“Curriculum development is a process and rests in part on the status of the community-campus partnership. As the needs of the community become more clear, and the experience of the faculty and students evolves, the curriculum will be greatly enhanced.”


Overview
The Healthy People 2010 Curriculum Planning Model is designed to illustrate one approach to the fulfillment of the Healthy People 2010 objectives (Figure I-1). The model allows you, in the planning and development of a Healthy People 2010 course or curriculum, to enter the wheel on any of its supporting “spokes.” The model is not intended to promote a “linear” process. In fact, you can work on several different units simultaneously, or in a nonconsecutive order.

We do strongly encourage you to read Unit 1 to develop a solid grounding in community-campus partnerships. The model emphasizes the central importance of fulfilling the national health objectives, and recognizes the community-campus partnership as the most important surrounding presence in the process, linking
the eight planning units. The model is designed to provide a visual explanation of the phases involved in developing a course or curriculum that is linked to the Healthy People 2010 objectives. Each phase in the cycle will be addressed in this Guide.

The model recognizes the challenges and barriers of curriculum development by addressing them throughout the process. While barriers exist, they should not discourage efforts to design new approaches for improved student education and community health.

Finally, the model takes into account the needs of adult learners and uses appropriate methods and resources to facilitate meaningful learning and discovery among the Guide’s readers. Adult learning practices undergird various teaching methodologies presented in this Guide, including service-learning, problem-based learning, and community-oriented primary care. These practices include:

- changing the role of the educator as a facilitator of knowledge rather than a controller of knowledge.
- ensuring that learning by doing is at the center of discovery.
- engaging the learner in ongoing critical reflection on what is being experienced for effective learning.
- ensuring that learners help to direct and shape the learning experiences.
- ensuring that new knowledge, concepts, and skills are linked in meaningful ways to the learner’s personal experiences.

**A Checklist for Each Phase of Curriculum Planning**

In an effort to maximize the implementation of the information provided in this Guide, a comprehensive checklist is included in this overview section. The following checklist is a compilation of all suggested “tips” presented in the eight curriculum planning units. You may wish to photocopy and bring this list to meetings of curriculum planning committees, partnership committees, and other relevant groups. Although the number of tips presented may seem overwhelming, readers are not expected to use all of them. Consider the applicability of the tips given the context of the partnership, profession, curriculum, community, and institution involved. Using any number of the presented tips will advance your efforts in a meaningful and deliberate way.

**Unit 1. Establish the Community-Campus Partnership**

During the course of your partnership’s development, have you:
Examined the historical legacy of the relationship between the health professional school and its surrounding communities?

Identified community partners?

Included everyone and spent time “getting to know” your partners?

Involved key decision-makers in the partnership?

Identified each partner’s skills and assets?

Identified roles of partnership members?

Fostered leadership and skill development among partners?

Identified and researched Healthy People 2010 partnership activities and resources?

Developed a partnership agreement or memorandum?

Formed a partnership planning committee?

Established an agenda with special focus on the development of goals, objectives, and strategies?

Established governance, shared leadership, and decision-making structures?

Established a place for the planning committee to meet?

Established useful methods of note-taking?

Established systems to evaluate the meetings?

Established methods of communication between partners?

Determined and designed the partnership’s planning process?

Identified methods of accountability?

Developed a risk management plan?

Developed the strategy for health planning and prioritization?

Developed a partnership assessment plan?

Developed a plan for sharing credit and recognition among partnership members?

Unit 2. Establish Learner Outcomes and Competencies

As part of your course design, have you:

Reviewed competencies for your profession and any competencies that your department or degree program has established?

Engaged community partners in discussions about their expectations of student learning outcomes?

Engaged faculty and students in discussions about their expectations of student learning outcomes?

Established learning and service objectives for the course?

Identified the tasks or competencies that students will be expected to perform or acquire following the course?
Identified what the student must learn in order to complete the necessary task?

Identified opportunities for students to gain skills and competencies related to health disparities and culture?

Determined how student learning will be measured?

Prepared for identifying your teaching methodologies?

**Unit 3. Select Texts and Other Learning Resources**

During the process of selecting your texts and other learning resources, have you:

- Established learner outcomes and competencies?
- Established learning and service objectives?
- Determined your teaching methodologies?
- Determined the purpose of the learning resources or media?
- Determined the type of media you would like to use in the course?
- Identified creative learning resources and texts, including Healthy People publications and other resources?
- Selected learning resources and texts that are directly linked to the Healthy People 2010 objectives?
- Selected learning resources and texts that draw upon or address issues related to cultural competency and health disparities?
- Selected available technology to foster learning?
- Determined roles for students and community partners?

