Launching the New Curriculum

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Quillen College of Medicine Town Hall March 28, 2022
Essentials

• Consistent leadership and messaging
• Frequent communication
• Commitment to the plan
• Realistic expectations
Consistent leadership

• Provide unwavering communication of core principles and goals
• Have direct experience in the classroom if possible
• Stick to the plan, but…
• Make changes when warranted by incoming data
  • Student feedback
  • Faculty feedback
  • Outcomes
• Consider the consequences of changes
The first class in a new curriculum

• What they are:
  • Pioneers!

• What they can be:
  • Partners in making the curriculum as good as it can be

• What they are not:
  • Guinea pigs!
Consistent messaging to students

• Ensure that various deans and staff are sending the same message

• Provide frequent updates for faculty so they know what’s happening

• Recognize students as partners in implementing the curriculum
Frequent communication with students

- Schedule regular meetings with leadership
  - Ad hoc meetings if needed
- Have an open-door policy with leadership – as long as they all say the same thing!
- Respond quickly to student suggestions that warrant changes
- Explain why some suggestions are not being implemented – YES, we heard you, but NO and here’s why
Commitment to the plan

- Hours of thoughtful work have gone into planning TRAILS
- TRAILS addresses all the concerns that students, faculty, and the LCME have raised about the “legacy” curriculum
- The TRAILS model is not experimental
- Stick to the plan
  - Adjust if warranted, without violating the core principles and after considering the consequences
Have realistic expectations

• No new curriculum is perfect the first time out
• Everything will not be fully planned when TRAILS starts
• Avoid making extra work or doing work you’ll have to do over
  • E.g., detailed curriculum mapping can wait until each new course has run once, since a lot will change!
• Expect students to take time learning how to learn
• Expect course evaluations and student satisfaction to improve over time
<table>
<thead>
<tr>
<th>Question/Statement</th>
<th>Rating Scale</th>
<th>Mean Rating 2018</th>
<th>Mean Rating 2019</th>
<th>Mean Rating 2020</th>
<th>Mean Rating 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and administration</td>
<td>1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent</td>
<td>1.79</td>
<td>2.22</td>
<td>2.46</td>
<td>3.69</td>
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<tr>
<td>Availability/responsiveness of course director(s)</td>
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<td>3.26</td>
<td>3.91</td>
<td>4.02</td>
<td>4.59</td>
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<td>Availability/responsiveness of faculty</td>
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<td>3.50</td>
<td>3.94</td>
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<tr>
<td>Integration/alignment of content within course</td>
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<td>1.89</td>
<td>2.33</td>
<td>3.04</td>
<td>3.37</td>
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<td>Integration/alignment of content with concurrent courses</td>
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<td>2.67</td>
<td>3.23</td>
<td>3.41</td>
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<td>Learning objectives were clear</td>
<td>1 = Not at all, 2 = Slightly, 3 = Somewhat, 4 = Moderately, 5 = Substantially</td>
<td>2.08</td>
<td>2.24</td>
<td>3.10</td>
<td>3.27</td>
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<td>Exams reflected learning objectives</td>
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<td>2.7</td>
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Questions?