



A Curriculum on Curriculum: For Osteopathic Educators

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+ What Is A Curriculum



- In formal education, the **set** of courses plus their content offered at a school.
- Curriculum is two things:
 - The range of courses from which students choose what subject matters to study
 - A specific learning program.
- The curriculum collectively describes the teaching, learning and assessment materials for a course of study.
- A curriculum is prescriptive.



- Curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults.
- For many, the school curriculum is a race to be run, a series of obstacles or hurdles to be passed.





How Do We Define Curriculum?



- Curriculum is all planned learning for which the school is responsible.
- Curriculum is all the experiences learners have under the guidance of the school.
 - John Delnay (1959.)

+ History of Curriculum

- **The Nature of the Subject Matter**
 - Content of the curriculum, and what subject matter to include
 - The subject matter of history should be based on events that actually happened in the past.
- **The Nature of the Society**
 - If the curriculum is to have utilitarian values, then it must lead the student not only to knowledge of the external world, but to knowledge that can be applied in the world.



+ History of Curriculum



■ The Nature of the Individuals

- The curriculum may be a set of suggestions to the teacher about how to take advantage of the growth opportunities for each student.

+ The Harvard Curriculum in Colonial America

- Logic
- Physics
- Rhetoric
- History
- Ethics
- Politics
- Geometry
- Astronomy
- Literacy Studies



+ Foundations of Curriculum Planning



- Social Forces
- The Treatment of Knowledge
- Human Growth & Development
- Learning as a Process
- Technology

+ Common Curricula Designs



Instruction	Purpose	Activity
Content Based	Knowledge	Acquisition of Knowledge
Shell Based	Process	Practice & Application
Inquiry	Awareness	Sampling
Conceptual	Understanding	Gain Familiarity
Interdisciplinary Learning	Create Connections	Application
Cooperative Learning	Coordinate Team Skills	Group Work
Problem Solving	Apply Skills	Current Events
Critical Thinking	Construct New Forms	Model Building
Creative Thinking	Construct New Forms	Imagination

+ Who Is The Curriculum For



- Accrediting Bodies
- Administrators
- Educators
- Students



+ The Hidden Curriculum



- Hidden curriculum describes things that are taught to students which aren't part of the primary and open curriculum.
 - What is Important
 - What Behaviors are Appropriate
 - Who is Valued



Hidden Curriculum in Medicine



- The hidden curriculum, AKA the **culture**, in medical schools is about individuals sharing the same set of premises that are taken for granted.
- Components of the hidden curriculum previously:
 - Doctors do not make mistakes
 - You can know everything if you just try hard enough
 - It is OK to be rude when you are doing something really important
 - Communication skills are nice to have but not essential
 - Leaving the hospital is a sign of weakness
 - You must not question doctors more senior than you

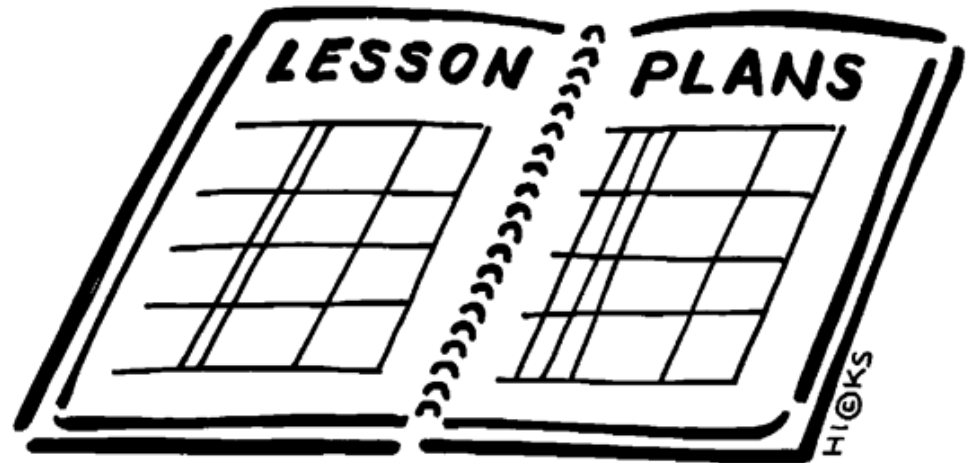
+ What Is A Syllabus



- A syllabus is an outline and summary of topics to be covered in a course.
- The syllabus is usually prepared by the course instructor.
- A syllabus is descriptive.

+ What Is A Lesson Plan?

