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MEDCIN

Medical Curriculum Innovations

Workshop on medical curriculum structures construction

Brno, November 29, 2016

Aristotle University of Thessaloniki

MU IBA

Karolinska Institutet

St George's University of London

Partners

Aristotle University of Thessaloniki

Karolinska Institutet

Goals

- To discuss in-depth the medical and healthcare curricula structures in accordance with international standards and recommendations.

- To get relevant feedback describing expected medical curricula shapes.

Workshop timetable

10 min	M. Komenda Czech language	MEDCIN project introduction & Workshop scenario
50 min	Participants Czech language	Curriculum construction in working groups
8 min	Ch. Vaitsis English language	Karolinska Institutet: Curriculum structure overview
8 min	L. Woodham English language	St George's University: Curriculum structure overview
8 min	D. Spachos English language	Aristotle University: Curriculum structure overview
20 min	Participants Czech language	Short presentation of created curriculum structures

Learning outcomes

- To understand medical and healthcare curriculum building blocks and descriptive attributes.
- To construct own curriculum in accordance with international standards and recommendations.
- To explore hidden relations and information-rich content in curriculum data.

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Project introduction

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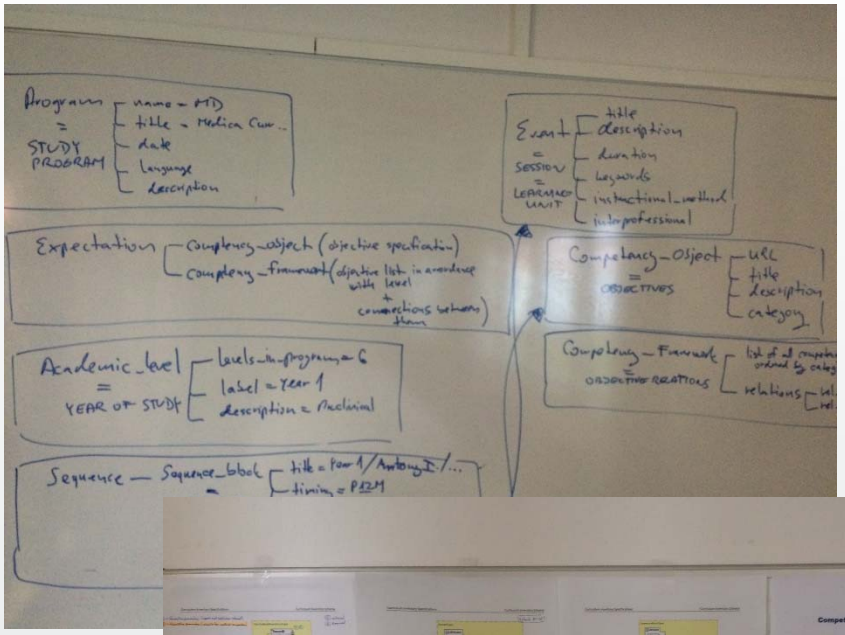
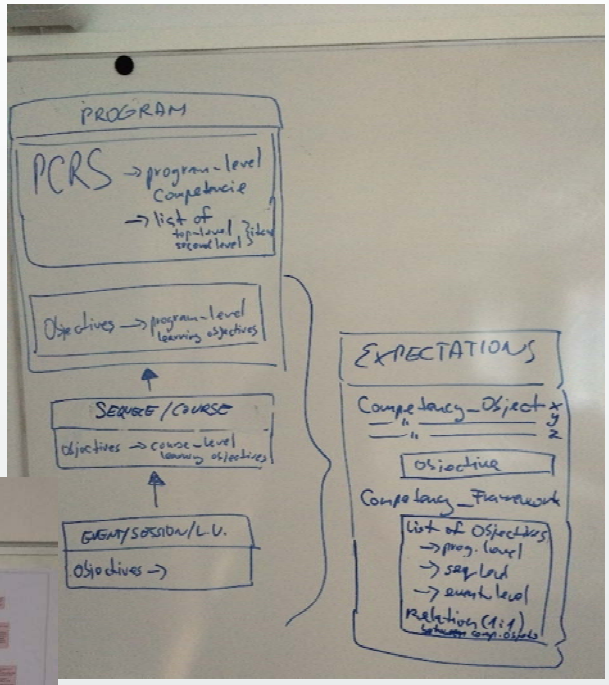
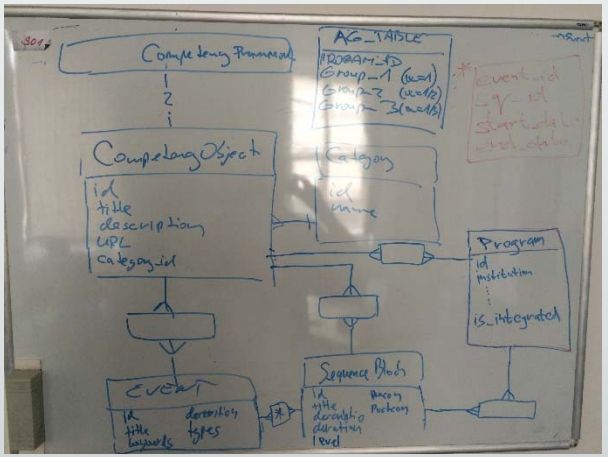
MEDCIN outputs

