

WCUCOM Strategic Plan
2020-2025
Choose DO...The Carey Way



Introduction

William Carey University mission statement is:

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenges the individual student to excel in scholarship, leadership, and service in a diverse global society

Dr. Italo Subbarao, Dean of WCUCOM, serves on the University's Strategic Planning Committee to ensure the COMs growth and values align with the University Mission. WCUCOM's Strategic Plan accounts for the unique needs of our osteopathic medical community and ensure that our robust

program meets the needs of primary care physicians in Mississippi, the Gulf South, and around the globe.

SWOT Analysis

WCUCOM's mission was born out of the challenges facing Mississippi and the Gulf South. Mississippi is ranked 47th in the nation regarding access to care and overall number of primary care physicians. Since 2010, WCUCOM has placed an average of 98% of its graduating students seeking graduate medical education (N= 636) into graduate medical education (GME) programs. Of these students, 78% matched into primary care residencies, which, according to U.S. News and World Report is among the top 5 residency placement rates in the country, based on a three-year rolling average. Since the graduation of its inaugural class in 2014, 137 (21%) of the 636 WCUCOM graduates seeking GME have matched within Mississippi. This also gives WCUCOM a strong alumni pool that it can draw upon for full-time faculty, adjunct faculty, and clinical preceptors to maintain a reasonable student to faculty ratio with the class size increase.

As the number of residencies increase in Mississippi, the percentage of students matched in MS is expected to increase. In 2010, when WCUCOM was founded, there were 112 PGY1 residency slots in Mississippi. The current projection is an increase to 348 PGY1 slots by the 2021-2022 academic year, including all GME positions in Mississippi. WCUCOM expects this number to rise as it collaborates with the Office of Mississippi Physicians Workforce (OMPW) to support the development of in-state residency programs with a focus on primary care specialties. Since its inception, WCUCOM has consistently placed a cohort of students in the Mississippi Delta for Clinical Rotations to serve in the some of the most impoverished and underserved communities in the nation. Through its relationship with the OMPW and its direct involvement in the Mississippi Delta, WCUCOM has gained a particular understanding of the healthcare challenges faced in, and by, socioeconomically depressed groups. As such, WCUCOM will give greater admission preference to students who are from the Delta or other underserved areas in Mississippi, as well as those who are MS Rural Health Scholars and those associated with WCU graduate and undergraduate programs.

As WCUCOM has grown, WCU campus proper has grown as well. In the past five years, WCU has grown and established multiple health programs (Nursing Doctoral Program, Physical Therapy Doctoral Program, Pharmacy Doctoral Program, and the COM) that are beginning to outstrip their existing facilities. WCU is poised to build a new Health Sciences facility that will accommodate the schools of Nursing and Physical Therapy. As such, WCUCOM will gain ownership of three large academic buildings which are adjacent to the COM, making growth seamless. Minimal capital investment is required for the outfitting of these buildings as they are already equipped for the health profession. Additionally, cloud architecture is built into these buildings making the same live-streaming and student response systems available in these buildings as in the original four COM buildings.

Strengths: WCUCOM was named Top 3 in Nation for matching primary care by US News and World Report Top. WCUCOM's tuition remains under \$45,000.00 making it one of the Top 5 best value COM's

in the nation. Over the past two years boards scores have significantly improved. WCUCOM is working with local and state programs to promote the growth of GME in Mississippi and the demand for WCUCOM students is increasing. In 2019, the Class Size Increase was approved and WCUCOM started its first enlarged class of 150 in the 2021-2021 academic year. There is statewide positive attention on Population Health initiatives such as Tar Wars and Drone/Telemedicine program. Over the past two years, WCUCOM has built strong relationships with state and local organizations such as the OMPW. William Carey University has experienced growth on three campuses (Hattiesburg, Tradition, Baton Rouge Nursing), and the University maintains a strong relationship with Serampore College in India, giving a path for an increased number of international students at WCUCOM.

Weaknesses: Mississippi has a large African American population but our percentage of African American students is low, as is the number of MS Rural Health Scholars. While WCUCOM's in-person presence at local and state events has increased, our social media presence has been lacking and a more sustainable campaign should be established. WCUCOM has a small international cohort that could be grown by strengthening our existing relationship with Serampore College. Finally, WCUCOM lacks scholarship opportunities to provide tuition relief.

Threats: While WCUCOM is growing, the MS allopathic medical school, the University of MS Medical Center, has also grown. Additionally, there has been a simultaneous increase in the presence of other COM's in neighboring states, through either the development of new osteopathic medical schools, or the expansion of existing schools. Additionally, all COM's are facing a lack of DO NMM specialists and Anatomists.

Opportunities: WCUCOM can better define our vision with the class size increase. In part, this can be done through establishing its identity as a leader in Primary Care. WCUCOM needs to invest in greater diversity programming and scholarships such as Mississippi Rural Scholar Program. Additionally, WCUCOM needs to invest and build on Population Health Initiatives. WCUCOM can now take advantage of its growing Alumni population and engage them. Finally, WCUCOM needs to fully take advantage of the existing relationship with Serampore College in India, where interest has been expressed in partnering with WCUCOM to provide opportunities for the graduates of their program. The Serampore College graduates are trained in line with the WCUCOM application requirements.

In order to fully realize the opportunities in the class size increase, it is important to rally around a shared vision and vision statement, one that drives home our mission, and at the same time, inspires our faculty, staff, students, and partners. We firmly believe that Carey's success is not predicated on other's failures, but rather realizing our potential through our strategic plan.

Common Definitions

RURAL HEALTH

More than 46 million Americans, or 15 percent of the U.S. population, live in rural areas as defined by the U.S. Census Bureau. Individuals living in rural communities experience a variety of health disparities when

compared with persons living in urban areas. Research has shown that individuals living in rural communities are more likely to die from heart disease, cancer, unintentional injury, chronic lower respiratory disease, and stroke than those living in urban areas.

POPULATION HEALTH

Population health has been defined as the health outcomes of a group of individuals, including the distribution of such outcomes within the group. Population health seeks to identify health disparities within a defined population with a goal of transforming practice and policy to achieve health equity. Population Health management relies upon the recognition of health determinants with an emphasis placed upon addressing the unique challenges and needs of vulnerable people, groups and populations.

GLOBAL HEALTH

Global health places population health into a global context. Global health places a priority on reducing health disparities and achieving health equity for people worldwide. Global health also strives to protect populations around the world from global health threats such as infectious diseases, humanitarian crises, and the growing burden of noncommunicable diseases.

WCUCOM Strategic Plan

The WCUCOM strategic plan describes a foundation created on three essential layers: population health, diversity, and serving the rural and underserved communities of MS and the Gulf South. These foundations are crosscutting and are applicable to all WCUCOM programmatic areas. WCU also has a robust international student base and mission that the COM intends to emphasize more as part of its growth. This plan aligns with the University Mission Statement.

The WCUCOM Strategic Plan provides a road map for success for the next five years of growth. The strategic plan was developed from ongoing discussions and deliberations with faculty, staff, students, as well as strategic partners such as Mississippi Osteopathic Medical Association (MOMA), OMPW, Mississippi Hospital Health Systems, GME residency programs in the State (Delta Regional Medical Center, Magnolia Health, Merit Health Wesley, Baptist Health System), Community Partners (Hattiesburg High School, and other local schools), and the broader University plan for growth. The guidance informs primary areas of budgetary investment to ensure WCUCOM's success.

Mission Statement

The mission of WCUCOM is to prepare men and women to become osteopathic physicians through an emphasis on primary care, lifelong learning, research and scholarly activities, service, including osteopathic clinical service, and graduate medical education. Using a community-based training model, the COM will educate and train graduates who are committed to serving the healthcare needs of all individuals, with special attention directed to the medically underserved and diverse populations of the state, region, and nation, and across the globe.

GOALS AND OBJECTIVES

Consistent with its mission and the osteopathic medical profession, the goal of WCUCOM is to provide high-quality medical education with the following objectives:

- Recruit and train students primarily from Mississippi and the Gulf South region in order to positively address the physician shortage in the region;
- Emphasize training in primary care through a high-quality, professional education program;
- Prepare students for lifelong learning through the involvement in scholarly activity;
- Provide an academic community in which the individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service, and where the atmosphere will foster recognition of the infinite worth of the individual and acceptance of and respect for a variety of religious expression; and
- Engage faculty and students in research and scholarly activities in order to advance the body of existing knowledge in osteopathic medicine.

In order to further the WCUCOM mission to serve underserved and diverse populations, WCUCOM will increase its current class size from 100 students to 200 students over a 3-year period of time.

- WCUCOM 2020 expand class size from 100 to 150.
- WCUCOM 2021 expand class size from 150 to 175.
- WCUCOM 2022 expand class size from 175 to 200.

The class size increase will promote osteopathic tenets, diversity, and population health in the Gulf South Region and on a global level. WCUCOM proposed this class size increase to enhance primary care placement in rural Mississippi and its global mission. WCUCOM has become a strategic resource for helping reduce the primary care shortage in MS. WCUCOM has consistently placed 78% (3-year rolling average) of graduates into primary care, which is top 3 in the nation, and by partnering with the OMPW and other institutions in the state to develop residencies in underserved areas of the state, including the MS Delta. Most recently, the Mississippi Medical Education & Research Consortium (MSMERC) established the Delta Family Medicine Residency Program in Greenville, MS, which provides our students the opportunity to rotate in their third year and continue on for residency. Additional primary care programs are expected to gain ACGME accreditation and natural inquiries are being made for WCUCOM to provide additional students and GME support through faculty development and population health research assistance at these hospitals. Mississippi currently has 204 residency spots outside of the University of Mississippi Medical Center and Keesler Air Force Base; furthermore, the Office of Mississippi Physician Workforce (OMPW) is projecting an increase to 348 spots for the 2021-2022 academic year with more on the horizon in subsequent years. WCUCOM currently has 178 hubsite slots and is projecting 244 hubsite slots by December of 2022 based on OMPW projections and hospital inquiries. This number meets the 120% overage for a class size of 200.

In order to embrace growth, WCUCOM has developed a new vision based upon AACOM/AOA's national campaign to "Choose DO," and will leverage this slogan but in a unique "Carey Way."

“Choose DO, The Carey Way!”

This vision is shaped by our definition of “The Carey Way,” which is an ideal depiction of what a Carey graduate should be:

- First and foremost, a Carey grad is a servant physician and servant leader to his/her community. The term of servitude identifies characteristics such as humility, empathy, compassion.
- A Carey grad must have a strong foundation and a focus on primary care and population health.
- A Carey grad is culturally competent, and understands the unique challenges of MS and the Gulf South, particularly as it relates to chronic disease. Such as the African American population as it relates to chronic disease such as diabetes and obesity
- A Carey grad is resilient and can turn a time of crisis into one of growth
- A Carey grad is a physician who is led by a humanitarian heart rather than selfish interest
- A Carey grad strives to advocate for the DO profession in the US and around the world.

The majority of our clinical faculty are DO, primary care physicians who have practiced in MS with rural and underserved patients. These physicians share our same philosophy. Many of our basic scientists share a common population health and humanitarian perspective. This vision compliments the broader University culture as it is one of servitude, giving, and leading.

WCUCOM proposes to build on the success of its existing DO program and its infrastructure within WCU. The newly recruited students will be fully integrated into the existing curriculum and infrastructure as part of the COM student cohort, with equal access to all WCUCOM faculty, student services, learning management resources, and IT infrastructure.

With additional facilities, the COM will not need to make any substantive curricular changes and can continue and improve upon its existing integrated curriculum. As such didactic sessions will not be affected; however, additional faculty will be required to support additional clinical labs in order to maintain a reasonable faculty adequacy model and student to faculty ratio. The Class Size Increase will require WCUCOM to add administrative staff including additional academic and student success support, and other areas of need that the COM may identify.

The additional class size increase allows for further program growth in areas such as the development of a Center for OPP Excellence that will house a new scholar program and clinic; a new Office of Diversity that will assist with the recruitment of underrepresented minorities and the promotion of cultural competency both in MS and around the world; increased expansion in simulation by expanding existing capabilities and addition of an interprofessional simulation classroom; increased investment in population health research and GME program development; and a general increased resourcing for our students.

To ensure full implementation of, “Choose DO, The Carey Way” throughout all facets of the COM, WCUCOM seeks to incorporate this vision into admissions, diversity, curriculum (OMM, Family Medicine, Anatomy, Counseling, Adequacy, Assessment) Curriculum Delivery, Simulation, Clinical Rotations, Research and Population Health, and Graduate Medical Education.



