

CAAM-HP

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OBJECTIVES

Propose means for schools to be in compliance with standards on:

- ✓ Objectives
- ✓ Evaluations
- ✓ Cultural competence

DIRECTIONS - OBJECTIVES

“If you don’t know where you’re going, you’ll end up someplace else”

Yogi Berra

MISSION

Established by the school

OBJECTIVES

1. Educational objectives of the institution
2. Courses/clerkships/electives objectives (Goals)
3. Learning objectives
4. Instructional objectives – **these are not student centered**

EDUCATIONAL OBJECTIVES

Consider

- ✓ Altruism
- ✓ Duty
- ✓ Knowledge
- ✓ Licensing requirements
- ✓ **Mission**
- ✓ Skills
- ✓ **Public expectations of a physician**

EDUCATIONAL OBJECTIVES

ED 1: *Periodically, a medical school should in consultation with relevant stakeholders, professional, governmental and private sector entities and NGOs, review the state of medicine and its practise in the **constituency it serves**. Such reviews should be used to ensure that the programme is relevant to the needs of the community and to identify perceived deficiencies in the curriculum and the curriculum committee given clear directives as a result of such re-assessment of successes and unmet challenges. **The faculty** of a medical school must define its medical education programme objectives in **outcome-based terms** that allow **the assessment of the students' process** in developing the competencies that the profession and the public expect of a doctor*

EDUCATIONAL OBJECTIVES

ED 5: *The objectives of the educational programme must be **made known to all medical students and to the faculty, residents / junior staff, and others with direct responsibilities for medical student education***

EDUCATIONAL OBJECTIVES

- ✓ Consultation
- ✓ The **faculty** of a medical school
 - ✓ must define its medical education programme objectives in outcome-based terms
 - ✓ assess the students' progress in developing the competencies that the profession and the public expect of a doctor, and make necessary adjustments
 - ✓ Assess students' achievement of the objectives

EDUCATIONAL OBJECTIVES

- ✓ A medical school should periodically review the state of medicine and its practise in the constituency it serves.
- ✓ Such reviews should be used to
 - ✓ ensure relevancy to the needs of the community
 - ✓ assess students' overall achievement of the objectives
 - ✓ identify perceived deficiencies in the curriculum to meet the objectives
 - ✓ provide the curriculum committee clear directives as a result of such reviews

EDUCATIONAL OBJECTIVES

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COURSE & CLERKSHIP OBJECTIVES

- ✓ Overall objectives for the course or clerkship
- ✓ Example: *At the end of the Primary Care Clerkship, the student should have developed the knowledge, skills, and attitudes required to obtain a detailed history from and perform a thorough physical examination on a given patient in the ambulatory care setting*
- ✓ *Developed by department and approved by CC*
- ✓ *Take in consideration the educational objectives*
- ✓ *Distribute to*
 - ✓ *course/clerkship faculty who teach in that course/clerkship*
 - ✓ *residents who teach students on that rotation*
 - ✓ *students*
- ✓ **Document** **Document** **Document**

LEARNING OBJECTIVE

- ✓ Not the same as instructional objectives
- ✓ Not the same as a course description
- ✓ Is student centered
- ✓ Describe an outcome rather than what will be taught
- ✓ Take in consideration the course/clerkship objectives
- ✓ Reflect what the participant should learn or be able to do at the end of a specific learning period

- ✓ Instructional objectives reflect what the instructor intends to accomplish

AVOID

- ✓ Appreciate
- ✓ Become
- ✓ Believe
- ✓ Grasp
- ✓ Grow
- ✓ Improve
- ✓ Increase
- ✓ **Know**
- ✓ Learn
- ✓ Thinks critically
- ✓ **Understand**

LEARNING OBJECTIVES

- ✓ *Developed and written by the faculty*
- ✓ *Periodic update – Content, unwanted redundancies, omissions*
Changes based on evaluations
- ✓ *Syllabus should include*
 - ✓ *Content, expectations, teaching methods*
 - ✓ *Evaluations of students, teachers, course/clerkship*
 - ✓ *Types of patients*
- ✓ *Distribute to*
 - ✓ *course/clerkship faculty who teach that course/clerkship*
 - ✓ *Residents/graduate students who teach students in that clerkship/course*
 - ✓ *students*
- ✓ **Document** **Document** **Document**