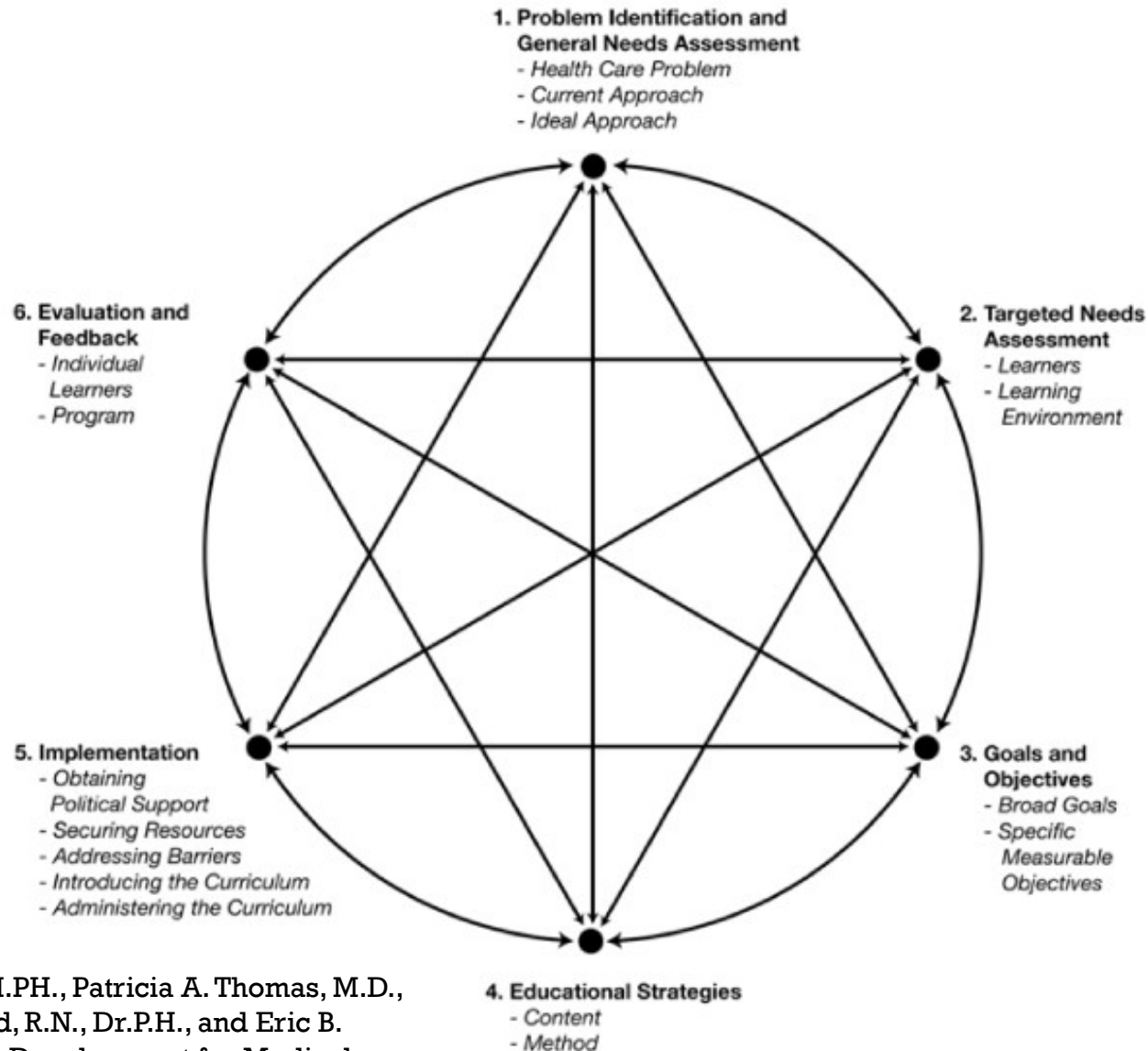
- A lesson plan is a detailed description of the course of instruction for a single class.



All clip art in Discovery Education's Clip Art Gallery created by **Mark A. Hicks, illustrator.**
<http://school.discoveryeducation.com/clipart/clip/lessonplaner.html>



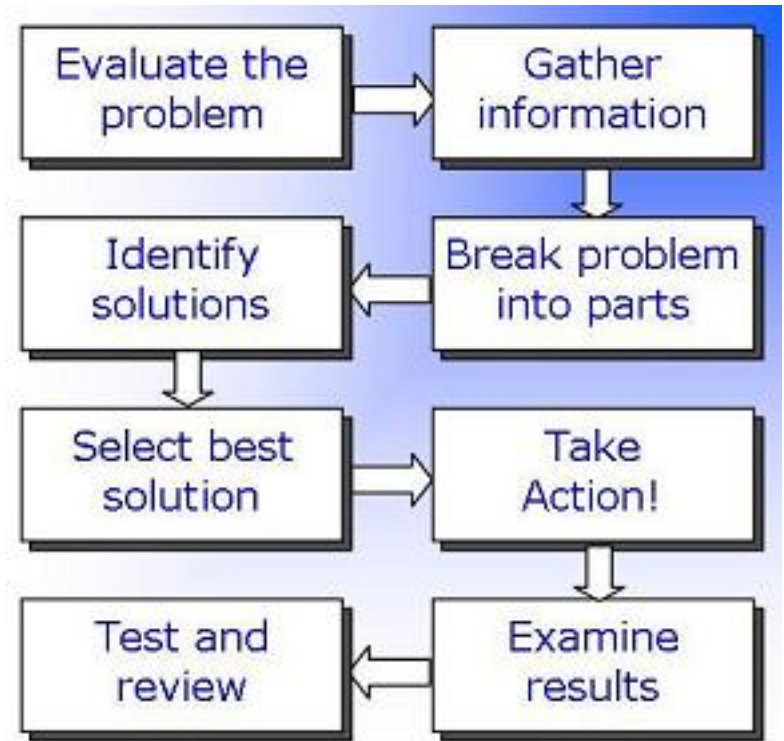
How Do You Develop A Curriculum



Kern, David E., M.PH., Patricia A. Thomas, M.D.,
Donna M. Howard, R.N., Dr.P.H., and Eric B.
Bass. Curriculum Development for Medical
Education: A Six-Step Approach.

