SUMMER MEDICAL AND DENTAL EDUCATION PROGRAM: INTERPROFESSIONAL PILOT

BACKGROUND

Diversity in the health professions is critical to advancing health and quality health care for all. The Summer Medical and Dental Education Program (SMDEP) is part of the Advancing Change Leadership team at the Robert Wood Johnson Foundation (RWJF). This program supports RWJF’s commitment to strengthening and diversifying the workforce and developing leaders who are building a Culture of Health.

Health and health care disparities persist and few gaps have been narrowed for racial and ethnic minorities and populations living in poverty (AHRQ).¹ Studies show that workforce diversity increases access to care for underserved populations, results in greater patient choice, and satisfaction with care (Dill and Poll-Hunter 2010).² This underscores the need to engage individuals from diverse backgrounds at all levels in the health professions. With this program, we will help develop a health professions workforce that is better prepared to work in a heterogeneous society.

SMDEP is focused on improving access to information and resources for incoming sophomore and junior college students and community college students who are underrepresented in the health professions and preparing them for successful application and matriculation to health professions schools. These students include, but are not limited to, individuals who identify as African American/Black, American Indian and Alaska Native and Hispanic/Latino, and who are from communities of socioeconomic and educational disadvantage.

A recent impact study conducted by Mathematica Policy Research found that SMDEP increases the likelihood that students from diverse backgrounds will apply and matriculate to both medical and dental school (Mathematica Policy Research 2015).³ The report found that SMDEP dental scholars are roughly three times as likely to apply to dental school as their peers in a comparison group, and are nearly twice as likely to be accepted. Earlier studies also found that the program increased the number of

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underrepresented students applying to medical school, and increased the likelihood of acceptance to medical school. More detailed history of the program and its impact is available here. For general program information, visit www.smdep.org.

SMDEP’s efforts remain critical to supporting a diverse talent pool to health professions schools. Studies show that while their aspirations are high, students often do not have the appropriate guidance and resources to understand and know how to navigate the pathways to the health professions (Cantor, Bergeisen, and Baker 1998). Over the past decade, clinical care, population health, and research have rapidly evolved to become more collaborative across professions and sectors. Increasingly, clinical care and research is conducted not only in the acute-care setting, but also in the community. As a result, professionals must be better prepared to lead and work in interprofessional teams in community settings. The Foundation recognizes the need to incorporate contemporary curricula and activities that meet the demands of changing care delivery systems and the challenges of educating and training the next generation of health professionals. This SMDEP solicitation will further expand the partnerships within funded sites, include students from other health-related disciplines, and seek to increase the number of sites by offering varied funding models.

The national program office (NPO), jointly administered by the Association of American Medical Colleges (AAMC) and the American Dental Education Association (ADEA), provides direction and technical assistance to the program sites, and works closely with RWJF.

THE PROGRAM
SMDEP’s goal is to strengthen the academic proficiency and career development of rising sophomore and junior college students, and community college students from backgrounds that are underrepresented in the health professions and who are interested in pursuing health-related careers.

This goal will be achieved through the implementation of a six-week residential summer enrichment program that introduces at least 80 prospective health professions students at each SMDEP site to the academic realities of the respective professions and positions the students to apply and gain acceptance to a health professions/doctoral-level program. All grantees and participating institutions will be required to structure program activities around a set of predetermined, core operational, and programmatic principles. Program components include:

- Academic enrichment in the basic sciences and quantitative subjects.

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• Learning skills seminars, including study skills and methods of improving individual and group learning that are incorporated into all academic components of the program.

• Clinical exposure accomplished through individual experiences and/or small-group clinical rotations that involve observational learning in a clinical setting. The clinical exposure should occupy no more than 5 percent of the available program time.

• Career development sessions directed toward exploration of the medical, dental, and other health professions, the admissions process, and the development of an individualized education plan.

• Integration of health policy in the curriculum to expose scholars to a larger view of health care, health systems and the social determinants of health; the NPO will provide guidelines for this component.

• A financial literacy and planning workshop informing students of financial concepts and strategies that need to be addressed in early college years and beyond; the NPO provides the workshop content and speakers.

• Introduction to, and enrichment around, interprofessional education, including, but not limited to, seminars/workshops on effective collaboration between two or more health professions; promoting and practicing collaborative care to improve health outcomes, and working interprofessionally; the NPO will provide guidelines for this component.

• Integration of leadership development activities and components toward an exploration of collaborative care, research presentation, and student development.