I. Marketing

WCUCOM will develop its marketing efforts on the “Choose DO, The Carey Way” vision statement. This vision is intended to promote a culture change at the Institutional level and enhance brand awareness for all events and activities. These efforts will include merchandise, backdrops, and an improved digital presence. This vision allows us our marketing campaign to leverage and contribute to the national CHOOSE DO campaign and activities sponsored by the AOA, AACOM, and MOMA. As such, we will take advantage of national conferences to promote our efforts in synergy with these organizations. With this strategic plan, the marketing needs of WCUCOM will outgrow main campus resources, requiring the COM to hire personnel to enhance our digital outreach properly. WCUCOM will “Choose DO, The Carey Way” to garner more scholarships by embracing the WCU branding (including the area of facilities) and by utilizing the color schema of WCU to promote.



WCUCOM will also use the campaign to initiate an alumni scholarship dinner and raise awareness of its good works to other hospitals and health systems in the State of MS.

Outcome: Robust marketing program that promotes William Carey University branding to promote alumni pride and garner more scholarship funding.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1: Establish a Campaign	Increase merchandising to C/O 2024. Increase social	Hire a Social Media Coordinator to enhance our digital efforts	Invest in additional promotional items and trade show gear	Establish an annual WCUCOM Scholarship Dinner in partnership with	<ul style="list-style-type: none"> Develop a culture change of Choose DO... The Carey Way in the

	media presence			state and local organizations	State of MS and the Gulf South
Goal 2: Enhance brand awareness throughout our facilities	Specific color schema to include classrooms and Dean's Suite	Extend color schema to new buildings	Increase on-campus CME activities for local physicians and alumni	Opportunities to sponsor facilities in order to raise funding for scholarships.	<ul style="list-style-type: none"> • Increase WCUCOM student scholarship availability by developing an internal annual scholarship fund of at least \$200,000. • Gain increased residency opportunities for WCUCOM graduates in MS and the Gulf South.
Goal 3: Obtain baseline data assessment of DO awareness of the community	Complete and disseminate a survey to the community	Disseminate a follow-up survey to determine any increases in brand awareness	Partner with MOMA to increase state-wide osteopathic recognition	Share findings and results at national DO Conferences (AOA, AACOM)	

II. Admissions

WCUCOM will fully embrace “Choose DO, The Carey Way” to implement a more holistic admissions policy that considers applicants from diverse backgrounds a campaign recruitment vehicle for the next five years. WCUCOM will prioritize residents of the Gulf-South for admission, especially Mississippi Rural Scholars, who are Mississippi residents dedicated to practicing in rural, medically underserved populations. WCUCOM will accomplish this by providing bridge scholarships to support MS Rural Scholars with a Full-Tuition scholarship.

These efforts will include the development of a digital campaign to support this effort focused on the website and social media in partnership with state organizations such as MOMA coordination.

It is essential to adopt a truly holistic admissions philosophy so as to admit a diverse class that possess the academic, social, and psychomotor skills required for success in our integrated curriculum. One way to assist in this endeavor is to use CASPer® in the admissions process. CASPer® is an online assessment in the following skills: Collaboration, Communication, Empathy, Equity, Ethics, Motivation, Problem-Solving, Professionalism, Resilience, and Self-Awareness. The use of this tool will help us gain deeper insight into the personality and professional qualities of applicants. This additional insight will help us look at applicants holistically. The use of this tool along with MCAT scores, GPAs, etc. is needed to increase the numbers of underrepresented students at WCUCOM. Additionally, there will be active recruitment of students that have demonstrated efforts in humanitarian assistance such as Mission trips, food pantry, Habitat for Humanity etc.

WCUCOM has a history of success in placing graduates in primary care residencies. WCUCOM will advertise being top 3 in the US News and World Report for matching in primary care, letting students who wish to pursue primary care know that WCUCOM can help them accomplish their dream. One way to assist in this is to utilize alumni in recruiting and mentoring potential students.

Carey is a global community attracting students from over 50 countries. WCU also has a sister school, Serampore College, located in Serampore, India that provides exchange program opportunities. WCUCOM intends to capitalize on this relationship to help diversify our student body even further.

WCUCOM is targeting our goal to have a minimum of 60% of each class a resident of the Gulf South. Additionally, WCUCOM is targeting goal of 10% of entering students as underrepresented minorities with the hope of 2% growth each year. Finally, WCUCOM is targeting 10% international students with the hope of 2% growth in order to meet our global mission.

Outcome: A holistic admissions process that encourages the recruitment of residents of the Gulf South, underrepresented minorities, and international students.

Year 1 efforts will begin to expand the admissions office to increase recruitment at diverse, competitive institutions in order to meet our long-term goal of increasing international and underrepresented minority students.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1: Increase percentage of international student enrollment	Add additional Staff members in the office of admissions who are trained in inclusive recruiting practices	Increase number of international students to 10% of entering? class	Increase number of international students to 12% of entering class	Increase number of international students to 14% of entering class	Holistic Admissions <ul style="list-style-type: none"> • Increase number of international students to 16% of class • Increase number of underrepresented minorities to 16% of class • Increase number of individuals from the Gulf South Region to 60% of entering class. • Visit at least 80% of HBCU's in the Gulf South
Goal 2: Increase percentage of enrollment of underrepresented minorities	Engage new Office of Diversity	Increase number of underrepresented minorities to 10% of class	Increase number of underrepresented minorities to 12% of class	Increase number of underrepresented minorities to 14% of class	
Goal 3: Increase percentage of enrollment from residents of the Gulf South Region	Assess baseline enrollment from residents of the Gulf South Region	Increase number of individuals from the Gulf South Region to 45% of entering class. Expand MS Rural Health Scholars access to Scholarships	Increase number of individuals from the Gulf South Region to 50% of entering class.	Increase number of individuals from the Gulf South Region to 55% of entering class.	
Goal 4: Implement CASPer® and expand recruitment efforts to include prioritized populations	Utilize CASPer® scores when recruiting students	Increase engagement with MS Rural Scholars	Expand recruitment efforts to include HBCU's	Increase overall recruitment at Gulf South undergraduate institution to encourage Choose DO	

To meet the needs of this office with the Class size increase the following personnel will be added over the 2020-2021 and 2021-2022 fiscal year

Admissions		
Diversity/Financial Aid Counselor*	Admissions	From 1 to 2
Recruiter	Admissions	From 1 to 2
Assistant Director of Admissions	Admissions	From 0 to 1

III. Diversity

The Office of Diversity will prioritize recruiting Mississippi students to apply to WCUCOM. Our recruitment efforts will later expand to include all undergraduate institutions in the Gulf South.

The Office of Diversity will develop relationships with undergraduate institutions in the State. Our work will begin by contacting the Directors of Undergraduate Pre-Med Advising [immediately focusing on William Carey University (WCU) and the University of Southern Mississippi (USM) and later expanding our outreach to all Mississippi Undergraduate Institutions].

WCUCOM will work with the Pre-Med Director at WCU and USM as well as the WCUCOM Student National Medical Association (SNMA) Chapter to establish undergraduate chapters of MAPS (Minority Association of Pre- Med Students) at both institutions.

WCUCOM will support the WCUCOM SNMA Chapter as they provide support and mentorship to the MAPS Chapters. These efforts will allow us to create a MAPS pipeline program into WCUCOM.

The Office will develop a more active relationship and presence within the Mississippi Rural Physicians Scholarship Program by creating a student mentorship program and open houses for OMT demonstrations. WCUCOM will work to establish incentives, scholarships and support, for these students to attend WCUCOM.

The Office will establish a pipeline for students from the following Mississippi Historically Black Colleges and Universities (HBCUs): Jackson State University, Tougaloo University, Alcorn State University, Mississippi Valley State University, and Rust College.

WCUCOM will develop a relationship with or establish undergraduate chapters of MAPS. WCUCOM will work to maintain a continual, active presence on all Mississippi HBCU campuses by doing frequent recruiting visits.

Recruiting visits will involve the Office of Diversity Administration and WCUCOM students. WCUCOM students will be given the opportunity to voluntarily participate in these visits. Students will share their experiences at WCUCOM and inform students about osteopathic manipulative medicine through discussion and OMT demonstrations.

WCUCOM will establish incentives, scholarships and support, for these students to attend WCUCOM.

The Office will establish a pipeline for students from Dillard and Xavier Universities. WCUCOM will work to develop relationships with the Directors of Undergraduate Pre-Med Advising at our two closest HBCU campuses in Louisiana. This relationship will be critical to target the recruitment of African-American students from Louisiana to WCUCOM.

WCUCOM will develop a relationship with or establish undergraduate chapters of MAPS. WCUCOM will work to maintain a continual, active presence on all the HBCU campuses by doing frequent recruiting visits.

Recruiting visits will involve the Office of Diversity Administration and WCUCOM students. WCUCOM students will be given the opportunity to voluntarily participate in these visits. Students will share their experiences at WCUCOM and inform students about osteopathic manipulative medicine through discussion and OMT demonstrations.

WCUCOM will establish incentives, scholarships and support, for these students to attend WCUCOM.

The Office will establish a Choose DO program for Local High School Students – A strategic plan for a healthcare and science, technology, engineering, and mathematics (STEM) pipeline to William Carey University and WCUCOM. WCUCOM also partners with the Army JROTC to host the Institute of Health Careers, a STEM-based residential summer camp, for 120 high school students in Mississippi. 60 students come from Jackson Public Schools; 60 students come from other districts across the state.

In an effort to address the educational and economic disparities of local high schools with a majority of underrepresented students, the Office of Diversity and Inclusion will create and implement a formal partnership with local high schools. In collaboration with local high school health sciences educators, the Office of Diversity will sponsor and assist with the planning of WCUCOM events that are focused on educating underrepresented youth about osteopathic medicine and healthcare. Using programming and mentorship, WCUCOM will work to create a STEM educational pipeline. WCUCOM plans to encourage the participation of our WCUCOM students in all programmatic events. WCUCOM will focus our efforts in the following ways:

1. WCUCOM will create a STEM pipeline beginning at the 9th grade to ignite underrepresented youth interest in healthcare and STEM areas. WCUCOM will work with local high school health science educators to assess the career aspirations of students and pair them with representative, professional mentors. WCUCOM will work to create programs at WCU and WCUCOM in which students have the opportunity to gain exposure to their desired careers. Programs may include WCUCOM Open Houses, Youth Go to Med School Days, and Professional Career Panel Discussions. WCUCOM will also monitor academic performance and help facilitate tutoring.

2. Establishing a curricular relationship and a healthcare career pipeline for underrepresented health sciences students. WCUCOM will work with local high school health science educators to assess the career aspirations of students such as when WCUCOM hosted Dr. Estelle Watts, Health Science Specialist in the Office of Career and Technical Education at the Mississippi Department of Education in October 2019. WCUCOM will work with these underrepresented health sciences students to ensure they are exposed to the healthcare careers that they are interested in pursuing, i.e. osteopathic medicine, physical therapy, nursing, etc. WCUCOM will work to pair these students with representative,

professional mentors and our WCU and WCUCOM students. WCUCOM will work to create shadowing, observational, and career lecture programs at WCUCOM so that these students may fulfill the clinical hours needed for their curricula. WCUCOM will also work to create programming in the following areas to address the educational and economic disparities within their local high schools:

- Math tutoring
- Microscope skills
- ACT tutoring
- College admissions and financial aid
- Financial literacy
- Professional mock interviews

The Office will establish a Choose DO campaign for Underrepresented Communities – A strategic plan to address the healthcare disparities in our community. Because the campus of WCUCOM is located in an underserved neighborhood, WCUCOM has an excellent opportunity to create outreach healthcare programs to underrepresented groups who lack access to care, who are unable to afford healthcare, or who have culturally negative views about healthcare. To help address these healthcare disparities, the Office of Diversity will create outreach programming at trusted facilities, i.e. community churches. WCUCOM will focus our efforts by:

establishing a partnership with local churches to develop community healthcare fairs within the church facility. WCUCOM will work with local physicians, WCUCOM faculty, and WCUCOM students to organize Saturday health fairs at local churches. WCUCOM plan to have testing centers within the church facilities for health screenings for diabetes, cholesterol, high blood pressure, etc. WCUCOM also plan to include OMT clinics to introduce participants to osteopathic manipulative medicine. These clinics will all be free of charge to the public and services will be provided by our local physicians with the assistance of our WCUCOM students. WCUCOM will also partner with the Office of Rotations to make sure our preceptors and OMS III & IV students are involved in this effort. WCUCOM will also collaborate with the Office of Population Health as they host the Community Health Fair during this event to provide health resources to participants.

The Office will establish, in conjunction with The Office of Admissions, a Choose DO campaign for Applicants to WCUCOM – A Strategic Plan to Increase the Diversity of the Student Body of WCUCOM – In an effort to enhance diversity and be more inclusive to all groups of applicants, the Office of Diversity will implement new strategies to review candidate applications. WCUCOM will focus our efforts in the following ways:

1. Implementing the use of CASPer[®], an applicant selection tool used to assess applicants' people skills, at WCUCOM as an additional way to screen underrepresented applicants. An additional screening method other than the primary use of MCAT scores is needed because ethnic disparities often contribute to lower performance of underrepresented groups on MCAT exams. As a result, a review of higher MCAT scores alone creates bias against students of color.
2. CASPer[®] assesses the following skills: Collaboration, Communication, Empathy, Equity, Ethics, Motivation, Problem-Solving, Professionalism, Resilience, and Self-Awareness. The use of this tool will help us gain deeper insight into the personality and professional qualities of applicants. This additional

insight will help us look at applicants holistically. The use of this tool along with MCAT scores, GPAs, etc. is needed to increase the numbers of underrepresented students at WCUCOM.

