

SACS Reaffirmation Site Visit

April 12-15, 2011



KNOWLEDGE ~ WISDOM ~ EXCELLENCE ~ SERVICE

Quality Enhancement Plan QEP *Mentoring Students at Morehouse*

QEP Topic Selection Process

Review of educational programs
by educational leaders in fall 2008

Topic outlines prepared

Meetings with faculty, staff, and
students

Comments and input reviewed



Mentoring Students at Morehouse

- Personal relationships key
- Expansion of all programs has revealed need for expanded faculty mentoring training
- Need for mentoring training of peer mentors for academically challenged students
- Role for learning communities to assure preservation of peer-peer relationships within and across classes



Outcomes

Enhance professional skills of students

Communication

Feedback

Teamwork

Timely academic progression

Student and faculty satisfaction

*Expansion of all degree programs while
sustaining academic excellence*



QEP Three Initiatives

- 1) **Training** faculty mentors
- 2) **Mentoring** support of academically challenged students
- 3) Mentoring of all students through **Learning Communities**



QEP Initiative 1

Assure the success of mentoring programs through appropriate ongoing faculty development and support

Ongoing workshops to enhance skills of faculty mentors



Mentoring Workshop Series

Core Mentoring skills for all faculty

Key domain skills

- Research-specific
- Health-career/teaching specific

Specialized skills



QEP Workshop Topics

Core Series

- Elements of mentoring
- Career pathways and resources
- Mentee assessment
- Communication skills and assessment
- Team and group mentoring
- The problem mentee

QEP Initiative 2

Increase students' academic success by expanding and enriching peer/near-peer mentoring and expand near-peer tutoring/mentoring to all programs

Increase students' academic success by enhancing the support of academically challenged students through In-Course Enrichment (ICE) mentoring and by focused mentoring programs for students repeating courses



Supporting Challenged Students

Training for peer mentors/tutors

Basic skills

Ongoing support and guidance

Expanded and improved in-course enrichment (ICE) to help students avoid failure

New programs to support MD students who have failed courses

Small group, student-centered

Intense mentoring by faculty



QEP Initiative 3

Enhance students' development as professionals through the establishment of **learning communities** for students in all degree programs

Establish 4 learning communities for MD program (longitudinal across all 4 classes) in year 01

Establish learning communities in MPH and GEBS beginning in year 03

Link with alumni and community career mentors



QEP Initiative 3

Enhance Student Development of
Professional Competencies
through the ***Establishment of
Learning Communities***



