Background:
Revising curricular content within a crowded curriculum can be challenging as medical knowledge continues to double annually. Kirksville College of Osteopathic Medicine (KCOM) was awarded the National Institute of Health (NIH) R25 grant to integrate Evidence Based Practice (EBP) into its curriculum. KCOM developed a faculty development model based on Rogers’ Diffusion Theory to infuse EBP content into the curriculum without reducing existing course content and increasing faculty contact hours. This model was the catalyst for adding an introductory EBP course for first year medical students, improving faculty culture, and cultivating a climate for change.

Level of Educational Program:
The level of educational program is doctoral.

Targeted Learning outcomes:
The participants attended a faculty development workshop series that promoted consensus building, discussed a model for adding new content to the existing curriculum, and examined how to utilize curricular mapping to ensure curricular alignment. All incoming osteopathic medical students took a foundational EBP class and expanded their EBP knowledge base in subsequent courses containing advanced EBP concepts.

Teaching Learning Activities:
KCOM conducted planning meetings with workshop faculty participants to outline where each EBP step (Ask, Access, Analyze, Apply) would be incorporated into the curriculum. A curricular mapping tool was initiated as a quality control measurement to guide the EBP planning and track the infusion of EBP content into courses.

Evaluation Approach:
Pre and post-test data collected after the workshop series demonstrated faculty felt better equipped to teach and integrate EBM concepts into their courses and summative evaluation efforts revealed there was a statistically significant ($P<.001$) increase of faculty teaching EBP concepts within two years of the NIH award. Evidence supports that employing a faculty development model emphasizing a “bottom to top” approach and consensus building are conducive to engaging faculty and garnering its support to effectuate successful curricular change.

Bibliography: