Setting the Stage for Curriculum Reform: Snapshots of Changes at Other Medical Schools

Brian Mavis

Within the LSI curriculum are:

• Three distinct parts over four years
• Fully integrated basic and clinical science
• Early access to real patient experiences
• Personalized and measurable learning
• Faculty coaching to support clinical practice
• Clinical problem solving in a team environment

Early Experience
Longitudinal patient experiences reinforce knowledge and integrate clinical skills. Small group discussions to stimulate interdisciplinary learning. A systems longitudinal project allows students to incorporate basic science and clinical learning across the four-year experience mentor.

Project Students
Participate in a variety of longitudinal projects, including healthcare delivery system, such as victims of abuse, addiction, poverty, low literacy, etc. Students will also be able to develop advanced competencies in clinical management, including hospital-based care, and ambulatory and relationship-oriented care through inter-departmental rotations. An advanced competency track gives students dedicated time to pursue longitudinal studies, international research, or rotation.

Assessment and Evaluation
This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one.

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Interactive learning actively engages the students in wrestling with the material. It reinvigorates the classroom for both students and faculty. Lectures are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition. One approach to interactive learning, sometimes referred to as the "flipped classroom," is an evolution of both online and classroom strategies and is becoming increasingly more popular.

What does this mean for you? Read our FAQ below.

What does the flipped classroom mean?
"Flipping" the classroom means replacing a lecture with some sort of interactive session (e.g., discussion, Q&A, team problem-solving). The flipped classroom offers a number of potential benefits:

• Greater satisfaction in teaching. By delivering lecture content outside of class, and using class time for interactive sessions, you may find that you have more time for smaller student groups, and can use class time more effectively.
• Improved student content. You can craft your flip experience to key concepts in a series of videos. As new research emerges, you will only need to update a particular video module, saving time on lecture preparation.
• Ongoing refinement of your course. In moving to an interactive learning approach, you may find that engaging with your students outside of class creates a more dynamic and interactive learning environment. For example, by providing feedback to students and in-class exercises to identify challenging concepts and new test approaches to learning them.

Other Medical Schools with Learning Societies

Alpert Medical School – Brown University
Baylor College of Medicine
Columbia University College of Physicians and Surgeons
Denver School of Medicine
East Carolina University
Feinstein Institute for Medical Research at Northwell Health
Fordham University School of Medicine
Florida International University
Florida State University College of Medicine
Florida State University
Geisinger College of Medicine
Johns Hopkins University School of Medicine
Kaiser Permanente School of Medicine – University of Southern California
Loma Linda University School of Medicine
Morehouse School of Medicine
Meharry Medical College
Northwestern University Feinberg School of Medicine
Oakland University William Beaumont School of Medicine
Ohio State University College of Medicine
Ohio University College of Osteopathic Medicine
University of Alabama at Birmingham
University of California – Davis
University of California – San Francisco
University of California – Irvine
University of California – Los Angeles
University of California – Santa Barbara
University of California – San Diego
University of California – San Francisco
University of Cincinnati
University of Colorado Anschutz Medical Campus
University of Colorado – Denver
University of Colorado – Colorado Springs
University of Colorado – Aurora
University of Delaware
University of Denver
University of Denver College of Osteopathic Medicine
University of Florida
University of Florida College of Medicine
University of Florida College of Pharmacy
University of Florida College of Public Health
University of Hawaii at Manoa
University of Alabama at Birmingham
University of Kentucky College of Medicine
University of Louisville School of Medicine
University of Miami School of Medicine
University of Missouri – Kansas City School of Medicine
University of Missouri – St. Louis
University of North Carolina at Chapel Hill School of Medicine
University of North Carolina – Greensboro
University of North Carolina – Chapel Hill
University of North Carolina – Wilmington
University of Oregon Health & Science Center
University of Pennsylvania
University of Pittsburgh
University of Pittsburgh School of Medicine
University of Rochester School of Medicine & Dentistry
University of Rochester School of Medicine
University of South Florida
University of Southern California
University of Texas Medical Branch – Galveston
University of Texas Southwestern Medical School
University of Texas Health Science Center at Houston
University of Texas Health Science Center Houston Medical School
University of Texas Health Science Center at Houston
University of Texas Health Science Center at Houston
University of Texas Southwestern Medical School
University of Utah
University of Washington School of Medicine
University of Wisconsin School of Medicine & Public Health
University of Wisconsin – Madison
Veterans Affairs Medical Center
Virginia Commonwealth University School of Medicine
Western Michigan University School of Medicine
Western Michigan University

A Rationale for Change

Why is OHSU changing the curriculum?• CHM is a leader in educational innovation• Changes is health care delivery in Michigan• National trends in medical education• Local opportunities for change

Why are medical schools changing their curricula?• What’s new?• >100 years since the last major change in medical education• A shift in the nature of disease from acute episodes to chronic multisystem disease• Our knowledge about disease and management is rapidly expanding• Patients’ desire to participate in their own health care delivery• The explosion of technology and biomedical informatics• The financing and organization of the healthcare delivery system

Calls for Reform:• AAMC Medical Student Outcomes Project• ACOSME Competencies• IOM report 2005• HRH 2009• Flemer Centennial 2009-10

Societies Mentorship (Sponsored)

The mission of the Education-Centered Medical Home is to provide students with academic medicine educational exposure to teamwork and medicine in an authentic outpatient environment, empowering students to take charge of patients longitudinally over their medical school experience. Students will work with the same preceptor and peers over the four years to help care for patients and measure their progress. Students will learn firsthand about medical outcomes, patient safety, and quality improvement, including how to design, implement, and evaluate improvement plans. The model, which helps students build a professional identity as early as the first year of medical school, offers 360-degree assessment opportunities, with feedback from patients, peers and preceptors.

One New York for the Future: The OHSU School of Medicine has launched a new four-year integrated medical curriculum called the "OHSU M.D. Curriculum Reform: An Interactive Approach". This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one. This approach facilitates active, inquiry-driven learning. Experiences from day one.

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What challenges does this change present? How does this change my role as a teacher?
Making this type of pedagogical change can push you out of your comfort zone as a teacher. You may go from "sage on the stage" returning to organizing small-group activities or large Q&A discussion sessions. You may also need to rethink your role in class, work with another format, which could mean finding new materials or approaches to explain a concept. If you plan on publishing your videos publicly online, please read the copyright information. You may need to adapt your materials to allow for use with a new format. The Academy's Webinar Series provides guidance on how to adapt your materials and activities to fit the new format.