



NEOMED

**COLLEGE of
MEDICINE**

Updated Curriculum Guiding Principles
(Summary version available [here](#))

Embracing our College of Medicine mission, vision, and values, the NEOMED College of Medicine will provide a dynamic, integrated, and comprehensive curriculum that assists 21st-century learners in becoming patient-centered and community-focused physician leaders. Toward this end, members of the curriculum committee in 2016 identified a set of principles to guide redesign of the curriculum for initial implementation in AY 2019-20. Principal aims of this redesign effort centered on improved cohesion and efficacy of the curriculum, enhanced course delivery, and increased student and faculty satisfaction and success. The identified 15 guiding principles included:

1. *Critical thinking*
2. *Student engagement*
3. *Student success*
4. *Learner-centered (accommodates students' learning styles)*
5. *Outstanding "6-C" physicians*
6. *Faculty career development (credit faculty for teaching roles)*
7. *Culture of professionalism and student accountability (supported on all fronts: Dean – Faculty – Students – Staff)*
8. *Useful M2-to-M1 student curriculum advice*
9. *Student trust in curriculum*
10. *Culture of excellence*
11. *Parsimony (elegant, prudent, simple – tells a logical story)*
12. *Sequence and timing (teach right content at right time)*
13. *Cohesion (courses logically and synergistically linked)*
14. *Integration (within and between courses)*
15. *Sustainable, adaptable*

Mindful of these principles, our new curriculum will also integrate experiential and community-based learning and attend to longitudinal core content threads with an increased focus on the competencies necessary for future physician practice. To help achieve this and all aims of curriculum redesign, the original guidelines listed above were used to inform a more concise and updated set of guiding principles. The updated guiding principles will help better organize our current curriculum planning efforts around a smaller number of more global shared concepts. The updated guidelines also will help us communicate our collective efforts to stakeholders, such as students, colleagues, and clinical partners. The following five guidelines are not mandates. They are pliable and not prescriptive and variability in their application and interpretation is expected.

INTEGRATION

Improved Curriculum Integration will strengthen the educational experience at NEOMED. An integrated curriculum necessarily breaks down interdepartmental, intersubject and cross-year barriers to provide students with a curriculum that values foundational and clinical sciences, independently and in combination, and helps students learn how new knowledge and skills fit together. Courses and curricular content will be integrated both vertically (across courses during a semester) and horizontally (across

courses over time) to emphasize and assess core learning competencies and milestones across the curriculum. Further, educational research indicates that active, applied educational methodologies produce deep, long-lasting learning. Our new curriculum will prioritize active learning with approaches such as the following:

- Integrated, longitudinal case series across the four-year curriculum
- Early longitudinal clinical integrated experience that weave together existing preclinical experiences (e.g., PACE and community project)
- Rigorous investment in, and inclusion of, applied learning methodologies across the curriculum
- Integration of assessments, both formative and summative, that connect concurrent and longitudinal coursework
- Integration of foundational and clinical science concepts throughout the curriculum to promote both student and faculty engagement
- Continual holistic review of curriculum to address content gaps and best align educational programming for student success

EXPERIENCE

Increased Emphasis on Experiential Education will strengthen NEOMED's public service commitment as well as the educational experience:

- Exploration of the multiple ways of presenting and applying course content, with an emphasis on applied methodologies as are appropriate inside the classroom as well as outside experiences within the communities NEOMED serves
- Use of technology to enhance self-directed learning and expand teaching and learning beyond the traditional classroom
- Experiential educational deliverables including longitudinal community and research projects to address health challenges within the context of diverse and underserved communities in Ohio

THREADS

Inclusion and Tracking of Critical Concepts: Critical concepts that are core to NEOMED's values and identity will be "threaded" through the curriculum, with multiple touch points woven across four years. These curricular threads include:

- Interprofessional Teamwork and Leadership (including coordination with COP and other health care professionals)
- Community and Population Health
- Evidence-based Practice
- Clinical Skills Development
- Humanistic and Socially-just Practice (Diversity, Inclusion, Health Equity)
- Translational Research

WELLNESS AND PERSONAL DEVELOPMENT

Deliberate and continual student investment in wellness and personal development: To care for patients, physicians must first be able to care for themselves and manage the exigencies of the systems within which they work. Learning the skills necessary to engage in self care requires a continual reflection on,

and investment in, one's own path towards becoming a physician, academically, professionally and personally. Curricular initiatives for this component will include:

- Curriculum alignment to support student health and wellness
- Continuous student assessment and coaching for curricular support, academic success, and accreditation preparedness
- Curricular outcomes focused on producing graduates who are leaders in wellness and self-care best practices, both for themselves and for the compassionate care of their future patients
- Increased focus on group work to create a sense of community and peer support
- Increased emphasis on personal growth and life-long, independent learning

COMPETENCE

Focus on Student Competency-based Outcomes: Undergraduate medical education is moving towards a competency-based model, with learners needing to demonstrate their competence upon graduation and institutions being responsible for preparing and assessing learner competence. NEOMED's curriculum redesign will set the stage by defining the competencies required of a NEOMED graduate and rigorously certifying learner competence as a graduation requirement. Initiatives of this multi-year effort include:

- Development of outcome-focused program objectives/competencies
- Holistic integration of competency assessments across the curriculum, including existing and new competency assessments
- Data-driven "dashboards" identifying learner progression with competencies throughout the curriculum
- Integration of an e-portfolio system that organizes accumulated educational artifacts for continual review, feedback to the student, and demonstration of growth and competence for graduation