



## **22. ARIZONA COLLEGE OF OSTEOPATHIC MEDICINE**

### **Strategic Objective**

Establish Midwestern University to be the premiere osteopathic educational institution in the southwest.

### **Priorities – Fiscal Years - 2022/2027**

- ✦ Enhance and support rotation sites in Arizona, California, and Illinois for OMS 3 and OMS 4 students. Attempt to consolidate rotation sites with partner hospital systems where possible.
- ✦ Prepare for next COCA comprehensive site visit (2021).
- ✦ Develop and support sponsored GME residency programs and develop collaborations with other new local GME programs.
- ✦ Develop and implement Diversity, Equity and Inclusion (DEI) across four years of training.
- ✦ Enhance and support research and scholarly activities by all AZCOM faculty members, including faculty in the MWU Multispecialty Family Medicine and OMM clinics through the use of the Clinical Teaching and Research Program which starts in FY 2022.
- ✦ Support growth of the MWU Multispecialty Clinic to enhance student-training opportunities with primary care physicians in an interprofessional setting with additional emphasis on OMM, whereby increasing student interest in primary care careers.

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Fiscal Years – 2022/2027 - STRATEGIC PLAN

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	Operational Plan	Accountability	Initiate	Complete	Comments
22.1	One Health - AZCOM will work with the College of Graduate Studies (CGS) to recruit dual degree students for the Master of Public Health and Master of Precision Medicine degree programs. It will also work with CGS to fully recruit through the AZCOM Bridges program.	Deans – AZCOM, CGS; Program Directors; Associate Dean for Academic Affairs; AZCOM and Biomed faculty	2021	2023	AZCOM and CGS will work together to recruit dual degree students to the CGS programs and to identify and recruit CGS students to the AZCOM Bridges program. This will also require the faculty to work together to prepare the Bridges students for success the following year in AZCOM.

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22.2	One Health – AZCOM will work with other colleges and programs to give AZCOM opportunities to have hands on collaboration with other programs	AZCOM clinical course faculty and faculty from other colleges	2022	2024	<p>Students have learned how to do ophthalmic examinations through partnership with optometry. Similar activities could occur with podiatry to assess the lower extremities or with dental to better assess the mouth and teeth.</p> <p>I'm H.O.M.E. course for second year AZCOM students will continue to collaborate with teams of interprofessional students. Funds will be used to support clinical adjunct faculty who will supervise students on patient care nights. Consider obtaining a van for transportation of temporary shelters to use for confidential patient care at the shelters.</p> <p>Continue with participation in the CORE course in the first year curriculum and to develop rotation opportunities for interprofessional teams of students at the MWU Multispecialty Clinic.</p> <p>Develop a payment structure with other clinical programs that use common preceptors and hospital systems to develop additional rotations for all programs at those sites. This must be competitive with other colleges in the vicinity.</p>
22.3	Continue to integrate ultrasound training within the entire four-year curriculum.	Chair of Integrated Medicine, AZCOM faculty, Associate Dean for Clinical Education	2020	2023	<ul style="list-style-type: none"> <li>• This has been completed but AZCOM has lost some of its clinical faculty who do ultrasound. Faculty will need to be recruited and trained in ultrasound to teach in the classes and at the bedside in the clinic.</li> <li>• Residents at sponsored and affiliated residencies will be trained in ultrasound and recruited to assist with preclinical ultrasound labs and ultrasound clinical training of OMS III and OMS IV students in the future.</li> <li>• Ultrasound training and perhaps certification can be added to the faculty development programs for the faculty associated with the MWU GME Consortium.</li> </ul>

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22.4	AZCOM curriculum mapping will be completed.	Associate Dean for Curricular Integration and department; faculty of all AZCOM courses	2021	2023	<ul style="list-style-type: none"> <li>• New syllabus template will categorize the lecture objectives against the core competencies and sub-competencies, mission, and COMLEX-USA blueprint</li> <li>• Common keywords will be mapped.</li> <li>• The AZCOM curriculum for the 2020-2021 academic year will be compared to other schools participating in the Curriculum Inventory (CI) software down to the session level. Beginning in the 2021-2022 academic year, the AZCOM curriculum will be compared to other schools at the session objective level.</li> </ul>