Current Situation

Limited Interaction Between Classes

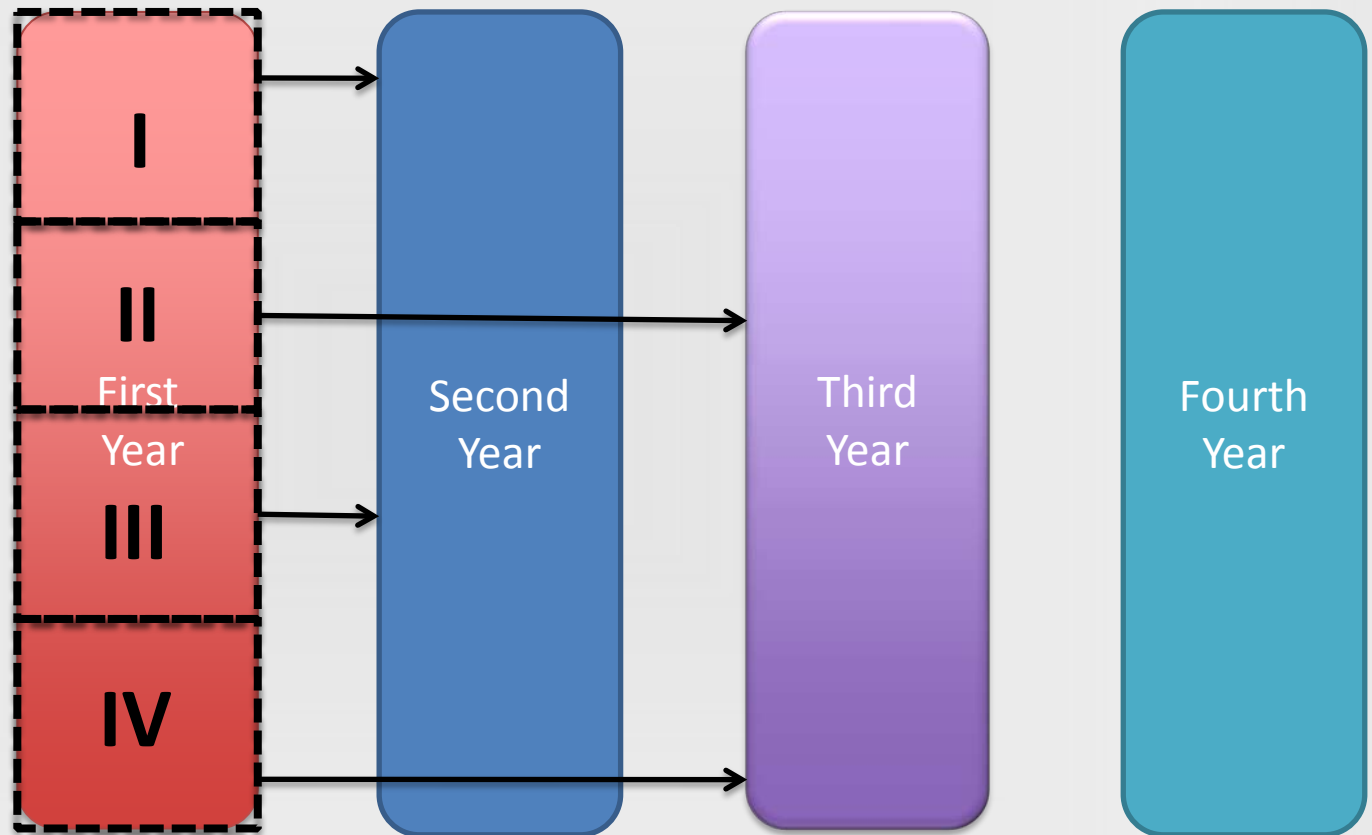


Learning Communities

- Guide transition through medical school
- Build interpersonal and team skills
 - Communication skills
 - Life-long learning skills
 - Cultural competency
- Greater structure and organization relative to current mentoring process
- Student selection into groups -> stratified randomization