The Office of Diversity will work with the Dean of Student Affairs and the Admissions Committee to incorporate the use of CASPer® with the secondary admissions application. The CASPer® score of each candidate will be used in the review of candidate applications by the Admissions Committee.

Eliminating the requirement for students to submit a photo with their secondary application. The current requirement that students submit a photo with their secondary application creates an implicit bias and deters students of color from completing their application to WCUCOM. The Office of Diversity will work with the Dean of Student Affairs to determine an acceptable applicant identification disclosure, i.e. Government issued ID to be presented upon arrival to campus.

The Office of Diversity will have a student-centered focus – A strategic plan to promote diversity and inclusion within the student body of WCUCOM – Because WCUCOM has a diverse student body, we want to ensure that student voices are heard and that their diversity concerns are brought to the WCUCOM administration. In order for the Office of Diversity to be informed of the students' diversity needs and concerns, the Office will conduct an Annual Student Diversity Survey in which students can suggest the types of programs or diversity training events they would like the Office to sponsor for students, what improvements the Office can make to promote diversity and inclusion among our faculty, staff, and student body, and express their interest in assisting the Office with programs, recruitment, community service, and/or mentoring.

In order to maintain a student-centered focus for the Office of Diversity, a **Student Diversity Task Force** will be created and charged with the following duties:

1. Articulating student concerns regarding diversity to the Office of Diversity and WCUCOM administration.
2. Suggesting diversity programming for the student body.
3. Assisting with the organization of mentorship and tutoring programs at local high schools.
4. Assisting with recruitment efforts to bring more diverse applicants to WCUCOM.
5. Distributing incident report forms to students experiencing harassment, racism, bias, microaggressions, sexism, etc. to be confidentially reported to the Office of Diversity and WCU administration.

The Student Diversity Task Force will consist of the following student officers each year:

1. Council of Osteopathic Student Government Presidents (COSGP) Diversity Liaison (Chair)
2. Student Government Association (SGA) President
3. Student National Medical Association (SNMA) President
4. Student National Medical Association (SNMA) Vice-President
5. OMS 1 student (Non-executive board member)

6. OMS 2 student (Non-executive board member)

The Office of Diversity will focus on incoming WCUCOM students by creating a **Student DOctors on Call** program in which the Office will demographically match interviewees with our WCUCOM students. Our WCUCOM students will meet with the interviewees to discuss their student experiences at WCUCOM and provide mentorship for the interviewees. The Student DOctors on Call program is especially needed during the 2020-2021 academic year because all medical school interviews are virtual and interviewees would not otherwise have the chance to meet with any of our current WCUCOM students. The Student DOctors on Call initiative will be responsible for arranging the virtual meetings for our interviewees and WCUCOM students.

The Office of Diversity will also focus on incoming WCUCOM students by creating a mentorship program, the **COM DOctor Network**, for our WCU Master of Biomedical Sciences (MBS) students. Because cultural representation and mentorship is critical to aid in the recruitment of underrepresented minority (URM) students, the Office will work to demographically match aspiring medical students within the MBS program to our WCUCOM graduates who completed the WCU MBS program. MBS students who participate in the MBS mentoring program will receive the guidance, advice, and support needed to successfully matriculate into medical school at WCUCOM.

The Office of Diversity will help foster cultural humility within our WCUCOM student body by encouraging students to share their heritage with their classmates through the program, **Student DOctor Talks**. Because it is critical that students become familiar with and sensitive to varying cultures in order to respectfully communicate with and treat their patients, students need exposure numerous cultures and this exposure is more impactful when they hear a fellow classmate's experience. The Student DOctor Talks are student-led seminars in which WCUCOM students will share their culture and heritage with their classmates in an effort to help their classmates understand varying values and beliefs.

In order to support these initiatives, the following staff will be recruited over the 2020-2021 and 2021-2022 academic years:

Diversity		
Position	Department	Increase
Diversity/Financial Aid Counselor*	Diversity	From 0-1
Director of Diversity	Diversity	From 0 to 1
Administrative Assistant	Diversity	From 0 to 1

*also assists in Admissions Office

Outcome: Establish and promote a robust Office of Diversity with research and scholarly development. It will provide means of promoting diversity at the community, student, staff, and faculty levels.

Outcome: Year 1 efforts include establishing an Office of Diversity to coordinate advisor/mentoring programs and increase recruitment efforts at HBCU's to achieve WCUCOM's ultimate goal of altered recruitments methods that promotes a more diverse student body.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Begin development of culturally competent programming	Develop STEM programs with local high schools	Increase recruiting efforts at HBCU's	Increase local community engagement with STEM and mentoring programs	Robust Office of Diversity <ul style="list-style-type: none"> At least 16% of WCUCOM students are underrepresented minorities Change recruiting efforts and benchmarks at WCUCOM Recruit diverse faculty and staff through hiring plan
Goal 2	Utilize CASPer® in admissions decisions to diversify the student body	Work with SNMA to establish local MAPS Chapters	Begin development of a MAPS pipeline/mentorship program to WCUCOM	Begin development of a plan to recruit diverse faculty and staff to include an Associate Dean, Diversity	
Goal 3	Work with the Office of Admissions to stop potentially discriminating processes (e.g. submitting a photo with app)	At least 10% of WCUCOM students are underrepresented minorities	At least 12% of WCUCOM students are underrepresented minorities	At least 14% of WCUCOM students are underrepresented minorities	

The Office of Diversity will use MAPS to focus some of its initiatives across the State.

IV. Curriculum

WCUCOM is committed to developing a servant physician that possess humility, empathy, compassion, selflessness, resilience, and leadership and that will practice primary care in rural and underserved areas. As such, WCUCOM will emphasize Humanistic and Holistic experiences. It is essential to ensure holistic education is taught throughout the four-year curriculum as well as in electives and selective courses (such as medical ethics and palliative care) where clinical bedside teaching is utilized. WCUCOM will establish a global-health one-month elective that can be offered during all four years of a student's matriculation. With the goal over five years to develop a true global-health program that includes a Master's degree. The Office of GME & Population Health is actively meeting with the International Missions Board (IMB), the Institute for International Medicine (INMED), and the WCU Intercultural Studies Program (in addition to other local and state church-based mission teams) to identify and secure resources which will assist in developing a global health program.

Another way in which this can be accomplished is by tracking AOA competencies throughout the curriculum and identify those gaps accordingly as a joint effort between faculty course directors and the

Office of Academic Affairs. This will also be used as preparatory work for initiating and eventually completing a curricular shift to a fully integrated, systems-based curricular model.

Additionally, WCUCOM will increase humanitarian activities. Students will be encouraged to pursue outside interests such as working with local organizations that provide free healthcare. Meetings have been held with the Fellowship Health Clinic at the Edwards Street Fellowship Center to identify service opportunities. Students have also been actively engaged in the food pantry at Edwards Street through student clubs. WCUCOM is committed to increasing student “white space” to allow for increased outside activities. This allows for increase early clinical experience and engagements in OMS1 and OMS2

Increasing Case-Based Education is an effective means to educate students to think holistically. Students are asked to think critically about the whole person during these types of exercises. Expanding the Standardized Patient program at WCUCOM will compliment this effort, as the students understand patient emotions. QPR Training, now required by AACOM, is another educational resource that will help students to better serve their patients according to the osteopathic tenants.

With the current healthcare environment, telemedicine is increasing in use. Students need to understand how to properly care for patients when they cannot be physically seen. WCUCOM will increase telemedicine educational opportunities to ensure our students are ready for the unique challenges and benefits of telemedicine. Opportunities may also exist for telemedicine activities with global health partners.

It is also vitally important to educate students on health-systems science and value-based care. The Office of Clinical Rotations will work with the Office of GME and Population Health to include this concept across the third and fourth years of the curriculum.

WCUCOM will also promote pediatric initiatives with clinical partners as well as substance abuse certification opportunities to ensure WCUCOM has well-rounded students. We will continue to lay a foundation to ensure WCUCOM grads are well equipped to treat patients of diverse backgrounds.

WCUCOM will ensure greater integration of longitudinal learning from the beginning of undergraduate medical education to the completion of graduate medical education. It is important to close the loop with residency directors and get their feedback on students’ education. One way that WCUCOM has committed to this approach is the new Regional Assistant Dean positions across the state of MS. These physicians sit on the WCUCOM Curriculum Committee.

Outcomes: WCUCOM will promote a curriculum with an emphasis on holistic and humanistic experiences that offers a rural health track, population health track, and lifestyle medicine track for students to diversify their education. This curriculum will encourage student health and wellness throughout matriculation.

Year 1 efforts include increasing student engagement in humanistic, early clinical opportunities. Follow-up efforts include increasing case-based education and developing additional educational tracks for students to focus on cultural competency, lifestyle medicine, or rural medicine. The WCU Intercultural Studies Program may be able to provide faculty support for course development.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1: Increase curricular offerings and opportunities that provide holistic experiences	Identify AOA competencies associated with holistic experiences and identify current curriculum gaps;	Implement curricular changes that address identified curriculum gaps	Promote pediatric initiatives with clinical partners	Promote substance abuse certification opportunities	Curriculum with an emphasis on holistic and humanistic experiences <ul style="list-style-type: none"> • Expansion of holistic experiences • Expansion of humanistic experience • Diversify training by offering three new certificate tracks, one of which will be expanded to a full MS program • Increased focus on value-based healthcare
Goal 2: Increase curricular offerings and opportunities that provide humanistic experiences	Increase student “white space” Students will not have more than 30 hours in the classroom	Increase Case-Based Education	Expand Standardized Patient program; Encourage /offer/emphasize QPR Training?	Provide telemedicine experiences through simulation exercises	
Goal 3: Diversify curricular offerings through the expansion of educational tracks/certificate programs	Increase course coverage of competencies associated with medical ethics	Increase course coverage of competencies associated with cultural competency	Develop track/certificate in Rural medicine	Begin offering track/certificate in Rural medicine	
Goal 4: Offer certificate program in Nutrition and Wellness with track development in Lifestyle Medicine	Recruit additional staff and faculty to support nutrition and wellness education;	Promote faculty development in Nutrition and Wellness education and Lifestyle Medicine	Develop certificate program in Nutrition and Wellness	Offer certificate program in Nutrition and Wellness, Plan for expansion to Lifestyle Medicine Track	
Goal 5: Offer a certificate program and later a MS degree in Population Health, including value-based care	Explore existing curricula for certificate program and MS degree in Population Health and plan for program delivery	Establish one month global-health elective to be offered during all four years of a student’s matriculation	Expand population health offerings to include population health certificate program	Expand population health offerings to include MS in Population health degree	

The Office of GME & Population Health is actively meeting with the John D. Bower School of Population Health to identify collaborative opportunities to support the three goals.

Basic Sciences curriculum plays a large roll in educating a holistic student.

Outcome: Basic Sciences curriculum that promotes prevention and wellness.

Year 1 efforts include recruiting additional faculty and staff as well as establishing an Anatomy Department to streamline efforts to create a curriculum that educates well-rounded, healthy osteopathic physicians. This will ultimately culminate in a certificate program in nutrition and wellness as well as a lifestyle medicine track.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Recruit additional faculty	Greater investment in faculty development in lifestyle medicine	Develop certificate program in Nutrition and Wellness	Healthy lifestyle education	Increased Prevention and Wellness Focus <ul style="list-style-type: none"> • Certificate program in nutrition and wellness • Lifestyle medicine elective track
Goal 2	Recruiting additional staff	Increased education in nutrition and wellness.	Increased Case Based education	Develop an elective track for OMS3 and OMS4 students wanting to pursue lifestyle medicine	
Goal 3	Expand basic science program	Recruit a dietician	Increase population health education	Master's Degree in Population Health	

IVa. OMM Department



The WCUCOM OMM Department is dedicated to providing students with an excellent broad-spectrum foundational training in Osteopathic Manipulative Medicine that develops and nourishes the interest of the students in crafting specific treatment plans for each unique patient.

With this, WCUCOM intends to develop intelligent, humble, and empathetic physicians well versed in the integration of the principles of Osteopathic Manipulative Medicine in the primary care setting while understanding the challenges often specific to the patient population of MS and the Gulf South.

For all third and fourth-year students, emphasis is placed on the frequent and required practical application of OMM in the clinical primary-care setting. Dedicated research and teaching opportunities will be made available through the development of an OMM Scholars Program. With the utmost dedication to the betterment of our profession and the reduction of chronic disease in the regional patient population, WCUCOM hopes to grow the Carey Way by ensuring the growth of Osteopathic Physicians dedicated to servant-leadership as physician-teachers with a humanitarian heart.

