

Identifying Faculty Development Needs for the Integrated Curriculum

(or: Faculty Development Initiatives and Curricular Reforms)

Abstract:

There are many faculty development implications of supporting a curricular reform from a traditional curriculum to a horizontally and vertically integrated, competency-based one (Pearson & Hubball, 2012). In this session, I describe an appreciative inquiry approach we took to identify and begin to address the related faculty development needs when the Faculty of Pharmaceutical Sciences engaged in a major reform of their undergraduate program. Participants will be invited to discuss their own experiences of curricular reform and share useful strategies.

APPRECIATIVE INQUIRY

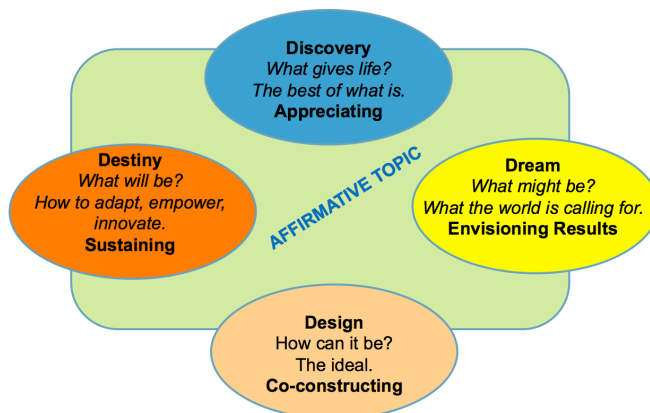
“The traditional approach to change is to look for the problem, do a diagnosis, and find a solution. The primary focus is on what is wrong or broken; since we look for problems, we find them. By paying attention to problems, we emphasize and amplify them. ... Appreciative Inquiry suggests that we look for what works in an organization; that we appreciate it. The tangible result of the inquiry process is a series of statements that describe where the organization wants to be, based on the high moments of where they have been.” - Hammond, S. (2013)

Assumptions in Appreciative Inquiry

Reference: Hammond, S. (2013)

1. In every society, organization or group, something works.
2. What we focus on becomes our reality.
3. Reality is created in the moment, and there are multiple realities.
4. The act of asking questions of an organization or a group influences the group in some way.
5. People have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known).
6. If we carry parts of the past forward, they should be what is best about the past.
7. It is important to value differences.
8. The language we use creates our reality.

4D cycle of Appreciative Inquiry



Reference: Cockell & McArthur-Blair (2012, p.24) citing Cooperider (2003) and others

4D Cycle of Appreciative Inquiry (Continued)

The cycle focuses on a specific affirmative topic and is often described as consisting of the following phases:

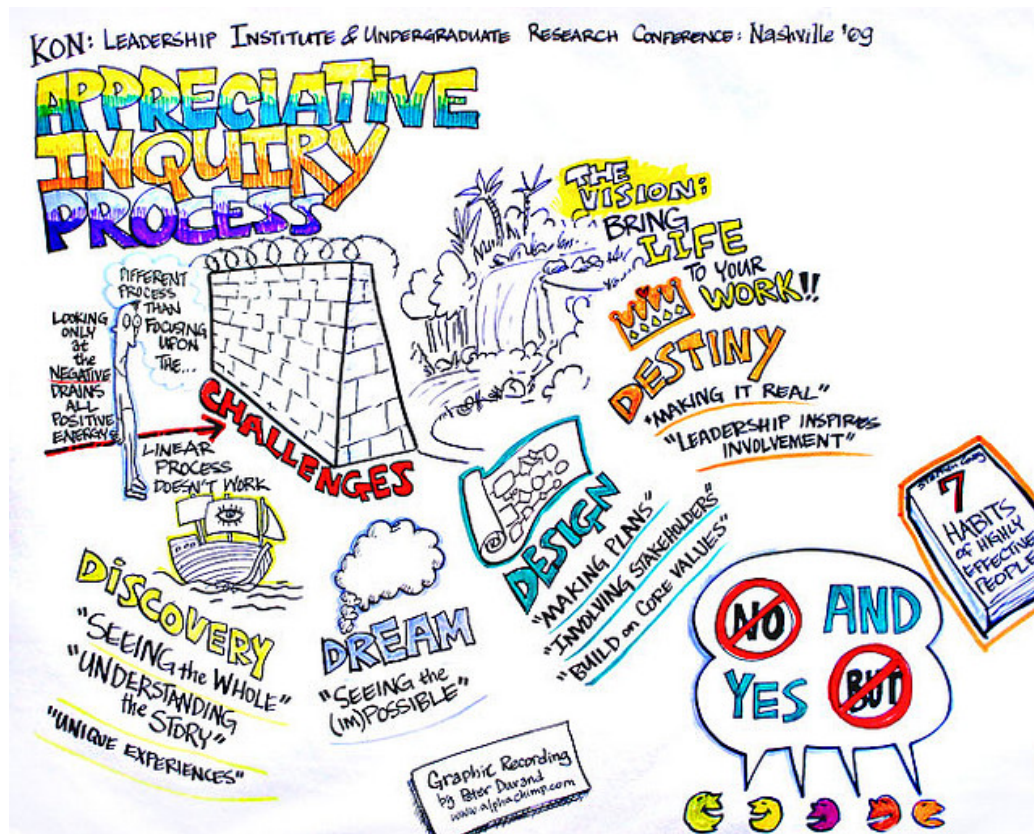
Discover: participants reflect on and discuss the *best of what is* concerning the object of inquiry; telling and listening to stories.

Dream: Identify common aspirations of members; create an image of a preferred future.

Design: Develop concrete proposals. "How are we going to make this preferred future happen?"

Provocative propositions (see p.3)

Delivery/Destiny: The implementation (execution) of the proposed design. Gain widespread agreement on design statements and share a commitment to change. "What are our first steps towards this future?"



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CURRICULUM REFORM

Integrated Curriculum in Health Sciences Programs

Reference: Pearson, 2014.

Curriculum: “A coherent program of study that is responsive to the needs and circumstances of the pedagogical context and is carefully designed to develop students’ knowledge, abilities, and skills through multiple integrated and progressively challenging course learning experiences” (*Hubball & Gold, 2007, p.7*)

Curriculum integration: “Intentional uniting or meshing of discrete elements or features [of a planned educational experiences].” (*Pearson, 2014, citing Case, 1991, p.215*)

Horizontal integration typically refers to connections, within a term or within a year, across basic science disciplines such anatomy, biochemistry, physiology, etcetera. Horizontal integration can take many forms (*see Harden (2000) for a concise and useful description*).

Vertical integration refers to the integration of basic and clinical sciences. It alludes to connections across disciplines between years and to the connections between basic and clinical sciences over time. Prior learning revisited and topics are addressed in increasingly complex ways as the program proceeds.

“The best of” in Curricular Reform

“The best of” faculty development during curriculum change

Our provocative propositions include:

Note: A provocative proposition is a statement that bridges the best of "what is" with your own speculation or intuition of "what might be". It is provocative to the extent to which it stretches the realm of the status quo, challenges common assumptions or routines, and helps suggest real possibilities that represent desired possibilities for the organization and its people.

Reference: *Appreciative Inquiry Commons*

<http://appreciativeinquiry.case.edu/practice/toolspropositionsdetail.cfm?coid=1170>

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