

Course Title	Curriculum Design and Evaluation in Medicine				
Course Code	MDE650				
Course Type	Compulsory				
Level	Master (2 <sup>rd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> year / 2 <sup>nd</sup> semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	Up to 6 Teleconferences	Laboratories / week	None
Course Purpose and Objectives	<p>The purpose of the present course is to familiarize students with the creation of any type of curriculum in a Medical School or in any Healthcare related School. The course will emphasize on how Educators sophisticated blend educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment, and the individual students' learning style in order to create an effective and innovative curriculum. Moreover, emphasis will be given to a process known as curriculum mapping has been described by Harden as a method to organize curricular contents. Curriculum mapping can help both educators and learners by displaying the key elements of a curriculum, and the relationships between them. Moreover, the students will get familiar with the scope and sequence of learning, they will understand and clarify how curriculum links with assessment, and how curriculum planning becomes more effective and efficient. The students will also be exposed in the windows through which the curriculum map can be explored namely: (1) the expected learning outcomes; (2) curriculum content or areas of expertise covered; (3) assessment; (4) learning opportunities; (5) learning location; (6) learning resources; (7) timetable; (8) educators; (9) curriculum management; (10) learners.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe SPICES model proposed by Harden</li> <li>• Critically analyze Kern's framework for curriculum development</li> <li>• Discuss the PRISMS model, proposed by Bligh</li> <li>• Criticize and discuss how Andragogy can fit in the creation of a Medical Curriculum</li> <li>• Introduce ethics in all aspects of a medical curriculum</li> <li>• Effectively use curriculum mapping for curriculum revision</li> </ul>				

Prerequisites	None	Co-requisites	None
Course Content	<p>A curriculum defines the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. It specifies teaching, learning and assessment methods and indicates the learning resources required to support effective delivery.</p> <p>One of the primary functions of a curriculum is to provide a framework or design which enables learning to take place. A syllabus is the part of a curriculum that describes the content of a programme.</p> <p>Curriculum design needs to reflect the educational, health-care and professional context and the level of the learners and expected outcomes</p> <p>Medical and health-care curricula are informed by reports and recommendations of statutory bodies, benchmarking and professional standards (e.g. Tomorrow's Doctors; General Medical Council, 2009), or a syllabus, learning outcomes or competency statements (e.g. those produced for postgraduate medical education). These provide templates for curriculum design and form the backdrop for audit, review and inspection.</p>		
Teaching Methodology	E-Learning		
Bibliography	<p>Kern DE, Thomas PA, Hughes MT (2016). Curriculum Development for Medical Education: A Six-Step Approach. John Hopkins University Press 2<sup>nd</sup> Edition.</p> <p>Thomas PA &amp; Kern DE (2004). Internet Resources for Curriculum Development in Medical Education.  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1492314/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1492314/</a></p> <p>Harden RM &amp; Laidlaw JM (2017) Essential Skills for a Medical Teacher: An Introduction to Teaching and Learning in Medicine 2nd Edition, Elsevier</p>		
Assessment	Assignments/Ongoing Evaluation	50%	
	Final Examination	50%	
	Total	100%	
Language	English		