The Mary Ross Building will be transformed into our OMM Center of Excellence. The building has 9 offices for all the OMM faculty and a conference room for teaching and lectures. The Mary Ross Building also has two OMM clinical rooms that will be converted into our new OMM Scholars' Educational Lab to care for William Carey University COM students under the supervision of WCUCOM OMM faculty. This initiative will foster the next generation of ONMM specialists in the State of MS and stimulate the interest in ONMM residency program development.

With the expansion of the class size comes the need to expand the OMM Department. The goal is to have eight full-time faculty. In order to attract high-quality physicians to join the faculty, opportunities need to exist to practice medicine, both outpatient and inpatient. An outpatient clinic, open to the public, will need to be established within the community. This will serve as a community outreach with osteopathic education and treatment for all ages. The clinic will provide a site for OMS 3 and 4 students

and local residents to rotate, furthering their education in Osteopathy. The clinic would also be a site for local high school students to shadow and learn more about the differences made with osteopathy. With new faculty, an inpatient OMM Consultation service can be established. An outpatient clinic for the public and inpatient consultation service would set the initial groundwork necessary for a future ONMM residency program.

Outcome: OMM Center of Excellence offering increased research funding, full complement of OMM Scholars, a daily OMM clinic, and presence of OMM residents.

Year 1 efforts include recruiting additional faculty to fulfill the full contingency of eight members, as well as establishing an OMM Scholar Program to promote additional research and clinic opportunities for faculty and students resulting in an OMM Center of Excellence. WCUCOM is currently negotiating a contract with a recruitment firm to aid in these efforts.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Aggressively recruit additional faculty members. Employ use of Recruitment Company.	Add the additional faculty members to meet the need of eight members in the OMM Department	Full OMM Scholar Program	Begin logistics to establish an ONMM Residency	OMM Center of Excellence <ul style="list-style-type: none"> • Scholars • OMM Scholars' Educational Lab 2 half-days a week • Inpatient Consultation Service fully running • Community Outpatient OMM Clinic 2-3 days a week • Increased research funding by doubling the general research fund. • Begin an ONMM Residency Program at one of the local hospitals
Goal 2	Start faculty research	New faculty begin an inpatient OMM Consultation service at a local hospital	Increase faculty research and work with OMM Scholars' Research	Increase funding for research and begin clinical research	
Goal 3	Review and approve the OMM Scholar Program proposal and Scholars' contract, and recruit the first three students	Begin the OMM Scholar Program and establish an on-campus Scholars' OMM Educational Lab 1-2 half-days per week (open to COM students)	Establish a community OMM outpatient clinic	Community OMM Outpatient clinic open 2-3 days a week	

Please see III.d. Faculty Adequacy for additional personnel needs in this department

IVb. Family Medicine

The Department of Family Medicine strives to incorporate and encourage medical students to achieve their highest potential in knowledge and patient interactions as it relates to: humanistic and holistic medical care, community involvement, leadership, the professionalism required to be an exceptional physician, and evidence based clinical reasoning. Under the umbrella of the Family Medicine Department, WCUCOM is working to grow our other specialties in relation to primary care; such areas include OB/GYN, Pediatrics, Internal Medicine, Addiction Medicine and Emergency Medicine. Through lectures, simulated patient training, simulation exercises and clinical experiences/engagements, WCUCOM will continue to promote and increase the training needed for our students to go on to their third and fourth year, and then ultimately into their residency and practice. Especially fostered throughout the curriculum is an emphasis and passion for primary care, rural health, preventative care and counseling, as well as the awareness of health disparities and obstacles some patients may face. Cultural competence is and will continue to be woven within the clinical patient care curriculum and an expectation of their education and experience; to the point that it is not a separate entity but a part of everyday standard of care. The foundations of osteopathic care and the tenets WCUCOM embraces as osteopathic physicians will continue to be the foundation of all interactions and training.

The Family Medicine Department has a longitudinal presence in the education of WCUCOM medical students. The department has and will continue to have, a roll in the education of not only the first- and second-year medical students but also the third- and fourth-year medical students. The Family Medicine Department works closely with the Director of Clinical Simulation to incorporate clinical simulation exercises and training into the medical education of first- and second-year students. The department will incorporate telemedicine simulations into the clinical skills curriculum as well as building on knowledge and proficiency in Point of Care US education. The department also works closely with the Director of Clinical Simulation and the third-year students in simulated patient care, preparing them for success on the NBOME PE and ultimately enhancing their approach to medical decision making and fostering the humanistic and holistic approach to patients and population health as a whole. The department works with the fourth-year students in advanced clinical integration with a focus on advanced clinical procedures.

The Department is involved and will continue to be involved, in the admission process. From the standpoint of the department, the focus when looking at potential students is to advocate for a holistic approach to prospects. Considering not only an aptitude for the profession and the needed educational fortitude to succeed in medical school but also looking at each applicant as a whole, with regard to their journey, life and struggles to reach their goals and dreams. As time allows, the department will continue to encourage research involvement by the students and the faculty. The department will continue to promote and increase interprofessional simulation and education with various programs on campus. The department will work with the Director of Interprofessional Education to support endeavors to enhance IPE as well as encourage working with many other healthcare professionals on campus.

Outcome: A family medicine department that fosters holistic DO's by encouraging students from MS and the Gulf South to choose DO, including a joint DO/MBA degree and a functioning family medicine clinic

Year 1 efforts include adding faculty and funding to help support humanitarian mission trips as well as offsetting the cost for MS Rural Scholars to attend WCUCOM. These efforts will continue through the

third year in which WCUCOM will grow a global health initiative, partnering with its sister school in India, Serampore College. This will culminate into a joint DO/MBA program and a family medicine clinic on WCUCOM campus.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Create a Department of Anatomy	Add additional faculty member	Plan for family medicine clinic	Establish Family medicine clinic on campus	Family Medicine Department <ul style="list-style-type: none"> Fully functioning family medicine clinic on campus Joint DO/MBA Program Offer 5 MS Rural Health Scholars full tuition scholarship
Goal 2	Increase funding for humanitarian mission trips OMS1-OMSS4	Increase faculty research	Begin global health initiative-partner with sister school in India-Serampore College	Begin planning joint DO/MBA program	
Goal 3	Increase engagement with MS Rural Scholars	Offer scholarships to offset tuition cost for MS Rural Scholars	Increase scholarships to cover entire tuition cost for MS Rural Scholars	Increase scholarships to cover entire tuition cost for MS Rural Scholars	

Please see III.d. Faculty Adequacy for additional personnel needs in this department

IVc. Anatomy

There has been significant expansion in the quality and depth of the anatomy faculty, the talent of our faculty has led to increased program offerings including:

- Anatomical summer prosection program
- Additional research offerings in AR/VR
- Additional surgical based research opportunities
- ongoing research into database-augmented tracking methods of anatomical knowledge in the dissection lab

As educational and scholarly demands have increased, WCUCOM is committed to investing additional dollars to expand the anatomy program to a true Department of Anatomical Sciences. This department will require an organizational hierarchy to include a department chair. This department will also be tasked with developing a Master's and PhD in Anatomical Education program. Efforts are already underway.

Outcome: A cutting-edge Department of Anatomical Sciences that promotes research and provides the student with a holistic view of the human body.

Year 1 efforts include the establishment of a Department of Anatomical Sciences to facilitate the AR/VR and joint research efforts of the anatomists as well as an Anatomy information tracking and mapping research effort. This will culminate in increased research and educational opportunities for our students as well as the establishment of a MS/PhD in Anatomical Education program.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Add additional faculty member	Add additional faculty member	Implement LabTrak Project	AR/VR research in anatomical education	Cutting-Edge Department of Anatomical Sciences offering additional degrees <ul style="list-style-type: none"> • Full implementation of MS/PhD program • Finalization of research with MORA • Increased AR/VR research opportunities for students
Goal 2	Test LabTrak project	Begin research with MS Organ Recovery Agency (MORA)	Increase funding for research with MORA	Continue research with MORA	
Goal 3	Finalize planning for MS/PhD in Anatomical Education	Begin MS in Anatomical Sciences program	Begin PhD in Anatomical Education program	Increase recruitment for MS/PhD program	

Please see III.d. Faculty Adequacy for additional personnel needs in this department

IVd. Faculty Adequacy

In order to support the preclinical curriculum as it is currently configured, most specifically the laboratory components, and maintain the overall faculty adequacy near the current ratio WCUCOM will recruit additional faculty members.

To foster the next generation of OP&P specialists, the COM will hire 2 additional OP&P faculty and 3 OP&P Scholars. Family Medicine faculty will be increased from 5 to 8 and local residents are utilized as adjunct faculty. Finally, anatomy faculty will be increased from 5 to 7 and a lab instructor will be added. The lab currently has 12 working tanks for the OMS students for ~50 students in two groups (~100 students total). The lab can support 24 working tables with ~5 per tank to keep the ratio of students to faculty and students per tank equal to the current ratio. In an effort to promote diversity in WCUCOM and in the healthcare providers in the state of MS, Finally, there are at least 3 residents at every clinical skills lab conducted with OMS1 and/or OMS2 students. As our graduates match in GME programs in Mississippi, WCUCOM has developed large alumni pool available to help with small group sessions. There are two such programs located in Hattiesburg, MS- Merit Health Wesley and Forrest Health. The faculty needed to maintain our current ratio in laboratory and groups sessions are listed in the table below.

Faculty Increase		
Position	Department	Increase
Anatomy Faculty +2*	Anatomy	From 5 to 7
Anatomy Lab Instructor	Anatomy	From 0 to 1
Family Medicine Faculty +3	Family Medicine	From 5 to 8
Adjunct Clinical Faculty (local residents)	Family Medicine	From 3 to 6
OMM Faculty +2	OP&P	From 6 to 8
OMM Scholars +3	OP&P	From 0 to 3
Director of Student Research	Research	From 0 to 1

Student to Faculty Lab Ratio			
	Current	Year 1	Year 2
OMM Lab	10:1 (50 students in lab)	7:1 (60 students in lab)	10:1 (100 students in lab)
Clinical Labs	6:1 (50 students broken into small groups)	7:1 (100 students broken into small groups)	7:1 (100 students broken into small groups)
Anatomy	15:1 (50 students per lab group)	15:1 (100 students per lab group)	15:1 (100 students per lab group)

IVe. Academic Counseling

Part of a holistic medical education is providing holistic academic counseling. WCUCOM is dedicated to diversifying and emphasizing academic counseling for its students. Additional academic counselors will be hired to diversify the counseling staff and professional development geared toward student wellness and inclusion. The following positions will be recruited over 2020-2022 for in order to support the vision:

- i. Two additional IT Specialists will be needed to support the additional students and facilities
- ii. Director of Student Success assigns counseling load to Academic Counselors and assists with student activities.
- iii. Academic Counselor: Help students academically and culturally; help with tracking students through the curriculum
- iv. Administrative Assistant to Assessment: This person will help the Exam Coordinator with examinations, exam set-up, and proctoring as well as scheduling
- v. Research/Stats specialist: Assist students in educational research an assist with

Academic Affairs/Assessment		
Position	Department	Increase
Academic Counselor +2	Academic Affairs	From 2 to 4
Director of Planning, Assessment, and Statistics	Assessment	From 0 to 1
IT Specialist +2	Assessment	From 1 to 3
Administrative Assistant	Assessment	From 0 to 1
Director of Student Success	Academic Affairs	From 0 to 1
Facilities Coordinator	Academic Affairs	From 0 to 1

IVf. Assessment

WCUCOM will incorporate the “Choose DO, The Carey Way” to longitudinally review students throughout their education at WCUCOM as well as residency and practice. Educating a holistic student requires a holistic assessment process from admissions through practice. WCUCOM has successfully established a real-time assessment system and is working with ProgressIQ® to increase database functionality. ProgressIQ® is a database of student information, tracking students through prematriculation to practice, allowing for easy access to analyze student performance. This increases WCUCOM’s ability to conduct quantitative research on its outcomes such as diversity, serving the underserved, and placing graduates in primary care. Additionally, WCUCOM will pursue qualitative research in the form of focus groups and surveys from preceptors and residency directors to inform every aspect of our education by providing analysis to stakeholders (course directors, administrators, etc.).

Over the next 5 years, WCUCOM will holistically assess its admissions process to include expanded benchmarks to diversify the student body, testing methods to ensure student wellness, hubsites to ensure equitability of students’ education, student wellness because WCUCOM understands education is a holistic process, and practice data to ensure WCUCOM produces a well-rounded osteopathic physician.

Outcomes: Real-time data assessment system that allows a longitudinal review of each student including practice data to ensure WCUCOM is developing holistic leaders.

