PRINCIPLES OF CURRICULUM DEVELOPMENT

DR. P. V. VIJAYARAGHAVAN
Dean Education & Director Academic Administration
Professor of Orthopaedics
SRI RAMACHANDRA UNIVERSITY
Objectives

At the end of the session the participants should be able to

- Define Curriculum & curriculum development
- Describe the principles of adult learning and learning styles
- Understand the principles of competency based education
- Discuss the Steps of curricular development
- Apply the process of curricular development in planning a curriculum
Curriculum

- Curriculum is a pathway through which students travel during a course of study.
- Is a formal plan of educational experiences and activities offered to a learner under the guidance of an Educational Institution and not a “Time Table”
- Syllabus is subject content in a course of study
What do you mean by Curriculum development?

- Curriculum development describes all the ways in which, a training or a teaching organization, plans and guides learning.

- *This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process (Rogers and Taylor 1998).*
Teaching / Learning Activities

Assessment

Course Objectives / Competency

PLAN

CURRICULUM Programme

Evaluation

Use of Technology

Teaching / Learning Activities

Assessment
SEVEN PRINCIPLES TO GUIDE ADULT LEARNING

1. The learner should be an active contributor to the educational process
2. Learning should closely relate to understanding and solving real life problems
3. Learners' current knowledge and experience are critical in new learning situations and need to be taken into account
4. Learners should be given the opportunity and support to use self direction in their learning
5. Learners should be given opportunities and support for practice, accompanied by self assessment and constructive feedback from teachers and peers.

6. Learners should be given opportunities to reflect on their practice; this involves analysing and assessing their own performance and developing new perspectives and options.

7. Use of role models by medical educators has a major impact on learners.

As people often teach the way they were taught, medical educators should model these educational principles with their students and junior doctors. This will help the next generation of teachers and learners to become more effective and should lead to better care for patients.
LEARNING STYLES

Kolb’s Learning Styles Diagram:

- Concrete Experience
  - feeling
- Diverging
  - feel and watch
- Converging
  - think and do
- Assimilating
  - think and watch
- Reflective Observation
  - watching
- Active Experimentation
  - doing
- Abstract Conceptualisation
  - thinking
WHAT IS COMPETENCY?
Competency

The habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community being served.

Epstein RM, Hundert EM. Defining and assessing professional competence. JAMA 2002
What are the competencies a learner should acquire?

- Interpersonal and communication skills
- System based practice
- Practice based learning
- Professionalism
- Patient Care
- Medical knowledge
- System based practice
- Scholarly Activity
Competency-Based Education

- Provides **clarity** of learning direction for both faculty and trainees

- Creates **accountability** around the process and outcomes of learning

- Requires **relationship-based** teacher/learner interaction

- Provides an opportunity for added **safety** in education
CURRICULUM DEVELOPMENT
(Six-Step Approach)

- Problem Identification
- Needs Assessment of Targeted Learners
- Goals and Objectives
- Educational Strategies
- Implementation
- Programme Evaluation and Feedback
Six steps of Curriculum development

David E. Kern

Overview: A Six-Step Approach
Problem

- It has been gathered from recent statistics that there has been significant increase in Hepatitis B positivity among the health care professionals and students.
- Audits indicate poor observation of Universal precautions among the health care professionals.
- Surveys conducted among medical and paramedical students indicate inadequate knowledge on the Universal precautions.
Step 1
Problem Identification and general needs assessment

- What is the Health care problem?
- How is it currently addressed by the curriculum?
- How it should be ideally addressed? / What are the deficiencies?
Step 2

Needs assessment of Targeted Learners

a) Who are these learners when trained will contribute to solving this health care problem?
Step 2

Needs assessment of Targeted Learners

b) What are their

- Previous planned learning experiences and training
- Existing Knowledge, attitude and skills
- Perceived deficiencies
- Preferences
Step 2

Needs assessment of Targeted Learners

c) How do you describe your learning environment?

- Existing curricula
- Needs of stakeholders other than learners, Barriers, enabling and reinforcing factors
In Steps 1 and Step 2

What are the methods to assess general Needs and specific needs of Targeted Learners?

How to gather this information?

- Formal interviews
- Focus group discussions
- Questionnaires
- Direct observation
- Tests
- Audits
- Strategic planning sessions
How did the MCI get information on the problem?

- It has been gathered from recent statistics that there has been a significant increase in Hepatitis B positivity among the health care professionals and students.

- Audits indicate poor observation of Universal precautions among the health care professionals.

- Surveys conducted among medical and paramedical students indicate inadequate knowledge on the Universal precautions.
Based on these observations, the medical council has decided to introduce learning of Universal precautions into the undergraduate medical curricula. You are the group of experts who are called to develop the curriculum.
Step 3

Defining goals and specific Learning Objectives

- Learner objectives (Knowledge, attitude and skills)
- Process objectives
- Health care or patient outcomes
Step 4 Develop educational Strategies

- Determination of Content
- Choice of educational Methods
Step 4 Develop educational Strategies

How will you determine the contents?

- State the learning objectives
- Provide schedule of curriculum events and other practical information such as locations and directions
- Construct written curricular material
- Suggestions for additional reading
Step 4 Develop educational Strategies

How to choose the appropriate educational strategy?

- What is the most appropriate method that is congruent with the domain of its objectives?
- Can there be additional methods? - Use multiple methods
- What are the resources that you need to implement?
- What is the new educational strategy that you have adopted to prevent Decay (Lerner centered approaches, educational strategies to promote newer competencies and professionalism)?
Step 5 Implementation
What should you do to implement the curriculum?

- Identify Resources
- Obtain support
- Develop Administrative mechanisms to support curriculum
- Anticipate barriers
- Plan to introduce after pilot
- Ask yourself whether to phase it in or as a whole?
Step 6

Evaluation and Feedback

Who are the users?
Learners, Faculty and curriculum developers

What were the uses?
Performance, meeting the specific objectives, meeting the overall goals and objectives

How to determine that it was useful?
Tool identification

How to use this evaluation to use / for improvement?
Thank You