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<b>22.5</b>	Implement a formalized plan for college specific faculty development for all on-campus and clinical off-campus faculty that articulates with the University plan.	Deans of AZCOM, CCOM, and MWU GME Consortium; Associate Deans of Clinical Education, Curricular Integration and Faculty Development, and Academic Affairs with Clinical Chairs	2021	Ongoing	<p>AZCOM will continue providing multiyear preceptor faculty development on-campus and at partner facilities.</p> <p>The AZCOM’s Dean Office will provide on-going faculty development focused on curricular mapping. This will include implementation of the new standardized syllabus. The Curriculum committee will compare AZCOM Curriculum mapping with that of other colleges in the upcoming years..</p> <p>At the twice weekly AZCOM Huddles, during the pandemic, there were opportunities to do quick educational activities to help the faculty and staff understand all that was happening as a result of the COVID 19 alterations in student education. When the campus is fully in person, at least one of the Huddles per week should include faculty and staff development topics to include osteopathic history and principles/practice, COCA updates, student wellness issues, etc.</p> <p>CME will continue to be offered to off-campus faculty for providing lectures, rotation precepting, and OMM training. New access to electronic delivery of faculty development for preceptors will increase access to doctors not in close proximity to campus.</p>

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<b>22.6</b>	Continue to assess curriculum. Implement improvements and changes to meet accreditation requirements.	Dean – AZCOM, Associate Dean for Curricular Integration and Faculty Development Associate Dean for Academic Affairs, Clinical Chairs, Associate Dean for Clinical Education	2021	2023	A new syllabus template will be implemented to assist course directors with appropriate curriculum mapping of their lecture objectives and keywords. This will be planned to be compared with other COMs and medical schools in Arizona and the southwest using the Curriculum Inventory software.
<b>22.7</b>	GME - Continue to support the development of Midwestern University supported and collaborating postdoctoral programs and support the application of current residency programs to the Accreditation Council for Graduate Medical Education (ACGME) for osteopathic recognition, as required by the Commission on Osteopathic College Accreditation (COCA) standards.	Dean, MWU GME Consortium, MWU GME DIO, Program Director for ONMM Program	2019	Ongoing	Expand postdoctoral training in sponsored and affiliated sites by: <ul style="list-style-type: none"> <li>• Supporting Faculty Development</li> <li>• Expanding student rotations at the sites</li> <li>• Supporting research at the sites – library, IRB, faculty support</li> <li>• Supporting simulation at MWU Glendale campus for residency programs where students train.</li> <li>• Financially contributing to a clinical clerkship director and part of a clinical coordinator at affiliated sites to support AZCOM student rotations at those sites.</li> <li>• Provide education on OMM/OPP, to include a curriculum that can be used to train residents, at the sites that desire osteopathic recognition.</li> </ul>

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<b>22.8</b>	Clinical Training - Continue to assess curriculum as it relates to clinical rotations. Implement improvements and changes to meet accreditation requirements. Create more site-based didactic opportunities in the OMS 3 year.	Dean – AZCOM, Associate Dean for Academic Affairs, Clinical Chairs, Associate Dean for Clinical Education	2021	ongoing	<p>Work to make the comparison of rotation sites more robust. Currently, post rotation examinations and preceptor evaluations of students are used. Further comparisons should include other metrics such as:</p> <ul style="list-style-type: none"> <li>• Student evaluations of preceptors</li> <li>• EPAs and their completion</li> <li>• Comments by clinical preceptors to place in the MSPES for students.</li> <li>• Log completion</li> <li>• Other items that will help to assure all students get equivalent experiences at all sites.</li> </ul> <p>Curriculum Committee should reassess the types of rotations that students experience as required or core rotations based on results of the residency program director surveys. For instance, we may need to consider which rotations should be the core rotations of the future and additional small group work and didactics being used now should be reviewed to determine if they should continue to be part of the rotations.</p>
<b>22.9</b>	<p>Alumni Relations - Collaborate with Development and Alumni Relations (DAR) to promote and implement:</p> <ul style="list-style-type: none"> <li>• Establishment of AZCOM Alumni scholarship</li> <li>• Solicit corporate and/or foundation grant requests for philanthropic activities</li> <li>• Increase alumni engagement</li> <li>• Alumni-based student mentoring</li> <li>• Communications/touch points with alumni</li> </ul>	Dean, Associate Deans, VPs, VP University Relations, student leadership	2021	Ongoing	<p>Create new scholarships to assist in recruiting a more diverse student body.</p> <p>Develop Bridges Program for admissions.</p> <ul style="list-style-type: none"> <li>• Bridges scholarship for diverse candidates</li> <li>• Alumni to assist with preparation of Bridges students during their CGS Masters year(s)</li> <li>• Alumni events (virtual) at residency programs or areas where a group of alumni have matched over the past few years.</li> <li>• Increase alumni interactions with students in AZCOM.</li> </ul>