Year 1 efforts include utilizing innovative admissions processes as well as gauging the knowledge of osteopathic medicine in the state of MS. These efforts will consist of surveys and focus groups with WCUCOM alumni, healthcare centers, and the community at large. This will culminate to “The Carey Blueprint” or what it means to be a WCUCOM graduate.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Incorporate CASPer® for the admissions less emphasis on MCAT	Focus groups of alumni	Focus group of local community		Real Time assessment system that allows longitudinal tracking of WCUCOM osteopathic physicians <ul style="list-style-type: none"> • “The Carey Blueprint” • Longitudinal assessment • Health and wellness assessment • Equitability of student education
Goal 2	Direct admissions program WCU undergraduate	Focus groups of local hospitals	Analyze practice data to ensure students in target areas	In-depth hubsite assessment after CSI reaches rotations	
Goal 3	Community assessment general awareness osteopathic medicine in MS	RAD to provide additional feedback on students	Assessment of new wellness initiatives- surveys and focus groups	Begin developing “The Carey Blueprint” from all data	

IVg. Office of Academic Affairs

The Office of Academic Affairs and Assessment will continue to look for way to incorporate Choose DO the Carey Way in to every aspect of our daily business. Currently, our office actively counsels students to ensure not only academic success, but also good mental and physical health, demonstrating the holistic approach that osteopathic medicine values. WCUCOM leads by example showing students that the whole person is important, not only their GPA.

Significant dedicated study space will be acquired with the addition of the Thomas Building and the Nursing School Building. Designated areas for study space and a student lounge are part of the overall conversion. Small group classrooms remain open to student use when classes are not in session. These rooms can be utilized for student space during those times. The buildings themselves will be open 24 hours (ID card access after-hours). Further study spaces are available at the WCU's library and at the new Student Center which is projected to be available by Fall 2020. The Office of Academic Affairs and Assessment will administrate and monitor classroom facility using a cloud-based e-scheduler system and through the addition of 2 IT specialists.

WCU's information technology system provides 21st century learning management tools and resources for all its students. The additional 100 students will have access to the same learning resources as all of the WCU students. Presently, the COM faculty already maintain sufficient office hours to meet students' needs. WCUCOM will also recruit additional faculty to meet the needs of a larger class size. Please refer to the section entitled "Personnel Increase." The WCU libraries, including the COM library, maintain over 60 electronic databases containing over 26,500 unique e-journals and over 170,500 e-book titles. This on-line collection is accessible to every WCU student or faculty through any on-campus computer. Off-campus access is also available through the libraries' portal. Finally, WCUCOM has sufficient study space to accommodate a larger class. In addition to the study space already available for a larger class, a new, multi-level student conference center is scheduled to open on the WCU campus in 2020 to be available for all WCU students.

Additionally, WCUCOM has expanded its digital capabilities with ProgressIQ[®], Examsoft[®], and Echo360[®]. ProgressIQ allows for digital, longitudinal tracking for students throughout the 4 years of medical school and beyond. Examsoft is an online testing software that allows for digital test administration regardless of the number of students. Finally, Echo360 allows for live-streaming, lecture capture, and student response systems in the classroom and remotely.

Additional resources include that all students will have access to are:

- COMBANK
- COMQUEST
- UWORLD
- Board and Beyond
- Cramfighter
- Sketchy
- Big Interview Medical
- Careers in Medicine

IVh. Student Wellness



In order to educate a student holistically, an institution must view the student holistically. WCUCOM students are much more than just their GPA's and Class Ranks. WCUCOM understands the stressors the medical students undergo in the curriculum as well as outside stressors that impact their academic performance. As such, WCUCOM's strategic plan will focus, in part, on student wellness initiatives. While typical resources such as academic counseling have always been a part of the COM, WCU wants to take this initiative further and bring wellness into the student's everyday curriculum. Students will learn how to keep themselves healthy as well as their patients. Students need outlets and healthy habits to be successful in medical school. WCUCOM intends to provide those to the best of its ability. Student Wellness is important to WCUCOM. Over the next two years WCUCOM will be able to provide the following:

- WCUCOM dedicated student lounge
- Fail Asbury is located next to the fitness track, soccer field, volleyball field, and tennis courts. Given the proximity to study space, students will be strongly encouraged to utilize these areas through club activities.
- WCUCOM students get preferential access to the WCU athletic gym and basketball courts.
- William Carey University is constructing (opening January 2021) a new Student Conference Center. The building is 75,000 square feet and will offer study space, small group space, and outdoor seating



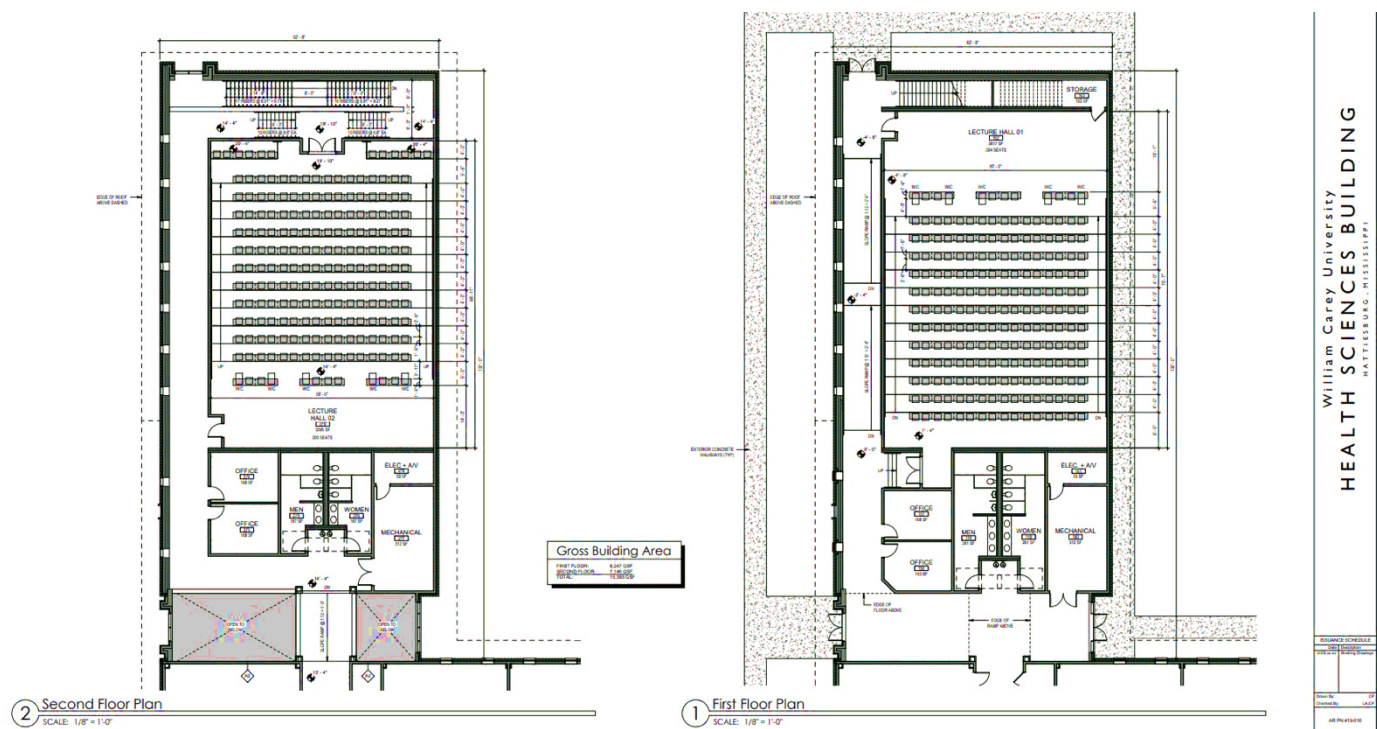
Outcomes: Robust wellness program to help students navigate medical school and be healthy

Year 1 efforts include introducing programming outside of the classroom and gives students more time to focus on wellness and healthy activities. Efforts will continue with the introduction of a student gym and an improved student lounge. Additionally, a formalized mentorship program will be established with alumni and other state organizations.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Increased Wellness Programming	Establish a student lounge/gym	Full complement of academic counselors for increased class size, including a diversity counselor	Develop a wellness activity schedule that culminates in one large event each semester	Student Wellness <ul style="list-style-type: none"> • Incorporate wellness programming in to curricular delivery • Formalize Alumni/Mentorship program • Expand student recreation facilities to include a COM exclusive area for recreation.
Goal 2	Increased intramural activities with main campus	Increase library resources/study space	Increase curricular commitment to lifestyle wellness	Expand mentorship program with MS Osteopathic Medical Association and other partners	
Goal 3	Increased humanitarian activities/White space	Increase Alumni engagement/mentorship	Increase resources on physician and medical student burnout, included OMM as student wellness	Offer wellness certification for interested students	

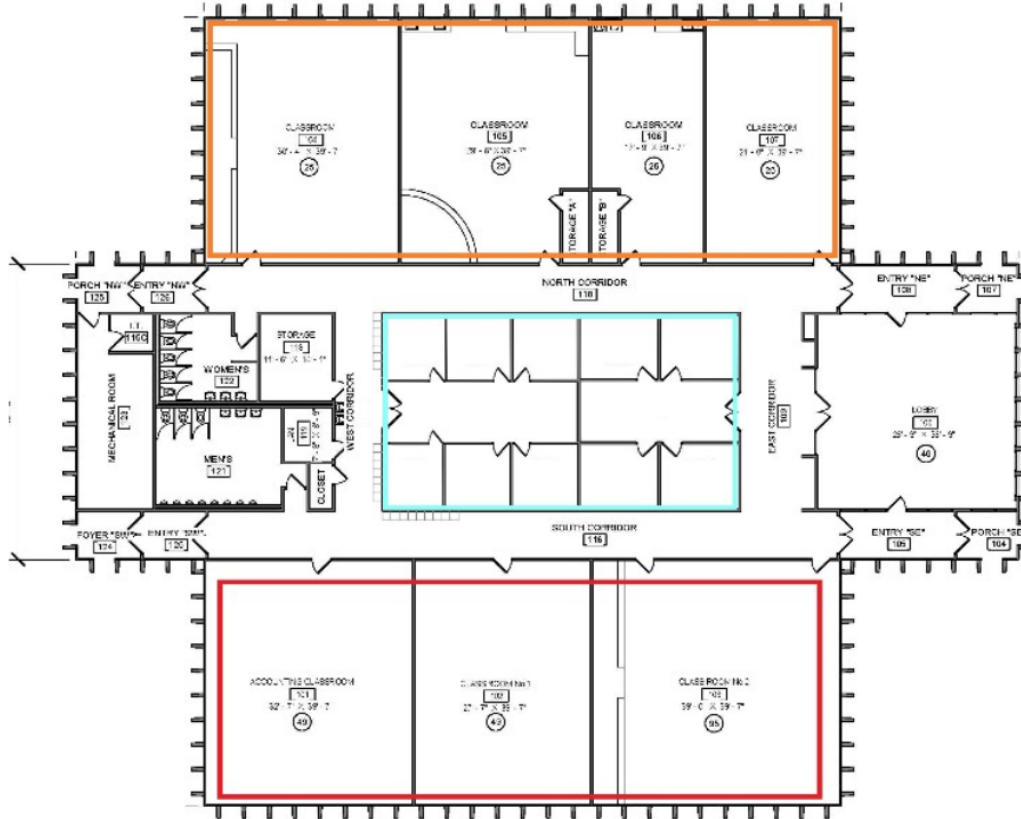
V. Curriculum Delivery

Since the approval of the Class Size increase by the COCA in 2019, William Carey University has committed to building two new auditoriums for WCUCOM use. It will include two floors, one auditorium on each floor, with seating for 200+ students. With this new building anticipated to come online in Year 3 of the class size increase, WCUCOM has altered its third year plans for the additional buildings. These



modifications will only be made after the completion of the auditoriums in case of delay, so WCUCOM could easily revert to the original approved plan if needed.

This addition allows us the opportunity to enhance student-centered wellness initiatives. The Thomas building will be converted into a building designed for student clinical education. The right side of the building will be converted to a simulation suite area. The middle of the building would include ten, small-group, breakout rooms. The left side of the building would include a modern OMM lab.



Minimal capital investment for construction is required for this proposal as the Thomas building already possesses modern cloud-based IT infrastructure and connectivity. The Thomas Building is ~10,000 square feet with OP&P lab space, small group classrooms.

