

Goal 1: Create and Prepare the New Health Professionals for Minnesota

AcademicHealthCenter

UNIVERSITY OF MINNESOTA

Strategic Objectives

Strategic Initiatives

1.0 Develop and implement interdisciplinary health professional education opportunities that:

- Emphasize the core knowledge and skills of each AHC health professional discipline.
- Incorporate essential knowledge, attitudes, and skills from other disciplines identified as necessary for the needs of care delivery.
- Provide experiential opportunities in all areas of health promotion and care.
- Provide experiential opportunities throughout Minnesota, including its diverse populations and cultures.

1.0 Implement an interprofessional team approach to individual and population health, such as:

- 1.01 Primary care
- 1.02 Care of the elderly
- 1.03 Chronic disease management
- 1.04 Preventive health and wellness

1.1 Engage the community of providers, employers and consumers in helping to define the changing competencies, knowledge, and skills required of health professionals in:

- 1.11 The various components of the care delivery system
- 1.12 Other components of the health system, e.g. public health, health policy, insurance, and social services
- 1.13 Other aspects of the business of health

1.2 Re-evaluate current curricula and pedagogy.

- 1.21 Define core knowledge and skills of each profession
- 1.22 Update curricula content
- 1.23 Provide interprofessional education opportunities
- 1.24 Reduce duplication of effort where it exists
- 1.25 Provide learning environments to support contemporary health professions curricular design.
- 1.26 Provide faculty development for incorporating evidence-based contemporary teaching and learning methodologies

2.0 -Develop new models for funding of health professional education:

- For core programs in AHC schools, for AHC interprofessional programs, and for programs with other schools of the University.
- For affiliated institutions and community education sites

1.3 Move more of the clinical and field experiences into community settings.

- 1.31 Develop rural and urban community health laboratories
- 1.32 Develop community models that also address a diverse ethnic, cultural and racial backgrounds.
- 1.33 Provide for faculty development

2.0 Update the strategic plans of schools and colleges in accord with the AHC strategic vision and plan

2.1 Develop comprehensive financial models, plans and budgets that:

- 2.10 Support financial planning
- 2.11 Support full cost allocation for each mission component
- 2.12 Support investment strategies and analysis of results
- 2.13 Support needed reporting functions
- 2.14 Becomes paperless

2.2 Develop a clear statement of the additional external funds needed to support core health professional education and research programs.

- 2.0 First professional
- 2.1 Graduate professional
- 2.2 Fellow

2.3 Develop a comprehensive plan for further administrative cost reductions

3.0 Monitor and assess the health professional workforce needs of Minnesota and adjust enrollments to meet those needs:

- Work with the state agencies, health systems and providers to determine the workforce needs of the state.
- Monitor the need for the health professionals educated and trained through AHC programs
- Partner with other public and private institutions that educate and train other components of the state's health professional workforce
- Work with K-12 education programs to create an awareness of careers in the health professions

2.4 Work with community education sites to develop a clear financial need statement for their continued support of health professional education

2.5 Develop, implement and evaluate models of community partnerships in education

2.6 Develop new models that reduce the time and cost of health professional education

2.60 For Students

2.61 For Schools

2.62 For Others, e.g. payors

3.0 Establish a database of the state's current health professional workforce.

3.01 Directly for AHC programs

3.02 In partner for non-AHC programs

3.1 Establish a methodology for establishing, tracking and projecting the state's health professional workforce needs.

3.11 Directly for AHC programs

3.22 In partner for non-AHC programs

<p>4.0 Promote a culture of life-long learning for health professionals to:</p> <ul style="list-style-type: none"> • Prepare students, faculty and staff to be life-long learners • Support life-long learning of working health professionals 	<p>3.2 Adjust AHC student enrollments in response to the state's changing needs.</p> <p>3.20 Work with the Minnesota Dental Association and state agencies and health systems to adjust the class size in dentistry</p> <p>3.22 Work with the Minnesota Medical Association and state agencies and health systems to adjust the class size in medicine</p> <p>3.3 Evaluate the need for changes in the knowledge and skills taught in the educational programs for health professionals.</p> <p>3.4 Develop and implement recruitment programs for attracting students into, and promoting the diversity of, the health professions.</p> <p>3.5 Evaluate the affects of student finances on the professional choices and geographic distribution of graduates of health professional programs.</p> <p>4.0 Promote anywhere-anytime learning for AHC students that:</p> <p>4.01 Creates a technology-enhanced learning infrastructure for AHC students</p> <p>4.02 Creates an educational network that connects classrooms, libraries, hospital and community training sites, faculty offices, and students at their homes.</p> <p>4.03 Supports faculty to use technology-enhanced learning methodologies</p>
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<p>5.0 Provide for the next generation of academic health science faculty:</p> <ul style="list-style-type: none"> • In basic sciences and graduate student education • For clinical sciences and professional student education • In translational science 	<p>4.1 Teach the use of information technology as part of the curriculum and pedagogy of health professional education.</p> <ul style="list-style-type: none"> 4.10 Electronic records 4.11 Distance learning 4.12 Electronic databases 4.13 Life-long learning <p>4.2 Develop an interdisciplinary laboratory to develop and provide health information tools for students and working health professionals.</p> <ul style="list-style-type: none"> 4.21 Develop new health information tools to promote life-long, anytime and anywhere learning. 4.22 Develop a bench-to-bedside to community interdisciplinary nexus that includes: <ul style="list-style-type: none"> • Evidenced-based information on line for providers • Basic and translational science information for providers • Preventive health, wellness, integrative medicine • Best practices for prevention and care delivery on line and with other forms of communication <p>5.0 Develop a long-range plan and program to assure the AHC has faculty of adequate numbers and quality to maintain its education and research programs.</p> <p>5.1 Strengthen existing programs with successful track records of educating physician-scientists such as the MD-PhD program.</p>
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<p>6.0 Promote excellence in education</p>	<p>5.2 Provide effective incentive programs for recruitment and retention of faculty.</p> <ul style="list-style-type: none">5.21 Strengthen faculty development opportunities5.22 Improve faculty income and benefits to be competitive with other institutions5.23 Strengthen entrepreneurial opportunities for faculty <p>5.3 Develop an effective system of mentoring.</p> <p>5.4 Reposition the Masters in Health Administration program</p> <p>6.0 Incorporate into the promotion and tenure process for faculty</p> <ul style="list-style-type: none">6.01 Promote the scholarship of teaching and learning6.02 Incorporate best-evidence and best-practice into teaching <p>6.1 Develop an incentive and reward program that values education and rewards excellence.</p>
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