• Clearly defined evaluation of the basic science and math/quantitative components of the program, to include pre- and post-program assessments of scholar learning.

• Provide travel support for program scholars to and from program sites up to $500.

Please see Appendix A for additional program design ideas that applicants may (or may not) wish to consider exploring further.

The intensive six-week residential summer program must target incoming college sophomores and juniors, as well as community college students, from underrepresented backgrounds in the health professions (described above). To be eligible, each student:

• Must be a U.S. citizen, permanent resident, or individual granted Deferred Action for Childhood Arrivals (“DACA”) status by the U.S. Citizenship and Immigration Services;

• Be a college freshman or sophomore at the time of application;

• Have a minimum GPA of 2.5; and

• Identify with a group that is underrepresented in the health professions.

Program sites will be expected to provide students with need-based travel support up to $500, and a $600 stipend, housing, meals or meal allowance that covers the full six-week program. Students should also have access to campus educational and recreational resources. The program site should organize and allot
time for networking and social activities on the weekend and/or evenings. Sites are expected to engage current health professions students as resident advisers and/or tutors. Resident advisers will be housed with the SMDEP scholars and provide tutorial and academic assistance, as well as other support.

The NPO provides technical direction and support to all grantees and manages the centralized application service; provides curriculum guidance and support with the financial planning, health policy and interprofessional education components; leads national tracking and evaluation activities; and leads the national communications strategy and outreach, including the program’s centralized website and social media outlets, as well as the alumni engagement initiatives.

**Total Awards**

Through this call for proposals, RWJF seeks to identify an increased number of institutions to participate in this proven model for science, technology, engineering, and math (STEM) enrichment, life-skills development, exposure to health-related professions, and research and leadership training. To expand the number of participants, we are soliciting applications from both: (1) institutions that seek to be part of the SMDEP program and receive program support from the NPO as described above, but do not need additional financial support (“self-funded site”); and (2) institutions that need financial support to develop and implement an SMDEP site (“RWJF-funded site”). Applicants must choose whether to apply as a self-funded site or an RWJF-funded site and may not submit multiple applications. For institutions applying as an RWJF-funded site, available institutional resources will be taken into consideration.

**Self-Funded Sites**

- SMDEP supports more than 900 students each summer, yet the program turns away thousands of eligible applicants. To broaden the program’s reach and provide more opportunities for aspiring health professionals, RWJF seeks to leverage existing resources and create a varied funding model. RWJF strongly encourages institutions/consortia to apply as self-funded sites that would deliver all the required curricular elements and program experiences outlined above. Self-funded sites would fund the costs (e.g., faculty and other staff salaries, student room and board costs, student stipends, curriculum materials, etc.) of the summer experience from their own institutional/consortia funds rather than from RWJF grant funds. However, as with the RWJF-funded sites, self-funded sites will be provided numerous infrastructure resources through the SMDEP national program office, such as: inclusion of the sites’ description in outreach and marketing materials; a centrally-managed application and selection process for the students; webinars, training, and networking opportunities for students and site staff; and technical assistance and support for programmatic issues.

- Self-funded sites for the SMDEP Interprofessional Pilot would provide the experience during the summer of 2017. The details of the relationship between RWJF and selected self-funded sites will be detailed in a Memorandum of Understanding (MOU) between the parties effective October 1, 2016 to December 31, 2017 with the possibility of extension of the program if the site proceeds in a satisfactory manner.
2016 Call for Proposals

Brief Proposal Deadline: March 18, 2016 (3 p.m. ET)

RWJF-Funded Sites

- RWJF will select up to 12 RWJF-funded sites to receive a 15-month grant for the planning and implementation of an SMDEP Interprofessional Pilot experience during the summer of 2017. Up to $415,000 will be awarded to support planning and implementation.

- As part of the application for RWJF funding, applicant sites must demonstrate a 1:1 institutional match that includes a financial contribution (matching dollars) and provision of in-kind contributions (e.g., staff, travel, physical space, and access to university facilities).

- The budget period for this 15-month phase will be October 1, 2016 to December 31, 2017.

- If the program during the pilot phase proceeds in a satisfactory manner, we anticipate inviting RWJF-funded sites to apply for additional funding. The potential initial renewal grant award may be up to $330,000, with a budget period of December 15, 2017–December 14, 2018. As with the pilot phase, this award will also require a 1:1 institutional match that includes a financial contribution (matching dollars) and provision of in-kind contributions (e.g., staff, travel, physical space, and access to university facilities). Pending a successful renewal application, RWJF-funded sites selected will have the opportunity to apply for annual renewal funding. RWJF makes all decisions about future grants at its sole discretion.

