

3RC Foundations Curricular Design Subcommittee: *Mandate*

Purpose

The key tasks of the curricular design subcommittee are to provide guidance on pre-clerkship course strengths and growth/realignment opportunities with attention to: Lead/Director vision, course evaluations/feedback, student learning, course objectives, 3RC pedagogical philosophy, global architecture of the Foundations phase (MS1/MS2), and how the Foundations phase complements the 3RC curriculum (MS1-4) as a whole. The areas of responsibility span pre-clerkship courses as well as integration of basic sciences content across the 3RC curriculum.

LCME 1.1 - Strategic Planning and Continuous Quality Improvement

A medical school engages in ongoing strategic planning and continuous quality improvement processes that establish its short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve educational program quality, and ensure effective monitoring of the medical education program's compliance with accreditation standards.

Composition/Reporting

The subcommittee will be chaired by the Assistant Dean for Foundations who will organize its activities and take responsibility for its work. Membership will include seven to nine faculty members recruited from among Curriculum Committee members and other active and experienced educators in the School of Medicine, an instructional design expert, an OMED staff member, and two to three students from the MS1 and MS2 curriculums. Representatives from the three Foundations blocks Keystone Fundamentals, Organ Systems, and Patient Centered Care should be included, and a liaison to the clerkships phase of the curriculum should be identified. This subcommittee will annually report to the full Curriculum Committee, to present an overview of the year's activity.

The subcommittee will prepare yearly summary reviews of each course and related segments (e.g., Threads, Visual Human Atlas) in the Foundations phase of the curriculum. The subcommittee will provide consultations to individual course leads/directors and block directors to gain insight into the overall functioning of pre-clerkship courses and their synthetic interaction horizontally and vertically.

Activities

1. Each standing member of the curricular design subcommittee will be responsible for overseeing and actively participating in the review of a subset of courses; shaping the continually evolving vision of the 3RC Foundations curriculum as a whole; and fostering

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curricular connections between the pre-clerkship and clerkship years. Such reviews will be done as soon as possible after the course is completed and feedback from students (e.g., course evaluations, Feedback Fridays), Longitudinal Educators (surveys) and other vested educators is completed. Tasks will include:

- a. Review by the subcommittee member of prior year's course objectives, student evaluations/feedback, educator surveys, etc.
 - b. Meeting with block directors, leads and course director(s) to discuss course/Thread outcomes and plans for the following year. The chair of the subcommittee or an additional member may choose to participate in this meeting, depending on subcommittee members' expertise or interest.
 - c. Preparation of portfolio reports with the leads/course director(s). This report will briefly describe how the course is performing, opportunities for improvement, and identification of resources that would support improvement.
2. The subcommittee will meet as a group as needed to discuss plans, overall themes, and outcomes.
 3. Ad hoc committee members may be invited to bring specialty expertise and insights into particular critical elements.
 4. The subcommittee will present reports to the Curriculum Committee:
 - A brief oral update at every meeting
 - Annually in writing

The Curriculum Committee at large will also be provided with an opportunity to review all individual course portfolio reports.