Education Innovation Award Application Form

Thank you for your interest in applying for the Education Innovation award.  Please provide responses to each of the questions below in the application form. When you have answered and completed all parts of the form, submit your application to [COMFACDEV@neomed.edu](mailto:COMFACDEV@neomed.edu) for review by the Award Committee.

Establishment of the Education Innovation Award

* The award program has been established by the College of Medicine (COM) to further support educational innovation in the curriculum.
* Funds to support this program have been designated by the Dean.
* Applications are accepted on a quarterly basis throughout the academic year until the funds are exhausted.

Guiding Principles for Education Innovation Award

* NEOMED Rootstown-based faculty and clinical faculty are eligible to apply for the award.
* Maximum award amount of $5,000; funds will be distributed as expenses are incurred.
* Award application and project proposal must support a formal NEOMED curricular component; extracurricular activities or clubs are not eligible.
* Awards are limited to a maximum of one award that is associated with course/module per academic year.
* There may be no more than one award per applicant(s) per academic year.
* Award applications and project proposals cannot be backdated or post dated to receive reimbursement for an activity, project, workshop, etc. already completed.

Quarterly Award Applications & Notices

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| --- | --- |
| Award Applications Due: | Award Notices Disseminated By: |
| January 15 | **March 1** |
| April 15 | **June 1** |
| July 15 | **September 1** |
| October 15 | **December 1** |
| \*Award applications will be reviewed by the Award Committee upon receipt of all application materials. |  |

Contact Information

Provide your contact information and details of your Education Innovation Project below.

**Applicant Name:** Click or tap here to enter text.

**Title:** Click or tap here to enter text.

**NEOMED Email:** Click or tap here to enter text.

**Education Innovation Project Name:** Click or tap here to enter text.

**Where will the project reside in the current MD curriculum structure [name of module/course/clerkship(s)]?**

Click or tap here to enter text.

**Course Director(s)/Dyad Leader(s) for Course/Module:** Click or tap here to enter text.

**The Education Innovation applicant should have a dialogue with the course director(s)/dyad leader(s) about why the proposed education innovation improves the way that the subject matter is taught and outline a plan for collaboration and integration within the MD curriculum.**

**\*\* Please include a brief letter of support from the course director(s)/dyad leader(s) and/or other stakeholder involved in leading the curriculum. \*\***

Project Description

Provide a description of the education innovation project.  Address the following elements in the description:   
 1. State the overall goal(s) of the education innovation project.   
 2. Provide background information, including any relevant literature, to support your education

innovation project.

3. Explain how the proposed project will enhance student learning.   
 4. Outline the curricular improvements that will be accomplished through the proposed project.

5. If your project is funded, address how you plan to sustain your education innovation in the curriculum

after the award cycle has ended.

[Please use the space below and provide the elements of your project description. Typical submission word range is 350 – 650 words.]

Click or tap here to enter text.

Please describe in detail how the proposed innovation project will support NEOMED’s College of Medicine’s curriculum and any of the new COM program objectives (500 words or less).

[Please keep description less than 500 words.]

Click or tap here to enter text.

Project Alignment with New COM Program Objectives

Please check off at least two COM Program Objectives that align with your proposed Education Innovation Project.

|  |  |  |
| --- | --- | --- |
| **Patient Care** | | |
| 1.1. | Obtain a thorough and accurate patient-centered medical and psychosocial history. |  |
| 1.2. | Perform an appropriately focused physical exam, recognizing and documenting important normal and abnormal findings. |  |
| 1.3. | Develop a differential diagnosis around presenting problems and prioritize further diagnostic testing. |  |
| 1.4. | Develop an effective treatment and/or wellness management plan, taking into account patient needs. |  |
| **Knowledge for Practice** | | |
| 2.1. | Apply knowledge of biomedical, clinical, epidemiological and social-behavioral sciences to address preventive care, diagnosis, and management of medical problems. |  |
| 2.2. | Contribute to the creation, dissemination, and/or application of evolving knowledge through scholarly activity. |  |
| 2.3. | Demonstrate knowledge of scientific principles and mechanisms that regulate normal and abnormal processes underlying patient health. |  |
| **Practice-Based Learning and Improvement** | | |
| 3.1. | Critically evaluate appropriate scientific studies to improve patient care. |  |
| 3.2. | Use quality improvement methods to define, measure, analyze, and implement effective changes for practice improvement. |  |
| **Interpersonal and Communication Skills** | | |
| 4.1. | Identify and address potential barriers to communication with patients, families, and colleagues, including linguistic, educational, and cultural diversity, the psychosocial determinants of health, and patient/family preferences. |  |
| 4.2. | Engage in empathetic, honest, and bi-directional communication with patients and families to enable better understanding, participation and shared decision-making in care. |  |
| 4.3. | Maintain patient engagement and attentiveness while integrating technology into the clinical encounter. |  |
| **Professionalism** | | |
| 5.1. | Demonstrate personal integrity by displaying consideration, compassion, and honesty with colleagues, patients and their families. |  |
| 5.2. | Fulfill commitments to one’s own profession by demonstrating punctuality, accountability, respectful self-presentation, and behavior in both clinical and academic environments. |  |
| 5.3. | Demonstrate ethical behavior by respecting patient autonomy, privacy, and dignity. |  |
| **Systems-Based Practice** | | |
| 6.1. | Demonstrate knowledge of the U.S. health care system and political, cultural, economic, and social factors impacting the health and well-being of patients. |  |
| 6.2. | Coordinate and advocate for a variety of resources (including community resources) to assist patients in accessing high-value, quality care. |  |
| **Interprofessional Collaboration** | | |
| 7.1. | Communicate clearly, respectfully, and completely with the interprofessional health care team in both written and verbal forms to exchange information and to minimize medical errors. |  |
| 7.2. | Collaborate effectively to provide a team-based approach to efficient, safe, and equitable patient care. |  |
| 7.3. | Demonstrate an understanding of team dynamics and leadership skills that support and enhance interprofessional collaboration and team functioning. |  |
| **Personal and Professional Development** | | |
| 8.1. | Identify learning goals and seek feedback that supports ongoing professional development. |  |
| 8.2. | Demonstrate professional development through engagement and self-reflection. |  |
| 8.3. | Identify personal wellness goals that support ongoing personal development. |  |

