

# Creating an Institutional Paradigm Shift through a Faculty Development Program

Stephen Laird, D.O., MHPE, FACOS  
Associate Dean, Academic Affairs

John George, Ph.D.  
Associate Dean, Curriculum

William Sexton, Ph.D.  
Professor, Physiology

Jeffery Suzewits, D.O., MPH  
Associate Dean,  
Clinical Educational Affairs & OPTIK

Kirkville College of Osteopathic Medicine

A. T. STILL UNIVERSITY | ATSU  
KIRKVILLE COLLEGE OF OSTEOPATHIC MEDICINE

**EVIDENCE  
BASED MEDICINE**



## Acquire knowledge about proposed curricular change

- ★ R-25 grant to implement EBM into curriculum
- ★ Used a bottom up approach to implement change
- ★ Penn-State and KCOM faculty members co-presented EBM workshops

Individual faculty recognized the advantages of innovation

- ▶ Faculty Development Workshops built faculty consensus that EBM was important to incorporate
- ▶ 89% recognized the need for faculty training in EBM
- ▶ Faculty volunteered to implement into their already existing coursework

Faculty engages in activities that will lead to a choice about adopting or rejecting innovation

- Faculty were prepared with knowledge and skills of EBM and later identified instruction opportunities in their classroom
- 94% agreed to find ways to enhance the curriculum with EBM

Innovation is incorporated into daily activity of the faculty and students

- Greater number of students will receive EBM instruction without the usual negative evaluation that accompany introduction of new course material

Faculty seeks reinforcement about innovation decision

- ✗ Faculty presented their EBM exercises to peer groups and later discussed ideas of incorporation among colleagues
- ✗ Student group case studies in Gross Anatomy are designed around searchable clinical questions

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

★ The PI and Co PI's of the grant, chose to use a faculty development approach for change to ensure the support of faculty. They processed the information using the illustration of Roger's Diffusion of Innovation Model

★ NIH R25 grant awarded for integration of Evidence-Based Medicine (EBM) into the curriculum, which allowed KCOM to provide faculty development for the purpose of integrating EBM into curriculum

■ "I would like to develop an EBM component of the Histology course and ask students to apply their knowledge of normal histology to recognize pathology."

● "I intend to incorporate EBM in teaching and research."

● Developed a research culture through creation of EBM to support future research of outcome based and application of alternative medicine

● Incorporated into all four years of medical school

**Disclaimer:**  
This publication and project was made possible by Grant Number 1 R25 AT003579-01 from the National Center for Complementary and Alternative Medicine (NCCAM). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NCCAM, or the National Institutes of Health.