ELIGIBILITY CRITERIA

Applications from institutions showing demonstrated partnerships with a medical and a dental school and a minimum of one other health professions program/school will be accepted; programs must apply as a partnership. Universities that have medical and dental schools located on the same campus or in close proximity must apply as a partnership. Universities that have only a medical school or only a dental school, or a campus in which the medical or dental schools are not in close proximity, must also apply as a partnership. Health professions school partnerships with entities from different universities will be considered. The applicant should include a school of medicine, dentistry and at least one other health profession. All accredited medical and dental schools are eligible to apply, along with an accredited health professions school. This includes programs in institutions represented by regular and institutional members of the Interprofessional Education Collaborative (IPEC). This includes, but is not limited to: American Association of Colleges of Nursing (AACN), American Association of Colleges of Osteopathic Medicine (AACOM), American Association of Colleges of Pharmacy (AACP), American Dental Education Association (ADEA), Association of American Medical Colleges (AAMC) and, Association of Schools and Programs of Public Health (ASPPH).

If consortium arrangements are proposed, students should be located in no more than two separate locations for the didactic component. This hosting function may also be rotated for recruitment and curriculum planning purposes from year to year. Instructors may be recruited from all participating institutions and the laboratory/clinical experience for students also may be spread among all participating institutions.
Applicants must be either public entities or nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code and are not private foundations or nonfunctionally integrated Type III supporting organizations. The Foundation may require additional documentation.

Applicant organizations must be based in the United States or its territories.

**SELECTION CRITERIA**

Proposals will be evaluated on the following criteria:

- A strong, demonstrated commitment to increasing diversity in the health professions (such as any prior history of operating undergraduate and other pipeline programs).
- A demonstrated history of active and successful efforts among the health professions schools or programs.
- Experience managing large, complex projects.
- For *RWJF-funded sites*: A demonstrated capacity to provide an institutional match equal to the RWJF-requested funds that includes financial (matching dollars), and in-kind contributions (e.g., staff, travel, physical space, access to university facilities). Each participating institutional partner will be expected to contribute to this match funding.
- For *self-funded sites*: A demonstrated capacity to cover the costs of the on-site student summer experience.
- A demonstrated ability to implement a full range of activities in each of the core programmatic areas over six weeks in the summer for at least 80 incoming sophomore, junior, and community college students.
- A specific learning and study skills component that is integrated into the core academic curriculum.
- A clearly defined and outlined evaluation measuring the effectiveness of core academic components.
- An outreach strategy and implementation plan to successfully recruit and matriculate a minimum of 40 percent state residents, and 30 percent from the defined region for the site (see Table 1), and 10 percent for community college students.
- Evidence of demonstrated active partnerships with a minimum of one of the following: a local community college; a postsecondary institution that is classified as a Minority Serving Institution (MSI) (e.g., Historically Black College and University, Tribal College or University, or Hispanic-Serving Institution); a masters college or university; or baccalaureate college (based on Carnegie basic classification) as a key partner (may include membership on advisory board and admissions committee, faculty engagement, or engagement in other curricular activities).
- A stable leadership structure and strategy whereby each program site identifies no more than three primary leaders from each of the three professional schools—leaders who have oversight for the overall program, one program coordinator, and other support staff.
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- A letter of support from the senior university administrator (i.e., chancellor, president or equivalent) and the deans of the health professions schools identified in the application.

### Table 1. Catchment Area by U.S. Region(s)

<table>
<thead>
<tr>
<th>U.S. Region</th>
<th>States/Territories/District in the Region</th>
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<tbody>
<tr>
<td>Northeast Region</td>
<td>ME, VT, NH, NY, MA, RI, CT</td>
</tr>
<tr>
<td>Mid-Atlantic Region</td>
<td>PA, NJ, MD, DE, WV, VA, District of Columbia</td>
</tr>
<tr>
<td>Southeast Region</td>
<td>KY, TN, NC, SC, MS, AL, GA, FL, PR, VI (Virgin Islands)</td>
</tr>
<tr>
<td>Great Lakes Region</td>
<td>MN, WI, IL, IN, MI, OH</td>
</tr>
<tr>
<td>Central Plains Region</td>
<td>ND, SD, NE, IA, CO, KS, MO</td>
</tr>
<tr>
<td>Southwest Region</td>
<td>NM, OK, TX, AR, LA</td>
</tr>
<tr>
<td>Pacific/Rocky Mountain Region</td>
<td>WA, OR, ID, MT, WY, AK</td>
</tr>
<tr>
<td>Pacific Region</td>
<td>CA, NV, UT, AZ, HI, GU (Guam), AS (American Samoa), MP (Northern Mariana Islands)</td>
</tr>
</tbody>
</table>

