

**ED-5-A:**

**Finding: The first two years of the curriculum are highly dependent on lecture and offer few opportunities for medical students to develop the skills necessary for lifelong learning.**

In response to the LCME citation, the ED-5a Action Planning Committee will define and present to the Curriculum Committee appropriate forms of active learning for inclusion in the medical curriculum. The active learning elements will promote lifelong learning skills and serve to support our institutional objectives.

To promote faculty understanding of pedagogy to support lifelong learning, appropriate training and resources will be provided to faculty. Training of faculty will be carried out on an ongoing basis by the Office of Faculty Affairs and Professional Development and the Office of Medical Education through a newly hired Associate Dean of Medical Education, Brian Dzwonek, EdD. Dr. Dzwonek is an expert in medical education with experience in design and implementation of active learning in the medical curriculum having spent the last three years leading a Team Based Learning model at Duke-Singapore. Dr. Dzwonek will help facilitate the increase in active learning in the curriculum by assisting with faculty development.

A complete curriculum evaluation of all required courses and clerkships will be conducted by each of the year subcommittees to assess current pedagogical methods and the promotion of lifelong learning skills. Each course and clerkship will be assessed for objectives, contact hours and teaching activities. Teaching activities will be categorized as passive or active learning as previously defined by the Action Planning Committee. The Office of Medical Education will ensure that all sessions are appropriately identified and searchable on the JCESOM Curriculum Database providing the means to conduct an accurate curriculum query. A report will be provided to the Curriculum Committee during an all-day retreat in the summer of 2012.

The goal of JCESOM is to reduce the number of contact hours involving didactic lecture in years one and two to approximately 50% within three years. This transition will involve modification of existing didactic lectures into various pedagogies that will promote lifelong learning activities.

**ACTION GRID**

STANDARD: ED-5-A

TASKS (Steps to be taken that will lead to the desired outcome)	INDIVIDUALS/ GROUPS RESPONSIBLE	INDICATORS THAT THE TASK HAS BEEN ACCOMPLISHED	EXPECTED DATE OF ACCOMPLISHMENT OF THE TASK	DESIRED OUTCOME THAT ILLUSTRATES COMPLIANCE WITH THE STANDARD
<p>Define appropriate forms of active learning for JCESOM students to promote life-long learning skills at each level of medical education</p>	<p>Curriculum Committee Office of Medical Education</p>	<p>The curriculum committee will delineate what types of activities are appropriate for active learning at JCESOM to promote life-long learning skills. This information will allow course/system subcommittees to tailor their individual curricular content to create activities that will enhance and foster skills necessary for students to become life-long learners.</p> <p>The curriculum committee will define the type, amount, and placement of life- long learning activities within the curriculum.</p>	<p>July 2012</p>	<p>Curriculum committee will direct systems/clerkships subcommittees with guidelines for each level of medical education to delineate what constitutes life- long learning.</p> <p>The Office of Medical Education will be provided a syllabus from each block/clerkship that will provide evidence that the directed percentage of curriculum has been completed in an appropriate life-long learning format. Improved scores in the life-long learning confidence on graduate questionnaire.</p>

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Complete a thorough evaluation of the curriculum of all required course/system	Curriculum Committee Appointed Block/System/Rotation Representatives	A template will be completed by the representative responsible defining the objectives, content overview, contact hours, teaching activities (didactic, small group, PBL, etc.) and assessment tools. This data will be presented at a scheduled full day mandatory curriculum retreat to all members.	August 2012	The curriculum committee will be educated in regard to the outlined aspects of each required course/block/system. This information will allow the curriculum committee to make more informed decisions regarding the global curricular outline.
Engage faculty in developmental programming to enhance facilitation of life-long learning sessions	Office of Faculty Development	Scheduling and completion of active learning sessions	Ongoing	Improvement in active learning / life-long learning sessions as evidenced by positive student feedback regarding content and faculty performance.

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<p>Appraise and subsequently adjust the number of contact hours to the national average in MS-I and MS-II curriculum and decrease the percentage of didactic lecture to 50% and increase percentage of active learning to 50% within the next three years.</p>	<p>Curriculum Committee</p>	<p>The curriculum committee will be provided an appraisal of contact hours and methods of pedagogy by course/system in MS-I and MS-II curricula during a mandatory annual retreat. The committee will then mandate a set adjustment of contact hours and percentages of didactic lectures and active learning per year for MS-I and MS-II. Each of the next two subsequent years the curriculum committee will reappraise and assess the contact hours by course at its mandatory annual retreat and provide directive for further adjustments per year to achieve the ultimate goal of meeting the national average of direct contact hours and 50% active learning pedagogy within three years.</p>	<p>April 2015</p>	<p>Curriculum committee will provide directive regarding total contact hours per year in MSI and MSII and further delineate how these contact hours will be divided between didactic lecture and active learning.</p> <p>MS-I and MS-II Subcommittees will show proof of compliance within each respective year of mandated adjustment of direct student contact hours and proportion of didactic lecture versus active learning.</p> <p>Reduction of MSI and MSII contact hours to the national average and achievement of a 50:50 proportion of didactic lecture: active learning within three years.</p>