

Focus on the Curriculum

Curriculum design, structure, content and
management

Interprofessional collaboration

Supervision of medical students

Caribbean Accreditation Authority for Education in
Medicine and Other Health Professions

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Curriculum management: Rationale

- Professional degree – how do students achieve the terminal objectives
- Shift from what departments/faculty want to teach to what students need to know
- From silo'd subject matter to integrated knowledge and skills
- Horizontal and vertical integration

Relevant CAAM- HP Standards

ED-34 There must be integrated institutional responsibility for the overall design, management, and evaluation of a coherent and coordinated curriculum which is designed to achieve the school's overall educational objectives.

The faculty must be responsible for the detailed design and implementation of the components of the curriculum.

An institutional body (commonly a curriculum committee) must oversee the educational programme as a whole.

An effective central curriculum authority will exhibit:

- Faculty, student, and administrative participation;

- Expertise in curricular design, pedagogy, and assessment methods;

- Empowerment to work in the best interests of the institution's programmes without undue influence from special interests or departmental pressures.

CAAM-HP Database for ED 34

Describe how the school ensures or oversees:

- Logical sequencing of the various segments of the curriculum
- Content that is coordinated and integrated within and across the academic periods of study (horizontal and vertical integration)
- The development of specific course or clerkship objectives
- Methods of pedagogy and student assessment that are appropriate for the achievement of the school's educational objectives

ED-35 Curriculum management involves leading, directing, coordinating, controlling, planning, evaluating, and reporting.

Evidence of effective curriculum management includes

- Evaluation of programme effectiveness by outcomes analysis
- Monitoring of content and workload in each discipline, including the identification of omissions and unwanted redundancies
- Review of the stated objectives of individual courses and clerkships, as well as methods of pedagogy and student assessment to assure congruence with institutional educational objectives
- Ongoing review and updating of content, and evaluation of course and teacher quality
- Minutes of the curriculum committee meetings and reports to the faculty governance and deans should document that such activities take place and should show the committee's findings and recommendations

Curriculum content

- Demonstrate where in the curriculum the required content is learned
- Interprofessional Collaboration (IPE)
 - Standard
 - Rationale
 - Definition
 - Discussion

Inter-professional collaboration

ED-21 The faculty of a medical school must ensure that the core curriculum of the medical education programme prepares students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions.

- Describe how the school ensures that its educational goals for inter-professional collaborative skills are achieved.

Inter-professional collaboration

- Rationale for standard
- Many definitions and models
- Essential element is a spirit of collaboration and shared learning among health professionals (patients, and family members).
- Examples
 - Seminars in early years focusing on professional scope of practice
 - Shared early clinical experiences
 - Clinical years:
 - Clinical rotation with shared care
 - Reflection

Supervision of medical students

ED-4 A medical school must ensure that medical students in clinical learning situations involving patient care are appropriately supervised at all times in order to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to his/her level of training and that the activities supervised are within the scope of practice of the supervising health professional.

- **How does the school ensure that its students in clinical learning situations are adequately supervised?**

Questions?