**Unit 4. Plan Course Instruction and Activities**

Throughout the course planning process, have you designed a course that:

- Established learner outcomes and competencies?
- Developed a shared understanding of the service-learning, problem-based learning, and/or community-oriented primary care teaching methodologies among program partners?
- Developed a shared definition of a community-based learning experience among program partners?
- Selected the type of placements, projects, or activities that facilitate the service- and learning-related objectives of the course?
- Determined whether the course selected is appropriate and feasible for achieving specific and selected Healthy People 2010 objectives in a community setting?
- Determined the appropriate structure and requirements for the service and learning components of the course?
Determined how the partnership may facilitate student learning?
Incorporated meaningful reflection activities?
Determined the appropriate classroom workload for the course?
Developed a course that may be structured from past or current student service projects?
Considered different strategies for continuing the partnership and course activities during academic breaks?
Identified opportunities for student and community orientation to the course or program?
Identified opportunities to prepare community partners for their role in teaching and supervising students?
Identified appropriate assessment strategies?
Ensured that time, staff, expertise, and facilities are available within and outside of the campus setting?
Determined if the course is feasible in terms of community expectations?
Ensured that the course is optimal in terms of students’ learning the content?
Ensured that the course incorporates civic/public issues to which the students’ community-based activities might lend itself?
Ensured that the course allows students to develop their critical thinking skills?
Identified opportunities for interdisciplinary or multidisciplinary learning among faculty, students, and community leaders?
Ensured that the course is capable of fostering in students a tolerance and acceptance of diversity?
Ensured that the course is capable of addressing community strengths and assets as well as needs?
Developed opportunities within the course for involving students and community partners in planning and implementing community health activities?

Unit 5. Design Course Evaluation and Improvement Plans
During the design of course evaluation and improvement plans, have you:

Determined whom the evaluation should serve?
Determined who the stakeholders are and what evidence will they find compelling?
Determined the priority areas of the evaluation?
Identified appropriate policies for conducting the evaluation?
Determined the costs of the evaluation and how they will be covered?
Developed a system of building continuous improvement into the evaluation plan?
Collected relevant information for your evaluation early?
Reviewed the evidence base on community-based learning outcomes?
Capitalized on existing opportunities to collect evaluation data?
Identified ways to involve community partners at all levels of the evaluation and assessment plans?
Developed realistic goals and outcomes that are meaningful to stakeholders?
Established the course or program goals?
Established the course or program objectives?
Determined what changes should occur as a result of a program’s efforts?
Linked objectives directly to the activities of the program?
Established community impact?
Established student impact?
Established institutional impact?
Considered hiring an external evaluator if possible or necessary?
Determined the utilization of evaluation results?
Designed a dissemination plan?
Considered opportunities for scholarship?
Shared and celebrated your successes?

Unit 6. Build Course or Program Infrastructure

In building the course or program infrastructure, have you:

Identified the institutional procedures you must follow to develop a community-based course?
Determined whether your course will need approval by your curriculum committee or the ethics committee?
Determined the Internal Review Board (IRB) process for community-based research courses and activities?
Determined the Community Review Board processes for research in the community, if any?
Established the support of the course by your deans, department leaders, faculty, students, and community partners?
Determined your course staffing needs?
Acquired the funding resources that will be allocated to support the course and its activities in the short and long term?
Determined ways to involve existing campus offices in your course development?
Determined whether student associations or other groups on campus should be involved in course and activity planning?
Determined whether there are opportunities to involve an Area Health Education Center (AHEC) or Health Education Training Center (HETC) in the course and activity planning?

- Designed and implemented the marketing plan for the course and activities (for community and campus settings)?
- Identified campus and community space for meeting and course planning?
- Identified other logistical issues, including student travel to community sites?
- Scheduled orientation meetings prior to the course and activities?
- Determined the liability and risk management issues that need to be addressed before the course can be offered?
- Familiarized yourself with your school’s review, promotion, and tenure guidelines?
- Built the support and interest of community leaders in the area?
- Determined what, if any, community resources will contribute to the course activities?
- Identified resources to support, reward, and recognize community partners in the strategic plan?

