**Request for a Change in Curricular Content**

The Curriculum Committee has central oversight on major changes to the curriculum. Course and clerkship directors must request Curriculum Committee approval before making major changes to existing curriculum. Directors are empowered to make minor changes (e.g., faculty, format, timing, sequence, weightings) without prior approval.

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| **Major Changes** | **Examples** |
| Course/clerkship-level learning objective changes | Adding a course learning objective on implicit bias mitigation |
| Eliminating key content | Deciding to no longer offer a lecture entitled “DNA Polymorphisms” or any content related to that topic |
| Adding new key content | Starting a new didactic session in a clerkship on ethics |
| Major assessment changes | Moving from criterion-based to normative grading, or changing from Honors/Pass/Fail to Pass/Fail |

If you would like to make a major change, please fill out the attached request form and send it to the appropriate body for review and discussion. If you are unsure about whether permission is needed, or have questions about the process, please ask the contact person listed below.

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| MS1-2 Courses (Foundations) | CCES (Executive Subcommittee)  Attn: Jason Rosenstock |
| Clerkships | Clerkship Directors Subcommittee  Attn: Raquel Buranosky |
| Acting Internships, ILS, Bootcamp, Electives, Clinical Focus courses | Bridges Subcommittee  Attn: Raquel Buranosky |

That subcommittee will gather necessary data and discuss the merits of the change with the requesting faculty. Afterwards, CCES (or other appropriate subcommittee), ideally with the requesting faculty, will present the change to the full Curriculum Committee for approval (by vote).

**Request for Curriculum Change: FORM**

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| **Course/Clerkship** |  |
| **Director/Contact** |  |
| **Summary of proposed change** |  |
| **Rationale for change** |  |
| **Specific content or objectives to be added/deleted** |  |
| **List relevant UPSOM Learning Objectives** |  |
| **Where else in the curriculum is this material taught?** |  |
| **How will this change affect assessment?** |  |
| **When would this change take effect?** |  |
| **How will the outcome of this change be evaluated?** |  |
| **Was this discussed with students (e.g., as part of a course design process)?** |  |
| **Anything else we should know?** |  |

**Curriculum Mapping**

Requests for content change require a search of existing curriculum to see where else something is taught. This helps you as a curriculum leader to better understand who does what, to insure that content is appropriately delivered (e.g., without excessive redundancy). It also helps the Curriculum Committee to assess the appropriateness of a change.

To conduct the search we recommend these steps:

1. Go to **Navigator** and access the Search function, on the top, the right-most tab. You can filter by academic or class year, although a broader search might be best. You may need to try different variants of a term in order to get the best yield: e.g., hypothyroidism AND Hashimoto AND thyroid. Click on the options to review learning objectives, slide sets, and syllabus material to understand how much is really taught—is it just a mention, or a full hour of focus?

<https://navigator.pitt.edu/curriculum/search?userQuery=&classYear=&academicYear=&includeCiYear=false>

1. Follow up by asking more detailed questions with **course directors** or individual faculty that are likely to be aware of a content area. If, for instance, your Navigator search turns up Endocrinology, but the materials online are unclear, e-mail the lecturer or the course director to find out how it is covered, what is covered, etc.
2. If a content area may be part of standardized patient cases (e.g., abuse/neglect, or dealing with an angry patient), you should contact the **Standardized Patient program** to find out more (their cases are not on Navigator to maintain the “surprise”). The best person is the Assistant Dean for Human-Based Simulation Education, Reed Van Deusen.
3. The **assistant director of accreditation and assessment**, Greg Null, is very experienced with curriculum mapping and has a good awareness of what we teach were. He can assist with searches.
4. Similarly, any of the **deans in the** **Office of Medical Education or Officer of Clinical Education Quality** can help, and have good knowledge of what is taught where. For MS1-2 issues, contact Lisa Borghesi; for MS3-4 issues, contact Raquel Buranosky. If you’re not sure or it could be anywhere, ask Jason Rosenstock.
5. The Curriculum Committee has a standing subcommittee called **Mapping and Integration**, which has reviewed a number of content areas fairly extensively. If, for instance, you want to see where we teach about nutrition, we have a 5-page review of this. Even if they haven’t reviewed an area you’re interested in, they can guide you or help do a more detailed search. <https://www.omed.pitt.edu/curriculum-mapping-and-integration-subcommittee>
6. There are content threads on the **OMED website** that detail where longitudinal themes are taught (e.g., social medicine, opioid crisis, etc.). <http://www.omed.pitt.edu/curriculum/themes.php>

**Outcome Evaluation**

To assess outcome, faculty should consider adding questions to student feedback forms. This can be done for a single session or a course as needed. Course coordinators or curriculum specialists can help with this. Kathy Scott [kmscott@pitt.edu](mailto:kmscott@pitt.edu) is our Senior Curriculum Specialist and can help identify an evaluation strategy.

If you wish, you can also pursue a more formal research project related to your change. We recommend that you consult with Dr. Bill Yates [byates@pitt.edu](mailto:byates@pitt.edu) , who heads up the Research on Medical Students committee (ROMS), and can walk you through an approach.