



**SUNY**  
**DOWNSTATE**  
Health Sciences University

# STRATEGIC PLAN



**SCHOOL OF HEALTH PROFESSIONS 2021-2025**

## School of Health Professions (SOHP) Strategic Plan Process

The School of Health Professions' comprehensive strategic planning process was a multistakeholder-driven and iterative process to ensure that all stakeholders were involved and their voices heard.

1. Each of our six programs (Diagnostic Medical Imaging, Medical Informatics, Midwifery, Occupational Therapy, Physical Therapy, and Physician Assistant), reviewed their respective vision, mission and values statements, and strategic goals and objectives.
2. The themes across the six programs were analyzed and consolidated in a summary for Dean Lewis and the program chairs to review.
3. Dean Lewis, Associate Dean Desport, and the six program chairs met, and everyone gave their input. All of the information was aggregated and the first draft of the SOHP Strategic Plan was born.
4. The first draft was sent to all SOHP faculty and professional staff for their review and input.
5. Feedback from the SOHP faculty and professional staff was incorporated and resulted in a second draft of the SOHP Strategic Plan.
6. The second draft was sent to the SOHP student body and alumni for their review and input.
7. Feedback from the SOHP student body and alumni was incorporated and resulted in a third draft of the SOHP Strategic Plan.
8. The third draft was sent to the Deans of SUNY Downstate for their review and input.
9. Comments from the Deans were incorporated.
10. The final version of the SOHP Strategic Plan was reviewed by the six program chairs, Associate Dean Desport, and Dean Lewis for final edits.
11. This plan is a dynamic and living document that will be modified in the interest of continuous quality improvement going forward based on the results of action steps, benchmarks and measures that will comprise an ongoing evaluative process.

## VISION

SOHP programs share the common goal of becoming nationally recognized, producing graduates who are leaders in advancing the practice of their respective fields. Every program aims to have graduates proficient at responding to the healthcare needs of diverse service recipients in different medical settings and the communities they serve.

## MISSION

SOHP programs' missions commonly focus on educating competent entry-level healthcare professionals in their respective disciplines.

SOHP programs' goals include the following:

- Provide students with the knowledge and skills required for competent entry level practice.
- Provide students with a challenging, yet supportive, environment for learning.
- Provide opportunities for students to collaborate with faculty, peers, clinicians and professionals in related disciplines.
- Provide extensive clinical and community experiences, well integrated with academic course work, which prepare students to practice in communities with diverse populations.
- Educate future healthcare professionals in their respective scopes of practice and clinical standards.
- Promote collaboration between programs and various organizations in the community as well as other academic institutions.

## VALUES

- SOHP curricula are designed to support the needs and expectations of stakeholders including students, graduates, faculty, sponsor administrations, employers, physicians, and the public while meeting nationally accepted standards.
- Respect for the rights and dignities of individuals is a critical characteristic of a competent healthcare professional and should be a central concern in the learning environment.
- Programs urge students to adhere to the Codes of Ethics of their corresponding professions.
- SOHP programs aim to have a diverse student body that includes underrepresented people.
- SOHP programs commonly foster a sense of responsibility, professionalism and commitment to life-long learning in their students.

**TIMEFRAME – ONGOING**

## SOHP GOAL 1

Develop mechanisms to facilitate diverse student recruitment.

### OBJECTIVES

- Maintain and/or expand the percentage of applicants who are well qualified and from underrepresented populations in the health professions

### ACTION STEPS

- Continue to update each SOHP Program's Downstate website page to attract a diverse applicant pool by showing a diverse student body
- Conduct presentations about SOHP programs at local Brooklyn high schools with predominantly underrepresented students

### BENCHMARKS AND MEASURE

- All program websites reviewed and updated annually, including faculty research, publications, service and involvement in professional organizations

### RESOURCES

- Office of Admissions
- Time of SOHP faculty, staff and alumni
- Office of Communications & Marketing

**TIMEFRAME – ONGOING**

## SOHP GOAL 2

Develop mechanisms to increase employment opportunities for graduates.

### OBJECTIVES

- Increase the number of graduates obtaining employment within six months post-graduation

### ACTION STEPS

- Develop a mechanism to track and involve SOHP alumni in mentorship, recruitment, and employment
- Collaborate with feeder schools

### BENCHMARKS AND MEASURE

- Each program will hold one (1) alumni event per year
- Each program will obtain commitments from one (1) alum per program each year, to participate in events, offer mentoring/clinical/fieldwork/employment opportunities and/or conduct presentations

### RESOURCES

- Time of SOHP faculty, staff and alumni
- Office of Communications & Marketing
- Funds for recruitment events and various activities

**TIMEFRAME – ONGOING**

## SOHP GOAL 3

Continue to implement strategies to ensure that programs maintain a high pass rate on national examinations as mandated by their accrediting bodies and a high graduation rate.

