

Themes in Curriculum Change

Capturing ~~the Quiet~~ Voices

ALL

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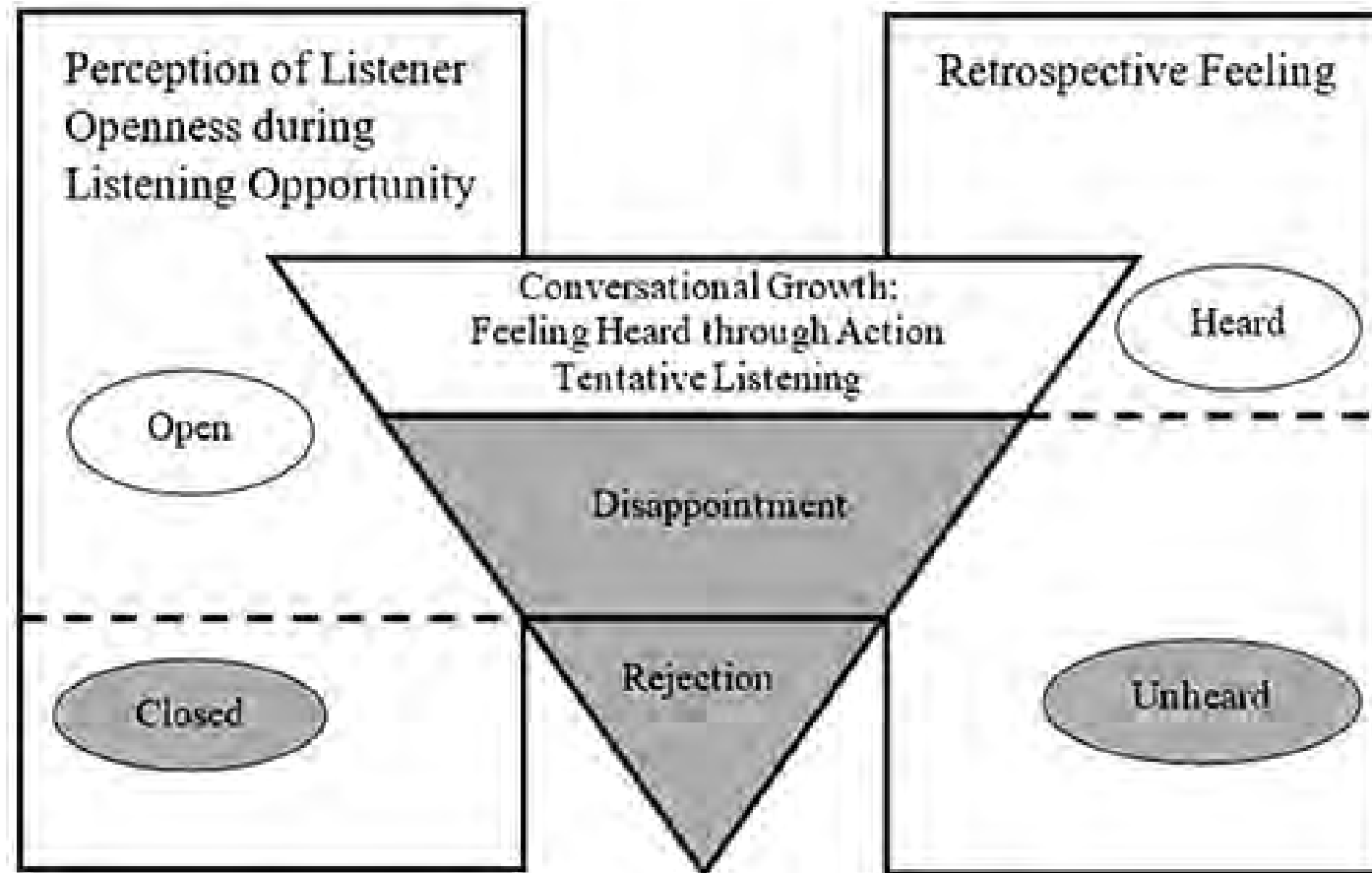
