Creating a learning culture which values and nurtures the Spirit of Inquiry and Striving for Excellence is a goal of our next curriculum.

Common curricular paradigms put “faculty” and “students” in separate realms or even adversarial relationships even though we are all “learners” who struggle to identify and remediate gaps in our competence.

Placing all professional “learners” in challenging, thought-provoking curricular components might foster the culture we seek.

Learners at every point in the professional trajectory can enrich each other’s journey.

**Key challenges for health care professionals would be explored during the six Shared Discovery Components**

**DIFFICULT SITUATIONS:**
- Ethical challenges (such as End of Life)
- Professional challenges (Drawing Boundaries)
- Personal challenges (Work/Life Balance)

**CUTTING EDGE SCIENCE:**
- Molecules to Populations
- Disorders of Personality to Food Deserts

**IMPROVING OUR WORK**
- Error prevention and mitigation
- Quality improvement challenges

**PERPLEXING PATIENT PROBLEMS**
- Disorders of Personality to Food Deserts

**RESEARCH and AREA OF EXPERTISE**
- Creating new knowledge or Synthesizing what is known

**Must create time and space for faculty and students to interact formally and informally**

**Faculty must relegate their “expert” role and embrace their “lifelong learner” role during these components**

**Core professional challenges must be identified and curricular goals, objectives and assessments developed**

**Faculty training in portfolio evaluation and creations and evaluation of reflective products**

**Culture change to value questions rather than answers must be accomplished**

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**REFERENCES**
1. Li et al: Successful Self-Directed Lifelong Learning in Medicine: Academic Medicine, July 2010

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**Discussion**

Can faculty move in and out of this paradigm? Learning together in some curricular components while evaluating students in other curricular components

Will students feel safe to be reflective and to engage in true self-evaluation?

Can authentic shared discovery experiences be provided to all students?