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22.10	<p>Clinical Education - Encourage the support of additional OMS III and OMS IV rotations with Phoenix area hospitals and preceptors to meet COCA requirements and to divert training to Arizona from Illinois. Also, work with a hospital system in Southern California to consolidate California based students in one or two areas and removing students from Glendale, California to enhance rotation support by AZCOM faculty.</p>	<p>Dean, Associate Dean for Clinical Education, Clinical Chairs, MWU GME Consortium DIO</p>	2021	2025	<ul style="list-style-type: none"> <li>• Continue to audit semiannually the schedules of all OMS III students to be sure that they receive a rotation with a residency program, in a hospital and with a D.O.</li> <li>• Increase development of rotations for medical, as well as podiatric and PA, students at Abrazo facilities.</li> <li>• As new hospitals are built in the Phoenix area, work with their hospital staff leadership and CEOs to create new rotation sites at those hospitals for AZCOM students. This may also help to develop residencies of the future.</li> <li>• Work with systems in areas outside of Arizona where AZCOM students rotate. Reach out to Sharp Chula Vista again to assess their readiness to develop residency programs.</li> <li>• Work with the new program directors for residencies to create rotations for AZCOM OMS III students and assist with placement of students into residencies.</li> <li>• Create a regular schedule of site visits or virtual site visits to deliver “Preceptor Report Cards” aggregate data.</li> <li>• Update the payment schedule for preceptor faculty to make it more competitive with others in the Phoenix area.</li> <li>• Strengthen the Tucson region by recruitment of Abrazo facility doctors as part of the overall agreement with Abrazo Health Care</li> <li>• Consider development of a standard Prescott-based cohort in place of those currently being sent to Kankakee, Illinois and Glendale, California.</li> <li>• Develop OSCEs in giving bad news, adherence to treatment, creating an OMM treatment plan, working with a parent and a child as the patient, as well as other communications issues.</li> <li>• Determine which basic science content areas could be reduced or removed so as not to overload students through increasing clinical curricular content without equivalent reduction in current curriculum.</li> </ul>
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					<ul style="list-style-type: none"><li>• More diversity in OSCE standardized patients – nonbinary, transgender, cultural competency addressed in OSCEs</li></ul>
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<b>22.11</b>	Assessment - Develop assessment tools to meet the requirements of COMs for the replacement assessment to take the place of the COMLEX-USA Level 2 PE and allow the Dean to attest to attainment of required skills by OMS IV students prior to graduation.	Dean, Associate Deans, Clinical Chairs	2021	2023	<p>All students must receive an attestation of ability in regard to clinical skills, including H &amp; P, OMM/OMT, SOAP note writing, and clinical critical thinking. The COMLEX-USA Level 2 PE was indefinitely suspended in spring 2021. A task force will determine what should be done to assess the Class of 2022 with guidance being reported at the end of June 2021. The end of June 2022 will include advice on the attestation for future classes. Among the expected requirements:</p> <ul style="list-style-type: none"> <li>• Enhanced assessment of milestones and EPAs</li> <li>• Enhanced assessment of OMT skills</li> <li>• OSCEs to be instituted for OMS IV students</li> <li>• Additional development of clinical preceptors</li> </ul>
<b>22.12</b>	<p>Community Service - Organize and augment community outreach by increasing:</p> <ul style="list-style-type: none"> <li>• Health Outreach through Medicine and Education (HOME) sites.</li> <li>• Incorporating ultrasound in the homeless care with HOME and the IAMHOME course</li> <li>• Access to medical liability insurance for licensed residents willing to supervise students at IAMHOME events.</li> </ul>	Associate Dean for Clinical Education, Chair and Vice Chair Osteopathic Family and Community Medicine, IAMHOME faculty	2022	2025	<p>The pandemic shuttered a number of sites where IAMHOME ran, including CASS, Vista Colina and UMOM. As the pandemic decreases, new sites should be identified, along with new supervisors. If there were a source for medical liability insurance and some payment for services for residents (who are licensed) to supervise, we could expand this interprofessional opportunity. It would be reasonable to consider asking the MICA Foundation if it would sponsor liability insurance only for these types of volunteer community activities for residents.</p> <p>Investigate the purchase of portable ultrasound devices (e.g., Butterfly) and associated supplies to support ultrasound utilization in the H.O.M.E I'm HOME clinic setting.</p> <p>Consider engaging Student Clubs and/or Houses in a Community Service Day in the local neighborhoods.</p> <p>Work with Frontier School Community to do school physicals including scoliosis, eye screening and reaching out to school nurses to assist.</p>