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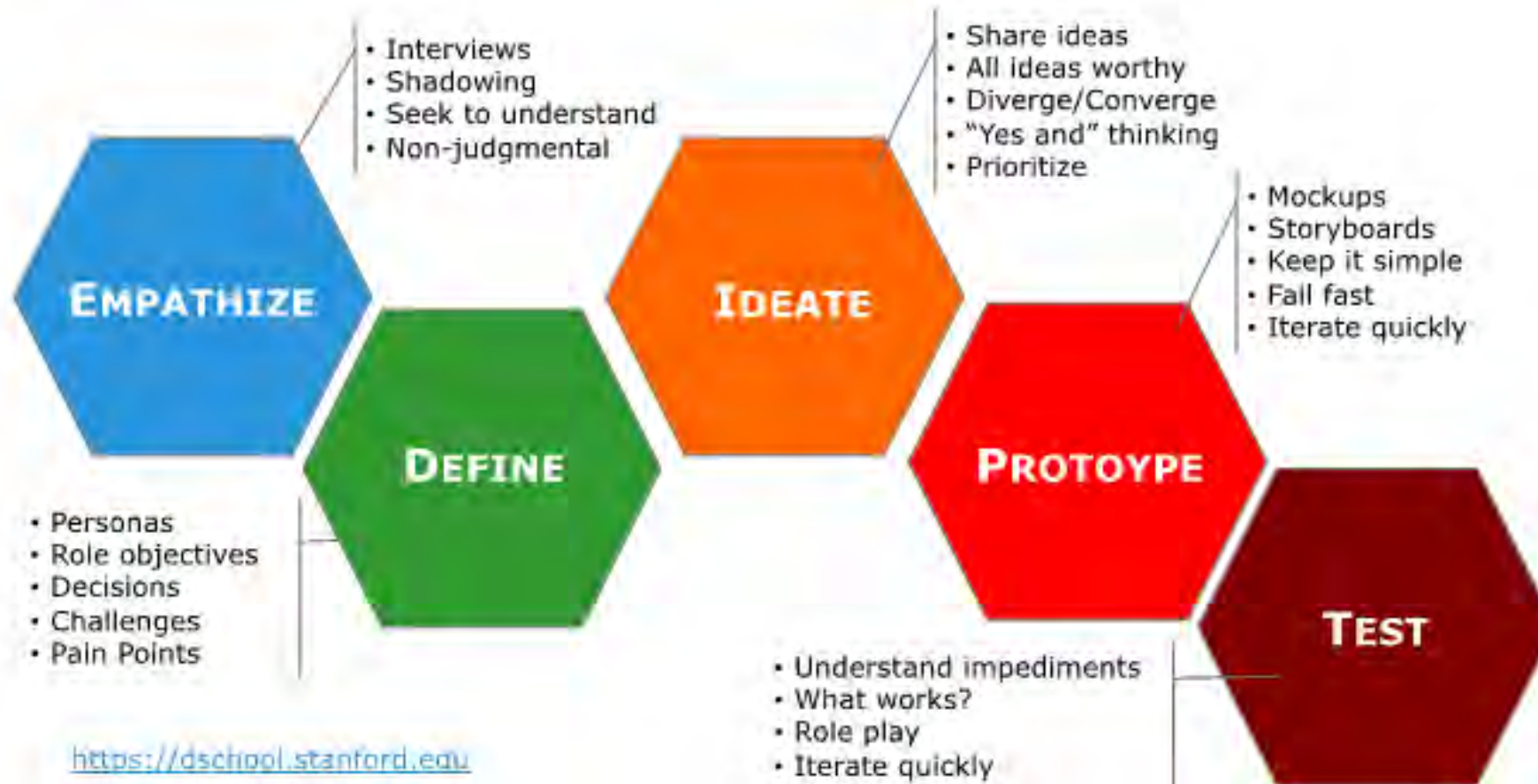
The Kubler-Ross Change Curve