Project Plan: Timeline, Assessment, & Budget Request

Provide the following elements for your proposed project plan:

1. Design a tentative timeline of events for the educational innovation project including the development of the proposed curricula/practices/deliverables of the project and planned implementation into the curriculum.
2. Outline an assessment and evaluation plan that details how the stated project goals will be measured for the project. When assessing and evaluating the project, 2 or more different types of assessment of student learning should be measured. According to Suskie (2009), evidence of student learning can be categorized as direct or indirect and no student learning assessment should consist of only indirect evidence.

In your assessment and evaluation plan, please provide at least 2 or more different types of evidence of assessment of student learning. Ensure that your plan follows assessment best practices and include at least one form of direct evidence of student learning as an assessment method in your plan (see examples in table below).

Examples of Direct Evidence vs. Indirect Evidence of Student Learning (adapted from Suskie, 2009, p. 21)

|  |  |
| --- | --- |
| **Direct Evidence of Student Learning**  Select at least **one** | **Indirect Evidence of Student Learning** |
| **Clinical Performance Rating/Checklist**  *Checklist, Likert Scale; Reflection Feedback; Video Performance Rating; Rubric* | **Course grades & distributions** |
| **Exam (or quiz) – Institutionally Developed, Written/Computer-Based (accompanied by blueprint of what was assessed by course or module session/weekly objectives and/or USMLE topics)**  *Includes: Multiple Choice; MCQ; Written Exam; Internal (written) Exam; Quiz* | **Assignment grades & distributions (when no accompanying rubric/grading criteria)** |
| **Exam – Institutionally Developed, Laboratory, Practical (accompanied by blueprint of what was assessed by course or module session/weekly objectives and/or USMLE topics)**  *Includes: Laboratory Practicum; Anatomy Practical* | **Student or alumni satisfaction with learning** (survey, focus group, etc.) |
| **Exam – Institutionally Developed, Clinical Performance (accompanied by blueprint of what was assessed by course or module session/weekly objectives and/or USMLE topics)**  *Includes: OSCE (CSA); Virtual Patient; Image Analysis; Script Concordance; Simulation Exam; MiniCEX; CEX* | **Student rating of own knowledge & skills; reflections on learning over a program** |
| **Research or Project Assessment (Written work and/or oral presentations scored using a rubric)**  *Includes: Multi-Media Production* | **Student end-of-course evaluation questions about the course** (not instructor) |
| **Clicker questions (Audience Response System); (accompanied by blueprint of what was assessed by course or module session/weekly objectives and/or USMLE topics)** | **Student participation rates** (faculty research, publications, presentations) |
| **Multisource Assessment (accompanied by rubric/Likert Scale used in rating assessment)**  *Includes: Multi-Rater Assessment; 360-Degree Assessment* | **Awards, scholarships, etc. earned by students or alumni** |
| **Exam – Normed/Standardized Subject**  *Includes: Customized NBME; NBME Subject Exam; NBME Shelf* | **Reference:**  Suskie, L. (2009). *Assessing student learning: A common*  *sense guide* (2nd ed). San Francisco, CA: Jossey-Bass. |
| **Other Direct Evidence embedded in course (self-explanatory evidence with grading criteria/rubric)** |

3. Budget Request: Provide a rationale for the budget request and align the request to the timeline for

your project, including its implementation and assessment/evaluation.  
 [Note: Up to $5,000 can be requested per course/module per academic year and will be awarded as expenses are incurred.]

[Please use the space below to detail the project timeline, implementation, deliverables, assessment/evaluation, and budget request.]

Click or tap here to enter text.

Mid-Cycle Progress Update

* Generate and submit a progress report/update that describes the project work completed to date and a timeline when other aspects of the project will be completed before the deadline (1-2-page update).
* A representative from the Award Committee will provide a form for the awardee to complete mid-cycle.

**Due:** 5-6 months after notice of award

Final Report/Deliverables

* Generate and submit a final (1-2 page or more) report detailing a project overview (background, plan, timeline), implementation, deliverables, outcomes (assessment/evaluation results), alignment to program objectives, and future next steps.
* Provide any deliverables as detailed in the project plan and award contract.
* A representative from the Award Committee will provide a form for the awardee to complete at the conclusion of the award cycle.

**Due:** 12 months after notice of award

Dissemination of Education Innovation Project

* Awardees will share their education innovation project in a 7-minute “Idea Lab” presentation before the end of the award date providing the project’s background, overview, and progress update.

**(and)**

* After completion of the project, awardees will share their education innovation project in a follow-up 7-minute “Idea Lab” presentation that includes the project’s background, methods, results/outcomes, and next steps.

Faculty Development in the COM will work with faculty recipients and inform them of upcoming “Idea Lab” dates as they are scheduled with the COM faculty community.

Thank you for completing the Education Innovation Award Application Form!  Please be sure to email this completed Award Application Form to [COMFACDEV@neomed.edu](mailto:COMFACDEV@neomed.edu) for consideration by the Award Committee.