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What Makes a Great Health Professions Course Stay Great?

Why leading programs are rethinking how they keep foundational courses current—and how expert-developed course content can help universities modernize curriculum.

Health professions education has never stood still. Clinical practice evolves. New medications enter the market. Clinical guidelines change. Evidence advances. Accreditation expectations continue to evolve. At the same time, faculty members are balancing teaching, scholarship, clinical practice, student mentoring, and program leadership. Yet many foundational courses, the courses every student depends on, are expected to keep pace with all of it.

For program directors and faculty, the question isn't whether course content needs to evolve. It does. The question is: **How do you keep foundational curriculum relevant without asking faculty to rebuild it every few years?** That's becoming one of the biggest challenges facing health professions education today.



The hidden cost of keeping curriculum current

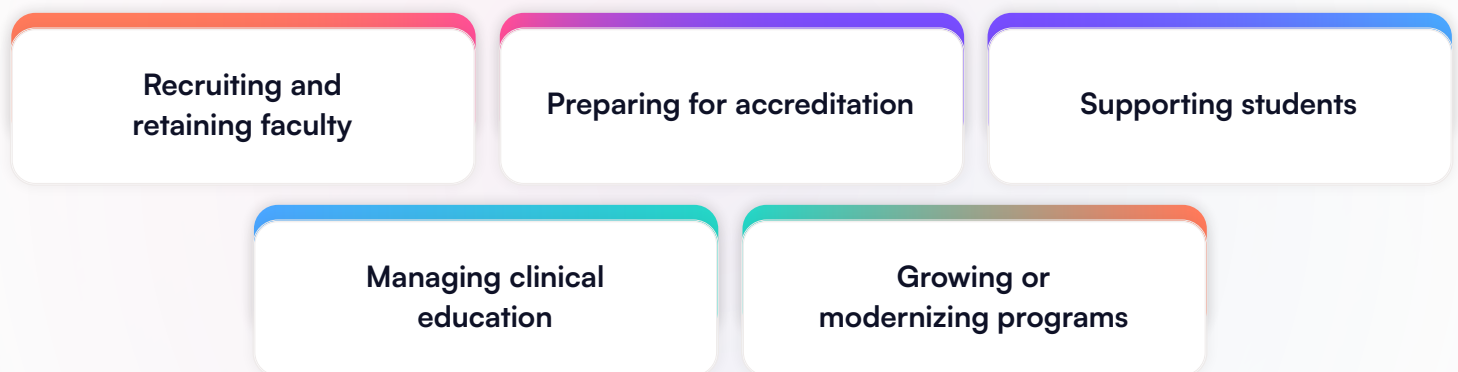
Developing a high-quality course takes significant expertise and hundreds of hours of work. Maintaining it is even harder.

Consider a few examples:

- Pharmacology continually changes as new medications, indications, and prescribing practices emerge.
- Diagnostic imaging evolves with new technologies, clinical guidelines, and referral practices.
- Medical screening requires clinicians to recognize changing patterns of disease, emerging conditions, and evidence-based referral decisions.
- Women's health and pelvic health continue to expand as research advances and standards of care evolve.

Each update matters. Yet for many institutions, updating content often competes with other priorities.

Competing Institutional Priorities



Faculty time is one of a program's most valuable—and limited—resources.



The goal isn't more recorded lectures

When people hear the phrase licensed course content, they sometimes imagine students watching videos independently while faculty step aside. That isn't effective teaching, or how successful universities use high-quality licensed curriculum.

The most effective programs use foundational digital content as a starting point, not the entire educational experience.

Faculty continue to do what faculty do best:

- Lead discussions
- Facilitate clinical reasoning
- Design meaningful learning experiences
- Coach students
- Assess competency
- Connect foundational knowledge to patient care

Technology delivers information. Faculty create learning. If this approach sounds different from the way licensed course content has traditionally been viewed, that's because it is.

Introducing Strelis Courses™

At **Strelis™ (formerly Rehab Essentials)**, we've renamed **University Licensing Select (ULS)** to **Strelis Courses**. While the name is changing, the product has continued to evolve to better support the changing needs of universities and health professions education.

Strelis Courses represents more than a library of recorded lectures. It is a growing portfolio of expert-developed, modular courses designed to help universities strengthen foundational instruction, reduce the burden of curriculum development, and give faculty more time to focus on teaching and student engagement.

Courses have also evolved to better support today's educational needs. New and refreshed courses, instructional resources, and a growing portfolio of subject areas help programs address high-demand content areas while giving faculty confidence that foundational instruction remains relevant and aligned with current practice.

The new name reflects our broader vision: helping universities modernize curriculum while preserving faculty leadership, institutional ownership, and academic quality.



Supporting faculty, not replacing them

That philosophy is intentional. One of the most common misconceptions about licensed curriculum is that institutions simply assign recorded lectures and consider the job complete. That's not how Strelis Courses was designed to be used. Successful programs integrate foundational content into a broader instructional strategy.

Faculty remain responsible for:

- Course design
- Learning activities
- Case discussions
- Simulation
- Clinical application
- Student mentoring
- Assessment
- Grading

The recorded content provides a strong, consistent foundation. Faculty build upon that foundation with the experiences that develop clinical reasoning, judgment, and professional growth. This approach reflects established best practices for using licensed course materials in both traditional and hybrid learning environments.

“ Every course and module we licensed aligned with our curriculum standards and instructional goals. It was easy to implement, and we appreciated the flexibility to use it where it made the most sense across our program.”

John A. Carzoli, PT, DPT, EdD, Western Carolina University

In other words:

Technology delivers information. Faculty create learning.



Continuous improvement matters

Healthcare doesn't stop changing. Neither should curriculum.

That's why more universities are looking for partners that recognize curriculum is never truly "finished." As clinical practice evolves and educational expectations change, foundational content should be reviewed and refreshed to remain relevant and valuable for both faculty and learners.

At Strelis, we are committed to continually strengthening our course portfolio so institutions have access to high-quality foundational content that reflects current practice and supports modern health professions education.

That philosophy reflects our broader commitment to helping universities modernize, strengthen, and continuously improve health professions education through academic expertise, learning systems, and institutional partnership.

Giving faculty more time for what matters most

Every hour spent recreating foundational lectures is an hour that cannot be spent mentoring students, developing innovative learning experiences, conducting scholarship, or strengthening clinical partnerships.

By providing expert-developed foundational instruction that can be integrated into existing curricula, Strelis Courses helps institutions redirect faculty effort toward the activities that have the greatest impact on learner success. The result is more meaningful faculty involvement.



A foundation that grows with your program

Modern health professions education requires flexibility. Programs need curriculum that can support new faculty, fill content gaps, expand learning opportunities, and adapt as educational needs evolve. That's the role of **Strelis Courses**.

As health professions education continues to evolve, we're committed to helping universities keep foundational learning strong through expert-developed content that supports both faculty and student success. Whether you're looking to strengthen a single course in Pharmacology or Medical Screening, enhance Diagnostic Imaging instruction, expand Women's Health offerings, or integrate expert-developed content across multiple areas of your curriculum, the goal remains the same: **Provide students with high-quality foundational learning while empowering faculty to focus on the experiences only they can provide.**

Because the best health professions programs don't simply deliver content. They create clinicians who are prepared for the future.

Introducing Strelis Courses

(formerly University Licensing Select)

Explore our growing catalog of expert-developed, flexible courses designed to help universities modernize foundational learning, support faculty, and continuously improve health professions education.

Visit **Strelis.com** to learn more about Strelis Courses or schedule a conversation with our team.

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