Title: The Next Generation of Medical School Curriculum: Exploring Curricular Innovation and Change

Submission Type: Sessions on Medical Education

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Topic Short Description: According to the 2013 AAMC Curriculum Inventory, 127 medical schools (93%) reported that they were in a planning or implementation phase around curriculum change. More than a dozen medical schools have adopted a new curriculum since 2015. This facilitated panel discussion features representatives from five medical schools in various stages of adopting new curricula for medical student education. The panel will focus on the process of curriculum design and implementation.

Presenters: Elizabeth Baker, MD, MHPE is the Senior Associate Dean at Rush Medical College, where she has oversight of the educational programs, and has been an integral part of the development and implementation of Rush Medical College’s integrated curriculum that premiered in September 2017. She has a Masters in Health Professions Education and is currently working on her PhD in Curricular Studies/Medical Education at the University of Illinois at Chicago. Giulia Bonaminio, PhD is the Associate Dean for Medical Education, the Director of the Office of Medical Education, and a Research Professor in the Department of Family Medicine. She has responsibility for oversight of the curriculum, the standardized patient program, the evaluation of courses and the curriculum, and medical education research. She has participated in four curriculum change efforts in her 25-year involvement with medical education, including the new ACE (active, competency-based, excellence-driven) curriculum which began in July, 2017. Abbas Hyderi MD MPH is Associate Professor of Clinical Family Medicine as well as Associate Dean for Undergraduate Medical Education, at the University of Illinois College of Medicine – Chicago campus (UICOM – Chicago). He has principal oversight of all four years of the curriculum at the Chicago campus. Dr. Hyderi provides leadership of the new curriculum implementation that was a complete overhaul and started in fall 2017. Dianne Wagner MD, is professor of medicine and Associate Dean for Undergraduate Medical Education. She leads the implementation of the Michigan State University College of Human Medicine Shared Discovery Curriculum, which started in Fall 2016. She is a general internist caring for patients as a part of the Department of Medicine’s division of General Internal Medicine. She is a Fellow of the American College of Physicians, and a Faculty Fellow in the Learning Academy. Suzanne Rose MD, MSEd, is Senior Vice Dean for Medical Education at the Perelman School of Medicine at the University of Pennsylvania. In her recent role as Senior Associate Dean for Education at the University of Connecticut, Dr. Rose provided leadership in the development and implementation of a new medical school curriculum (MDelta) that changed 80% of the pre-clerkship curriculum eliminating all lectures and went live in 2016.

Facilitator: Jeanne M. Farnan, MD MHPE is an Associate Professor of Medicine and Assistant Dean of Curricular Innovation and Evaluation for the University of Chicago Pritzker School of Medicine. She is an active member of the Curriculum Inventory Research Group as well as intimately involved in planning, evaluation and accreditation of the curriculum at her school. Brian Mavis, PhD is a professor in the
Michigan State University Office of Medical Education Research and Development and director of the College of Human Medicine Academy and Learning Societies. He participated in the planning and implementation of a new (2016) integrated competency-based curriculum.

**Learning Objectives:** At the conclusion of the session, participants will be able to:
a. Identify factors that promote curriculum change and the principles guiding the development of a new curriculum, and summarize commonalities across medical schools.
b. Describe at least one source of inspiration and its impact on the curriculum adopted by each medical school.
c. Report on challenges faced by medical schools in the adoption of a new curriculum and institutional responses to these challenges.
d. Discuss response to curricular reform planning and implementation by various stakeholders.
e. Discuss four lessons learned by the panelists related to implementing a new curriculum.

**Session Plan:** Session Format (75 Minutes)

*Introduction (5 minutes):* The facilitator will introduce the session and the panelists. Afterwards s/he will provide a brief overview of the objectives and structure of the session and make a few brief comments about curricular change.

*Panel Presentations (25 minutes):* Each panelist will have five minutes to describe their new curriculum in terms of their guiding principles and the resulting curricular structures.

*Structured Q & A (20 minutes):* The facilitator will use prompt questions from the list below to engage panelists and audience in discussion around various topics. The facilitator will actively attempt to limit individual responses to allow for multiple perspectives from the panelists and audience members. The goal would be to address three, perhaps four of the prompt questions in the available time; the specific prompt questions will be chosen to provide additional information not already presented by panelists.

**Prompt Question 1:** How long has it been since your last new curriculum was implemented? What prompted the development of a new curriculum? What concerns or challenges were driving development and implementation of a new curriculum? How did you structure leading change and how did that fit into the culture of the school?

**Prompt Question 2:** How long did it take? When did planning start and when did implementation begin? How did you test the new curriculum? How did you implement it?

**Prompt Question 3:** What were the inspirations for your new curriculum? Programs at other schools? Innovations in the medical education literature? White papers and reports from professional organizations?

**Prompt Question 4:** What is your biggest challenge to date in your implementation? How did you meet this challenge? What was the effect of curricular change on students in the legacy curriculum? What strategies were employed to overcome resistance?

**Prompt Question 5:** All of you represent schools that are in the early adoption phase of your new curriculum. To what extent has your experience so far changed your downstream planning? Audience Questions & Wrap-up (25 minutes): The facilitator will open the discussion to audience questions to the panelists. The facilitator will actively attempt to limit individual responses to allow multiple panelists to respond. In the unlikely event that the audience runs short of questions, the facilitator will draw from the list above to enliven discussion for the remaining time.