OHSU SOM M.D. Curriculum Transformation Retreat
Agenda | October 9, 2012 | OHSU Auditorium

8:00-8:30  Continental Breakfast; Registration

8:30-9:45  Opening session
♦ Welcome  Mark Richardson, M.D., MBA
♦ The charge for curricular transformation  Mark Richardson, M.D., MBA
♦ Learning theory, developmental stages and educational outcomes across the continuum  George Mejicano, M.D., M.S.
♦ Curriculum Transformation process to date  Leslie Kahl, M.D.

9:45-10:30  Keynote address  Maryellen Gusic, M.D.
Executive Associate Dean of Educational Affairs, Indiana University School of Medicine

10:30-11:00  Q&A with keynote speaker  Maryellen Gusic, M.D.
Leslie Kahl, M.D.

11:00-11:15  Break

11:15-12:00  What are the ideal attributes and outcomes for our M.D. graduates?  David Heil, Facilitator
Interactive participant discussion

12:00-1:00  Lunch with breakout sessions with curriculum work group of choice  Work group Chairs
♦ Faculty development (RJH 4325)
♦ Evaluation, assessment and tracking of students (RJH 4350)
♦ Evaluation of courses, clerkships and curriculum (RJH 4355)
♦ Teaching methodologies (RJH 4359)
♦ Integration of technology into the curriculum (RJH 4349)
♦ Integration of basic and clinical science learning (RJH 4329)

1:15-2:00  What do our students say?  David Heil, Facilitator
Results of student focus groups

2:00-2:30  What are our strengths and our challenges?  David Heil, Facilitator
Participant discussion

2:30-3:45  What should our ideal curriculum look like?  Steering Committee Members
Small group discussions (OL217, MH1162 & MH1116)

4:00-4:15  Reports from small group discussions  Steering Committee Members

4:15-4:45  What innovations would you like to see in the new curriculum?  George Mejicano, M.D., M.S.
Participant discussion

4:45-5:00  Retreat summary, next steps  Leslie Kahl, M.D.
David Heil, Facilitator

5:00-6:00  Reception
Overview of the Charge to the Curriculum Transformation Work Group

1. **Faculty development (RJH 4325).** What professional development and/or educational skills do our faculty need and want to become better educators? What is the best way to help faculty hone their skills? What resources will be needed to support their professional development?

2. **Evaluation, assessment and tracking of students (RJH 4350).** What methods of student assessment work best for various types of learning objectives and competencies? What are the pros and cons of a pass/fail grading system for the pre-clerkship years? How can we best track student performance, including academics, professionalism and other metrics, over time?

3. **Evaluation of courses, clerkships and the overall curriculum (RJH 4355).** How can we make course assessment more meaningful? How can we develop metrics to assess what students think of our courses? How do we develop a curriculum that is integrated in such a way that minimizes unnecessary redundancy but allows for intended developmental repeated exposures? How can we make curriculum renewal an ongoing process instead of a singular event that occurs once every fifteen years?

4. **Teaching methodologies (RJH 4359).** How have approaches to teaching developed in the 21st Century and how do these approaches work in classroom settings? How can we engage students in a more active learning process, particularly in the first two years? How can we expose faculty to new pedagogical and teaching approaches and new technology? What support, training, and other resources will faculty need?

5. **Integration of technology into the curriculum, including simulation and informatics (RJH 4349).** How can technology enhance curriculum? How can we best train students in the efficient use of the electronic medical record, and also use of search tools for clinical and research questions? What support and training do faculty need and want in regard to learning how to use new technology?

6. **Integration of clinical and basic sciences (RJH 4329).** How can we best bring clinical material into the pre-clerkship years? How can integrate basic science in to clinical experience and set the stage for what students will need to know to be good clinicians? What degree and type of curriculum flexibility would best allow students to pursue their specific clinical interests? How can we inspire students to embrace discovery and scientific inquiry and instill a life-long pattern of self-directed learning?