

## November 2017 Update

I'm writing to give you a brief update on our progress on curriculum redesign for our MD program. Since launching the effort last summer, the Dean's Office and FEC leadership have been quite active. We formed a Steering Committee, consisting of MD program leaders, FEC leaders, and the Co-Chairs of our Medical Education Committee (MEC), the subcommittee of FEC with direct oversight of the MD curriculum.

### Members of the Curriculum Redesign Steering Committee are listed below:

- Gary Schiller, MD (Past Chair, FEC)
- Tim Lane, PhD (FEC member)
- Maie St. John, MD, PhD (FEC member)
- Tom Drake, MD (Co-Chair, MEC)
- Mark Noah, MD (Co-Chair, MEC)
- Neveen El-Farra, MD (Associate Dean, Curricular Affairs)
- Ed Ha, MD (Assistant Dean, Clerkship Education)
- Zaldy Tan, MD, MPH (Assistant Dean, Pre-clerkship Education)
- Emily Rose, PhD (Senior Advisor to the Dean)
- Clarence Braddock III, MD, MPH (Vice Dean for Education)

The steering committee has held several meetings defining the focus of Phase I of the redesign effort, "Defining Our Purpose." The group recognized the importance of initiating a community conversation to clarify and reach shared understanding of the defining purpose of our MD program. It is of course obvious that the purpose is to prepare future physicians, but the deeper question is why are we training future physicians. What is our aspiration for our graduates? How will our training of future physicians impact health and health care? The steering committee's thinking on this was shaped by a provocative Ted talk by management theorist, Simon Sinek. Sinek's talk described the "golden circle," a model that describes how organizations always know what they do, and how they do it, but rarely gain a shared understanding of why. Sinek suggests, and the Steering Committee believes, that clarity on this why question will guide in the deliberation of the what and how.

### WATCH THE TALK

Guided by this "why" question, the Steering Committee has launched a community conversation, soliciting views from faculty, staff, students, and leaders on this question. We've discussed this at town halls, student council meetings, the UCLA Health Executive Advisory Council, and more. The conversation will continue, and has already yielded several emerging themes. The Steering Committee has also begun reviewing important papers from the literature on promising new thought in medical education, several recent Task Force reports commissioned by MEC, and the Education Strategic Narrative, a guiding document written for members of the education team.

Our next step is to collate and analyze all the views on why from the DGSOM community, with the goal of identifying cross-cutting themes that will guide deeper exploration in Phase II, "Translating Themes into Design Elements." We will organize several working groups, each tied to one of these emerging themes, which we hope to finalize over the next few weeks. Shortly before the holiday break, we anticipate offering an invitation to the community to join these

working groups. Beginning in January 2018, the working groups will begin their deliberation, each charged to identify design elements that would advance the goal articulated by the theme.

The work on Curriculum Redesign to date has been lively and engaging for the entire DGSOM community, and aligns well with broader efforts within the Strategic Plan Refresh. Both efforts represent an important “step back” to reflect on our organizational values and priorities, a process that can reaffirm the deeper purpose of what we do, and guide our path for years to come. We have a lot of work ahead, but are off to an exciting start!

For those interested in learning more about the Curriculum Redesign effort, please feel free to write to me or other members of the Steering Committee, and stay tuned for the launch of a website that will track the effort, give access to important source documents, and enable members of the community to submit thoughts and questions to the process.