Facilities Increase		
Type	Current	Increase
Lecture Hall	240	800 (New WCUCOM auditorium included)
Clinical Encounter Rooms	12	25
OPP Lab	60	100
Anatomy Lab	100	No Change
Small Group/Classroom Space	7	14
Faculty Office	32	62

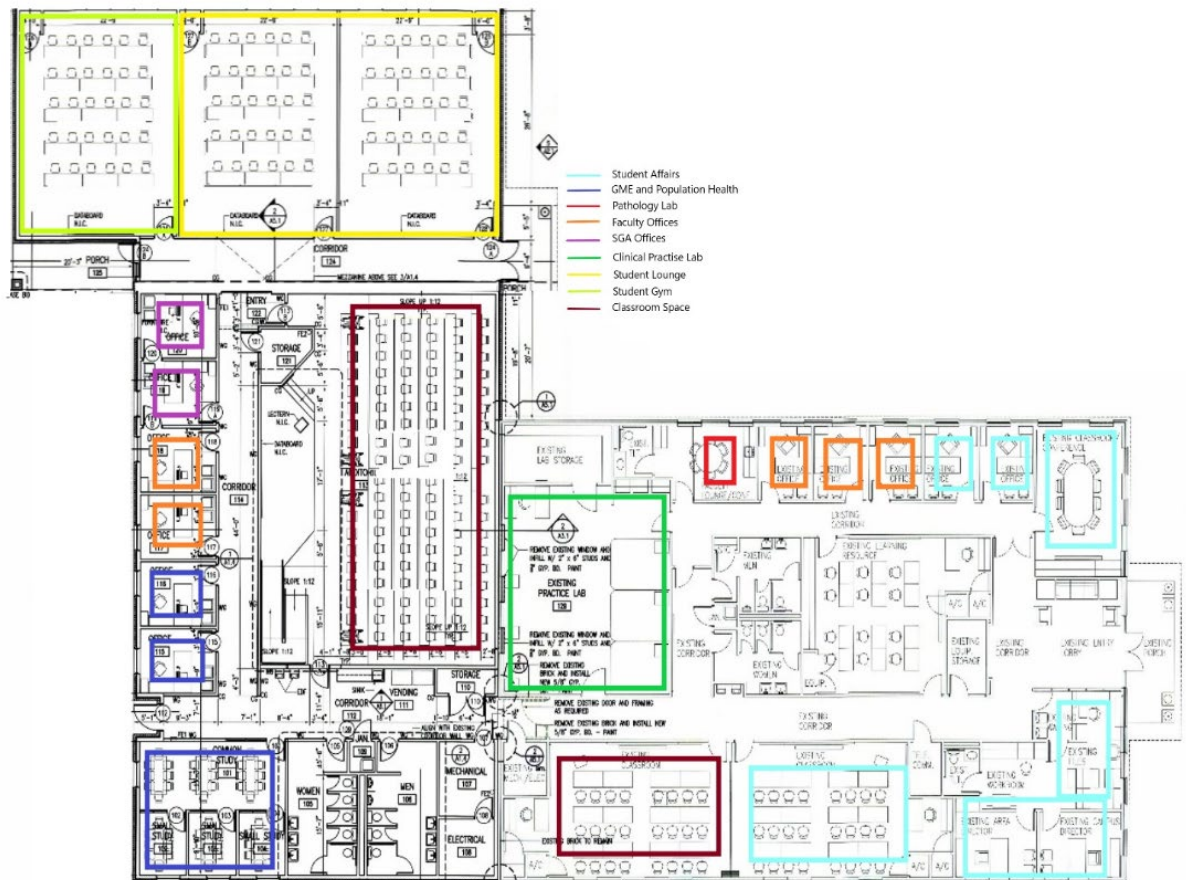
Lecture- Didactics

There is no change in the amount of lecture hours.

To accommodate the increased class size, WCUCOM will integrate Fail-Asbury Hall on the WCU campus as part of the COM's facilities. Fail-Asbury Hall includes a large, modern auditorium with seating for up to 120 students. Additionally, WCUCOM will take over the Thomas Building. With these two additional buildings, WCUCOM can easily account for the increased class size. Minimal adjustment is required to outfit the two new buildings because they are already designed for a professional health curriculum.

The two large academic buildings give us sufficient enough classroom space. In the interim, the Fail-Asbury building will be used to house overflow rooms and testing. Going forward this space will house the Offices of Admissions and GME. The OMS2 Pathology faculty offices will also be moved with access to a microscope suite.

This building will also house substantial small group space as well as a student lounge and a gym. The building is located next to the WCU walking track and tennis courts to promote student wellness.



Small Group Study:

With the addition of the two large buildings there are a number of classrooms that can be utilized for the curriculum. One of the previous suggestions by students was for increased study space. While this plan does make the 7 breakout rooms (~7 students each for a total of 50 student capacity) into clinical encounter rooms, two student lounges and 5+ small group classrooms are added which increases the amount of space for our students to utilize for study. These classrooms have a capacity for up to 60 students and partitions can be added to the rooms to make the rooms smaller. The capacity for small group space has increased from 50 total students to 400 students. Small group space will increase even more after the 75,000 square feet, 3 story, Student Conference Center is built by main campus. The projected completion date is October 2020. The WCU library has also undergone an increase in small group/study space.

Following is a blueprint of COM 3 after the office and “Breakout Room” spaces are converted to clinical encounter rooms as was their original purpose.



FACILITIES MASTER - HATTIESBURG
AND TRADITION CAMPUSES
CH 18-3679
WILLIAM CAREY UNIVERSITY
710 WILLIAM CAREY PARKWAY
HATTIESBURG, MISSISSIPPI 39401

38 - COM 3 MEDICAL ARTS
FLOOR PLAN
MAY 26, 2018

VI. Simulation

WCUCOM will expand its Office of Simulation throughout the class size increase and expand its Standardized Patient Program following the Standards of Best Practice for Standardized Patients from the Association of Standardized Patient Educators. Standardized patients will receive training related to best practices including education regarding Humanistic Behavior. WCUCOM will seek to develop a fully certified simulation center over the next 5-years in order to accomplish this goal.

The Clinical Simulation Department is working with the Interprofessional Education (IPE) Committee at William Carey to increase Interprofessional Simulation with various programs on campus. Clinical Simulation is working with the GME Faculty to incorporate interprofessional simulations into the curriculum. Drs. Krebs, Morreale, and Stephens actively participate in the WCU IPE committee. Opportunities for interprofessional simulations have also been identified through the CAST/Project FORECAST programs. Clinical Simulation will work with the Course Directors and Curriculum Committee to weave simulation throughout the curriculum.

Clinical Simulation submitted an IRB research request to survey the OMS3 students that participated in the telemedicine simulation to gain insight into their perceptions and satisfaction with the simulation

encounter. The results will be used to enhance the experience and work to thread more telemedicine simulation throughout the curriculum.

The Clinical Simulation Department is working to acquire more high-fidelity mannequins that can be utilized for student learning in the Innovative Learning Center

The Innovative Learning Center is working on policies and procedures to move toward becoming an accredited simulation center in the future.

The Simulation department will require some additional assistance to support the class size increase to be hired 2020-2022. An additional Simulation and Interprofessional Specialist will be hired in order to help expand the simulation and interprofessional programming with other Health Professions programs at WCU. Additionally, the Empathy/Simulation Specialist will assist the simulation team. The Simulation Coordinator will assist with standardized patient training and scheduling

Simulation		
Director of Clinical Education and Humanistic Principles*	Simulation	From 0 to 1
Simulation/Interprofessional Specialist	Simulation	From 0 to 1
Simulation Coordinator	Simulation	From 0 to 1

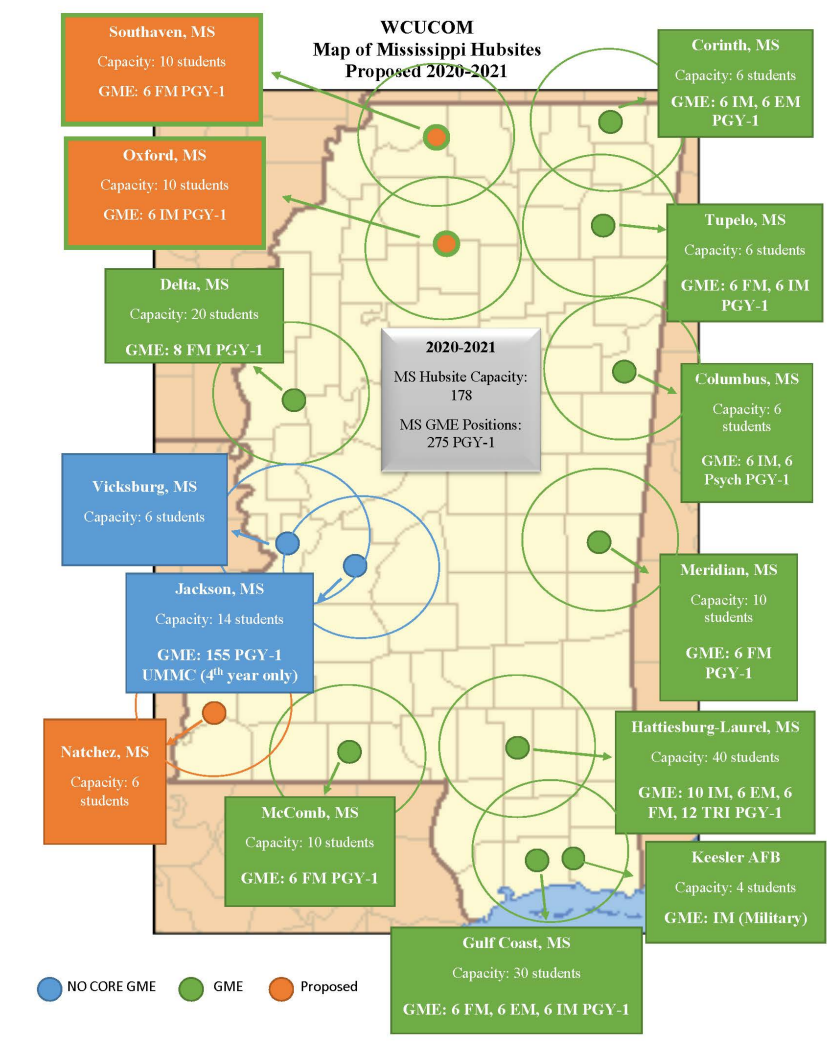
*supports both rotations and simulation

Outcome: Certified Center for Medical Simulation that is a resource for local hospitals and health systems for interprofessional education.

Year 1 efforts include expanding the faculty and staff support in the area of simulation as well as the standardized patient program. Facilities and equipment will also be expanded enabling WCUCOM to apply for certification for its simulation center and build interprofessional education relationships with local healthcare systems and GME programs.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Recruit additional staff	Expand facilities	Work with local hospitals to provide interprofessional education opportunities	Increase local hospital/health systems outreach to expand educational opportunities	Certified Center for Medical Simulation <ul style="list-style-type: none"> Fully certified simulation center Robust programs with local hospitals and health systems
Goal 2	Recruit additional faculty	Expand equipment (e.g. manikins)	Increase medical ethics education in simulation as demonstrated by the curriculum map	Increase research	
Goal 3	Expand Standardized patient program	Expand simulated cases	Start application for certification	Complete certification requirements	

VII. Clinical Rotations



Presently, WCUCOM has the capacity for 178 students for its OMSIII rotation slots. WCUCOM is currently projecting 244 hubsite slots based on OMPW projections and hospital inquiries. This number meets the 120% overage for a class size of 200. Consequently, WCUCOM will have more than a sufficient number of rotations to accommodate 100 additional students. Therefore, there is no need to add preceptors or other adjunct faculty to meet the needs of the clinical portion of the third- and fourth-year curricula. The reason for such a large rotations growth is because these institutions are creating residency programs through support from OMPW.

The clinical rotations office will continue *“Choose DO, the Carey Way”* by continuing to develop clinical hub sites throughout Mississippi and our Gulf South neighbors. This in an effort to promote primary care for rural communities. WCUCOM also looks forward to developing relationships with Children's Hospitals throughout the Gulf South to promote primary care for children. The clinical rotations office will also continue to work on international rotations to spread the principles of Osteopathy and spiritual growth the William Carey University and DO Way. WCUCOM will continue to grow in the area of clinical experience with a rural health track, population health track, and a global health track as well as

increased exposure to telemedicine to bring that care to rural communities. Telemedicine is essential to delivering healthcare to rural and underserved populations.

Clinical rotations will continue to work on cultural competence and providing care to diverse communities in Mississippi, the Gulf South and throughout the world. This to include training in substance abuse and mental health issues that are of major concern in our communities.

WCUCOM would like to establish a Master Preceptor Program for our adjunct clinical faculty. Preceptors can participate in the program if they agree to host WCUCOM osteopathic medical students for a minimum of 6 months per year. This program will be developed and advertised to preceptors along with the *“Choose DO, the Carey Way”* initiative. WCUCOM Offices of Clinical Rotations, Research, and GME will work collaboratively to develop this program for our preceptors, and we would like to push out a pilot of the program during the 2020-2021 academic year. WCUCOM will collaborate with MOMA to provide additional incentives for Master Preceptors, including paying MOMA annual membership dues for the Master Preceptor.

With the message of *“Choose DO, the Carey Way”* WCUCOM can highlight student “wins” and positive feedback on rotations. Quotes from preceptors and students could be incorporated into material that is shared with the public. This material could also be used in preceptor recruitment and as a way to highlight our most involved clinical faculty, alumni, and MOMA members. Launching a WCUCOM campaign that has a catch phrase, such as *“Choosing DO the Carey Way,”* can be very beneficial for spreading the message of good things happening at the school. There are many obvious ways that it can be used for student recruitment, and can double as recruitment for clinical rotation spots. Spinning off the AOA’s national campaign is also a very strategic move since they will have resources to market the slogan in ways that WCUCOM can bridge off and mimic.

