Library faculty are also working with librarians of other DMIPEC institutions to develop possibilities for collaborative IPE support, and have attended a meeting of the DMIPEC board to gather feedback for that group to use. Next steps: Plan the library’s role in upcoming DMU IPE event, develop IPE LibGuide, meet with fellow DMIPEC librarians to brainstorm involvement opportunities based in DMIPEC feedback.</p> <p>CME: CME currently offers multiple interprofessional educational events throughout the year. When developing and executing an educational activity, the inclusion of at least two healthcare disciplines is deliberate. This is in collaboration with other DMU departments or programs, and health organizations nationwide. A complete list of educational offerings can be found online.</p>				

Policy and Service Vision Statement: Des Moines University will be a leader in community service and will convene key stakeholders, coalitions and partners on policy issues to support the well-being of our community.

1. Enhance knowledge in the areas of health promotion, prevention, and well-being to develop healthier communities.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
1.1 Increase knowledge of health and wellness to the community	<ul style="list-style-type: none"> • Increase DMU visibility and awareness within the community • Generate revenue • Support resources needed for community outreach events 	Sim C. – (Lead) – CPR/BLS CME (Lead) – Development, management, and credit Library- consumer health information outreach CEE-	2 events per year for community	Ongoing FY19 Q4 (Will review progress and reassess)
<p>CEE: N/A</p> <p>SIM: Evidence: None. Next Step: Follow up with BLS coordinator</p> <p>Library:</p> <ol style="list-style-type: none"> 1) A library faculty member has completed CE to receive the Medical Library Association’s Level 1 Consumer Health Information Specialization designation in preparation for offering consumer health information events. Next steps: Library faculty member is working towards the Medical Library Association’s Level 2 Consumer Health Information Specialization. 2) Library faculty and staff met to discuss consumer health information outreach possibilities. Next steps: Develop a survey that can be sent to hospital and metro libraries to learn more about metro CHI efforts and identify gaps that could be filled by DMU events. 				

CME: CME currently offers multiple educational events throughout the year which focus on health promotion, prevention, and well-being. This is in partnership with other DMU departments or programs, and health organizations nationwide. A complete list of educational offerings can be found [online](#).

2. Strengthen community partnerships with organizations whose work aligns with our mission to improve lives.

Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
2.1 Provide educational supports, resources, training, development/workshops for community	<ul style="list-style-type: none"> • Increased DMU visibility and awareness within the community • DMU established as a resource for ongoing education for the community • Generate revenue 	CEE – (lead)- CME (Lead) – Development, management, and credit Sim C. – CPR/BLS Library- consumer health Information outreach	2 events per year for community	FY20 Q4

CEE: On hold due to lack of resources

SIM: Simulation center supports BROS, GEMS, Health Pass, Disaster Drill, and National SOSA Conference. Next Steps: Investigate feasibility of providing training to community members.

Library:

- 1) Library: A library faculty member has completed CE to receive the Medical Library Association’s Level 1 Consumer Health Information Specialization designation in preparation for offering consumer health information events. Next steps: Library faculty member is working towards the Medical Library Association’s Level 2 Consumer Health Information Specialization.
- 2) Library faculty and staff met to discuss consumer health information outreach possibilities. Next steps: Develop a survey that can be sent to hospital and metro libraries to learn more about metro CHI efforts and identify gaps that could be filled by DMU events.

2. Strengthen community partnerships with organizations whose work aligns with our mission to improve lives.				
Initiatives	Expected Outcomes	Responsibility	Success Measures	Deadline (MM/YYYY)
<p>CME: CME currently partners multiple with organizations whose work aligns with DMUs mission to improve lives. Several partnerships from 2019 include: After Cancer, Solutions for Sexual Health, All Care Health Center, Broadlawns Medical Center, Cancer Center of Iowa, Capital Chiropractic & Rehabilitation Center, Healthiest State Initiative, Iowa Academy of Otolaryngology, Iowa Academy of Physical Medicine and Rehabilitation, Iowa Arthritis and Osteoporosis Center, Iowa Association of Pathologists, Iowa Health Care Association, Iowa Healthcare Collaborative, Iowa Hospital Association, Iowa Medical Society, Iowa Neurological Association, NAMI Iowa, Onelowa, Primary Health Care, Inc., Rheumatology Association of Iowa, Southwestern Iowa Mental Health and Disability Services, The International Spine and Pain Institute, and Wesley Life. A complete list of educational offerings can be found online.</p>				