MEDEDU 2130: Curriculum Design, Implementation, and Evaluation

Director: Melissa McNeil, MD, MPH

Dates: January 5th to January 28th 2004.

Course Days and Time: Monday and Wednesday from 3:00 to 5:00**

Location: BST 216 (for all class sessions)

** The first class session on January 5 will begin at 3:30pm.

Course Summary

This course is designed to explore and develop the principles of curriculum design, implementation, and evaluation. Students will learn the six step method of curriculum development including: general needs assessment, individual learner assessment, development of goals and objectives, educational strategies for different objectives, needs and barriers to course implementation, evaluation, and feedback. Assessment of knowledge, skills, and attitudes will be included. A discussion of both formative and summative assessment will also be covered. At the end of the course students will have developed a curriculum in an area of their choosing.

Goals of Course:

1. Understand the 6 step method for curriculum design
2. Review methods for curricular needs assessment
3. Understand how to develop goals and objectives
4. Review the different educational strategies and the theory underlying their choice for a specific educational objective
5. Learn to identify the needs and barriers for successful curriculum implementation
6. Understand the principles of knowledge base assessment including the construction of test questions and their appropriate use
7. Understand the principles of performance based assessment and their appropriate use
8. Learn the principles of feedback including both formative and summative feedback

Overview of Course:

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<thead>
<tr>
<th>Topic</th>
<th>Students will be able to:</th>
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<tbody>
<tr>
<td>Session 1: Overview</td>
<td>Discuss 6 step curriculum process</td>
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<td>Different types of curriculum</td>
<td>Understand curriculum models</td>
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<tr>
<td>Session 2: Needs Assessment</td>
<td>Demonstrate understanding of needs assessment by identifying a curricular need</td>
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<tr>
<td>Session 3: Goals and Objectives</td>
<td>Demonstrate ability to develop goals and objectives for curriculum development</td>
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<tr>
<td>Overview of Course:</td>
<td>Goals:</td>
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<tr>
<td><strong>Topic</strong></td>
<td><strong>Students will be able to:</strong></td>
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<td>Session 4: Educational Strategies</td>
<td>Demonstrate understanding of different educational strategies by developing appropriate strategies for previously developed goals and objectives</td>
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<td>Session 5: Implementation: Needs and Barriers</td>
<td>Develop a plan to implement a new curricular innovation identifying both resources needed and anticipated barriers</td>
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<td>Session 6: Evaluation: Performance Based</td>
<td>Develop a plan for assessing a performance based assessment</td>
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<tr>
<td>Session 7: Evaluation: Knowledge Based</td>
<td>Develop a plan/questions for assessing knowledge to be communicated in a curriculum</td>
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<tr>
<td>Session 8: Feedback</td>
<td>Demonstrate an understanding of the Difference between formative and summative evaluations</td>
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**Requirements:**

1. Attendance at all class sessions
2. Completion of assigned reading
3. Completion of homework assignments
4. Develop (through weekly assignments) a plan for a curriculum using the 6 step process
5. Present curriculum design, plan for implementation, and evaluation strategy to the group

**Required Text:** *Curriculum Development for Medical Education: A Six Step Approach.*
Details of Class Sessions:

Session 1: Introduction January 5, 2004 McNeil
Overview of curriculum design including differentiation of subject centered, integrated, and competency based curriculums. Introduction of the 6 step plan for curriculum design.

Homework: Identify a curricular need; perform a general needs assessment.

Session 2: Needs Assessment January 7, 2004 McNeil
Session will begin with presentation of student identified curricular need with critique of needs assessment. Following student presentations, strategies for assessing individual learner needs will be reviewed.

Homework: Develop a strategy for doing an individual needs assessment for your proposed curricular project.

Session 3: Goals and Objectives January 12, 2004 McNeil/Brink
Session will begin with presentation of plans for individual needs assessment with group critique. Didactic will introduce concepts of goals and objectives, how to develop with special attention to including knowledge, skills, and attitudes.

Homework: Develop goals and objectives for curriculum project.

Session 4: Educational Strategies January 14, 2004 McNeil
Session will begin with review of student-generated goals and objectives will class critique. Didactic will include pros and cons of various educational strategies and how to chose a strategy for a given curricular need.

Homework: Develop appropriate educational strategies for your curricular project and justify.

Session 5: Implementation January 19, 2004 McNeil
Session will begin with review of student generated educational strategies. Didactic will highlight how to plan to implement a curriculum innovation including identification of resources needs, strategies for marshalling support, and how to identify and overcome barrier.

Homework: Students will develop a plan for implementation of their curriculum project with attention to resources needed and barriers anticipated.
Session 6: Evaluation: January 21, 2004 McNeil

Performance Based Assessment

Session will begin with review of implementation plans. Didactic will cover strategies for performance based assessment—what is appropriate to evaluate this way, benefits, costs, issues of reliability and validity. Use of professional patients and OSCE examinations will be covered.

Homework: Students will develop a plan for performance-based assessment related to their curricular project.

Session 7: Evaluation: January 26, 2004 McNeil

Knowledge Based Assessment: Written Tests

Didactic will cover strategies for writing valid and reliable test questions. No discussion of previous assessment.

Homework: Students will develop written test questions for their curriculum project.

Session 8: Feedback January 28, 2004 McNeil

Session will begin with student presentation of curriculum projects including evaluation tools (both performance based and written test questions). Didactic will cover feedback including the importance of, strategies for, and differences between formative and summative feedback. Course will conclude with feedback and evaluation session.