### OBJECTIVES

- Evaluate curriculum on an ongoing basis, including course offerings, potential electives, and course sequencing to ensure alignment with content on national examinations
- Continue to identify students at academic risk as they progress through the program
- Continue to provide appropriate academic support services for students in need

### ACTION STEPS

- Convene a faculty retreat per program for curriculum review annually
- Maintain faculty didactic and clinical knowledge through self-education, continuing education, certification renewal and clinical practice
- Provide appropriate counseling and faculty support to students identified as at academic risk
- Utilize the services of academic and counseling services for students through maintaining student awareness of these services and referring appropriately

### BENCHMARKS AND MEASURE

- 90-100% graduation rate
- 80% graduation rate (Diagnostic Medical Imaging and Medical Informatics Programs only)
- 85-100% pass rate on license examinations
- 65-80% pass rate on license examinations (Diagnostic Medical Imaging Program only)
- (These data are reviewed and assessed annually by each program.)

### RESOURCES

- Curriculum mapping
- Blackboard Learn (BBL)
- Guest speakers
- Textbooks
- Library
- Office of Academic Support Services & Advisement
- Office of Student Counseling

**TIMEFRAME – ONGOING**

## SOHP GOAL 4

Increase scholarly presence in the form of presentations and publications.

### OBJECTIVES

- Develop collaborative student-faculty research projects
- Expand research, clinical and educational opportunities both internally and externally
- Encourage students in programs that require research projects to work with faculty in their ongoing projects

### ACTION STEPS

- Conduct faculty and student presentations, disseminations and publications
- Encourage faculty scholarly efforts and publications, for promotion and professional advancement
- Establish or integrate research that is interprofessional and evidence-based with other disciplines/departments/professions and other institutions
- Introduce faculty to potential collaborators

### BENCHMARKS AND MEASURE

- Submit at least one collaborative proposal a year (i.e., faculty-student, faculty of different programs)
- Each program will complete at least one scholarly product a year
- Program chairs will review professional development plans annually with each faculty member

### RESOURCES

- Time of SOHP faculty
- SOHP Scientific Review Committee
- Downstate IRB
- SOHP Research Capacity Building Effort
- Senior Vice President for Research
- Statistician

**TIMEFRAME – ONGOING**

## SOHP GOAL 5

Continue educating students to practice with cultural humility and respect.

### OBJECTIVES

- Offer content on cultural diversity, health disparities, social determinants of health in all courses
- Maintain a diverse student body so students experience various cultures in their everyday interactions
- Increase the diversity of faculty/staff
- Continue to use clinical sites that serve diverse patients

### ACTION STEPS

- Integrate content on culture, health inequities, and structural racism in the curricula of all programs
- Integrate the concept of culture in all SOHP courses
- Hire diverse faculty/staff

### BENCHMARKS AND MEASURE

- Determine the extent to which culture is in all SOHP courses
- Evaluate students annually with learning scenarios
- Establish a baseline of performance and determine incremental points of improvement over time/or going forward (Target: Spring 2021 to Spring 2022)

### RESOURCES

- Curricula
- Guest speakers from community and various cultural/racial groups
- Various reference material
- SOHP Evaluation and Assessment Initiatives

**TIMEFRAME – ANNUALLY**

## SOHP GOAL 6

Enhance professional behaviors (e.g., emotional intelligence) and responsibility of our students.

### OBJECTIVES

- Continue to evaluate, monitor, and enhance student advisement and self-evaluation process
- Enhance and integrate Emotional Intelligence Program into all program curricula

### ACTION STEPS

- Monitor, evaluate, and modify advisement model
- Create self-rating form for students to complete
- Initiate advisement model
- Review and revise emotional intelligence in all program curricula
- Survey graduates to provide input on effectiveness

### BENCHMARKS AND MEASURE

- All students will complete a self-evaluation form each in the fall and spring semesters or annually (to be determined)
- Each student will continue to receive programmatic advisement and the faculty member will complete a student advisement in the fall and spring semesters or annually (to be determined)
- Distribute an annual survey to graduates and integrate feedback and revise emotional intelligence in all program curricula when appropriate

### RESOURCES

- Dedicated faculty
- Supportive School

**TIMEFRAME – ONGOING**

## SOHP GOAL 7

Expand student skills for workplace settings through opportunities for students to participate in a variety of experiences.

### OBJECTIVES

- Continue to develop elective and continuing education courses to increase marketing for admissions and enhance student and alumni learning and skills
- Develop and maintain a stable core of clinical sites

### ACTION STEPS

- Survey graduates to identify areas of interest for electives
- Develop affiliation agreements for clinical placements locally, regionally, and nationally as appropriate

### BENCHMARKS AND MEASURE

- Offer at least 1 elective or continuing education course annually for students as appropriate
- Maintain sufficient number of contracts locally, regionally, and nationally to place students in a timely manner (To be reviewed annually by each program. Number of contacts vary for each program.)

### RESOURCES

- Alumni
- Faculty with varying expertise
- Supportive School
- Clinical Coordinators Committee
- Clinical Contracts Coordinator