TYPES OF PATIENTS

- ✓ Reflect the goals for the clerkship, the educational objectives, and the mission
- ✓ Developed by department
- ✓ Approved by the Curriculum Committee
- ✓ Must monitor each student experience
- ✓ Have a plan for types of patients not seen
- ✓ Implement the plan

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TEACHING

- ✓ Student centered
- ✓ Use variety of methods
- ✓ Type depend on situation
- ✓ Nurturing environment
- ✓ Not with humility and shame
- ✓ Promote life-long learning
- ✓ Show in syllabus
- ✓ Approved by the curriculum committee

TEACHING METHODS

- ✓ Demonstration
- ✓ Experiential
- ✓ Flipped classroom
- ✓ Lectures
- ✓ Real patients
- ✓ Research
- ✓ Self-directed
- ✓ Small group
- ✓ Socratic
- ✓ Standardized patients
- ✓ Teacher-directed

- ✓ Case base learning
- ✓ Clinical problem solving
- ✓ Clinical reasoning learning
- ✓ Problem based learning
- ✓ Recall

EVALUATIONS

STUDENTS

- ✓ Formative
- ✓ Summative
- ✓ Narrative

- ✓ **Document**
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PROGRAM/FACULTY/ETC

- ✓ Course/clerkship
- ✓ Academic period
- ✓ Program as a whole
- ✓ Educational Objectives
- ✓ Graduates
- ✓ Faculty
- ✓ Policies
- ✓ The school – self-study
 - **Document Document Document**

EVALUATION OF STUDENTS

- ✓ Variety of methods
- ✓ Formative – early, no later than mid rotation
- ✓ Narrative – end of experience
- ✓ Discuss with student
- ✓ Due process
- ✓ **Document**

EVALUATIONS

- ✓ Clinical observations
- ✓ Essay
- ✓ Extended matching
- ✓ Forms – rating scale
- ✓ Interviews
- ✓ MCQ
- ✓ Mini CEX
- ✓ Nurses

- ✓ OSCE
- ✓ Peer
- ✓ Portfolio
- ✓ Self
- ✓ Simulation
- ✓ SP
- ✓ Surveys
- ✓ 360

EVALUATION

ED 9: There must be comparable educational experiences and equivalent methods of assessment across all alternative instructional sites within a given discipline

EVALUATION

- ✓ Be prepared to show
 - ✓ Policies and procedures relative to evaluations
 - ✓ Tools used to evaluate
 - ✓ Samples of evaluations
 - ✓ Minutes where appropriate
 - ✓ Evidence of interventions based on evaluations
 - ✓ Evidence of names of faculty who participated in faculty development

CULTURAL COMPETENCE

- ✓ **ED 24:** *The **faculty and students** must **demonstrate an understanding** of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments*
- ✓ **ED 25:** *Medical students must learn to **recognise** and appropriately address gender, cultural and religious **biases in themselves and others**, and in the process of health care delivery*

COMMUNICATION

ED 22: There must be specific instruction in communication skills as they relate to physician responsibilities, including communication with patients, families, colleagues, other health professionals and resolution of conflicts

CULTURAL COMPETENCE

✓ Institution:

- Support from senior leadership
- Commitment by the faculty
- Institutional and community resources must be committed to the curriculum.
- Input from community leaders to design the curriculum

CULTURAL COMPETENCE

✓ Students

- Written curriculum - longitudinal
- Knowledge - Identify cultural factors
- Skills - shared decision making, communication
- Attitude - willingness to incorporate

CULTURAL COMPETENCE TEACHING METHODS

- ✓ Demonstration
 - ✓ Real patients
- ✓ Service learning
- ✓ Practicum
- ✓ Role play
- ✓ Case studies,
- ✓ Lectures
- ✓ Standardized patient