- Guidelines on medical curriculum standardization
- Standardization of OPTIMED
- Advanced methodology
- Analysis, evaluation, mapping and comparison of medical curricula


Program = STUDY PROGRAM
name = MD
title = Medica Curr...
date
language
description
Event = SESSION = LEARNING UNIT
title
description
duration
keywords
instructional_method
interprofessional
Expectation
Competency_object (objective specification)
Competency_framework (objective list in accordance with level + connections between them)
Competency_Object = OBJECTIVES
URL
title
description
category
Academic_level = YEAR OF STUDY
levels_in_program = 6
label = Year 1
description = Preclinical
Competency_Framework = OBJECTIVE RELATIONS
relations
Sequence — Sequence_block
title = Year 1/Antony I/...
timing = P12M


PROGRAM
PCRS → program-level Competencie
→ list of top-level second level } item
Objectives → program-level learning objectives
SEQUECE / COURSE
objectives → course-level learning objectives
EVENT/SESSION/L.U.
objectives →
EXPECTATIONS
Competency_Object x y z
Objective
Competency_Framework
list of Objectives
→ prog. level
→ seq. level
→ event level
Relation (1:1)

Competency Object Example


Competency Framework
AG_TABLE
PROGRAM_ID
Group_1 (w=1)
Group_2 (w=1/2)
Group_3 (w=1/3)
Competency Object
id
title
description
URL
category_id
Category
id
name
Program
id
institution
is_integrated
Sequence Block
id
title
description
duration
level
Pacon
Postcon
EVENT
id
title
keywords
description
types

MEDCIN platform prototype

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Curriculum construction in working groups