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22.13	GME Development - Reassess GME planning model	Dean, MWU GME Consortium DIO	2021	2023	<p>Update plan for strategic decision making in regard to starting new programs once all current programs are in continued accreditation status and have achieved osteopathic recognition.</p> <p>Work with a hospital system to create transitional year residency training for unmatched students at end of each year.</p> <p>Reconnect with the Sharp System in San Diego and/or Fountain Valley Hospital in Orange County California to assess current interest in residency program development.</p> <p>Use Careers in Medicine and train faculty to implement a 4-year program for AZCOM students to improve their match chances. Continue the individual counseling with one of the deans for each third-year student. Consider initiating counseling with other members of the faculty in early third year. Improve the virtual group meetings to help student prepare for the fourth-year auditions and ERAS applications such that more students attend and remember the programming.</p> <p>Keep all aware of changes in the GME transition by the Coalition for Physician Accountability. Work with AACOM in regard to the transition to residency to improve student fitness for the match in their chosen residency specialty.</p> <p>Create portfolio system for each student to identify strengths and demonstrate skill attainment.</p> <p>Organize all Canvas and web-based materials for third year students to use in preparation for the Main Match.</p>

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<b>22.14</b>	<p>Assessment - Improve AZCOM student performance in national testing through:</p> <ul style="list-style-type: none"> <li>• Increased testing using COMLEX-style questions.</li> <li>• Increased resources for students in academic difficulty.</li> <li>• Improved support for students who have had a failure or are on extended study programs.</li> <li>• Revise clinical training to increase training in critical thinking skills.</li> <li>• Increase experiences in OMM to increase understanding of its proper use in the diagnosis and treatment of patients.</li> </ul>	Dean, Associate Deans, Clinical Chairs, Manager of Assessment	2021	2024	<p>OMM has been a lower score on nearly all examinations by national standardized exams until the OMM COMAT in spring 2021. Since it is typically 15-40+% of the COMLEX-USA at all levels, it is important for students to understand OMM fully and how to implement it.</p> <ul style="list-style-type: none"> <li>• Increase scholarly activity in OMM/OPP</li> <li>• Increase family physician teaching in the OMM labs such that students understand that it is a skill all osteopathic physicians can use (not just those who specialize in OMM).</li> <li>• Preceptor faculty development may be needed to increase OMM use in the community and assessment of student skills by preceptor clinical faculty.</li> <li>• Add clinical vignettes that involve OMM treatment for hospital OMM, specialty OMM, and include other lifestyle changes that would normally be recommended for patients.</li> </ul> <p>New attestations to take the place of COMLEX-USA Level 2 PE (starting in 2020) will require that students receive all of their assessments in the OMM skills at AZCOM and the OCM III and IV classes are the likely courses to adjust teaching and assessment to do this.</p> <p>Residency program director surveys have indicated a minority of students fail to be able to apply knowledge to patient care using critical thinking skills. As an extremely important part of becoming a physician, those skills must be more directly developed and assessed at AZCOM.</p>

