Mapping the ACE Curriculum: Developing a Collaborative Mapping Process

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Introduction

The University of Kansas School of Medicine underwent a curricular change in 2014, transitioning to the ACE curriculum. The ACE curriculum is a competency-based, longitudinally integrated curriculum focused on producing life-long learners through innovative instructional methods and self-directed learning. The curriculum transformation required the collaborative creation, distribution and organization of learning objectives across the four years of the curriculum. Learning objectives were mapped to educational program objectives to provide an avenue for content monitoring and continuous curricular improvement and to align with LCME Standards focused on Curricular Competencies, Design, Content and Management, Evaluation, and Enhancement. Templates were developed utilizing feedback from faculty for standardization, a searchable database and site were built to house information and to document the process.

Approach

• Thread Content Monitors appointed and tasked with developing session objectives across 43 disciplines
• Thread Content Monitors map session objectives to graduation 39 graduation competencies
• Objectives collected from across disciplines and merged into one Sharepoint library

• Working with faculty, Activity Sheet Templates (Figure 1) are created with drop-down menus for standardization (Figure 2)
• Faculty introduced to AAMC standardized vocabulary on Activity Sheets and Faculty Development sessions held to assist with completing sheets

• Curriculum Mapping Sharepoint site (Figure 3) created to house Activity Sheets templates, mapping resources, objective writing materials and links to faculty development tutorials.
• Faculty upload completed Activity Sheets to Sharepoint in each Block library
• PHP script developed and utilized to crawl downloaded .dotx Activity Sheets and pull information into searchable database.

Lessons Learned

• Engage satellite campuses early in the process to ensure campus comparability
• Determine key faculty stakeholders who can serve as liaisons to assist junior faculty with mapping
• Utilize LCME Standards (Curricular Competencies, Design, Content and Management, Evaluation and Enhancement) to motivate faculty to complete mapping process
• Standardization, standardization, standardization
• AAMC Standardized Vocabulary
• Activity Overview Templates
• Workshops and Training Sessions
• Create a singular landing space for all Curriculum Mapping content before rollout
• Based on faculty feedback, we are currently developing a more sophisticated, user-friendly mapping database with an interface that makes searching for content easier.
• Work to integrate MeSH, LCME Hot topics and essential keywords into the mapping process.
• Determine the best way to make mapping transparent to students outside of Activity Overview Sheets
• Collaborate with programmers to create dynamic reports from the rich curriculum mapping data we have collected during the ACE Curriculum transition
• Begin to work through session objectives for clarity, duplications and unused objectives
• Develop a visual tracker for the mapping process each Academic Year