

## EDUCATIONAL INITIATIVES

Seven educational initiatives have been selected for development during the five-year strategic plan: novel approaches to teaching and interprofessional education, led centrally by RBHS; undergraduate health-related education, underrepresented minority group pipeline programs, and leadership training, pursued by RBHS, with Rutgers taking the lead; and joint degree and professional educational program efforts, led primarily by specific RBHS schools.

### *Novel Approaches to Teaching*

The Novel Approaches to Teaching initiative at RBHS will create learning environments that promote quality and patient safety while at the same time continuing to advance educational excellence for future health care providers of the State of New Jersey and the nation as a whole. RBHS schools have current strengths in this area (e.g., the long distance learning program in the School of Health Related Professions, community-based service-learning in the Rutgers School of Dental Medicine, and the simulation laboratories in the School of Nursing). In order to achieve this goal, specific objectives will be met as noted below and a Novel Approaches to Teaching Steering Committee will be created and led by the RBHS vice chancellor for interprofessional programs. The steering committee will oversee the development and implementation of novel approaches to teaching. Specific focus will be placed on six potential educational programs/areas of interest: excellence in distance learning, massive open online courses (MOOCs), mapping and sharing of foundational curricular resources, simulation education, strategies for shortening the training path, and utilization of learning management systems. Strategies to enhance and expand existing programs RBHS-wide will be developed. Activities will include cataloging existing programs and reviewing methods utilized by existing programs within RBHS, across Rutgers, and successful and innovative programs offered by peer and aspirant institutions. These programs/approaches will be linked, as appropriate, to ongoing Rutgers programs with similar foci. Subcommittees focused on these approaches will be formed, many in concert with the Interprofessional Education Faculty Advisory Council.

The foundational element of all innovative educational programs will be the RBHS commitment to train highly competent health care professionals who provide high quality, safe patient care and other services, or who engage in high quality research. All RBHS educational programming will be patient-focused at the individual, family, community, societal, or global level. The modalities noted above will be utilized to improve the quality, efficiency, and visibility of RBHS educational initiatives.

Technology is a key component of the efforts to improve educational offerings. In addition to simulation labs and MOOCs, RBHS students will be highly proficient in incorporating “bedside” technologies available on smartphones, tablets, and laptop computers. These technologies can enhance patient safety by reducing errors and making evidence-based or consensus, panel-developed prevention or disease management protocols easily accessible to all clinicians.

*Six specific objectives* are planned. *The first objective* is to expand the usage of existing simulation facilities by extending access to all learners on the same campuses where appropriate. In order to accomplish this objective: all schools will become familiar with RBHS simulation facilities, technological resources, and programs on all three campuses during academic year 2015; all schools will identify current and anticipated simulation needs and timing of these needs by June 30, 2015; schools will begin to share simulation resources on an ad hoc basis during academic year 2015; a master schedule for the use of all simulation centers and programs will be developed by the end of academic year 2016; each school will develop one mandatory interprofessional simulation experience for all students by the end of academic year 2016; and RBHS faculty will submit at least five papers on interprofessional simulation by academic year 2017.

*The second objective* is to develop an administrative structure to oversee the utilization, planning, designing, and maintenance of current and future simulation resources. In order to do so, a feasibility study will be conducted in collaboration with the RBHS deans and chancellor to determine the needs for and resources available to create a centralized simulation center on each campus, to be completed by the end of academic year 2017. The Novel Approaches to Teaching Steering Committee will collaborate with the educational administrative leadership at all RBHS schools to develop a recommendation for the most appropriate administrative oversight structure for RBHS-wide simulation experiences by the end of academic year 2017. If deemed appropriate, comprehensive, interprofessional simulation centers will be developed on the New Brunswick/Piscataway and Newark campuses of RBHS, with financial support to be identified and architectural designs to be completed by the end of academic year 2019, with the centers to be completed by the end of academic year 2020.

*The third objective* is to adopt a single, unified learning management platform. Tasks include: a survey of all learning management systems (LMS) currently in use within RBHS, to be completed by the end of academic year 2015; a survey of learning management systems in use at RBHS peers and aspirational peers, to be completed by the end of academic year 2015; a survey of faculty who are high utilizers of LMS to determine their interest in change and their preference for a single LMS, to be completed by the end of academic year 2016; a single LMS for RBHS will be fully implemented and fully functional by the end of academic year 2019; achieving IT capacity needed to implement a fully functional LMS will be determined during academic year 2016; achieving IT upgrades to accommodate a fully functional LMS will be implemented by academic year 2019; and identifying and acquiring analytic tools needed to enhance the functionality of the LMS, implemented during academic year 2017.

*The fourth objective* is to map, develop, and share RBHS foundational curricular resources. To accomplish this: a library of content-rich, standards-based curricular materials for common concepts that are foundational to health sciences education will be completed by the end of academic year 2018; and a library of instructional materials that promote the development of critical thinking skills for all learners will be housed in the LMS by academic year 2019.

*The fifth objective* is to enhance and expand the utilization of distance learning for undergraduate, graduate, and continuing education. To accomplish this objective: all RBHS faculty involved in classroom or online teaching will be offered faculty development to improve their online teaching skills, similar to what is now being provided to SHRP faculty, with the first course to be developed and offered RBHS-wide in academic year 2016; the executive director of the RBHS Center for Continuing & Outreach Education will collaborate with the Rutgers Center for Online and Hybrid Instruction to enhance online continuing education offerings from RBHS, with collaboration to begin in academic year 2015; and the utilization of RBHS online continuing education courses will increase by 50 percent by the end of academic year 2019.

*The final objective* is to determine the feasibility of shortening the training path for some RBHS programs. This will be accomplished by: exploring existing program shortening currently underway at RBHS, to be completed by the end of academic year 2016; exploring the feasibility of shortening other educational programs by the end of academic year 2019; attaining institutional membership to the National Center for Faculty Development and Diversity (NCFDD), to be achieved by RBHS by academic year 2016; examining the “research to writing gap” for faculty in RBHS schools, by the end of academic year 2016, and shortening significantly the average “gap” by the end of academic year 2019; and RBHS, the Rutgers Office of Instructional & Research Technology, and the greater Rutgers community collaborating to combine NVivo expertise and share server space by academic year 2016.