JABSOM Medical Education: A Description of the Systematic Review Process for a Medical Education Curriculum

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Abstract:
A process to conduct an overhaul of the JABSOM curriculum map of the medical education program was conducted, in part, to address a recent accreditation citation. The curriculum map was revised by faculty, reviewed by the Curriculum Committee, and utilized at a recent annual Curriculum Committee retreat.

Background:
A relatively comprehensive course evaluation and review system of the medical education program has been in existence for many years.
- Educational dashboards for each course has been developed and implemented, with the Curriculum Committee reviewing the dashboards each year.
- Administered > 37 surveys per year.
- Reports are provided to Course Directors and presented to the Curriculum Committee for review/discussion.
- Annual retreat held to review specific portions of the curriculum.

However, JABSOM received the following citation:
Although the school of medicine’s curriculum committee and its subcommittees do perform regular reviews of individual pre-clerkship, clerkship, and clinical clerkship and post-clerkship and post-graduate programs of the curriculum, the school has not yet established a systematic process to perform regular periodic reviews of the curriculum.

Reviewing and revising the curriculum map (last developed in October 2009), was included in the overall response to the 2017 accreditation citation.

Sample of the Revised Curriculum Map for the JABSOM M.D. Program

Medical Student Curriculum (M. D. Professional Degree)
Curriculum Map - October 2009; Revised 08/2017, 07/23/2018, 02/22/2019

Methods Employed:
OME utilized various strategies to engage medical education faculty to contribute to the curriculum map that addressed the 7 required graduation objectives:
- Obtained support from Curriculum Committee.
- Met individually with interested faculty.
- Met with faculty via educational committees.
- Worked with one course to “pilot” process prior to rolling out to all Course Directors.
- Sent emails with instructions and provided samples.
- Made ourselves accessible and available to answer questions.

Our Process
The Liaison Committee on Medical Education (LCME) conducted a site visit at JABSOM (January 20 to February 10, 2017).

Citation received related to establishing a systematic process or calendar for regular periodic reviews of the curriculum as a whole.

The following timeline is a brief description of the Medical Education process through which the medical education curriculum map was updated in aid of the overall response to the accreditation citation.

Assessment Leadership Summer Institute (May 17 – 19, 2017)
Dr. Nishimura and Omori attend the session and develop a plan and project timeline to engage medical education faculty to reexamine the curriculum map.

Presentation to the Curriculum Committee
Presented to the Curriculum Committee about the process and planned steps related to the revision of the curriculum map.

Curriculum Map Draft
Prepared a draft curriculum map, taking feedback and drafting an overall medical education curriculum map.

The curriculum map was placed in a google doc and all medical faculty could review the file.

Curriculum Committee Presentation (04/13/18)
Presented the revised curriculum map to the Curriculum Committee.

Able to visually assist medical curriculum across 7 graduation objectives.

Communication (August 2017)
Sent faculty requesting medical education faculty review their course and update the curriculum map.

Faculty were encouraged to contact us if they had any questions we also met with faculty who reached out to us.

Curriculum Committee Feedback (02/22/19)
The curriculum map was utilized by small groups during the Curriculum Committee retreat when reviewing and updating the program’s graduation objectives.

A Few Lessons Learned
Being able to visually review the medical curriculum, based on what was taught in our course, also showed areas of concern that were not highlighted in the course maps.

A recent added faculty in gaining more awareness of concepts that were not only ones that are highlighted, but also those that were not highlighted in the course maps within the overall medical program.

Continue the Process
Continue to work on refining the curriculum map and update as necessary.