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Workshop scenario

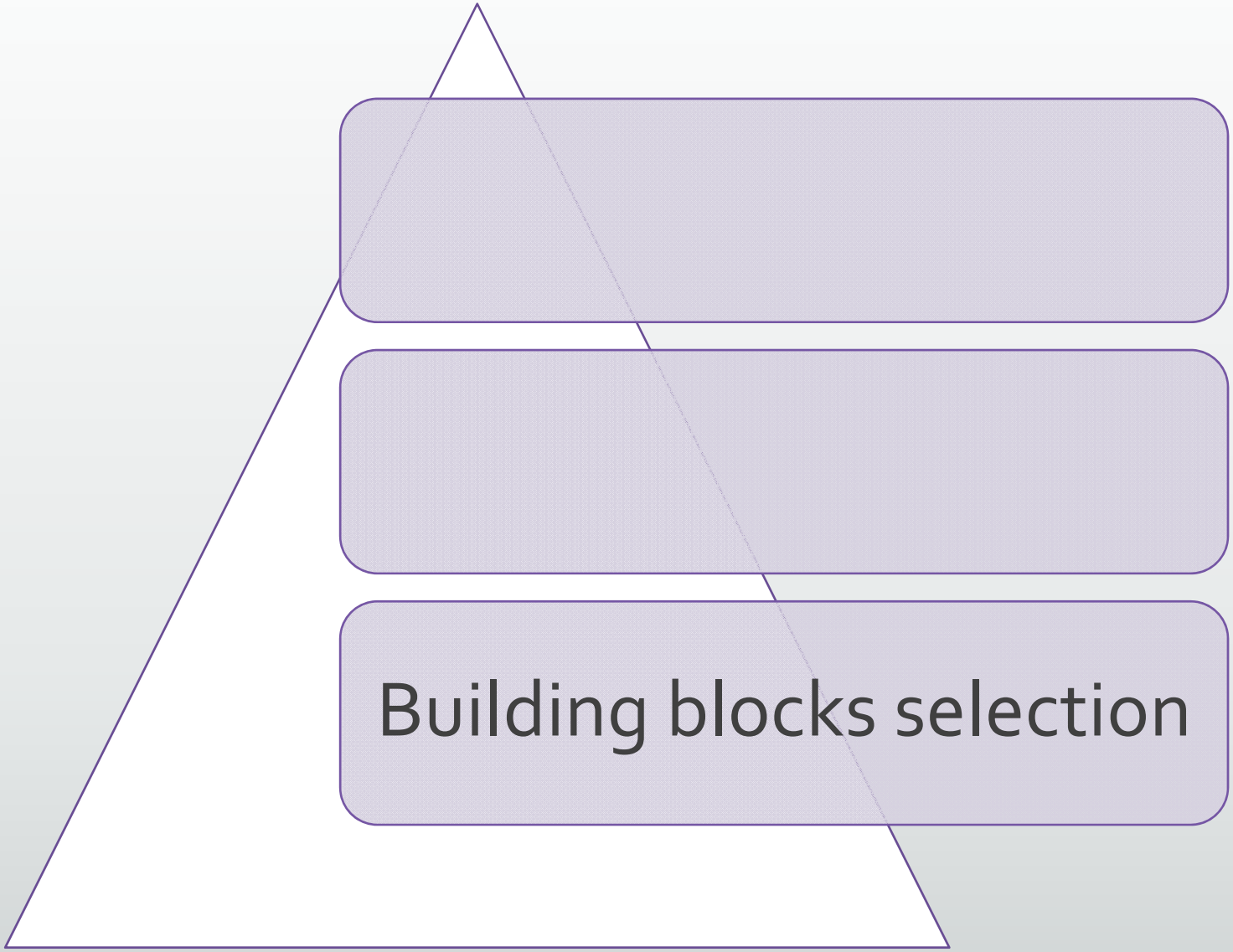
You are a management member of a new virtual medical and healthcare faculty.

The first issue which you must deal with is to define a curriculum structure using available building blocks and descriptive attributes.

There is a need for an exact graduate profile using selected curriculum attributes.

Benefits of structured curriculum

- From students' perspective: To understand the global structure of selected study field and what topics will be taught in a given time period.
- From teachers' perspective: To identify missing and overlapping topics across selected study field.
- From management perspective: To overview the entire study field including detailed content evaluation and visualization reports.



15'

Part I: Building blocks selection

Building blocks	Description
Study program	General medicine
Medical and health discipline	Anatomy
Sequence block	Course, Module, Unit, Block, Clerkship
Event	Instructional or Assessment Session
Competence	Learning outcomes, competencies, learning objectives, professional roles, topics, classifications

