

How is this parallel curriculum different from just having the two schools as they are, and communicating what does and doesn't work?

Q&A



The type of information-sharing and fluidity are what we want to cultivate tonight. Parallel is where we begin. But a parallel curriculum, if done right, also recognizes the unique contributions that we each have in our geographic areas. We're going to be there, accomplishing even more than anyone could have ever imagined. It's not that it's a parallel just traveling separate and alongside, but really interdigitating to what is going to drive us to excellence.

MARIA L. SOTO-GREENE, MD, MS-HPed
Executive Vice Dean
New Jersey Medical School

This is an amazing opportunity for us to be able to highlight the unique aspects for each of our schools. We're building a medical school of the future, and I would say we have not even imagined all the possibilities for Rutgers School of Medicine. Pursuit of a school with parallel curricula may be an optimal way to begin the integration of our schools, and it will simultaneously drive the innovation and excellence that we seek.

CAROL A. TERREGINO, MD
Senior Associate Dean for Education and Academic Affairs
Robert Wood Johnson Medical School



From the curriculum standpoint, we do work together. But that's different from having common core objectives and competencies as a unified school. That's what the drive for a single accreditation is for. In part, it forces us to share and collaborate even more to really look at the bigger picture, which then can benefit our students, obviously, but at the end of the day also our patients.

CHRISTIN M. TRABA, MD, MPH
Associate Dean for Education
New Jersey Medical School

A parallel curriculum in a medical school typically refers to a curriculum structure that incorporates multiple educational approaches or tracks simultaneously. Having separate schools with distinct curricula that communicate with each other -- what we have now -- leads to challenges in alignment and fewer opportunities to build on each other's talents. Students in a parallel curriculum will provide faculty and students the opportunity to collaborate with peers from different tracks, breaking down silos that hinder interdisciplinary work.

ARCHANA PRADHAN, MD, MPH
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