



# 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?

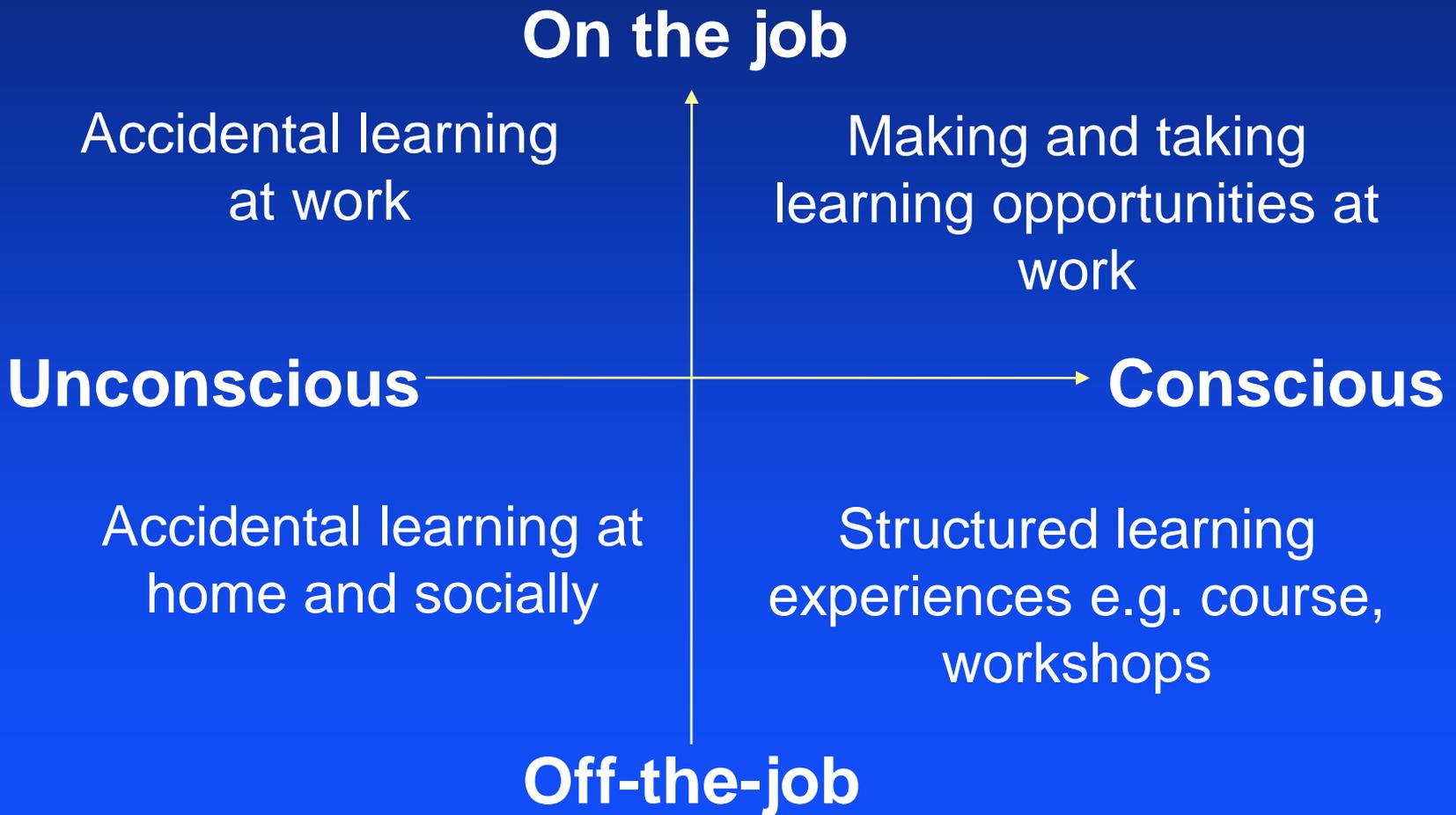
“Everything that happens in relation to the educational programme.”