+ Step 1: Identify the Problem

- The problem is the difference between where the learner is now and where “we” want the learner to be at the completion of their program...
- The curriculum is the information that fills the knowledge and/or skills and/or attitudinal gap



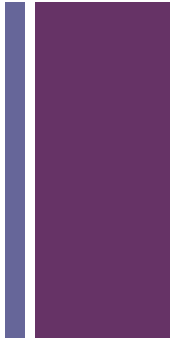
+ Step 2: Complete a Targeted Needs Assessment

- Who are the learners?
- What are the details of what they need to learn?
- What is the learning environment?





Step 3: Determine The Objectives



■ Measurable outcomes related to:

- **Habits of mind**—The ways of thinking and being that are valued
- **Skills**—What students will be able to do by the end of the unit
- **Content Standards**—The knowledge that students will acquire during the unit

+ Objectives



Levels of Objectives	Type	Formulated	Highlight
I	Broad Objectives	Created at a Board or Accreditation Level	Revision Rarely Occurs
II	General Statements	Created at the Department or Program Level	Outline to Demonstrate how to Accomplish Level I Objectives
III	Behaviorally Stated Objectives	Created at the Instructor Level	Describe Desired Outcomes, Assessment Strategy, and Expected Level of Performance

+ Behavioral Objectives

- Well-written behavioral objectives contain:
 - An observable action to indicate that learning took place
 - A description of the conditions under which the learning occurs
 - The performance criteria should be described
- The A, B, C, and D method
 - A stands for the audience
 - B for behavior
 - C for condition
 - D for the degree of completion.
- (A) The student (audience) will (B) successfully complete the gowning and gloving procedure (behavior)(C) during the lab period (condition) (D) with a performance of 100% correct (degree).



+ Step 4: Develop the Educational Strategies



Match the content to the learning methods...

Palpatory Skills = ~~L~~ecture

Anatomy = Lab

Patient Case Presentation = ~~S~~itcom

+ Instructor Role



- **Time Analysis:** How much can be taught within the allotted amount of time?
- **Scope:** How much should be learned?
- **Sequence:** In what order should things be taught?
- **Balance:** Does one learning item take precedence over another?

+ Step 5: Implement the Curriculum

- Obtain Support
- Secure Resources
- Address Barriers
- Pilot Test



<http://www.visitingdc.com/museum/wright-brothers-plane-picture.htm>



Step 6: Evaluate and Obtain Feedback



- Individual Program Evaluation
- Outcomes Evaluation

+ Assessment



- **Ongoing Assessment:** The work and assignments that show how students are doing **as the unit progresses.**
- **Culminating Assessment:** A project or performance that asks students to apply the knowledge, skills, and habits developed throughout the unit. All the work and learning of the unit build toward the creation of the culminating assessment.
- **Reflection and Self-assessment:** Occurs throughout the unit and at the end of the unit when students and teachers look back on the unit to see what worked well and what can be improved.

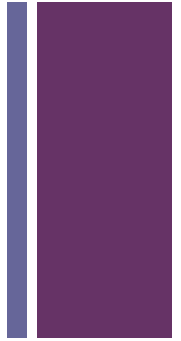
+ Maintenance of The System

■ Curriculum Mapping

- What do we want our students to know and be able to do?
- What are we currently teaching?
- Where are the redundancies and the gaps between what we should be teaching and what we are teaching?
- What will we do about the redundancies and gaps?



Medical Education: The Competency Based Curriculum



- **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
 - Demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT).
 - Become a skilled and competent osteopathic practitioner who remains dedicated to life-long learning.

- **Medical Knowledge**
 - Demonstrate and apply knowledge of accepted standards of clinical medicine.
 - Remain current with new developments in medicine.
 - Participate in life-long learning activities, including research.



■ Patient Care

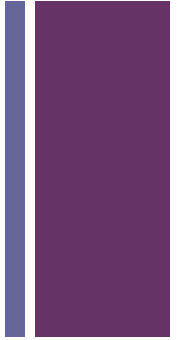
- Demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, preventive medicine, and health promotion.

■ Interpersonal and Communication Skills

- Demonstrate interpersonal and communication skills to establish and maintain professional relationships with patients, families, and other members of the health care team.

■ Professionalism

- Uphold the Osteopathic Oath in the conduct of all professional activities and promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population.



- **Practice Based Learning and Improvement**
 - Demonstrate the ability to critically evaluate methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.

- **Systems Based Practice**
 - Demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.

+ Summary

