

Curriculum Development and Evaluation Guide

Resident as Teacher: A Mutually Beneficial Arrangement
APPD/COMSEP Pre Course 2013

Please use this handout as a summary of Kern's steps and an active workbook for your own curricular development

Adapted with permission,
from J. Farnan & N. Schindler @ Pritzker School of Medicine

Kern's Six-Step Approach¹:

1. Problem Identification and General Needs Assessment
2. Needs Assessment of Targeted Learners
3. Goals and Objectives
4. Educational Strategies
5. Implementation
6. Evaluation and Feedback

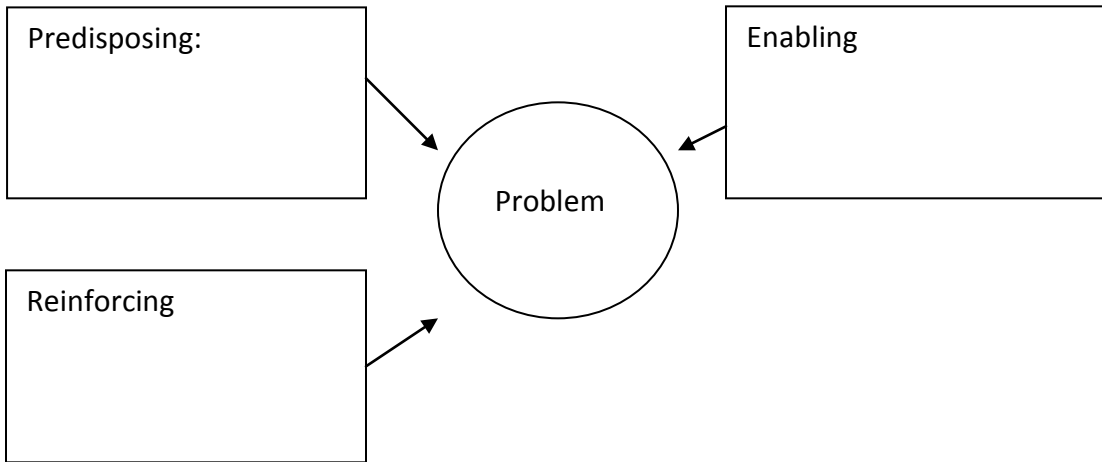
¹ Kern, David E. and Patricia A. Thomas, Donna M. Howard, Eric B. Bass. Curriculum Development For Medical Education: A Six-Step Approach. Johns Hopkins University Press: Baltimore and London, 2006.

Step 1: Problem Identification and General Needs Assessment

What is the problem (in form of question)?

Consider whom and what it affects?
What is the IMPACT of these effects?

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Current Approach	Ideal Approach

Step 2: Needs Assessment of Targeted Learners

Identify target audience

Who are the stakeholders?

Stakeholder	Role/How impacted by problem?

What information do you need from them?

Stakeholder	Relevant information

How will you obtain the information?

Stakeholder	Method for Assessment	Resources Required

RIGOROUS TARGETTED NEEDS ASSESSMENT=OPPORTUNITY FOR SCHOLARSHIP

Step 3: Goals and Objectives

Consider and construct overall educational goal:

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	Individual	Aggregate or Program
Learner (cognitive, affective, or psychomotor)		
Process		
Outcome (health, patient, or other)		

Bloom's Category	Key words/Verbs
Knowledge	defines, describes, identifies, knows, labels, lists, names, outlines, recalls, recognizes, reproduces, states
Comprehension	comprehends, converts, defends, distinguishes, estimates, explains, , generalizes, interprets, paraphrases, predicts, summarizes, translates
Application	applies, changes, constructs, demonstrates, discovers, manipulates, modifies, operates, prepares, produces, relates, shows, solves, uses
Analysis	analyzes, compares, contrasts, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates
Synthesis	categorizes, combines, compiles, composes, creates, designs, generates, modifies, organizes, plans, reconstructs, reorganizes, revises, summarizes,
Evaluation	appraises, compares, concludes, contrasts, critiques, defends, discriminates, evaluates, interprets, justifies, relates, summarizes, supports

<http://www.nwlink.com/~donclark/hrd/bloom.html>

Step 4: Educational Strategies

Create 1-2 Educational Strategies:

Consider congruence between learning objectives and methods, the use multiple instructional methods, learner-centered environment and feasibility based on resources

Type of Objective	Specific Learning Objective	Educational Strategies	Resources required?

Plan for prevention of decay?

Step 5: Implementation

FIRST! Consider support for curriculum? Whose buy-in is required prior to implementation?

