Teaching and Learning Evidence-Based Practice: Curriculum Development

“the art of the possible”
Learning outcomes

By the end of this session, you will be able to:

- Describe how to develop an outcome-based curriculum or learning module
- Write learning outcomes for an evidence-based practice module
- Describe appropriate teaching and learning methods
- Describe appropriate assessment strategies
- Describe strategies for evaluating curricula
What is a curriculum?

“Everything that happens in relation to the educational programme.”

(Genn J, 1995)
Formal and the informal

On the job

Unconscious

Accidental learning at work

Making and taking learning opportunities at work

Conscious

Accidental learning at home and socially

Structured learning experiences e.g. course, workshops

Off-the-job
Curriculum planning cycle

Needs assessment

Curricular cycle

Implementation

Output

Design

Peyton and Peyton, 1998
Outcome-based curricula

- Aims, desired outcomes (will be able to...) and content
- Teaching and learning
- Assessment
- Evaluation
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
Specialists in adult psychiatry

“work with others to assess, manage and treat people of working age with mental health problems and contribute to the development and delivery of effective services for such people.”
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
Learning outcomes should:

- Be written in the future tense
- Identify important learning requirements
- Use language which students can understand
- Be achievable
- Be assessable
Learning outcomes

Acceptable verbs:
- To describe
- To compare
- To analyse
- To plan
- To take

Unacceptable verbs:
- To know
- To understand
- To appreciate
- To enjoy
- To believe
Evidence-based practice

1. **Ask** an answerable question
2. **Access** the evidence
3. **Appraise** the evidence
4. **Apply** the appropriate evidence
5. **Assess** the process
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
the planned curriculum

the learned curriculum

the taught curriculum
Educational strategies

Student-centred  Teacher centred

Problem-based  Information gathering

Integrated  Discipline-based

Community-based  Hospital-based

Electives + core  Uniform

Systematic  Apprenticeship
Spiral Curriculum

Stage 3- “Doer” of EBP
- Clinical Expert
- Knowledge manager

Stage 2- “User” – pre-appraised resources
- Shared decision-maker

Stage 1- “Replicator” - guidelines
Coomarasamy A, Khan K. What is the evidence that postgraduate teaching in EBM changes anything? A systematic review. *BMJ* 2004;329

<table>
<thead>
<tr>
<th></th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand-alone teaching</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated teaching</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
Assessment

Performance review
Workplace-based assessment
Critically Appraised topics
OSCE
Critical Appraisal Paper
Essay papers
MCQ, SBA, EMI
Curriculum development

- What sort of healthcare worker do we want?
- How will we reflect demands from external agencies?
- What outcomes and content should we include?
- What teaching and learning methods should we use?
- How will we assess learners?
- How should we establish links to evaluation?
Evaluating the curriculum

Curriculum echolalia
Hereditary curriculitis
Curriculasclerosis
Carcinoma of the curriculum
CURRICULOLUMEGALY
Kirkpatrick’s hierarchy

Level 4: Performance change
Level 3: Behaviour change
Level 2: Knowledge change
Level 1: Reaction

Kirkpatrick D, 1967