



Foundational Improvement Science Curriculum (FISC) Program

Ground Rules and Design Principles

2016-2017



Ground rules for FISC program participants:

- Sessions will start on time, and participants are asked to commit to being “fully present” during the sessions. This means refraining from phone calls, emails, or texts during sessions. In return, the leadership promises regular 15-minute breaks for that purpose.
- Listen for a different idea or interpretation from what may be your usual framework
- Ask clarifying questions in a non-defensive manner
- Suspend for awhile your defenses from previously held positions
- Build on ideas that are offered and be open to new perspectives as they are shared
- Contribute to creating a learning space
- Enjoy the spaces and differences between and among us
- Practice becoming a first class listener
- Have fun with the people who have set aside this time to work with you

Program Educational Design Principles:

1. Sessions are meant to be intellectually challenging and interactive. Assignments and activities over each learning session emphasize experiential learning, with cycles of doing (experiencing) followed by discussions. Learning sessions are designed to offer a balance among small group discussions, large group discussions, and individual reflection.
2. Participants should allocate 2-4 hours to prepare for each session in terms of assigned readings and other web-based searches for resources. Additional time will be required to complete the projects related to FISC, but these will vary depending upon topic and whether individuals are working alone or in teams.
3. Each session will have clear learning goals. Any pre-work will be integrated into the session content.
4. Faculty will avoid too much lecturing. “Theory bursts” will be kept brief (10-15 minutes); substantive theory will be covered in pre-work readings.
5. There will be an effort for each participant to interact with as many others as possible during learning sessions.
6. Each program’s perspective and disciplinary emphasis will be valued, and incorporated into the design and plan for the learning sessions as much as feasible.
7. Sessions will be tightly scheduled, and time management by faculty and participants is essential. All discussions and report-outs will be clearly designed such that group reports are presented in a limited time, leaving the majority of time for discussions.
8. Clear instructions will be provided for each individual or group assignment. Creative strategies to effectively cover content, emphasize unique contributions and reduce redundancy will be used. Reporting formats for project presentations will include time limitations and ensure ample time for feedback.
9. Participants will be encouraged (and reminded) to introduce themselves when speaking in the large group. FISC faculty will manage large group discussions to encourage everyone to speak and ensure broad participation, and ensure no individuals dominate the conversations.
10. As feasible, key points will be summarized so that themes and recommendations can be gathered and shared with the group.
11. If time is limited and discussion needs to be stopped, participants will be encouraged to continue the conversations in breaks/over meals/outside of learning sessions.

Adapted with permission from the Health Professions Educators’ Summer Symposium.