

# **Universitas 21 Meeting**

**Curriculum Innovation**

***Benefiting From Other  
U21 Faculties***

## **Evaluation of New Curriculum and Technologies**

**Gordon Page**

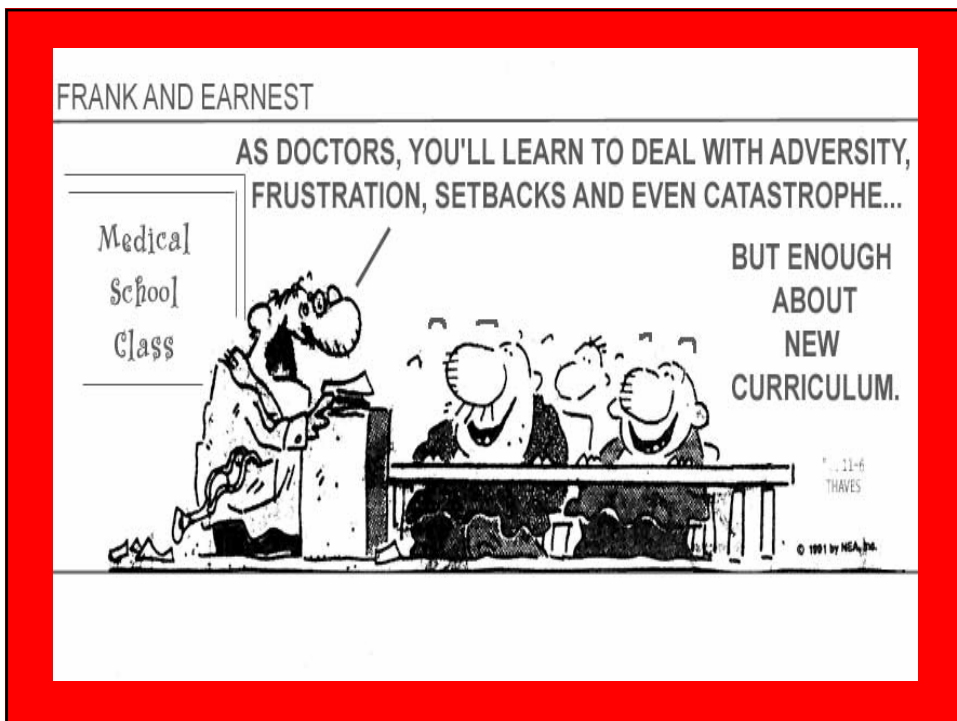
**Professor and Director**

**Health Sciences Division of  
Educational Support and Development**

**University of British Columbia**

# Questions

1. What curricular and instructional technology innovations exist in your medical school?
2. How are these innovations evaluated?
3. What were the evaluation results?



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## UBC MD Undergraduate Curriculum

| Phase  | I                                | II-1 | II-2                                      |  | III | IV   | V   | VI   |   |
|--|----------------------------------|------|---|--|-----|--|---|--|---|
| Year   | One                              |      | Two                                       |  |     | Three  |   | Four   |   |
| Courses  | Orientation                      |      | Foundations of Medicine (Number of Weeks) |  |     | Rural Practice 4-8 week Practicum in Rural Communities | Core Clerkships (Emergency Medicine, Obstetrics and Gynaecology, Paediatrics, Surgery, Internal Medicine, Psychiatry) | Advanced Clerkships (Electives and Selectives) | Effective Learning Skills for Medical Practice (Pharmacology & Therapeutics, Health Care & Epidemiology, Health Care Policy, Ethics, Law, Advanced Communication Skills, Palliative Care) |
|  | Principles of Human Biology (13) |      |   |  |     |  |   |  |   |
|  | Host defenses & Infections (5)   |      |   |  |     |  |   |  |   |
|  | Pulmonary (5)                    |      |   |  |     |  |   |  |   |
|  | Cardiovascular (5)               |      |   |  |     |  |   |  |   |
|  | FERGU (5)                        |      |   |  |     |  |   |  |   |
| Musculoskeletal (5)                                      |                                  |      |   |  |     |  |   |  |   |
| Blood and Lymphatics (2)                                 |                                  |      |   |  |     |  |   |  |   |
| GI (4)   |                                  |      |   |  |     |  |   |  |   |
| Endocrine and Metabolism (5)                             |                                  |      |   |  |     |  |   |  |   |
| Integument (1)   |                                  |      |   |  |     |  |   |  |   |
| Brain and Behavior (9)                                   |                                  |      |   |  |     |  |   |  |   |
| Reproduction (4)   |                                  |      |   |  |     |  |   |  |   |
| Growth and Development (5)                               |                                  |      |   |  |     |  |   |  |   |
| Clinical Skills (CS) (1/2 day/week)                      |                                  |      |   |  |     |  |   |  |   |
| Doctor/Dentist Patient and Society (DPAS) (1/2 day/week) |                                  |      |   |  |     |  |   |  |   |
| Family Practice Continuum (FPC) (1/2 day/week)           |                                  |      |   |  |     |  |   |  |   |

# MEDICOL Website

**MEDICOL**

- Resources
- Informatics
- Self-Evaluation
- Curriculum Information

| Time  | Monday   | Tuesday   | Wednesday                                | Thursday                                  | Friday  |
|-------|--|---|--|---|---|
| 9:00  | Tutorial 1:<br>Mrs. Jenny Gray                                 | Laboratory<br>Lectures<br>Mrs. Dr. J.                   |  |   |   |
| 9:00  |  |   |  |   |   |
| 10:00 | Lecture 1:<br>Introduction to<br>Inflammation<br>Dr. B. Walker | Lecture 2:<br>Acute Inflammation<br>II<br>Dr. A. Karsan | Lecture 3:<br>T-Cells I<br>Dr. B. Walker | Lecture 4:<br>T-Cells II<br>Dr. B. Walker |   |
| 11:00 | Lecture 4:<br>Acute Inflammation<br>I<br>Dr. A. Karsan         |   |  |   | Case History<br>AIB   |
| 12:00 | Lunch  |   |  |   | Lunch   |
| 1:00  |  | Clinical skills<br>Schedule                             | Clinical<br>Schedule                     | Clinical skills<br>Schedule               | Quiz / Review<br>Lecture 11<br>Fundamentals of<br>Body Design |


# The Northern Medical Program

A partnership between UBC and UNBC



# **Rationale for the new Curricula ????**

## **Contrasting views of Teaching and Learning**

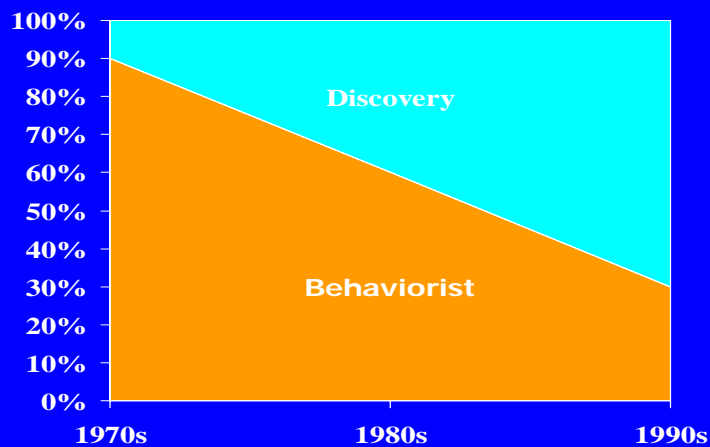
*Behaviorist*  *Discovery*

## Behaviorist View of Learning

- Behavioral objectives
- Didactic instruction
- Acquisition of facts



## Contrasting views of Teaching and Learning



# Contrasting Views of Teaching and Learning

*Behaviorist*  *Discovery/  
Adult Learning/  
Constructivist*

*1970s*

*1980s*

*1990s*

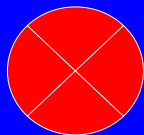
## Top-Down

## Bottom-Up

Diagnosis



Clinical  
Features



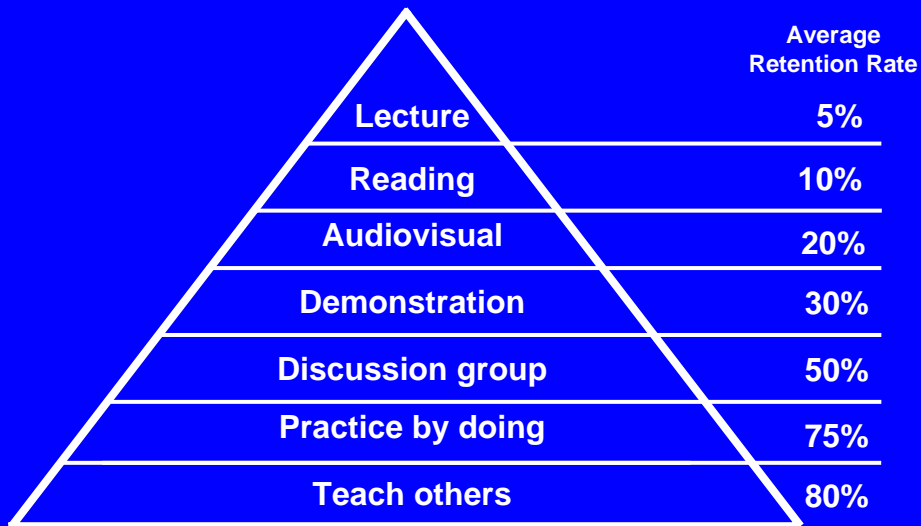
Diagnosis



Clinical  
Features



## The learning pyramid



National Training Laboratories, Bethel, Maine, USA

## Context

**Context serves as an important memory aid/information retrieval cue**

*The context in which clinicians learn something should match as closely as possible the context in they must ultimately use that learning.*

## Changes in Medical School Education

### 1960s - 1970's

- Normal --> abnormal --> clinical (basic sciences --> clinical exposure)
- Instruction organized by discipline
- Didactic “teacher-centred” instruction

### 1990's- 2000's

- Integration of basic sciences and clinical learning
- Instruction organized by organ system or around cases
- Interactive “student-centred” instruction

## Sir William Osler – “the natural method of teaching” (1932)

*“The student begins with the patient, continues with the patient, and ends his studies with the patient, using books and lectures as tools, as a means to an end”.*