Unit 7. Sustain and Maintain the Course and Activities

During the process of sustaining and maintaining the course, have you:

- Gained an understanding about your institution’s and community agency’s philosophy and mission of community-based education?
- Determined state and local health objectives?
- Identified strategies to support faculty and their involvement in a wide range of Healthy People 2010 courses and activities?
- Identified strategies to support student involvement and commitment to work toward the fulfillment of the Healthy People 2010 courses and activities?
- Identified strategies to support community participation in working toward the fulfillment of the Healthy People 2010 objectives?
- Created opportunities to develop the leadership skills of all stakeholders?
- Documented buy-in and demand from key constituents?
- Marketed your efforts and successes?
- Implemented strategies that foster ongoing input and feedback among the partners?
- Implemented strategies that foster accountability among the partners?
- Built a source of internal and external financial support for your efforts?
- Established a strong and broad network of supporters and leaders?
- Maintained ongoing communication with the coordinators of your state health plans or Healthy People 2010 activities?
- Recognized and rewarded partnership members?
Unit 8. Practice Culturally Competent Approaches

The following tips are presented to promote critical thinking and action around the practice of cultural competency on a persona, partnership, institutional, faculty, student and community level.

On a personal level, have you:

- Taken a self-assessment of your own cultural competency?
- Learned more about the cultural groups represented in the particular community you are working with?
- Become informed about the intracultural variability issues in your community?
- Developed an understanding about the role of the family in health care decision-making?
- Developed an understanding of the traditional health and spiritual practices in your community?
- Lived and worked in a culture that is different from your own?

At the partnership level, have you:

- Identified and developed plans to determine the program’s and organization’s level of cultural competence?
- Discussed the meaning of cultural competence with faculty, student, community leaders and other stakeholders?
- Created measures targeting the partnership’s degree of proficiency in systematically incorporating culturally competent principles?
- Identified existing structures and resources that can support cultural competency activities in the course?

At the institutional level, have you:

- Examined the historical legacy of the relationship between the health professional school and its surrounding communities?
- Discussed the meaning of cultural competence with faculty, student, community leaders and other stakeholders?
- Discussed educational reform efforts that will promote the necessary skills and knowledge for future culturally competent graduates?
- Identified and developed plans to determine and advance the institution’s level of cultural competence?
- Created measures of the academic institution’s degree of proficiency by systematically incorporating culturally competent principles at all levels of the institution?
At the faculty level, have you:

- Discussed and gained an understanding of the meaning of cultural competency with students?
- Increased student awareness about different cultural values, beliefs and practices in the community through community service activities, etc.?
- Developed an orientation program for the course and activities that incorporate themes related to culture, diversity, and health disparities.
- Discussed the roles that poverty and education play in determining health status in the community and identify creative strategies for improving levels of poverty and education through community service activities.
- Provide and discussed in the course sociodemographic data on the health and preventive services needs of racially and ethnically diverse populations in the community?
- Assisted students in learning about and incorporating culture in the assessment and delivery of health (or community) services to racially, ethnically, culturally, and linguistically diverse groups.
- Advocated for increased access to health services for all through classroom and community-based activities?
- Incorporated themes related to culture, diversity, and health disparities in reflection activities with students?

At the student level, have you:

- Learned more about other cultures and understanding the varying values, beliefs, and practices related to health?
- Learned a language relevant to your community through self-study, a formal course or a language immersion experience?
- Discussed the meaning of cultural competency with faculty, students, community leaders and other stakeholders?
- Discussed the roles that poverty and education play in determining health status in the community and identifying creative strategies for improving levels of poverty and education through community service activities.
- Participated in required and extracurricular courses to learn more about the health needs for racially, ethnically, culturally, and linguistically diverse groups in the community.
Advocated for increased access to health services for all through classroom and community-based activities?

Taken a proactive stance to learning more about being a culturally competent student and future provider?

Invited speakers from different cultures and backgrounds to present to student groups on campus on issues related to health disparities, culture, and diversity?

At the community level, have you:

Discussed the meaning of cultural competency with faculty, students, community leaders and other stakeholders?

Created an advisory board to the local health professional school that gives special attention to issues related to health disparities, culture, diversity, and cultural competency for future providers practicing in the community?

Met with academic institutional leaders at the local health professional school to discuss community interests and expectations related to the skills and knowledge of future health professionals practicing in the community?

Met with faculty, students, and institutional leaders on campus to gain a better understanding of the institutional culture?

References