Listening helps



Human-centered design starts with listening

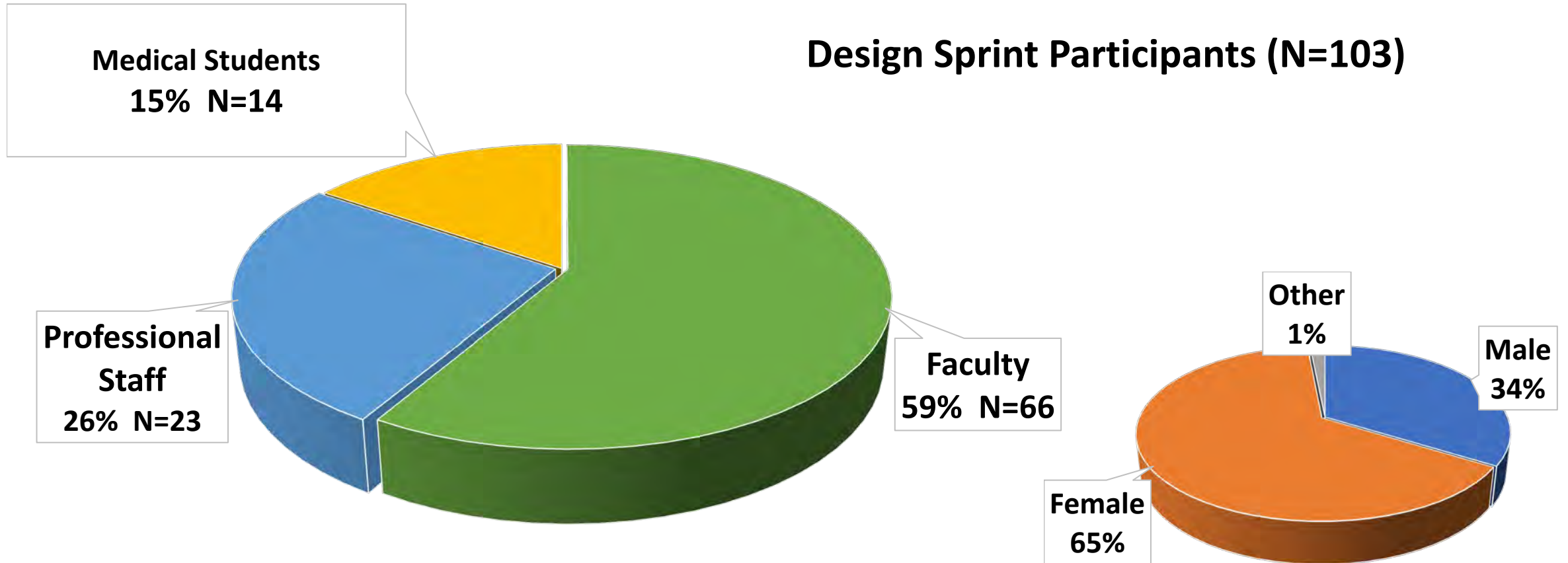


Why use human-centered design listening sessions?

- Gives leadership a “pulse” of current state
- Engages all stakeholders
- Represents the silent majority
- Balances voices
- Exposes what’s valuable for all



Two listening sessions on curriculum redesign:



What happened during the Listening Session



Interviewer

Interviewee

Scribe



Everyone Answered 3 Questions



1. What excites you the most about the proposed curriculum change?
2. What worries you the most about the proposed curriculum change?
3. What will success look like in 18 months?



After Voices Were Heard

1. Data collated/reviewed by 3 coders
2. Initial themes identified
3. Additional themes added as needed
4. Data categorized by stakeholder group
5. Personas created



Assembled Personas

Personas are typical characteristics of a stakeholder group that curate as you interview more members of the group.

- Humanizes the data
- Gives voice to the "story"
- Acknowledges experiential and emotional components



Persona: Prudence Sage N=32

Basic Science Faculty (cautious & wise)

Worries about...

- ✓ How change is moving too fast
- ✓ Whether students will be adequately prepared
- ✓ Finding time to do along with current teaching obligations and research

Key Drivers...

- ✓ Likes potential for increased student engagement
- ✓ Wants to continually improve curriculum



Persona: Kit Golan N=34

Clinical Faculty (quiet & hopeful)

Worries about...

- ✓ Finding time to make this change and keep up with RVUs
- ✓ How to integrate all the material
- ✓ Ensuring students are prepared longitudinally

Key Drivers...