CULTURAL COMPETENCE EVALUATION METHODS

- ✓ TACCT – *From AAMC*
- ✓ Standardized patients
- ✓ Direct observation
- ✓ OSCE
- ✓ MCQ

FACULTY DEVELOPMENT

- ✓ Workshop led by experts or those with knowledge of and significant experience
- ✓ Invest in developing experts in your own institution
- ✓ Collaborate with other schools
- ✓ Do include the clinical faculty

FACULTY DEVELOPMENT

- ✓ Writing objectives
- ✓ Teaching methods
- ✓ Evaluation methods
- ✓ Cultural competence
- ✓ Others

- ✓ **Document attendance**

THREE STEPS IN WRITING LEARNING OBJECTIVES

1. “At the conclusion of this activity, students should be able to...
2. Connect step one with an action verb which communicates the performance by the learner.
 - Use verbs which describe an action that can be observed and that are measurable within the teaching time frame (e.g., via a post-test) such as *tell*, *calculate*, *demonstrate*
3. Conclude with the specifics of what the learner will be doing when demonstrating achievement of the objectives. – example: *calculate the A-a O₂ gradient*

EXAMPLE OF A LEARNING OBJECTIVE

1. *At the end of the small group session the student should be able to calculate A-a O_2 gradient*
- ✓ *Lectures, small group sessions etc must be linked to the objectives*
- ✓ *Questions on examinations must be linked to the objectives*
 - a) *Calculate the gradient*
 - b) *Is the gradient normal*
 - c) *List conditions that can result in the A-a gradient shown*
 - d) *What changes in therapy, if any, would you institute*

WRITING LEARNING OBJECTIVES

✓ define	classify	apply	analyze	arrange	assess
✓ identify	compile	calculate	calculate	assemble	compare
✓ label	conclude	demonstrate		categorize	compose critique
✓ list	discuss	develop	classify	construct	decide
✓ match	describe	interpret	criticize	design	determine
✓ name	explain	locate	compare	develop	establish
✓ recall	express	operate	contrast	diagnose	evaluate
✓ recognize	give examples	perform	determine	manage	judge
✓ record	identify	practice	differentiate		organize justify
✓ relate	interpret	predict	distinguish	plan	measure
✓ repeat	recognize	present	examine	propose	rate
✓ select	summarize	report	outline	relate	recommend
✓ state					

WHY EVALUATE

- ✓ Evaluation drives the system
- ✓ Ensure teaching is meeting students' learning needs
- ✓ Identify areas where teaching can be improved
- ✓ Assess allocation of faculty resources
- ✓ Provide feedback and encouragement for teachers
- ✓ Support applications for promotion by teachers
- ✓ Facilitate development of the curriculum
- ✓ Required by CAAM-HP

PLANNING EVALUATION

- ✓ What are the goals of the evaluation
- ✓ From whom and in what form will data be collected
- ✓ Who will collect and analyze the data
- ✓ What type of analysis, interpretation, and decision rules will be used and by whom
- ✓ Who will see the results of the evaluation
- ✓ How will the results be used
- ✓ What intervention is necessary
- ✓ Reassess following intervention

FEEDBACK

- ✓ Specific rather than general
- ✓ Provide help, not hurt
- ✓ Directed toward behavior that the receiver can improve
- ✓ Not with humility and shame

THE IDEAL EVALUATION

- ✓ Reproducible
- ✓ Valid
- ✓ Acceptable—to all
- ✓ Inexpensive
- ✓ Not too time-consuming
- ✓ Completed in a timely manner

CONCERNS IN EVALUATION

- ✓ Halo and horn effect
- ✓ Law suit
- ✓ Repercussion
- ✓ Security
- ✓ Cheating
 - ✓ If a summative evaluation is based only on results of quizzes and examinations, a student may intentionally miss rounds, small group sessions etc

HALO AND HORN EFFECT

A cognitive bias that causes one to allow one trait, either good (**halo**) or bad (**horn**), to overshadow other traits (bad or good), behaviors, actions, or beliefs

INTERPROFESSIONAL EDUCATION

- ✓ 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