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<b>22.15</b>	Professionalism - Assess and improve professionalism measures in AZCOM students over the four-year curriculum.	Dean, Associate Deans, Clinical faculty	2021	Ongoing	Professionalism is assessed by preceptor faculty, and in some courses. Curricular mapping will be used to assess if there are any gaps in understanding or learning in this core competency.
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22.16	<p>Wellness - Improve wellness in OMS I and OMS II student populations through assessment of curriculum and block schedules for courses and exams.</p> <ul style="list-style-type: none"> <li>- Do more frequent check ins with OMS III and OMS IV students in regard to wellness.</li> <li>-Create resiliency forum university wide with focus on prevention.</li> <li>-Create programming for third- and fourth-year students for trauma stewardship – discuss trauma, vicarious trauma and self-care</li> <li>-Efforts to create a more organized messaging by text or email when students are at stressful periods (finals, post rotation examinations, COMLEX-USA, match).</li> </ul>	<p>Dean AZCOM and CGS, Associate and Assistant Deans, Clinical and Preclinical faculty</p>	2020	2023	<p>Block schedules were created to give students more free time 3-4 of the weekday afternoons (the others comprising Anatomy or OMM lab or PCE). Friday afternoons have been free most weeks for both OMS I and OMS II classes to allow club activities during an unscheduled period. All days allow a lunch period for all students.</p> <p>As the curriculum mapping is reviewed by the Curriculum Committee, mindful changes can be made to reduce unneeded redundant curriculum. Also, more active learning can be incorporated in the time. For instance, there could be more suturing, casting, intubating, and other skills labs associated with courses. Additionally, critical thinking and presentation workshops could be helpful with development of needed skills.</p> <p>During the pandemic, it was noted that some of the students in clinical training were having issues with mental health. Having virtual meetings with the students on rotation after rotation hours or on an occasional weekend may help to give them an opportunity to speak regarding their exposures to issues in the clinical world and be an outlet for discussion. Consider allowing a day off per month for students on rotations to give them personal time to care for themselves and to have a break to recover from rotation stresses.</p> <p>Consider a Business of Medicine course for all fourth-year students during interview time to allow them to do interviews without using time off to do so.</p>

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22.17	<p>Support and grow ONMM Residency starting with:</p> <ul style="list-style-type: none"> <li>• Development of new program director</li> <li>• Improved recruitment of residents to the program starting in the fall of each year.</li> <li>• Improved employment of residents to the MWU MSC following the program</li> </ul>	<p>Dean, MWU MSC DIO, ONMM Program Director, Chair OFCM</p>	2021	2024	<p>Partnership with another residency program, such as FM at Abrazo or Mountain Vista could help with recruitment both ways. Additionally, residents from that program could become part of an academic track giving them a faculty appointment at AZCOM and having them participate in OMM Labs on campus.</p> <p>The ONMM residency is a source for recruitment to the MWU MSC and AZCOM faculty at the conclusion of the resident program.</p> <p>Support the fee for the board certification examination for ONMM for those who take the test immediately upon completion of the program and become board certified. Currently, passage is low due to extended period between completion of the program and the physician participating in the examination to be NMM board certified.</p>
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22.18	<p>Admissions – Admissions will remain robust and will target a more diverse student population by enlisting AZCOM students and faculty to:</p> <ul style="list-style-type: none"> <li>• Provide education to junior high and high school students to make them aware of AZCOM.</li> <li>• Provide more interaction with university outreach in high school career week.</li> <li>• Incorporate AI to assess applications for grit and perseverance rather than using MCAT and GPA alone for screening.</li> <li>• Redo all articulations agreements with local colleges and universities.</li> <li>• Work with CGS to develop fully the Bridges program and recruit the full number of seats held for both Bridges and CGS in general.</li> </ul>	<p>Dean of AZCOM and CGS, Associate Deans, Admissions Dept, Admissions Committee and Chair</p>	2020	2023	<p>AZCOM and CGS articulation agreements have been updated. The first class of Bridges students have been recruited but were not recruited early enough to receive the entire program during the CGS Master’s program. In 2021, for the Class of 2026, 25 students will be recruited from CGS in AZ and IL.</p> <p>The CGS students recruited were also recruited later in the admissions cycle in 2021. In FY 2022, CGS students will be interviewed earlier in the cycle so that some will be offered positions by the end of January. The class will not be filled from the general population of applicants until all promised positions have been filled if there are eligible candidates.</p> <p>In 2021-2022, all articulation agreements with ASU, GCU, Phoenix Christian will be updated. Additionally, articulation agreements will be sought with U of A and NAU.</p>