(Genn J, 1995)



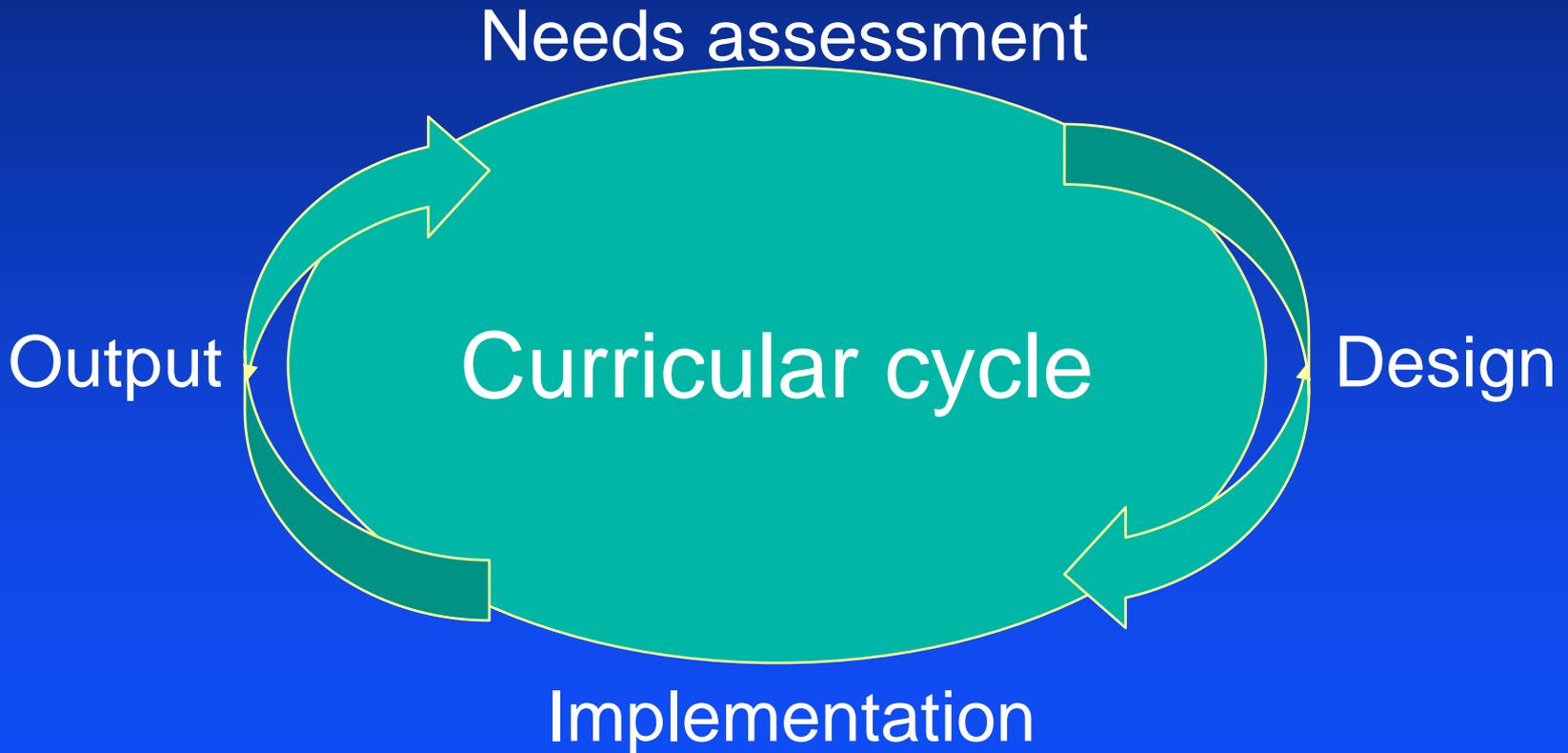


# Formal and the informal





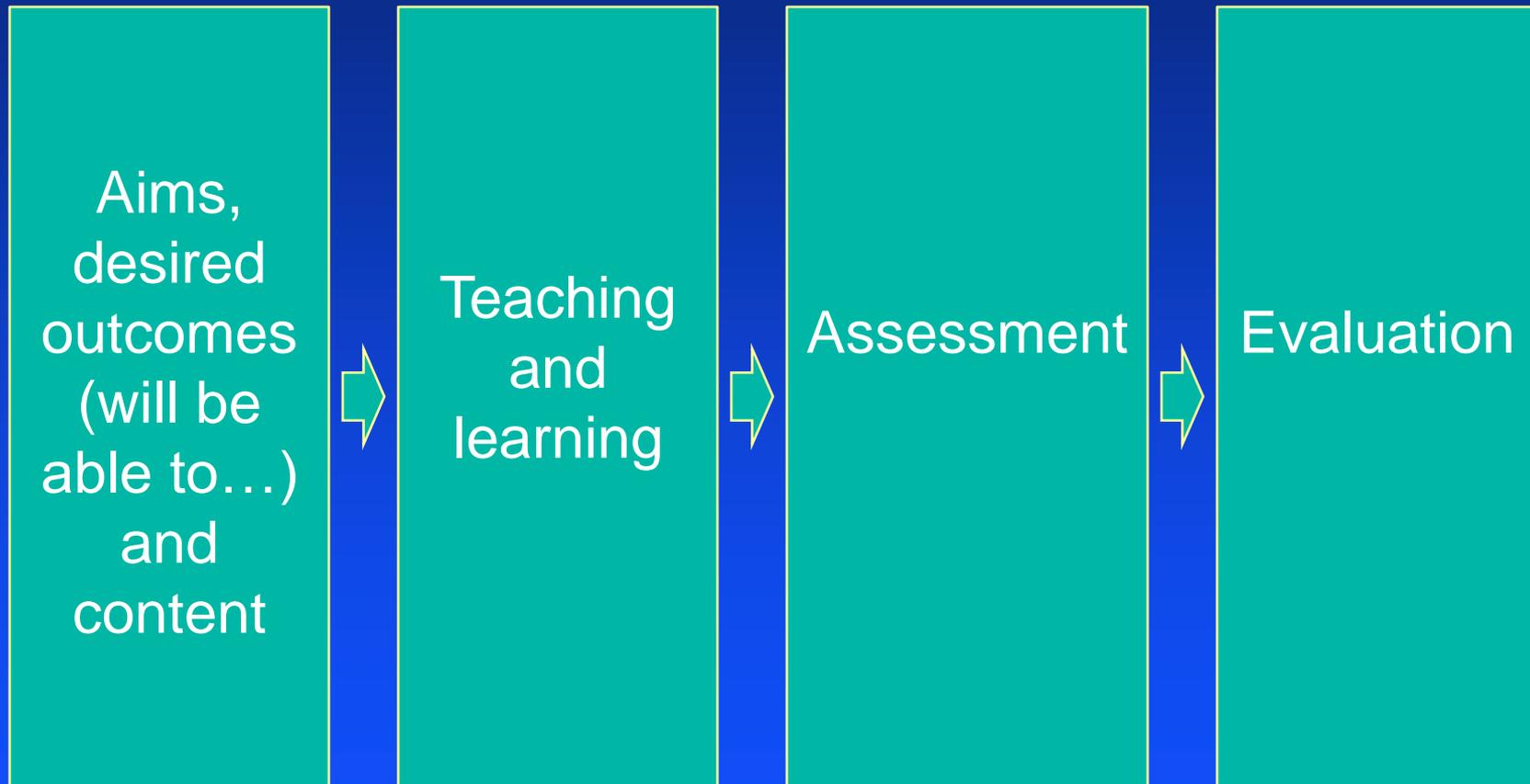
# Curriculum planning cycle



Peyton and Peyton, 1998



# Outcome-based curricula





# 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

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# 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.”





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**NHS**



**General  
Medical  
Council**





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# 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