**EVALUATION AND MONITORING**

**Evaluation**

An independent research group selected and funded by RWJF may conduct an evaluation of the program. As a condition of accepting RWJF funds, we require grantees to participate in the evaluation. Grantees are expected to meet RWJF requirements for the submission of narrative and financial reports, as well as periodic information needed for overall project performance monitoring and management. We may ask project directors to participate in periodic meetings and give progress reports on their grants. At the close of each grant, the grantee is expected to provide a written report on the project and its findings suitable for wide dissemination.

**Monitoring**

RWJF monitors the grantees’ efforts and careful stewardship of grant funds to assure accountability. Grantees will be required to submit periodic narrative and financial reports.
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APPLICANT SURVEY PROCESS

To help us measure the effectiveness of RWJF grantmaking and improve the grant application experience, we will survey the Project Director(s) (PDs) listed in the proposals submitted under this call for proposals. Shortly after the proposals deadline, the PD(s) will be contacted by Princeton Survey Research Associates International (PSRAI), an independent research firm, and asked to complete a brief, online survey about the application process and applicant characteristics. This voluntary questionnaire will take no more than 15 minutes to complete. Responses provided to PSRAI will not impact the funding decision for the proposals in any way.

PSRAI will protect the confidentiality of the responses. RWJF will not receive any data that links a name with the survey responses. If you have any questions about the survey or the use of the data, feel free to email applicantfeedback@rwjf.org.

USE OF GRANT FUNDS

Grant funds may be used for project staff salaries, consultant fees, data collection and analysis, meetings, supplies, project-related travel, and other direct project expenses, including a limited amount of equipment essential to the project. In keeping with RWJF policy, grant funds may not be used to subsidize individuals for the costs of their health care, to support clinical trials of unapproved drugs or devices, to construct or renovate facilities, for lobbying, for political activities, or as a substitute for funds currently being used to support similar activities.

HOW TO APPLY

Proposals for this solicitation must be submitted via the RWJF online system. Visit www.rwjf.org/cfp/mmere and use the Apply Online link. If you have not already done so, you will be required to register at http://my.rwjf.org before you begin the application process.

All applicants should log in to the system and familiarize themselves with online submission requirements well before the submission deadline. Staff may not be able to assist all applicants in the final 24 hours before the submission deadline. In fairness to all applicants, the program will not accept late submissions.

Please direct inquiries to:

Peggy Geigher, National Program Manager
Phone: (202) 828-0401
Email: smdep_cfp@aamc.org

There are three phases in the competitive proposal process: (1) applicants submit a brief proposal and, if invited; (2) applicants then submit a full proposal and line-item budget for further consideration; (3) in-person site visits.

Phase 1: Brief Proposals
2016 Call for Proposals

Brief Proposal Deadline: March 18, 2016 (3 p.m. ET)

Applicants must submit a brief proposal that describes the project. Applicants applying for RWJF funding should include a preliminary budget. Applicants applying to be a self-funded site should also submit a preliminary budget to provide a sense of how resources will be allocated to support the program.

The brief proposal consists of the following elements (further details are available on the RWJF online grant system):

• An executive summary;

• Brief proposal narrative not to exceed five pages, to include:
  — Brief summary of current pipeline activities, and partnerships.
  — Description of the medical, dental and other health professions school collaborations, including past and present collaborations, leadership, roles and responsibilities, and the opportunities and challenges anticipated.
  — Description of the components of your institutional match, including financial contribution (matching dollars), staff, travel, physical space, and access to university facilities;

• Preliminary budget worksheet; and,

• A CV/resume/biosketch for the three Program Directors involved in the project.

Phase 2: Full Proposals

Selected Phase 1 applicants will be invited by email to submit a full proposal of no more than 15 pages accompanied by a detailed budget and budget narrative (required for applicants applying for RWJF funding), a project timeline/work-plan, and optional appendices. Letters of support from the senior university administrator (i.e., chancellor, president or equivalent) and the dean of the applicant health professions schools will be required.

Applicant organizations must be based in the United States or its territories.

RWJF and the national program office do not provide individual critiques of proposals or applications.

