1. EDUCATION
Goal: The School of Medicine (SOM) will provide excellence in education to outstanding students from all of the communities of New Mexico in the service of the highest quality patient-centered, community engaged care to “help New Mexico make more progress in health than any other state by 2020”

Objectives:
1. **Maintain full LCME accreditation for the SOM undergraduate medical education program and ACGME accreditation for all SOM graduate medical education programs.**

Metrics:
- Contribute to Phase 1 education by (i) using the annually updated allocation plan agreed to by the Chairs in 2002, or (ii) through formal arrangements with other departments, approved by the Executive Vice Dean, to cover their allocation.
- Maintain residency programs in full compliance with accreditation requirements. If out of compliance, develop compliance plans approved by the Office of GME and the Program Review Committee.
- Support of Clerkship Director at a minimum of 0.25 FTE (for departments offering required courses in Phases 2 and 3).
- Support of Program Director and Associate Program Directors at a minimum of time specified by the RRC (for departments with ACGME-accredited residency or fellowship programs).
- Clinical departments’ participation in the accredited CME program sponsored by UNM.

2. **Create a curriculum and educational environment that model and promote health equity.**

- Catalogue all current curricular activities related to health equity and diversity including activities in BA/MD program, SOM curriculum, and Certificate of Public Health curriculum
- Develop a comprehensive plan for recruitment to the DTS programs from rural sites linked to needs identified by project ECHO
- Identify SOM activities that are potential opportunities for expansion of a health equity curriculum, e.g. Project ECHO, Office of Community Health and Office of Interprofessional Education
- Create new activities necessary to meet curricular objectives not currently addressed, building on successful models reported in the literature as well as local expertise and experience

Metrics:
- Participate in BA/MD Program (BA-MD committee, SOM Mentor, interdisciplinary seminar leader)
• Participate in the integration of Public Health objectives and activities into each required course and clerkship.

3. **Enhance the culture of professionalism in faculty, residents, and students and create an integrated and consistent institutional plan for continuous professionalism improvement**
   
   • Implement a task force to develop a continuous professionalism improvement process
   • Dedicate resources to allow for systematic study of prevalence, severity and kinds of mistreatment
   • Identify and respond to learner and colleague complaints of mistreatment, with true accountability for those who repeatedly display unprofessional behavior

4. **Develop linkages between continuous quality improvement of clinical care and the education of medical students, residents and practicing clinicians to form a foundation of the institution’s culture of quality.** Excellent care is evidence based, relationship-based, and systems – based
   
   • Develop and implement a continuous quality improvement curriculum for HSC students, residents, faculty and staff in each clinical education site and program.
   • Develop a process to create a culture receptive to continuous quality improvement in patient care and education.

5. **Create an interprofessional culture, leadership and educational opportunities that prepare learners to collectively provide just and excellent care associated with optimal health outcomes.**
   
   - Implement an interprofessional geriatric assessment course that involves students from at least 4 health professional programs that addresses geriatric needs in the continuum of care settings.
   - Develop a plan for an MD-MSCR track
   - Develop systems for the new interprofessional healthcare simulation center that facilitate effective interprofessional faculty, staff and student collaborations.
   - **Create an interprofessional course in ethics and professionalism in patient-centered medicine**

6. **Address critical state dental workforce needs with innovative oral health educational programs that includes a BA/DDS program, an expanded general dental residency, new specialty residencies, and an advanced provider clinical track for hygienists.**
   
   - Plan the creation of a University New Mexico regional dental school.
   - Study alternative models for an advanced provider clinical track for hygienists that addresses state dental workforce needs to determine which is best for New Mexico
7) Develop a doctoral degree in health professions to prepare academic faculty for the diagnostic and therapeutic sciences programs at UNM and regionally.