Envisioning the Future of Curriculum Design and Structure

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Curricular Transformation Goal:
Preparing the Workforce for the Future of Healthcare Delivery
Need for Educational Change

- Health professions education is deficient in preparing learners for working in a rapidly changing health care delivery system:
  - Patient safety
  - Quality improvement
  - Team-based care
  - Population health
  - System science

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REACH

- Teachers of Quality Academy (TQA)
  - Jan 2014 - March 2015
  - Goal: to increase the number & types of faculty engaged in leading curricular innovation

- New Longitudinal Core Curriculum in PS/QI
- Leaders in INnovative Care (LINC) scholars program

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Clinical teachers face complex challenges not previously encountered:

**Teaching while simultaneously learning** about redesigning clinical delivery systems while simultaneously **delivering care**, and working more closely in expanded interprofessional teams.

Distinguishing Features

• Interprofessional faculty training
• Strong sponsorship model
• Support for nominal amount of faculty time
• Learning new competencies by doing, before teaching
• Expansion of faculty contributing to curricular design, education

Early Program Outcomes

• Strong participation despite competing priorities
• Enhanced interprofessionalism and “system-ness”
• Leading clinical improvement efforts in health system
• Completion of credential in health professions education
• Increased # & type of faculty engaged in curriculum development
• New curricular products/components for longitudinal curriculum
• Development of statewide, regional and national partnerships
Unanticipated Outcomes

- > 10 additional new educational initiatives initiated → focused on GME and curricular change in Colleges of Nursing and Allied Health
- 7 national and 11 local/regional presentations among TQA faculty
- Peer teaching each other during Learning Sessions
- Submission of projects for future funding
- Assumption of health system leadership roles
- Contribution to national GEMS writing group
- Other HS schools pursuing Credential in Health Professions Education

Key Lessons Learned

- Teaching while practicing while learning is particularly hard with increasing clinical demands
- Cohort selection requires establishment of clear contract with fellow and sponsor for time and effort
- Design, cognitive preloading and ongoing mentoring are critical features
- Use of asynchronous platform enhanced communication
- IP faculty enhanced team approach to learning and teaching partnerships: stronger academic teams emerged
Vision of the Future

- IHI Open School Certificate
- Patient Safety Seminars in Clinical Medicine
- Small group sessions, standardized patient interactions, and high-fidelity simulations focused on patient safety
- Interprofessional training in TeamSTEPPS
- Patient safety and quality improvement activities embedded throughout the clerkships based in real-life experiences
  - Training in error disclosure, root cause analysis, and patient handoffs/ transitions of care
- Portfolio development to promote reflective practice
- LINC Scholars begins this June