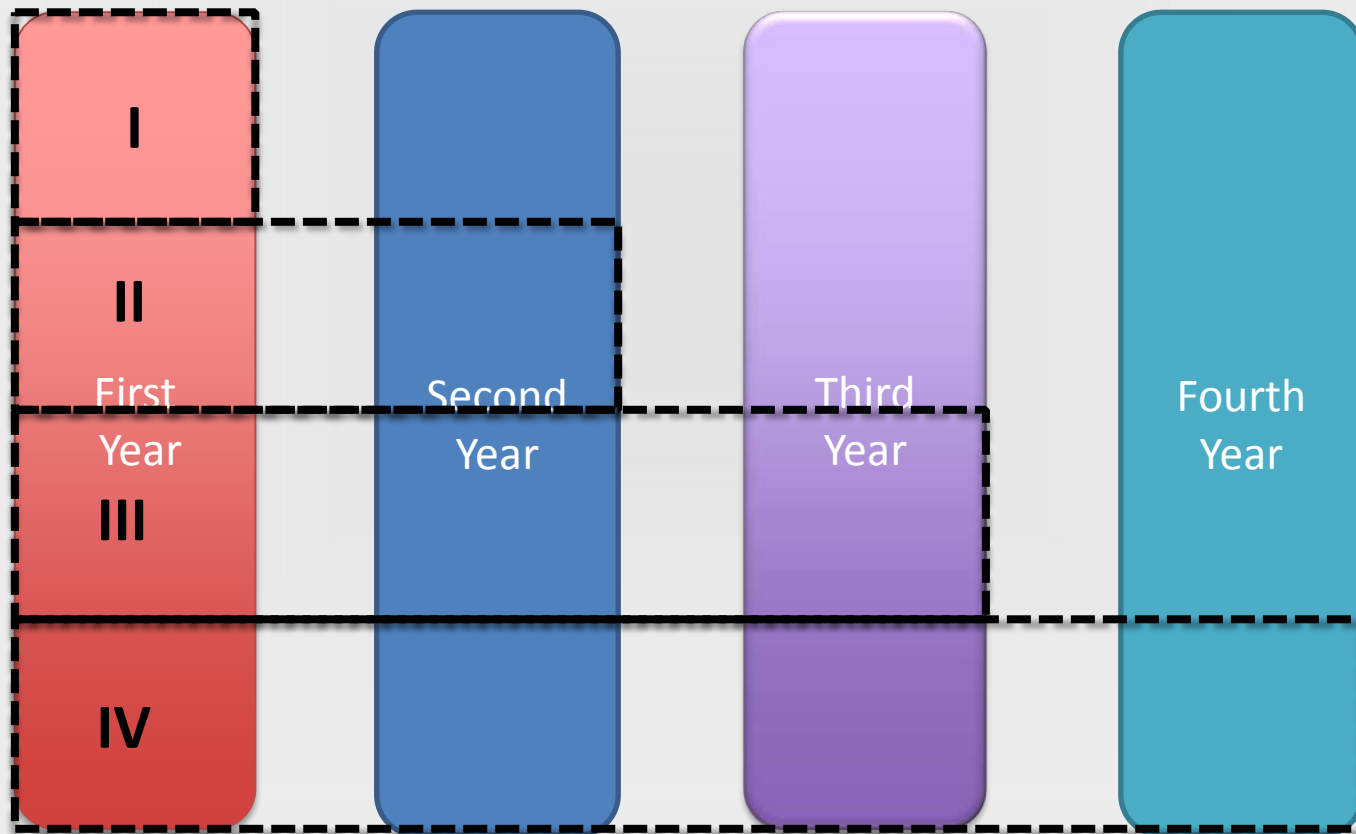
MD Students will be divided into FOUR Learning Communities Starting in Academic Year 2011



