

Process for Curricular Enhancements

Philosophy:

Because medicine, health care, and society are continuously evolving, curricular content needs to be “plastic”. Addition of new learning objectives to the Genes to Society curriculum should keep “integration” in mind. Time, faculty, and the fixed duration of medical school are limited, but can be used most efficiently by integrating with existing content. Often, additions to curricular content must be balanced by subtractions.

Curricular additions should fill a need, partner faculty and students to develop new curriculum and evaluations, be vetted and, often, piloted to demonstrate feasibility and refine methods. The following steps should be followed:

1. **Form a Team**
 - a. Discuss with the Office of Medical Student Curriculum (OMSC)—feasibility of additions/integration/subtraction
 - b. Partner with a faculty advisor/leader for the team, possibly also with student leaders
2. **Identify Opportunities (Needs Assessment)**
 - a. Literature and national benchmarks.
 - i. Medical Education Societies
 - ii. Special interest societies in medicine
 - iii. Best practices
 - iv. Published literature
 - v. LCME guidance
 - b. Assess student and faculty impressions of existing topic learning
 - c. Review current teaching and assessment on curriculum map, including OASIS, and Blackboard learning materials.
 - d. Consider whether proposed content is necessary for all JHSOM graduates, or more appropriate for an elective or extracurricular experience.
3. **Discuss with Stakeholders**
 - a. Discuss plans with curriculum subcommittees or groups of curriculum leaders
4. **Creating Content**
 - a. Develop overall objectives necessary for appropriate enhancements (may need to consult with Horizontal Strand (HS) leader where appropriate)
 - b. Identify and prepare curriculum map of possible courses where enhancement or integration might be appropriate/possible
 - c. Partner with course/clerkship directors to develop specific curricular enhancement activities
 - i. Seek opportunities to revise or repurpose existing teaching sessions
 - ii. Develop assessments of learners and evaluation of educational intervention linked to course objectives
5. **Elicit Feedback on Proposed Changes**
 - a. Discuss with OMSC
 - b. Present to GTSIC, CD/CS Directors
6. **Submit for discussion and vote by EPCC, if necessary**
 - a. If the enhancement either creates a new required course or changes the overall objectives of an existing required course, must be presented and voted on by EPCC.
 - b. Courses and some major content areas being considered for elimination must be presented and voted on by EPCC.
7. **Implement and Evaluating New Content**
 - a. Teacher training (faculty development)
 - b. Implement module, curricular enhancement, teaching tool, etc.
 - c. Assess learning as well as learner and teacher satisfaction
8. **Ensure Sustainability**
 - a. Pair first and fourth year MS for individual projects
 - b. Ensure curriculum mapping changes are complete in OASIS
 - c. For content eliminated, set goal (timing and evaluation method) to revisit and ensure this decision was appropriate over time.