Translating Curricular Values into Decision Making Principles for Curricular Transformation

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**PURPOSE**
- Curricular values are fundamental to the construction of meaningful learning environments, program activities and goals, and processes of shared curricular decision making.
- Discussions of how curricular values are operationalized during curricular transformation is scarce in medical education, with most discussions focused on structural or content elements, and values left as vague, idealistic statements within larger change models.1-5
- Many established PA programs are engaged in or contemplating curricular change.
- This poster describes how an established PA program undergoing large-scale curriculum transformation created and translated values-guided curricular design into practice.

**THE DESIGN JOURNEY**
- **2013 - VISIONING AND CREATION**
- **2015 – OPERATIONALIZATION**
- **2018 – CONSOLIDATION AND TRANSFORMATION**

**NEXT STEPS**
- Translating values into practice is time and labor intensive.
- Primary values for curricular design and rollout = integration and learner-centeredness.
- Values currently under refinement in application = contextualized learning and competency based.
- Creating internal and external processes, messages and practices of accountability and quality assurance enables a dynamic dialogue between curricular values and partners.
- Values often come into conflict when proposing changes or making decision.
- Sustainability has become an ‘uber-value’ to innovate dynamically and feasibly.

**REFERENCES**

**DISCUSSION**
- Objective measures for each value domain are the next step of construction to assure a values driven curriculum.