

Launching the New Curriculum

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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

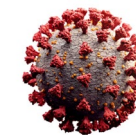
- Hours of thoughtful work have gone into planning TRAILS
- TRAILS addresses all the concerns that students, faculty, and the LCME have raised about the “legacy” curriculum
- The TRAILS model is not experimental
- Stick to the plan
 - Adjust if warranted, without violating the core principles and after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



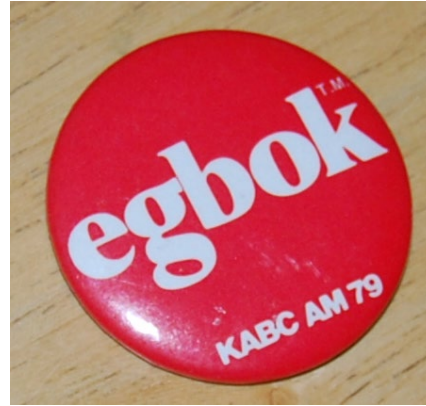
Course Evaluations for Fundamentals (First Basic Science Course at NSU MD)



Charter Class

Question/Statement	Rating Scale	Mean Rating 2018	Mean Rating 2019	Mean Rating 2020	Mean Rating 2021
Organization and administration	1 = Poor, 2 = Fair 3 = Good 4 = Very Good 5 = Excellent	1.79	2.22	2.46	3.69
Availability/responsiveness of course director(s)		3.26	3.91	4.02	4.59
Availability/responsiveness of faculty		2.75	3.50	3.94	4.39
Integration/alignment of content within course		1.89	2.33	3.04	3.37
Integration/alignment of content with concurrent courses		2.19	2.67	3.23	3.41
Learning objectives were clear	1 = Not at all, 2 = Slightly 3 = Somewhat 4 = Moderately 5 = Substantially	2.08	2.24	3.10	3.27
Exams reflected learning objectives		2.26	2.7	2.77	3.80





Questions?



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