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Identification of Resources:

Resource	Existing?	Additional needs?
Personnel: Teaching support- Administration-		
Time		
Space		
Funding/Costs		
Other:		

Step 5: Implementation

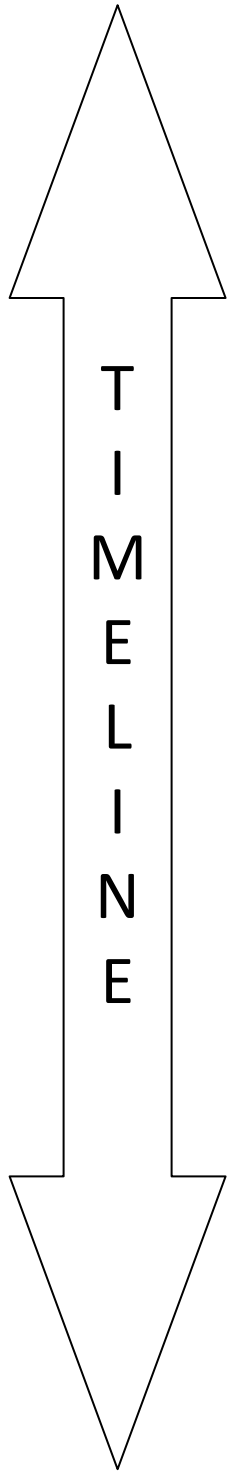
Possible sources of support?

Internal funding sources?	External funding sources?

Recognizing and Planning for Barriers:

Resource	Barrier?	Potential solution?
Personnel: Teaching support- Administration-		
Time		
Space		
Funding/Costs		
Other:		

Step 5: Implementation



PILOT:

PHASE IN:

FULL IMPLEMENTATION:

Step 6: Evaluation and Feedback

Consider the USE for the evaluation and identify the users:

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Formative vs. Summative evaluation:

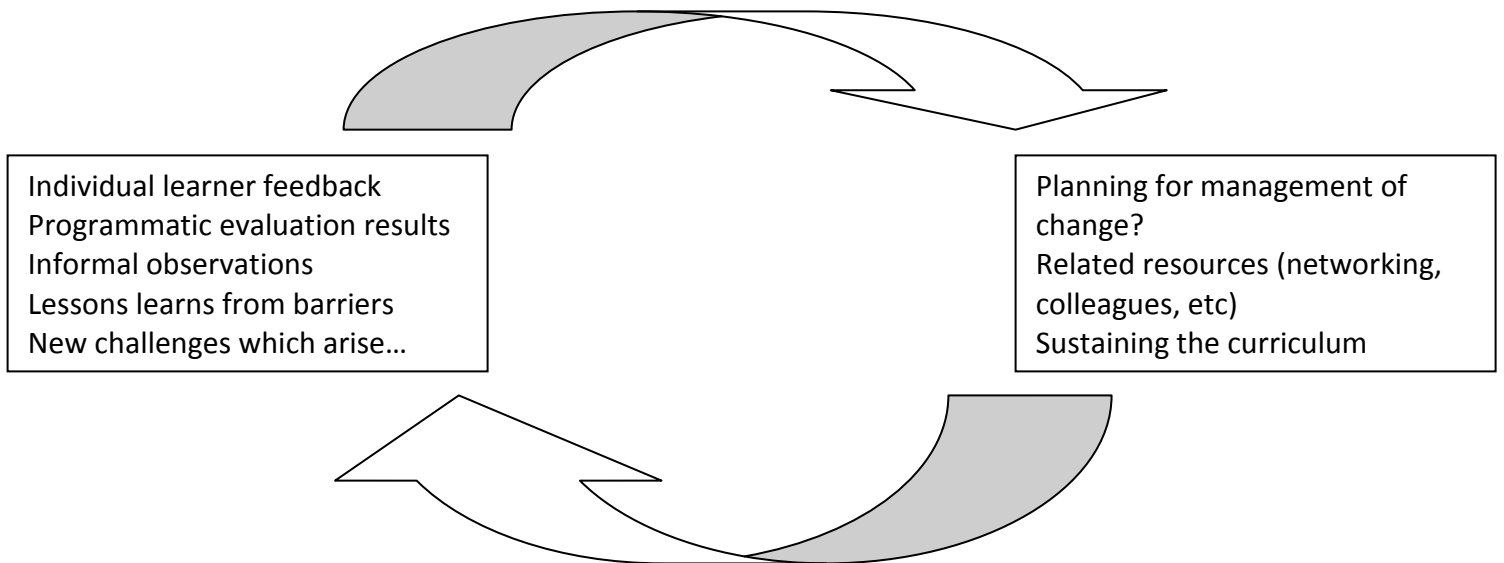
	Summative	Formative
Individual learner		
Programmatic evaluation		

Data Collection:

	Type of evaluation/Methods	Resources required
Individual learner		
Programmatic evaluation		

RIGOROUS EVALUATION = OPPORTUNITY FOR SCHOLARSHIP

Curriculum Maintenance and Dissemination



Dissemination= Opportunity for Scholarship!

WHAT can be disseminated? Parts or the whole?

- ⇒ Needs assessment, general and targeted
- ⇒ Educational strategies
- ⇒ Evaluation (individual and programmatic) results
- ⇒ The curriculum as a “package”

WHERE can it be disseminated?

- ⇒ Internal presenting opportunities
- ⇒ Educational innovations or abstracts for regional and national meetings (e.g. APPD, COMSEP, PAS, PHM, etc)
- ⇒ Creation of multi-institution interest group regarding topic in question addressed by curriculum
- ⇒ Social networking
- ⇒ Educational clearinghouses, repositories (e.g. AAMC MedEd Portal)
- ⇒ Formal publication