Develop Interactions with Second and Third Year Students

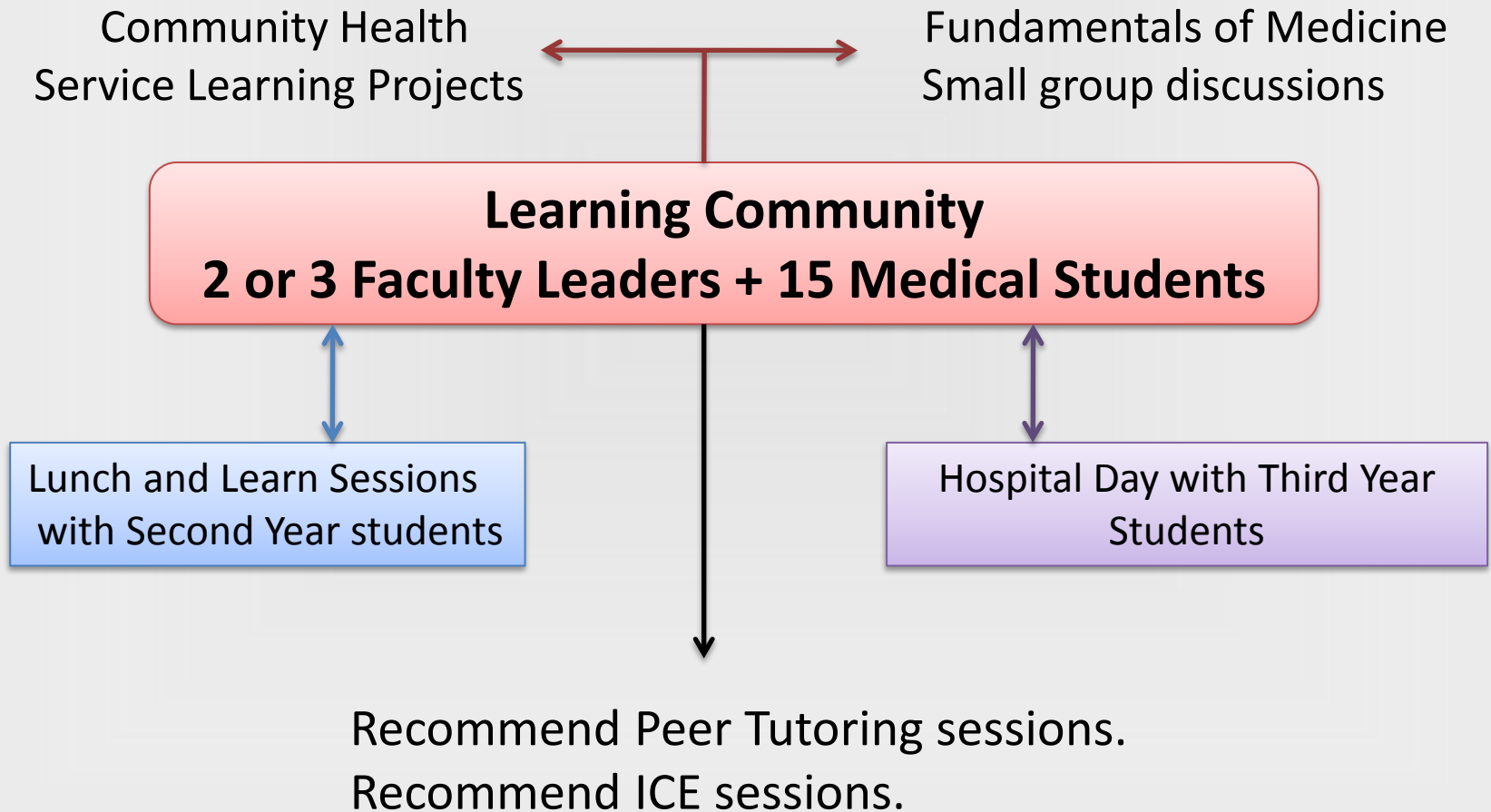


Learning Communities will Allow Longitudinal Interactions between Students Across Years Phased in 2011->2014



MD Learning Community: Year 1

Required Curriculum





Learning Community Discussion Topics

	Group I	Group II	Group III	Group IV
Meeting Rooms	MRC-G14	HG205	NCPC 125	NCPC 307
July	Responsibilities of Students; Life-long learning.			
July	US Health Care System			
August	Oaths and Medical Ethics			
August	Lunch and Learn with 2nd Year.			
September	Teamwork - Community Health Projects begin.			
October	Communication Skills			
November	Professionalism and Ethics			
December	Dealing with Conflict			
January	Maintaining Balance: Lunch and Learn with 2nd Year.			
February	Reflection of Hospital Day with 3rd Year students.			

Selection of Faculty Leaders Learning Community - MD Program

Committed to Medical Education at MSM.

- Faculty with experience mentoring students.
- Knowledge of curriculum, requirements for progression through all four academic years.
- Time commitment:
 - Willing to serve for 3 year period.
 - Approval of department Chair.
- Required to attend workshops on Faculty mentoring.
- Meet periodically with each other for self-assessment, discussion and to monitor progress.