The Associate Dean, Clinical Sciences will oversee the Regional Assistant Deans. The Regional Assistant Deans have the following responsibilities:

1. Administrative oversight of students in assigned area(s)
2. Assist in recruitment of preceptors
3. Provide didactic lectures annually
4. Assist with clinical education and feedback to the Curriculum Committee.
5. Expand upon health policy initiatives in the State

WCUCOM will explore three new tracks for graduates: Rural Health, Population Health, and Global Health. The following chart provides definitions and explanations of these tracks.

	Rural Health Track	Population Health Track	Global Health Track 43
Common Definitions	<p>More than 46 million Americans, or 15 percent of the U.S. population, live in rural areas as defined by the U.S. Census Bureau. Individuals living in rural communities experience a variety of health disparities when compared with persons living in urban areas. Research has shown that individuals living in rural communities are more likely to die from heart disease, cancer, unintentional injury, chronic lower respiratory disease, and stroke than those living in urban areas.</p>	<p>Population health has been defined as the health outcomes of a group of individuals, including the distribution of such outcomes within the group. Population health seeks to identify health disparities within a defined population with a goal of transforming practice and policy to achieve health equity. Population Health management relies upon the recognition of health determinants with an emphasis placed upon addressing the unique challenges and needs of vulnerable people, groups and populations.</p>	<p>Global health places population health into a global worldwide context. Global health places a priority on reducing health disparities and achieving health equity for people worldwide. Global health also strives to protect populations around the world from global health threats such as infectious diseases, humanitarian crises, and the growing burden of noncommunicable diseases.</p>
Description	<p>At WCUCOM, we strive to educate and train our graduates to meet the unique healthcare needs of medically underserved populations. Many rural areas in our state and region face critical physician shortages. Building an adequate healthcare workforce in these rural communities is vital to maintaining quality healthcare access for the medically underserved. WCUCOM proposes that a Rural Health Track be offered in partnership with the Mississippi Rural Health Association (MRHA) to educate approximately [XX] students annually regarding health challenges faced by medically underserved populations in rural areas. The Rural Health Track at WCUCOM will provide motivated students with a distinctive opportunity to</p>	<p>At WCUCOM, we strive to educate and train our graduates to meet the unique healthcare needs of diverse populations including vulnerable people. WCUCOM proposes that a Population Health Track be offered in partnership with the John D. Bower School of Population Health to train approximately [XX] students annually to improve the health of individuals, populations, and communities through enhancing health care systems and health policies. The Population Health Track at WCUCOM will provide motivated students with a distinctive opportunity to increase their knowledge and skills in areas such as practice redesign, value-based payment models, team-based care, electronic medical records (EMRs), quality improvement,</p>	<p>At WCUCOM, we strive to educate and train our graduates to meet the unique healthcare needs of a diverse global society. WCUCOM proposes that a Global Health Track be offered in partnership with the Institute for International Medicine (INMED) to educate approximately [XX] students annually regarding health challenges around the world. The Global Health Track at WCUCOM will provide motivated students with a distinctive opportunity to increase their knowledge and skills in the areas of cultural competency, global disease, and international healthcare systems. A goal of the Global Health Track will be to provide mentorship to students interested in pursuing global health involvement in their future careers. The Global Health Track will require a four-year commitment from students in good academic and professional standing. The program will engage students in a longitudinal curriculum designed to provide them with a strong knowledge of the fundamentals of global health. Global Health Track students will also be given the opportunity to travel abroad to apply their knowledge in a clinical setting where they will experience both the difficulty and reward of caring for individuals in a global arena.</p>

	<p>increase their knowledge and skills in the areas of cultural competency, chronic disease, and rural healthcare systems. A goal of the Rural Health Track will be to provide mentorship to students interested in pursuing a rural health practice in their future careers. The Rural Health Track will require a four-year commitment from students in good academic and professional standing. The program will engage students in a longitudinal curriculum designed to provide them with a strong knowledge of the fundamentals of rural healthcare. Rural Health Track students will also be given the opportunity to apply their knowledge in rural clinical settings where they will experience both the difficulty and reward of caring for individuals in medically underserved areas.</p>	<p>working with accountable care organizations, implementing novel health management approaches, and maximizing community assets. A goal of the Population Health Track will be to provide mentorship to students interested in leadership positions in population health and health policy in their future careers. The Population Health Track will require a four-year commitment from students in good academic and professional standing. The program will engage students in a longitudinal curriculum designed to provide them with a strong knowledge of the fundamentals of population health. Population Health Track students will also be given the opportunity to apply their knowledge in a clinical setting where they will experience both the difficulty and reward of caring for individuals in communities with diverse populations and vulnerable groups.</p>	
Certificate, Diploma, or Master's Degree	<ul style="list-style-type: none"> • Credential as Mississippi Rural Health Student Fellow 	<ul style="list-style-type: none"> • Certificate in Population Health • Master of Science in Population Health Management 	<ul style="list-style-type: none"> • Professional Certificate in International Medicine & Public Health • Professional Diploma in International Medicine & Public Health • Master's Degree in International Health
Hubsite Location(s)	<ul style="list-style-type: none"> • Columbus • McComb • Meridian 	<ul style="list-style-type: none"> • Delta • Jackson • Vicksburg 	<ul style="list-style-type: none"> • Available at any Hubsite

Outcome: Robust Clinical Rotations office that offers three tracks: population health, rural, and global health track program that emphasizes holistic, humanitarian care.

Year 1 efforts include recruiting additional administration and staff to expand the department. Regional Assistant Deans will be added in order to help focus relationships and track students within their respective areas. Tracks in rural health, humanitarianism and ethics, and a global track will be established. A Master's Degree in Population Health through The Institute of International Medicine (INMED) will be built in conjunction with the Office of Population Health and GME and Serampore College to promote these efforts.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Recruit a Regional Assistant Dean	Recruit additional Regional Assistant Deans	Increase humanistic training (e.g. difficult patients encounters)	Increase Rural track opportunity with institutions such as SeMRHI	Robust Clinical Rotations Office <ul style="list-style-type: none"> • Solidified rural track opportunities in the state of MS. • Humanitarian and ethics curricular integration • Global Health Track • Population Health track
Goal 2	Start Master Preceptor Program	Increase number of rotations at healthcare systems with residencies	Support osteopathic recognition for state programs	Begin development of humanitarian, curricular integration	
Goal 3	Hire Assistant Dean, Clinical Operations	Recruit additional rotations counselors	Establish international rotations working with GME and Population Health Office	Increase telehealth activities through elective rotations	

WCUCOM's Clinical Rotations office will require additional assistance in order to support the class size increase to be hired 2020-2022. This office will require two additional rotations counselors to help support placing students into one of the 244 rotations slots. Additionally, a Rotations Database Manager will be required to help track student paperwork, process rotation grades, and allow the rotations counselors to focus on student needs. Finally, the Director of Clinical Education and Humanistic Principles will assist this office with students who are having difficulty on their rotations. All of these positions will help to guide students through the match process including finding the best specialty to fit their academic and personal profiles.

The Office of Clinical Rotations will assist the Office of GME and Population Health in providing career advising to assist students in achieving successful residency placement. Activities related to the match process (including ERAS coordination) are now overseen by the Office of Graduate Medical Education.

Rotations		
Position	Department	Increase
Rotations Counselor +2	Clinical Rotations	From 3 to 5
Rotations Database Manager	Clinical Rotations	From 0 to 1 (replaces grades coordinator position)
Director of Clinical Education and Humanistic Principles*	Clinical Rotations/ Simulation	From 0 to 1
Regional Assistant Dean	Clinical Rotations	From 0 to 3

*supports both rotations and simulation

Rotation Site Capacity		
State	19-20 Capacity	20-21 Capacity
Mississippi	116	178
Louisiana	23	54
Other States	6	12
Total	145	244

VIII. Community Engagement/ Research

In order to ensure WCUCOM students have access to research opportunities, WCUCOM is doubling its research budget. Additionally, and the Director of Student Research will work with students to help guide their research efforts. In addition, a significant population health budget will help students to revolutionize this field. Finally, a Population Health Research Specialist will work with GME programs to help residents to develop research.

The current WCUCOM Dean serves on the National Diabetes and Obesity Research Institute board that allows for additional research funding and opportunities for students through this strategic partnership. Additionally, WCUCOM is partnering with the Mississippi Organ Recovery Agency which will allow faculty and students opportunities to participate in organ transplantation efforts and research.

WCUCOM is committed to Carey DO graduates understanding the power of evidence-based medicine. They will have the grounding in public health research, epidemiology, and disaster medicine to enhance community resiliency to pandemics, hurricanes, and other natural disasters.

At the same time, Carey DO graduates will understand the limitations of EBM and the unique healthcare needs of the individual, particularly of the marginalized and those of low health literacy or with limited access to healthcare. Carey DO graduates will be prepared to diagnose and treat patients either in person or virtually, and will be experts at the clinical case report.

WCUCOM will continue to promote research that is primary care/ population health focused. Some examples of ongoing research efforts include:

Foundations for Outreach Through Experiential Child Advocacy Studies Training - All first-year medical students are given the opportunity to participate in Project FORECAST (Foundations for Outreach Through Experiential Child Advocacy Studies Training). Students participate in a problem-based learning (PBL) simulation aimed to promote a greater sensitivity to the needs of children who have experienced trauma. Students are then offered the opportunity to participate in an associated research project being conducted by the Children's Advocacy Services of Greater Saint Louis in the Department of Psychological Sciences at the University of Missouri in Saint Louis and funded by the Substance Abuse and Mental Health Services Administration.

Curriculum in IDD Healthcare Pilot Project - People with intellectual and developmental disabilities (IDD) have a number of unique health challenges that practicing physicians and other healthcare professionals are sometimes unprepared to address. The William Carey University College of Osteopathic Medicine is collaborating with Health Risk Screening, Inc. to pilot a new curriculum that will teach students about the unique health needs of people with IDD. The online course consists of six modules delivered by Dr. Craig Escudé that teach the fundamentals of providing healthcare for people with IDD.

Infant & Maternal Care Survey of Mississippi Physicians - Mississippi is currently ranked first in the nation for infant and maternal mortality. Given this finding, access to infant and maternal care is critically important. A survey of Mississippi Physicians is being conducted in order to evaluate the following in regards to each physician: level of maternal and infant care provided (and if services are not provided, why?); level of training and experience as it pertains to maternal and infant care; and willingness to participate in additional training to provide infant and maternal care.

A new research study to evaluate physician recognition and response to child maltreatment is currently in development. This research initiative will complement the ongoing efforts of the child advocacy studies training (CAST) program.

WCUCOM will continue to invest and expand upon community awareness of DO holistic medicine approach. Examples of current initiatives include establishment of blood pressure screening booths at WCU Homecoming and Hubfest; provision of pre-participation sports physicals for the Biloxi School District; and participation in community health fairs.

WCUCOM also hosts the Institute of Health Careers, a STEM-inspired residential summer camp designed to expose Army JROTC cadets to the healthcare world and its associated health professions. The expected learning outcomes for the IHC include but are not limited to: self-discovery of personal strengths as well as areas for growth; creation of personal and professional life goals; development of

interpersonal communication skills (verbal and non-verbal); enhancement of team collaboration skills; cultivation of leadership abilities; recognition of the benefits of good citizenship; better comprehension of private, state, and federal scholarship and other funding opportunities for higher education; strengthened understanding of the college admission process; increased awareness of the diversity of professions within the world of healthcare and the steps required to attain a degree or certification in those professions; and enhanced knowledge of osteopathic medicine and its philosophy.

Proposed initiatives include the distribution of a community-based osteopathic medicine awareness survey and the development of a local opioid task force.

WCUCOM will promote pediatric initiatives with clinical partners. Some examples of current efforts include:

Tar Wars - All first year medical students participate in the Tar Wars Program as a part of their Introduction to Community Health. Through collaborative efforts with the William Carey University (WCU) School of Pharmacy and GME programs in the state, the Tar Wars Program has been presented at elementary schools across Mississippi.

Child Advocacy Studies Training (CAST) - All first-year medical students participate in CAST, a nationally recognized curriculum to train students to effectively address child abuse and neglect. Students learn to identify child abuse and neglect, report child maltreatment, and become community team members in child maltreatment prevention and remediation. Additional CAST elective opportunities are also available. In 2019, Dr. Melissa Stephens was the recipient of the American Association of Colleges of Osteopathic Medicine Society of Osteopathic Medical Educators Marguerite Elliott Innovation in Clinical Medical Education Award for her implementation of the CAST program in medical education.

