Curriculum Reform

Presented to Guests
Medical College of Georgia
March 16, 2010
Dorothy A. Perry
Issues Addressed

- No overall revision in living memory
- Overcrowding
  - 10+ courses per term
  - Selective studying
- Addition of new material
- Integration of material
- Information age – enhancing education
  - Student expectations
  - Faculty abilities and expectations
- Environment of teaching rather than learning
- Competitive environment
The Beginnings

- Faculty idea
  - Thematic streams
- New position - Curriculum Dean
- Steering committee
  - Open to all
- Core Values exercise
  - 2 values
  - Several goals
Values and Goals

- Rigorous intellectual environment of diverse learners
- Time for study and reflection

- Outstanding professionals
- Excellent clinicians
- Integrated courses
- Competency-based
- Life-long learning
- 4 to 6 courses per term
- Consistency in grading and philosophy
First Steps

- Identified Leaders for Thematic Streams
  - Biomedical Sciences
  - Dental Sciences
  - Preventive and Restorative Dental Sciences
  - Patient-Centered Care
  - Scientific Methods
- Quarterly retreats - off site
- Many meetings of stream faculty on-site
Progression

- Hours agreement - 32 per week
- Preserved summer break after D1 year
- Defined blocks of time for streams
- Stream faculty met regularly
  - Identify course work in stream concept
  - Fit into allotted hours
Other Challenges

- Change to P/NP
- On-Line support for every course
- Maintain clinic experience hours
  - Comparison of existing and proposed hours
- Revised 3-day talking head orientation
  - Introduction to Dentistry – 2 week experience
Ideas to Implementation

- Course forms
- Kit needs
- Clinic schedules
- Faculty schedules
- Staffing changes
- Rotation schedules
- Senate/campus approval
Implementation

- One-time process - no staggered start
- Communication
  - Town hall meetings
  - Owner’s Manual
- Transition for current students
  - D1 and D2 shared classes
  - Shift away from grades and rankings
Issue of Communication
# Curriculum Hours Comparison

<table>
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<tr>
<th>Stream</th>
<th>Proposed</th>
<th>Existing</th>
<th>Stream</th>
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<td>ID3 students’ Orientation</td>
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D1 students’ Orientation: 72 hours
Foundations of General Dentistry: Summer PCC 131, Fall PCC 132, Winter PCC 133, & Spring PCC 134

Fall Location: Wed C 701 and Fri Toland Hall with Dec 13 & 15 exams in HSW 302 !!

D4 students: if you are on externship during an upcoming required exam, email me asap. Dr. C

Mounted Casts Remediation Exam- has been rescheduled to Wed Dec 13th

Please see Dr. Brear prior to the exam Wed Dec 13th. See Important Preparation Guide ! in CGD icon of Advanced Topics.....Dr. C
Anonymous Suggestion Box Now Available!

Thanks to a great suggestion from a student we now have a completely anonymous discussion thread that may be used to make suggestions, please check it out, and let us know what you think.

Dr. Perry will be available to chat next Thursday evening.

Chats are Thursday nights from 7:30 to 8:30.
Time Line

- Faculty idea 1996 to 2000
- Hire Assist Dean 12/1/01
- Transition year 03/04
- Every new course begun 7/1/04
- Accreditation site visit 4/05
- Planning took 18 months
- Course development still ongoing
Students

- Biggest supporters
- Classes said they were lucky
- Urge faculty to change
- Help faculty upgrade courses
- Bring amazing digital skills
What happened

- D1 Introduction to Dentistry – tough but good
- D2, D3 and D4 transitions – just tough
- D2 – some material not in sequence
- D3 – 10 1-hour courses changed to 1 8-hour course – organizational challenge
- D4 – academic course first in 10 years!
- All thought P/NP would be easy
More...

- Staffing needs changed
- Computers required
  - Now laptops, then either
- Replaced analyst with support for on-line courses
- Communicate entirely through e-mail
  - Adjustment for students
  - Voice mail for patients
- Upgrade preclinical lab for simulation
Feedback from Students

- Mid-quarter student focus groups
- Electronic course evaluations
  - Results generally good
  - Met with directors of courses with low scores
- Focus groups of students
  - Computer and communication issues
  - Complaints
    - Course syllabi
    - Chair space
Student Review 9/05
(after one year)

- D1
  - Biomedical sciences
    - Good integration
    - Syllabus (digital or print, ongoing issue)
    - Good tests
    - WebCT useful (want material up immediately)
    - Clear grading criteria
  - Dental Sciences
    - Relevant
    - Need to use texts, readings, and WebCT
- **Scientific Methods**
  - Relevant material, papers on clinical topics
  - More small group work
- **Preventive & Restorative Sciences**
  - Great faculty, great electronic presentations
  - Need daily overview in lab
  - Faculty calibration
  - Coordinate big assignments with streams
- **Patient-Centered Care**
  - More hands-on, great professors
  - More clinic and earlier
  - Liked assisting upper classmen
D4 Review

- **Didactic courses**
  - More integration
  - Better communication among faculty
  - Dislike exams and remediation
  - On-line course not useful

- **Clinical courses**
  - Faculty and course directors more available
  - Want more externships and ISO time
Overall Course Evaluation Scores, Spring '05

- BioMedSci 118 (D1), 3.7
- DentSci 117 (D1), 4.1
- Prev Rest Dent 118 (D1), 4.0
- Pt Cent Care 117.03 (D1), 3.8
- SciMethod 118 (D1), 3.5
- Prev Rest Dent 128 (D2), 3.3
- DentSci 128 (D2), 3.9
- Pt Cent Care 129 (D2), 3.9
- Pt Cent Care 136 (D3), 4.9
- Pt Cent Care 137 (D3), 4.4
- Pt Cent Care 138 (D3), 4.1
- Pt Cent Care 139 (D3), 4.0
- Pt Cent Care 136.04 (D3), 3.2
- Pt Cent Care 109 (D3), 3.7
- Pt Cent Care 108 (D3), 3.6
- Pt Cent Care 107 (D3), 3.6
- Pt Cent Care 109 (D4), 3.6
- Pt Cent Care 149 (D4), 3.5
- Pt Cent Care 108 (D4), 3.3
- Pt Cent Care 146.04 (D4), 3.2
- Pt Cent Care 107 (D4), 3.0
National Board Part I

- Permitted after year one (before year 2)
- Recommend before D3 year
- Concerns
  - Reduced biomedical science hours
  - Earlier testing
  - Reviews
  - Biochemistry moved to prerequisite
## Five Year Retrospective

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<th>Year</th>
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<th>UCSF Mean</th>
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Clinical Licensure Results

- Very high pass rate
- WREB (last several years)
  - > 95% first time
- California Board
  - None take this exam because of WREB
- Law and Ethics Exam
  - Very high, no statistics released yet
Remaining Challenges

- Integration of topics
- Learner-centered teaching
- Incursions into ISO time
- Selective forgetfulness diminishing
  - “there was nothing wrong in the D3 year”
- Resource issues over shared courses
- Loss of energy – fatigue
- Sustainability
Would we do it again?

- Absolutely
- Rational organization
- Opportunity to develop really talented students
  - Research
  - Academics