Director Quality Enhancement Plan

- Responsible for the implementation, coordination and development of the Quality Enhancement Plan at Morehouse School of Medicine
- Provide oversight on the direction and coordination of mentoring activities related to the MD, MPH and GEBS (PhD, MSBR, MSCR) degree programs
- Responsible for the management of four Learning Communities in the MD program, and subsequent implementation in the MPH and GEBS programs
- Responsible for synchronizing faculty training, seminars and workshop activities to ensure the successful implementation of the Learning Communities



Learning Communities

Graduate Education in Biomedical Sciences Program

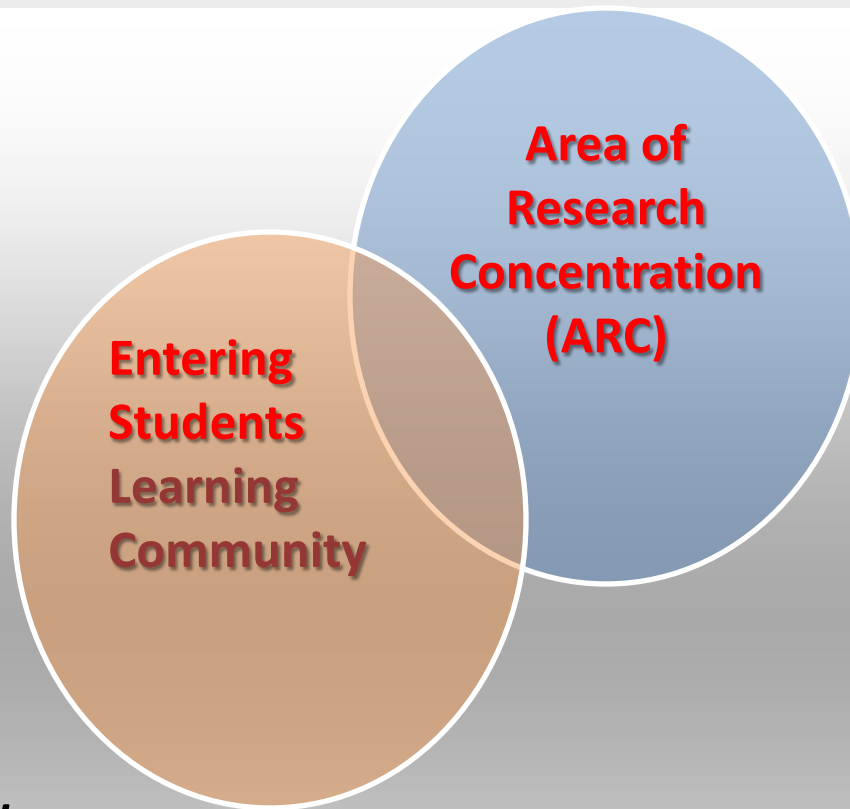
*Traditional
graduate
learning
communities*