Including examples

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Study program
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Medical and health discipline
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Sequence block
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Event
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Competence
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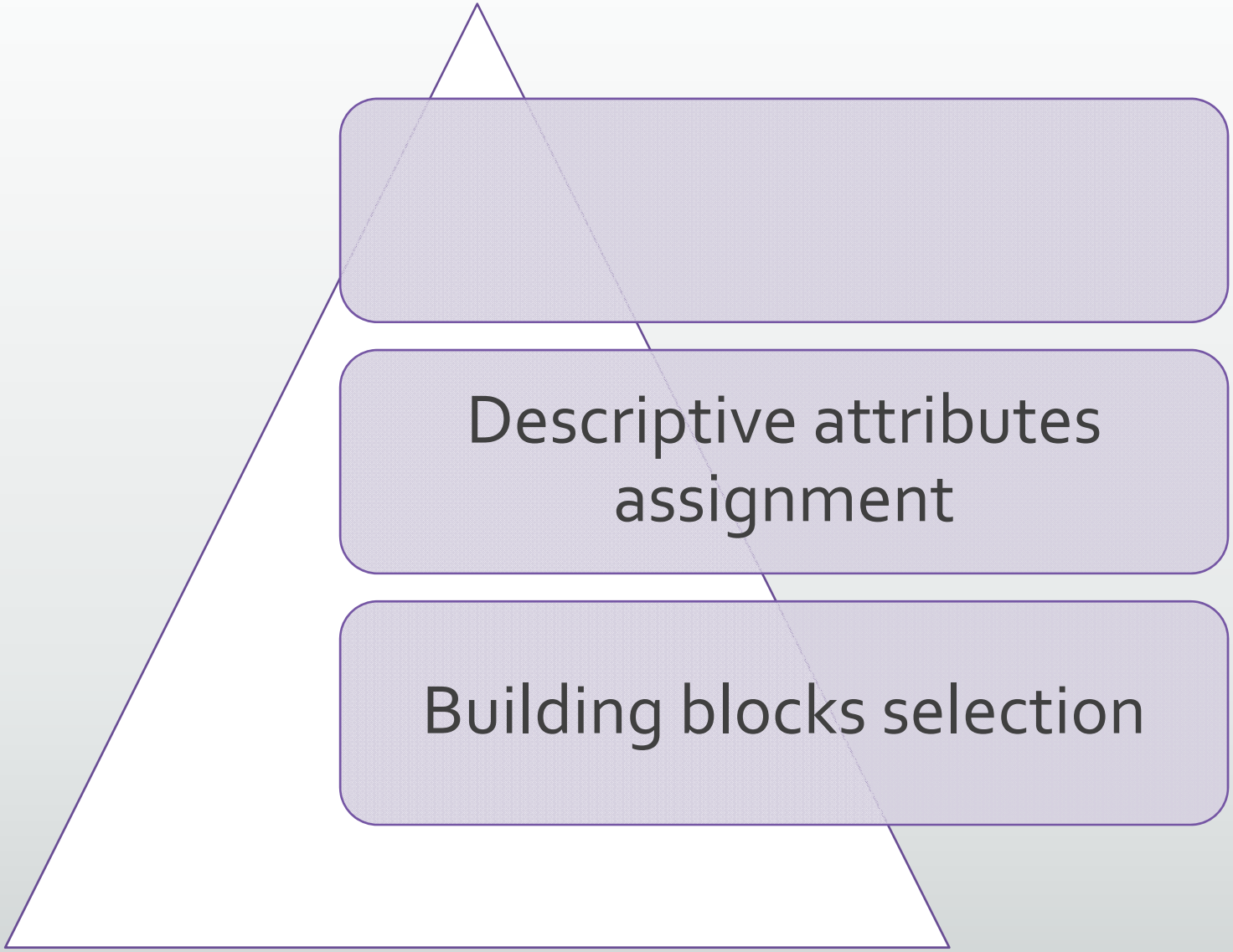
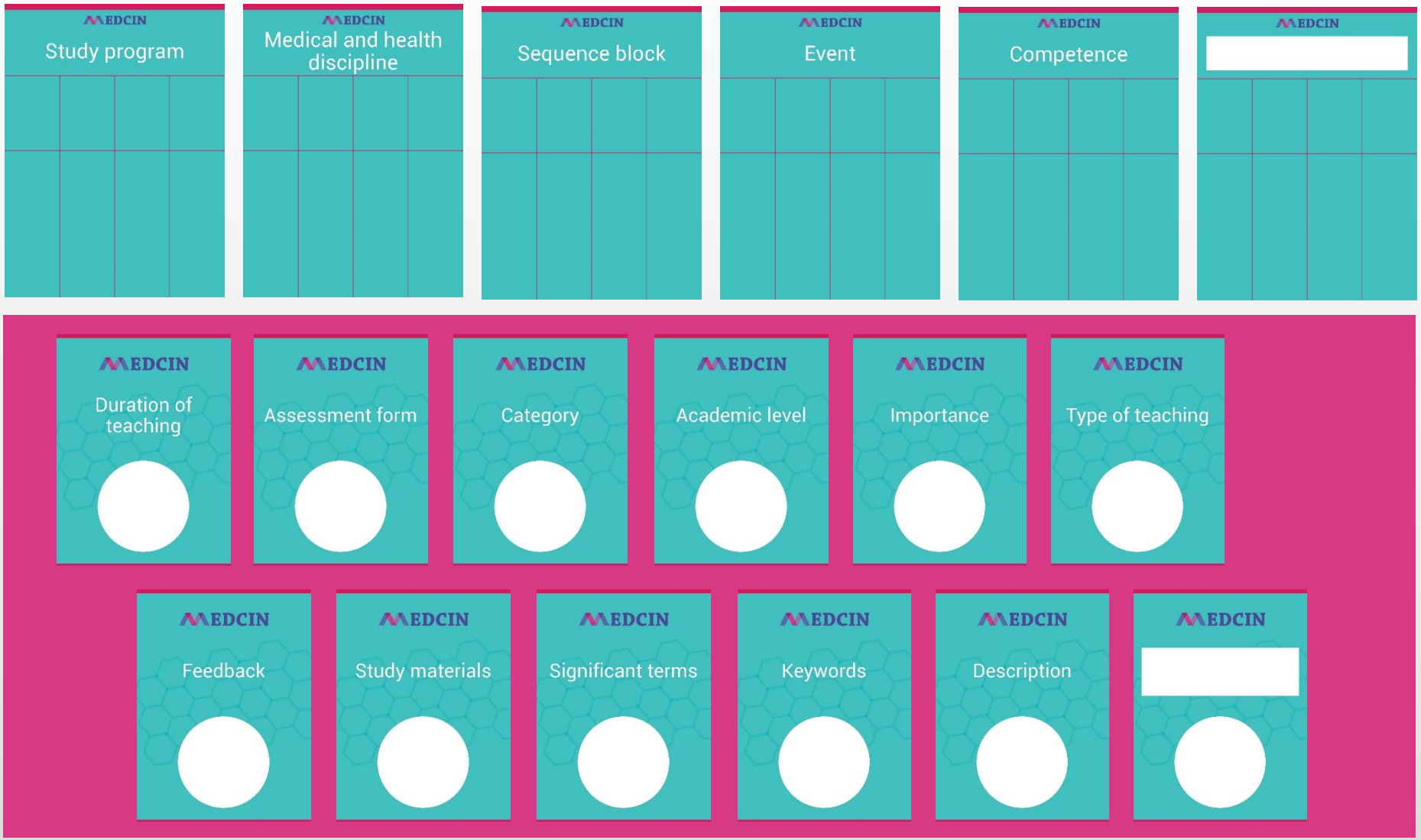
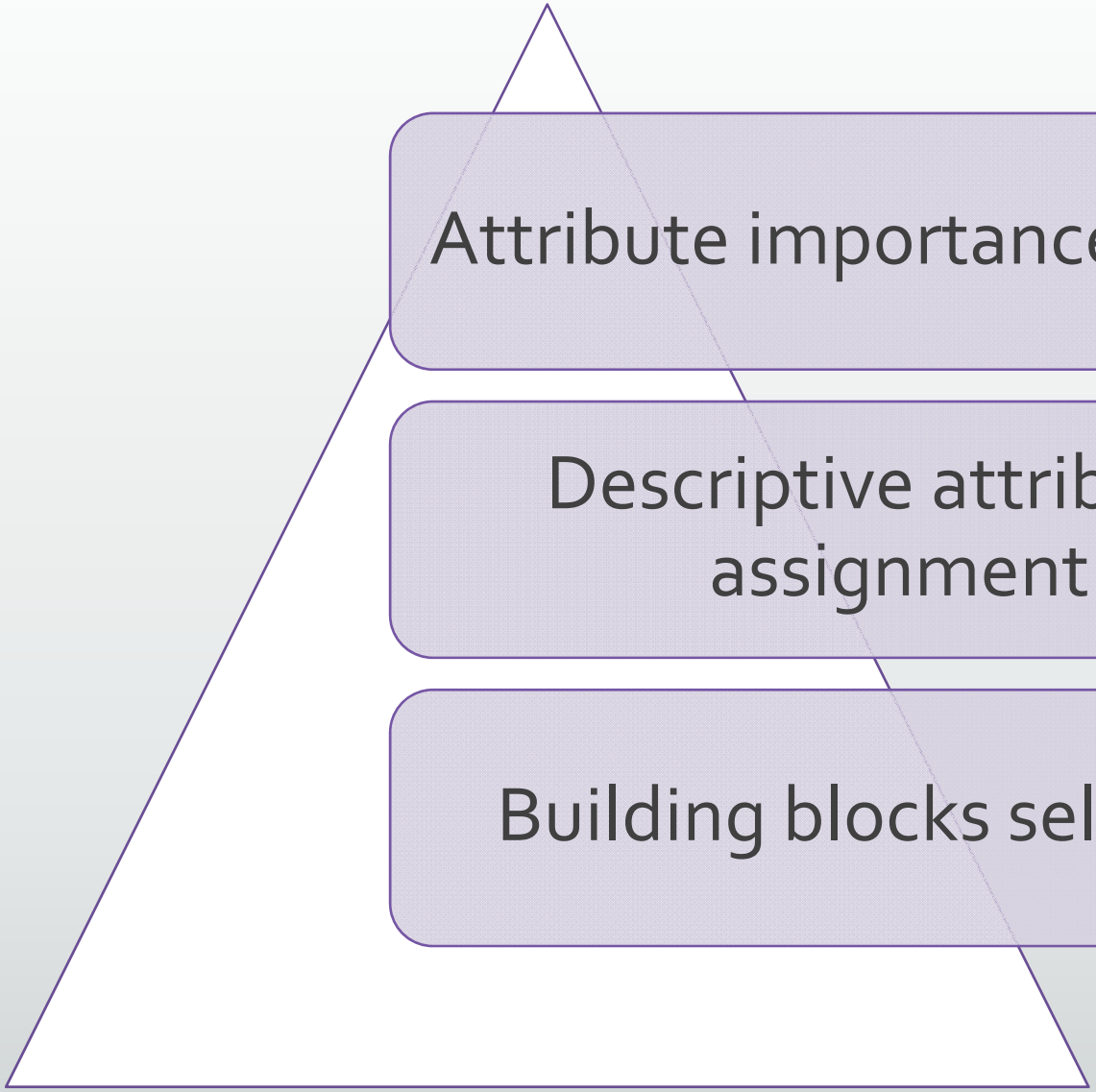

Descriptive attributes assignment
25'
Building blocks selection
15'

Part II: Descriptive attributes assignment

Parameters	Description
Category	Program-level, Competency-level, Sequence block-level
Assessment form	Form of evaluation
Duration of teaching	In hours
Type of teaching	E.g. lecture, seminar, clinical practice, self-study, etc.
Importance	Initial brief explanation (why a building block occurs, and if so what follows the target)
Description	Short summary of a building block along with educational goals and instructions description
Keywords	Free text based or standardized keyword form
Significant terms	Fundamental topic contained and explained during teaching period in a tree structure
Study materials	Recommended literature or e-learning information source
Feedback	Private message to curriculum designer
Academic level	Year of curriculum



Including examples


Attribute importance setting
10'
Descriptive attributes assignment
25'
Building blocks selection
15'

Part III: Attribute importance setting

Use scale from 1 to 5

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Curriculum structure overview

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Short presentations

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To be completed

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