

Eastern Virginia Medical School Quality Enhancement Plan Executive Summary

Eastern Virginia Medical School (EVMS) selected a Quality Enhancement Plan that was identified through ongoing, comprehensive planning and evaluation processes; has broad-based support of institutional constituencies; focuses on improving student learning; commits resources to initiate, implement, and complete the QEP; and includes a plan to assess achievement.

EVMS adopted *Live Humble: Practicing with Cultural Humility* as the focus of its SACSCOC Quality Enhancement Plan. Cultural humility, as operationally defined for the EVMS QEP, is a continuous process of self-awareness of and reflection of one's own values and biases while cultivating a sensitivity and openness to cultural identity, with the intention of honoring the beliefs, customs, values and experiences of all people.

EVMS chose cultural humility as the Quality Enhancement Plan (QEP) focus for five key reasons: it is central to the EVMS 2019 health equity and inclusion strategic plan and to the EVMS vision; there is heightened awareness in the institution around cultural humility; it was the students' most often cited QEP preference; and it will prepare future healthcare professionals for an increasingly diverse world of practice. This topic emerged after approximately 30 meetings involving over 200 students, faculty and staff at EVMS.

After identification of the topic, an operational definition of cultural humility was developed by the QEP Curriculum subcommittee, based on an extensive literature review and alignment with institutional values. Working closely with the QEP Assessment Team, the subcommittees articulated learning objectives and key assessments. If successful, students will:

- Demonstrate knowledge of the definition, principles and practices of cultural humility
- Demonstrate awareness of structural inequities and resources available to address inequities in the community
- Demonstrate the skills associated with cultural humility in interpersonal and clinical settings
- Choose to execute this three-part process in clinical encounters: a.) self-assess their own thoughts and behavior b.) communicate with sensitivity to the other's values, beliefs, and priorities, and c.) recognize inequities amenable to intervention
- Value cultural humility.

The EVMS QEP aims to achieve student learning outcomes, initially in the Doctor of Medicine (MD) program and expanding to the health professions programs over time, by building upon and improving current aspects of the EVMS curriculum and integrating additional activities and assessments. In 2016, EVMS implemented a new four-year undergraduate medical education (UME) curriculum, the CareForward Curriculum (CFC), transitioning from discipline-based to an organ system-based approach. This curriculum, which includes two years of pre-clinical and two subsequent years of clinical experience, highlights concepts related to high value care, care of older adults and multiple chronic conditions, wellness, and community-engaged learning.

Across the four-year UME curriculum, students will engage in activities to build knowledge, awareness of self and others, and professionally appropriate skill sets related to cultural humility. Key program assessment measures include clinical skills assessments, reflections based in community-engaged learning, and short-answer questions. Additionally, surveys of faculty, staff, and student perceptions of cultural humility are frequently administered in order to identify the current learning environment for cultural humility at our institution in order to identify faculty and staff training needs.

The QEP organizational structure and staffing is supported by individuals directly involved with curriculum design and integration within the existing MD program. Successful implementation of the Live Humble QEP initiatives over the five-year implementation phase is supported by investment of necessary resources. The approved budget of \$1,200,000 was created in partnership with key administrators and QEP leaders. This budget addresses QEP program design, development, implementation, publicity, analysis, and evaluation tasks.

The primary goal of this QEP is to improve students' knowledge, skills, and values in cultural humility and structural inequity.

The primary contact is:

Kala J. Perkins-Holtsclaw, EdD, MMath, MEd

Assistant Vice Provost for Strategic Planning and Institutional Effectiveness

Assistant Professor, Dermatology

Executive Director, Quality Enhancement Plan

Office of Strategic Planning and Institutional Effectiveness

Eastern Virginia Medical School

P.O. Box 1980, Norfolk VA 23501-1980

TEL: [757.446.0599](tel:757.446.0599) | perkinkj@evms.edu