Phase 3: Site Visits

A full-day site visit will occur for those selected as finalists. Specific dates will be provided at the full application phase.
2016 Call for Proposals

Brief Proposal Deadline: March 18, 2016 (3 p.m. ET)

PROGRAM DIRECTION

Direction and technical assistance for this program are provided by the Association of American Medical Colleges and the American Dental Education Association, which serve as the national program office, located at:

Association of American Medical Colleges
Summer Medical and Dental Education Program
655 K Street, N.W.
Suite 100
Washington, D.C. 20001-2399

Responsible staff members at the national program office are:

- Marc Nivet, EdD, MBA, co-director
- Richard W. Valachovic, DMD, MPH, co-director
- Norma Poll-Hunter, PhD, co-deputy director
- Mark A. López, PhD, co-deputy director
- Peggy Geigher, MPA, national program manager

Responsible staff members at the Robert Wood Johnson Foundation are:

- Andrea Daitz, MA, program associate
- John R. Lumpkin, MD, MPH, senior vice president
- Maddalena Moreira, program financial analyst

KEY DATES AND DEADLINES

February 17, 2016 (3–4 p.m. ET)
Optional applicant Web conference call. Registration is required. Please visit this page to receive complete details and to register.

March 18, 2016 (3 p.m. ET)
Deadline for receipt of brief proposals.

April 20, 2016
Applicants will be contacted by email regarding whether or not they are invited to submit a full proposal.
2016 Call for Proposals

Brief Proposal Deadline: March 18, 2016 (3 p.m. ET)

May 18, 2016
Deadline for receipt of full proposals (if invited).

June 20–July 22, 2016
Full-day site visits to those selected as finalists. Specific dates will be provided at the full proposal phase.

Mid-August 2016
Finalists notified of funding recommendations.

October 1, 2016
Grants initiated.

October 19–21, 2016
Grantee kick-off meeting in Washington, D.C.

ABOUT THE ROBERT WOOD JOHNSON FOUNDATION
For more than 40 years the Robert Wood Johnson Foundation has worked to improve health and health care. We are striving to build a national Culture of Health that will enable all to live longer, healthier lives now and for generations to come. For more information, visit www.rwjf.org. Follow the Foundation on Twitter at www.rwjf.org/twitter or on Facebook at www.rwjf.org/facebook.

Sign up to receive email alerts on upcoming calls for proposals at www.rwjf.org/funding.

Route 1 and College Road East
P.O. Box 2316
Princeton, NJ 08543-2316
SMDEP and its administration has evolved over its 27-year history. Appendix A highlights additional design ideas implemented by prior program sites and/or suggested by external advisers that we found intriguing. We are interested in exploring these ideas further for potential incorporation into the program experience, although we do not require them. Applicants should feel free (but not feel compelled) to “import” or adapt one or more of the concepts.

We list them here for your consideration:

- Providing college course credit for participants. Program sites may work with the parent institution to offer course credit for one or more courses during the six weeks. An upper-level science course may be offered to introduce program participants to the curriculum and provide an increased opportunity to pursue their goal becoming a health care professional. Logistics of the course offering should be worked out among the academic department, the academic dean(s), and chief academic officer of the institution.
  - How might the program provide academic credit for program participants who are interested in taking courses for credit during the summer months?
  - What is the optimal course(s) needed for students to increase their opportunity to pursue a career within the health professions during the six-week program?
  - What academic support is necessary for program participants if course credit is offered?
  - What is the right balance of course credit offering versus noncredit course offering for the program?
  - What additional for-credit course(s) might be useful for future health care professionals beyond upper-level sciences?

- Planning and implementing a residential/commuter hybrid program. The residential component of SMDEP may limit the participation for students, who may need to live at or close to home.
  - How might the program provide the same six-week experience for a subset of students with circumstances preventing them from living on campus?
  - What strategies will be used to ensure commuter students receive the same experience as the residential students?
- What is needed for the program to have successful hybrid experience for participants?

- What would you consider the right balance of this approach vs. the traditional approach of assessing the student’s capabilities of entering the health profession?

- The target participants for the SMDEP Interprofessional Pilot will be broader than the participants in prior iterations of the SMDEP that included mainly pre-medical and pre-dental students. The national program office has strong relationships with medical and dental student and professional groups and with pre-health college advisers. Each site may have to develop new and different approaches to identify and reach students interested in pursuing careers in other health professions.

  - How might the program reach undergraduate students outside of aspiring doctors and dentists, interested in pursuing other health professions?

  - How might the program create awareness of SMDEP to professional organizations outside of academic medicine and dentistry?