**Area of
Research
Concentration
(ARC)**

Cancer
Cardiovascular
Clinical Research
Neuroscience
HIV/Infectious
Disease

Learning Communities

Graduate Education in Biomedical Sciences Program



*Transition to
grad school*

Learning Communities

Graduate Education in Biomedical Sciences Program



*Transition to
degree candidacy*

Learning Communities

Graduate Education in Biomedical Sciences Program



*Degree completion
and transition to
next career phase*

Learning Communities

Master of Public Health Program

QEP Year 03

LC Functions

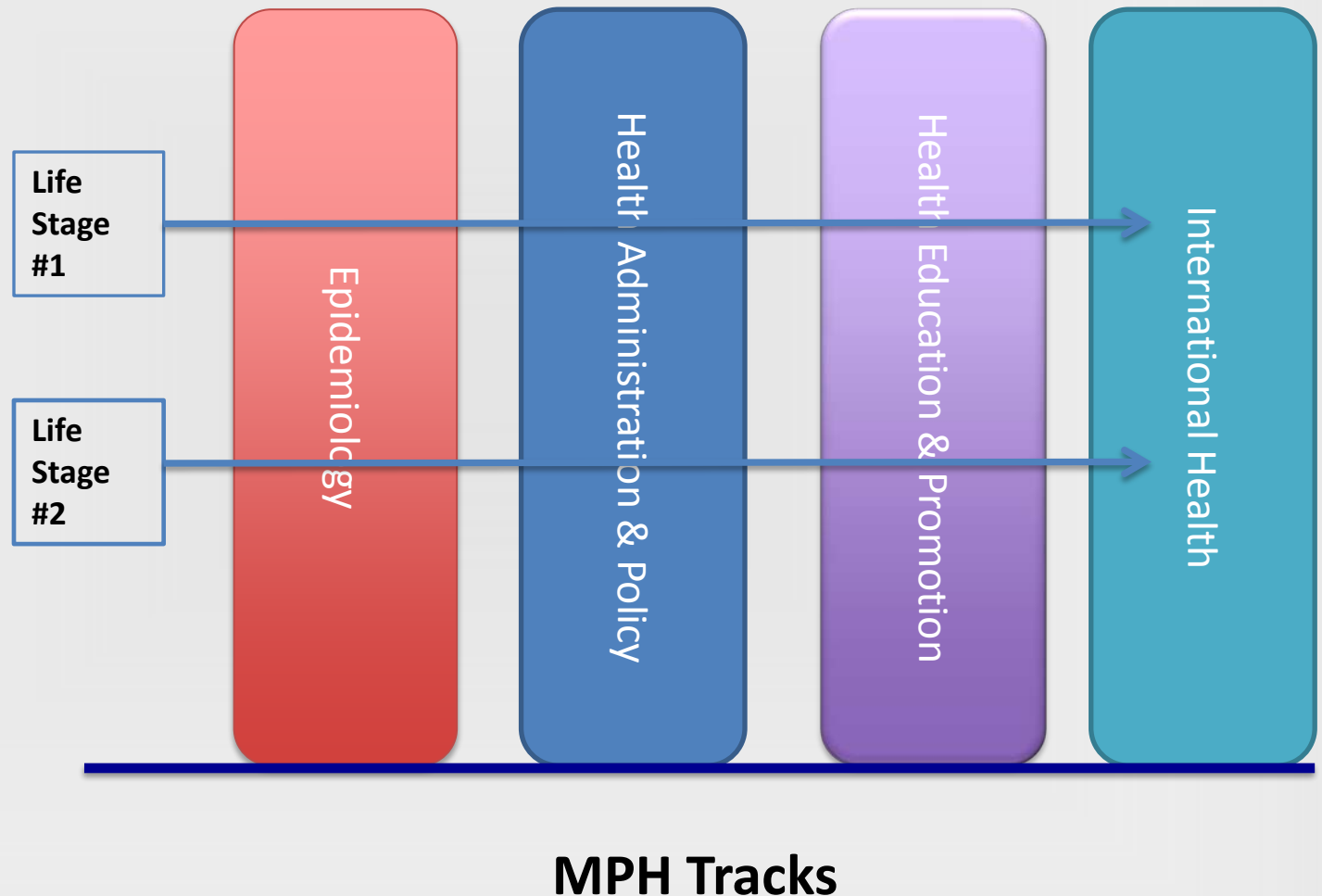
- Professionalism competencies
- Communication & networking skills
- Career options
- Sustaining work/life balance

Life Stage Division

- Full –time students
- Executive/parallel employment students



MPH Learning Communities



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QEP Evaluation Plan

Timely academic progression

Skills evaluation

- Self assessment

- Mentor assessment

Student assessments of mentors, faculty and
student assessment of peer-mentors

Session satisfaction surveys

Career progress and job placement



Expected Outcomes

Mentoring and learning communities become integral to MSM culture

Expanded programs with sustained academic excellence

Scholarly published papers on mentoring approaches

Faculty and students spread mentoring approaches beyond our walls





MSM will be known as

Mentoring Students at Morehouse

Discussion