Opportunities to implement the Stanford Tobacco Prevention Toolkit, Shatter the Silence, and the Leadership Education in Neurodevelopmental & Related Disabilities (LEND) program are currently being explored with community partners.

WCUCOM will promote prevention/wellness research. Opportunities for collaboration are currently being explored with the Mississippi Stroke Challenge (MSC-2030), the National Diabetes & Obesity Research Institute (NDORI), the Mississippi Public Health Institute, the Mississippi State Department of Health (MSDH), and regional GME partners.

Finally, WCUCOM will increase telemedicine research and work with clinical partners

Outcome: The Office of Population Health and GME will work with the Office of Clinical Rotations to establish a Population Health Institute with a specialty population track that includes a Master's degree. It will promote population health in MS and globally by developing a track with our sister university in India, Serampore college.

Year 1 efforts include establish a robust office. WCUCOM will then work to increase volunteer and humanistic opportunities for students, culminating in a Master's in Population Health program.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Recruit staff for Office	Increase relationship with MS Rural Scholars	Increase volunteer outreach to underrepresented communities	Begin building relationships with Serampore for direct admissions agreement, capitalizing on existing relationship with William Carey University	Population Health Institute <ul style="list-style-type: none"> • Master's in Population Health Degree • Direct admissions agreement with Serampore College
Goal 2	Establish an Associate Dean	Increase work with National Diabetes and Obesity Research Institute	Begin planning for Master's in Population Health degree	Implement Master's in Population Health degree	
Goal 3	Increase funding for population health	Establish a Cultural Competency course		Increase relationship with international universities	

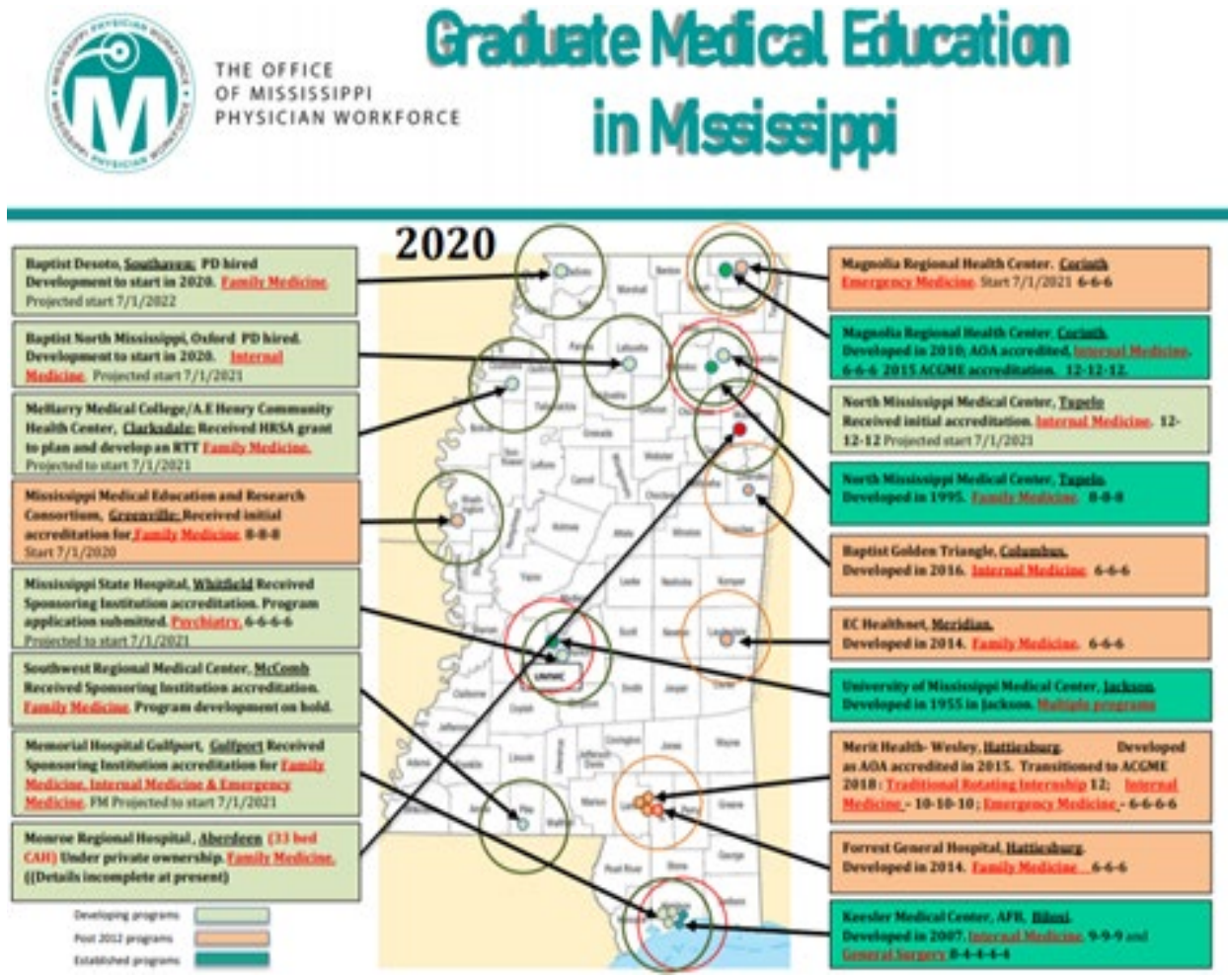
Outcome: Create increased opportunities and support for academic and clinical research.

Year 1 efforts include recruiting additional faculty and staff to support faculty and student research, including grants. WCUCOM will increase involvement with the National Diabetes and Obesity Research Institute and increase osteopathic medicine research.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Recruit additional faculty/Staff	Increase funding for student and faculty research	Establish summer research fellowship program	Increase involvement with NDORI	Increased support for academic and clinical research <ul style="list-style-type: none"> • Increased relationships with local partners • Increased budget by doubling general research budget • Increased faculty/administrative support by hiring staff as outlined in the personnel chart.
Goal 2	Increase academic research support for faculty	Additional grant administration support	Increase research opportunities in telemedicine	Develop IRB agreements with hospitals to support clinical trials	
Goal 3	Increase OMM Faculty Research	Increase OMM Faculty Research	Increase funding for OMM faculty and work with OMM Scholars' Research	Increase funding for OMM research and begin OMM clinical research	

IX. Graduate Medical Education/ Continuing Medical Education

As for GME, there are more than enough slots in the state of MS to help support this class size increase. Additionally, WCUCOM has established an Office of GME and Population Health to continue to grow these residency slots in the Gulf South Region. As the number of residencies increase in Mississippi, this percentage is expected to increase. In 2010, when WCUCOM was founded, there were 112 residency slots in Mississippi. Projections indicate 348 GME slots by the 2021-2022 academic year. WCUCOM expects this number to rise as it collaborates with the Office of Mississippi Physician Workforce (OMPW) to support the development of in-state residency programs with a focus on primary care specialties. Since its inception, WCUCOM has consistently placed a cohort of students in the Mississippi Delta for clinical rotations to serve some of the most impoverished and underserved communities in the nation. Through its relationship with OMPW and its direct involvement in the Mississippi Delta, WCUCOM has gained a solid understanding of the healthcare challenges faced in, and by, socioeconomically depressed groups. As such, WCUCOM will give greater admission preference to students who are from the Delta or other underserved areas in Mississippi, as well as those who are MS Rural Health Scholars and those associated with WCU graduate and undergraduate programs. The below image is from the OMPW reflecting residency growth since 2012. The organization is predicting significant growth in the next year.



WCUCOM will continue to promote and increase primary care residencies by working with OMPW. The Associate Dean of GME & Population Health currently sits on the OMPW Advisory & Executive Board. WCUCOM has close ties with this organization and will continue to work with them to foster residency growth across Mississippi.

WCUCOM will work with OMPW and other agencies to promote osteopathic recognition for GME programs. Some active efforts include the distribution of a survey to gauge GME program interest in osteopathic recognition and plans for the development of an osteopathic. The Mississippi Delta Family Medicine Residency Program and EC HealthNet Family Medicine Residency Program have been identified as potential opportunities for WCUCOM to support GME programs in Mississippi seeking osteopathic recognition through the ACGME.

WCUCOM will provide Faculty Development and other Continuing Medical Education (CME) opportunities to GME programs. Currently, WCUCOM actively promotes participation in the grand rounds and other opportunities for faculty development conducted by A-OPTIC. WCUCOM faculty are also available to provide faculty development and didactic lecture support to GME programs. Faculty recently provided 3-hours of didactic lectures at the Mississippi Delta Family Medicine Residency Program and new opportunities for future lectures are being actively explored.

WCUCOM will also promote and support pediatric initiatives in the GME programs with a special emphasis on developing programs designed to provide community-based education. Opportunities for collaboration include but are not limited to: Tar Wars, CAST, Project FORECAST, Stanford Tobacco Prevention Toolkit, and Shatter the Silence.

WCUCOM will also increase efforts to support research and other scholarly activities in the GME programs. The Office of GME & Population Health is working with the Office of Research to identify opportunities to collaborate with GME programs engaging in clinical research and, when possible, connect students to available research projects. The following is an example of a recent research collaboration:

Tips From Former Smokers® - The Centers for Disease Control and Prevention (CDC) and American Osteopathic Association (AOA), invited WCUCOM to participate in a research program to measure the effectiveness of the Tips From Former Smokers® campaign materials. WCUCOM collaborated with the Forrest General Hospital Family Medicine Residency Program to conduct this research program locally.

In order to support this strategic initiative going forward, the following staff will be recruited:

- Population Health Research Specialist: This person will have experience in research and epidemiology. This person will serve in the office of GME and Population Health to help students, faculty, and residency programs develop research.
- GME/Population Health Specialist: This person will help support the office of GME and Population Health as well as residency programs to develop relationships.

GME/Population Health		
Position	Department	Increase
Population Health Research Specialist	GME and Population Health	From 0 to 1
GME/Population Health Specialist	GME and Population Health	From 0 to 1

Over the past several years, the Course Director of Doctoring Skills, now Clinical Patient Care 1 and 2, has garnered national attention for her work in population health. As a part of this effort, population health has been integrated into the core curriculum for medical students.

The Office of GME & Population Health is actively surveying GME programs in MS to determine interest in osteopathic recognition; support will be provided to all interested GME programs. Additional support is also available through our partnership with A-OPTIC.

Outcome: Robust GME office that promotes primary care residency growth throughout the state with an emphasis on osteopathic recognition.

Year 1 efforts include recruiting additional staff and increasing funding for this office. WCUCOM will promote faculty development across the state and establish a rural health track by supporting GME programs with development of their rural health tracks. WCUCOM will also work with residencies to increase osteopathic recognition.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Goal 1	Recruit additional staff and establish Associate Dean	Promote faculty development programs across the state	Establish rural track residency programs	Establish rural track with 2 residencies	<ul style="list-style-type: none"> • Robust GME Office • Establish rural track with 3+ residencies • Increase number of residencies with osteopathic recognition
Goal 2	Establish funding to help support residency programs	Begin submitting applications to help interested programs attain osteopathic recognition	Recruit additional OMM faculty as outlined in the personnel tables.	Increase funding to further support established residencies and residency growth	
Goal 3	Increase library resources for residency programs	Increase funding by forming a budget to help support osteopathic recognition.	At least one residency in the state with osteopathic recognition	Increase number of residencies with osteopathic recognition	

X. Conclusion

In conclusion, WCUCOM has an exciting opportunity for growth to serve the needs of the underserved in Mississippi. The state of MS is 49th in the nation for access to healthcare. With growing healthcare facilities, WCUCOM is getting increased request for students to rotate and practice in the state of MS. With WCUCOM's new vision, WCUCOM intends to increase healthcare in the state and across the Gulf South with an emphasis on the important of osteopathic medicine.

WCUCOM has proven itself to be an important strategic solution to the healthcare shortage in the state. With its increased success in matching over 78% of its graduates into primary care, WCUCOM has received increased requests from hospitals in the state to provide additional students to support newly created residency programs, especially in the Delta where the medical needs are greatest.

With residency program growth, rotation hubsite spots are also increasing, giving WCUCOM a projected 244 rotations spots, which exceeds the 120% overage required for the class size increase. The OMPW predicts Mississippi GME slots to grow to 348 PGY-1 slots on the 2021-2022 academic year.

In addition, WCUCOM will take possession of two large academic buildings that are already fitted for health professions education and located adjacent to the current WCUCOM infrastructure. This will allow for accommodations of the increased class size. WCUCOM will also come into possession of the Mary Ross Building, which allows for an OP&P Center of Excellence where OP&P faculty offices and a scholar clinic will be located. With the financial backing of its parent institution, WCUCOM is poised to successfully increase its class size, especially given minute capital investment is required as the buildings acquired are already outfitted for the health profession. This includes the technology needed to maintain didactic lecture delivery in its current manner. In addition, with growing number of alumni matching in GME programs locally, WCUCOM has increased availability to a pool of adjunct faculty.