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22.19	<p>Research – Increase research activities of clinical faculty and increase clinical research opportunities for students by:</p> <ul style="list-style-type: none"> <li>• Maintaining the research requirement for the OMM Scholars program</li> <li>• Increasing the number of clinical faculty sponsoring osteopathic students for Kenneth A. Suarez research fellowships</li> <li>• Initiating the Clinical Teaching and Research Program in the clinic for MWU MSC faculty to do research and scholarly activities.</li> </ul>	<p>MWU MSC Medical Director, Chair and Vice Chair of the Dept of Osteopathic Family and Community Medicine, Associate Dean for Academic Affairs</p>	2021	2024	<p>July 1, 2021 the new incentive will begin in the MWU MSC and will target increased numbers of students trained in the clinic and activities by faculty in regard to scholarly activity.</p> <p>The OMM Scholar Program will include time in the clinic on a continuity basis in the fourth year and scholars will be expected to do Quality Improvement projects in the clinic with the clinical faculty.</p> <p>Incentivize faculty to participate in the KAS program through \$500 stipends for research support.</p> <p>Create start-up or incubator programs for students in labs that have ongoing activities that students may enter and exit as they progress through their education. These should involve quality improvement or ongoing clinical or OMM/OPP research in the MWU Multispecialty Clinic.</p> <p>Work with residencies to engage KAS Scholars in their ongoing research projects.</p>
22.20	<p>Update OMM Scholar Program to include:</p> <ul style="list-style-type: none"> <li>• Improved access to rotations and testing during normal times for OMS III students during the first year of each program and during normal times of OMS IV students during the third year of each program.</li> <li>• Develop an academic program of research, teaching and leadership to be delivered during year 4 – hopefully, this part of the program will lead to a Master’s degree for the OMM scholars.</li> </ul>	<p>Chair and Vice Chair of Dept of Osteopathic Family and Community Medicine, OMM faculty, MWU MSC Medical Director</p>	2021	2025	<p>The OMM Scholarship program was updated to begin with the class that enters their first year of the scholarship starting July 1, 2021</p>

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	<ul style="list-style-type: none"> <li>Increased diversity of teaching, to include OMM as well as Introduction to Clinical Skills for OMM scholars</li> <li>More organization and supervision by faculty mentors</li> <li>Continuity experience in the OMM and FM clinics at the MWU MSC during the fourth year of the program.</li> </ul>				
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22.21	Diversity, Equity and Inclusion – <ul style="list-style-type: none"> <li>Work with faculty to do DEI check list on lectures to improve quality of lectures</li> <li>Make the Humanity in Medicine course more robust</li> </ul>	Deans, Chairs	<b>2021</b>	<b>2024</b>	Faculty began to do DEI evaluations of lectures in the 2021 academic year. Using the Upstate Bias checklist, faculty development programs in April 2021 and June 2021 demonstrated how this could be done.  Bridges Program student mentoring and training in learning skills will begin in fall 2021.  Orientation included privilege walk in 2020 and will also be included in 2021 orientation.  Humanity in Medicine course was made part of the first-year core in the spring of 2021. <ul style="list-style-type: none"> <li>Increase faculty participation, especially among the clinical faculty for spring 2022 and beyond.</li> <li>Begin house meetings with OMS II and OMS III students who had OMS I Humanity in Medicine to talk through stress points in each year regarding DEI and patient access to care individually and as part of communities.</li> </ul>

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