

## Who Should Be on the Spectrum of Care Curriculum Team?



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Change requires the involvement of many individuals, not just one leader (Elrod et al., 2024). Systemic change affects multiple areas, making it essential to have a variety of leaders actively participating. Adopting a team or shared leadership model ensures that leaders with diverse viewpoints and experiences are part of the change process.

It is important to identify high-functioning individuals who can drive the success of your program's spectrum of care (SOC) curricular change initiative. Your SOC curriculum task force should include appropriate key players and be diverse in expertise, roles, social identities, and experiences. Consider the following task force structure and potential individuals to recruit to be part of the team.

1. Chair or co-chairs: A curriculum and assessment administrative leader may be the natural driver of this charge. Alternatively, consider:
  - the chair or a senior member of the Curriculum Committee
  - the leader of the primary care curriculum or clinical experiences
  - trusted faculty or staff members who have a broad view of the curriculum, clinical environment, and both primary and specialty practice
2. Membership: Include a range of individuals who can communicate effectively with relevant key players while maintaining a manageable size for the task force. Some individuals will meet more than one task force need, which will reduce the overall size of the task force. When assembling your task force, consider including individuals from some of the following roles:
  - departmental or major unit representative
  - basic science educator
  - primary care clinician and (technician) staff member
  - external primary or shelter care veterinarian
  - liaison to veterinary technician education (in-house or collaborator)
  - veterinary medical association (e.g., local, state, provincial) representative
  - instructional designer, consultant, or staff member
  - assessment leader or relevant committee member
  - faculty specialist clinician and instructor
  - additional Curriculum Committee member
  - students (early or close to graduation) or recent graduates
  - outreach or community liaison; alumni practitioners
3. Administrative support: Assign an individual to support meetings and handle minutes, notes, follow-ups, data collection, and survey administration

4. Consider clarifying specific roles of each task force member to ensure engagement and distribution of workload. Roles could include:
  - facilitator for faculty meetings
  - facilitator for committee meetings
  - data analyst
  - literature reviewer and resource-gatherer
  - implementation leader
  - assessment planning leader
  - guest speaker/resource liaison
5. Consider establishing subgroups of the task force to focus on different change moves in the planning, implementing, and sustaining phases of SOC curricular change, including:
  - ensuring availability of resources
  - assessing SOC curriculum change needs by mapping the curriculum to the SOC Education Model
  - gathering diverse key player perspectives on SOC preparation
  - communicating the curricular change plan to various interested parties
  - evaluating program- and course-level SOC curricular changes
  - ensuring continued success
  - sharing and using evidence

## RECOMMENDED CITATION

Lane, I. F., & Semevolos, S. A. (2025). Who should be on the spectrum of care curriculum team? In AAVMC Spectrum of Care Initiative Task Force, H. N. Fedesco, & J. E. Brodsky (Eds.), *Enhancing spectrum of care preparation in veterinary education programs: An implementation strategies guide* (pp. 45–46). American Association of Veterinary Medical Colleges. <https://doi.org/10.17605/OSF.IO/AHWQE>

## REFERENCES

Elrod, S., Kezar, A., González, Á. J., & Holcombe, E. (2024). *Change leadership toolkit 2.0: A guide for advancing systemic change in higher education*. Pullias Center for Higher Education, University of Southern California. <https://pullias.usc.edu/project/the-change-leadership-toolkit-for-advancing-systemic-change/>