- ✓ Likes integration of sciences for improved diagnostic reasoning and patient care
- ✓ Wants decreased reliance on lectures and more learning communities



Persona: Neo Deeran N=14

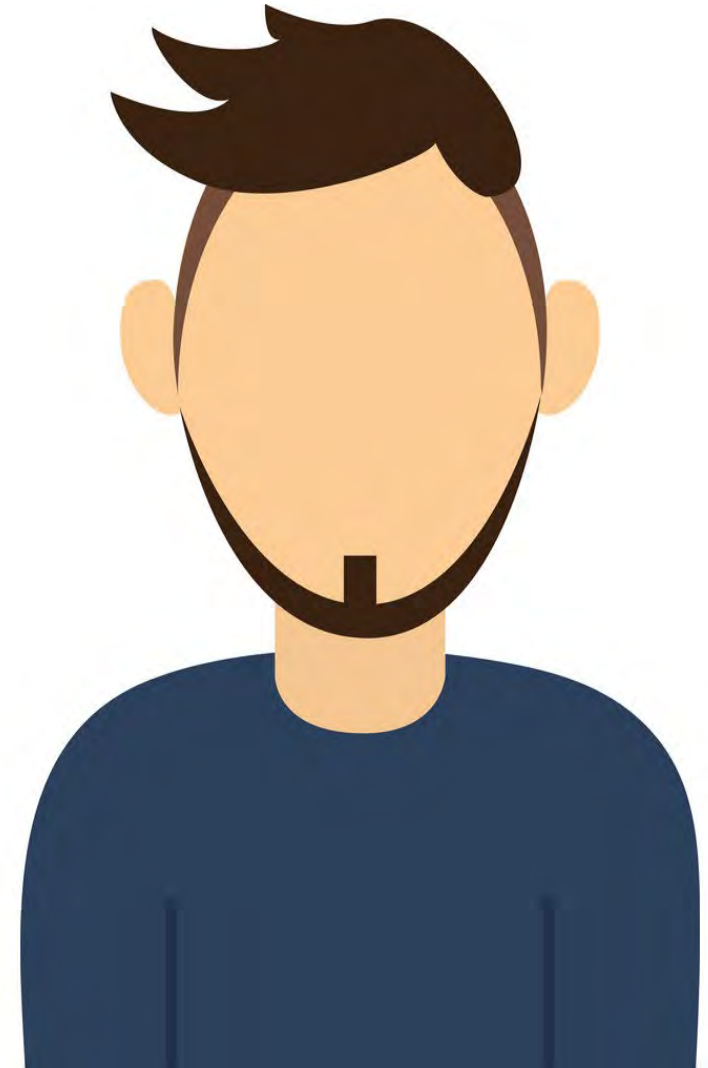
Medical Student (young & high achiever)

Worries about...

- ✓ Being well-prepared for USMLE
- ✓ Variation in learning facilitators

Key Drivers...

- ✓ Excited about curriculum that allows early focus on desired specialty
- ✓ Likes integrating the sciences to reduce redundancy



Persona: Valerie Cody N=23

Professional Staff (brave & helpful)

Worries about...

- ✓ Remediation and how this will impact alternative students (MD/PhD)
- ✓ If leadership will provide all the needed support (staff/time/data systems) for this
- ✓ How this change will affect her job

Key Drivers...

- ✓ Happy this proposal is student-centered, longitudinal, and vertical
- ✓ Increased student well-being and satisfaction



Personas' shared voices



- Change will happen
- Concerns about time and resources
- Concerns about the speed (already addressed)
- Concerns about abilities/skills
- Concerns about job (& identity) security

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Other Important Issues Voiced

Faculty –finding time to learn new skills that may be needed

Students – concern about all that is being asked of the faculty

Staff – ready to help, see regulatory issues (finances) and concerned about how to best use their skills



Listening Session Experience Data

95% found value in the **interview process**

78% found the session a **valuable use of time**

75% said it helped them **feel engaged**



Participants felt heard

- Students hear concerns of faculty stress of change
- Faculty/students hear concerns of staff
- Faculty hear other faculty perspectives
- Chairs hear from multiple other stakeholders



How might we..

- Help redesign teams to address:
 - Finding time and resources for creative solutions
 - Developing Faculty Skills
 - Creating materials



Listening sessions bring VALUE

- Engaging method to capture quiet/all voices
- Incorporate the needs/values of all stakeholders
- Provide a method to track progress and concerns