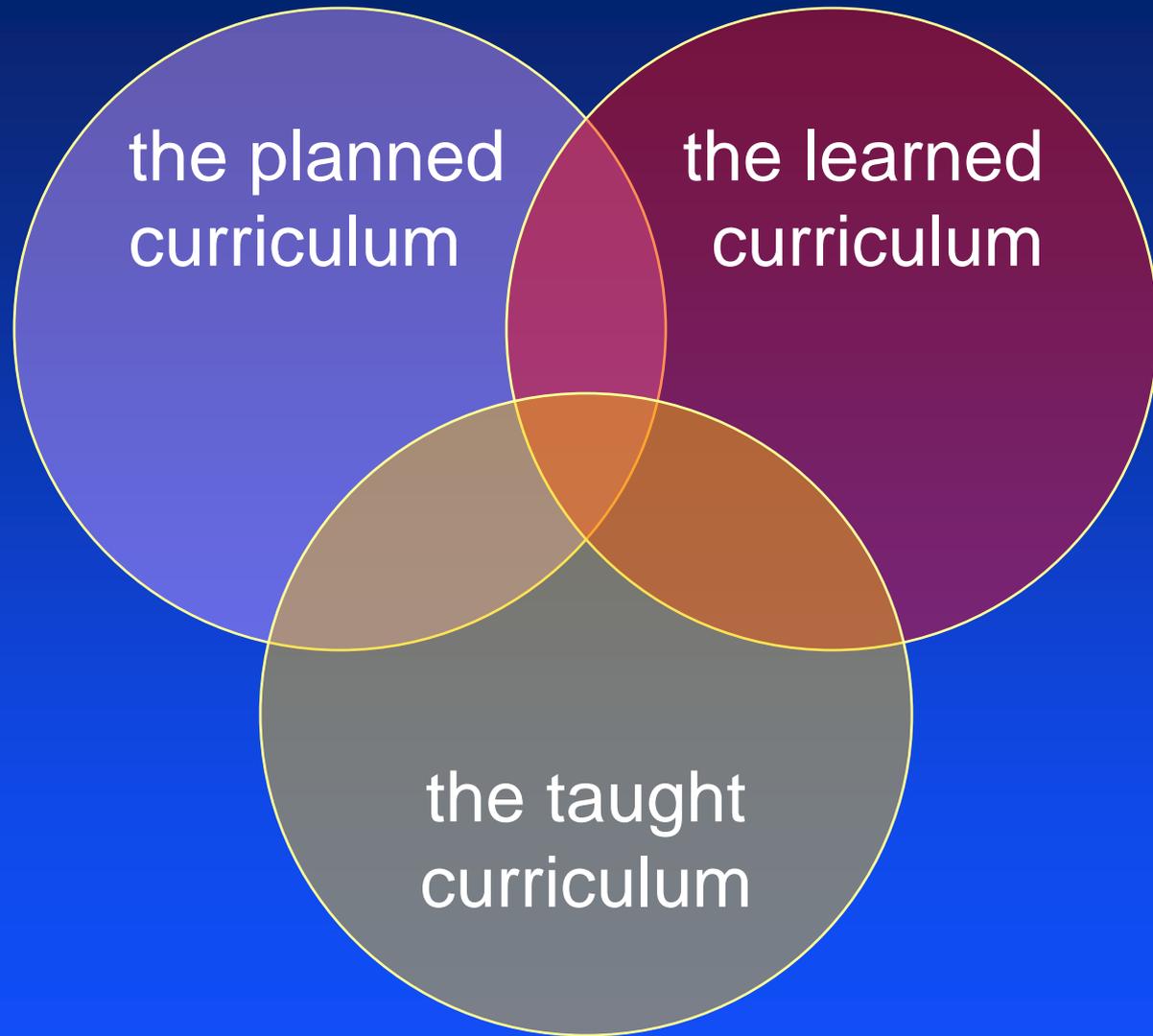
# Evidence-based practice

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



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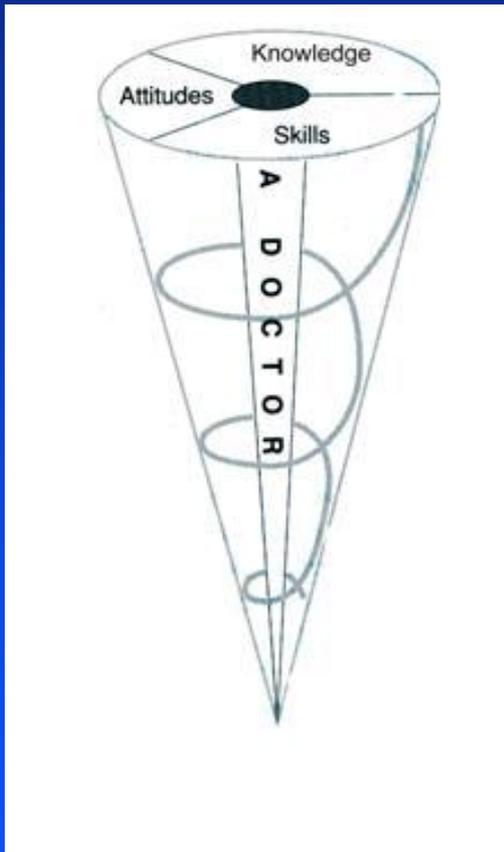


# Educational strategies





# Spiral Curriculum



**Stage 3- “Doer” of EBP**

- Clinical Expert
- Knowledge manager

**Stage 2- “User” – pre-appraised resources**

- Shared decision-maker

**Stage 1- “Replicator” - guidelines**



# Teaching and learning

	Knowledge	Skills	Attitudes	Behaviours
Stand-alone teaching	√			
Integrated teaching	√	√	√	√

Coomarasamy A, Khan K. What is the evidence that postgraduate teaching in EBM changes anything? A systematic review. *BMJ* 2004;329



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# Assessment

Performance review

Workplace-based assessment

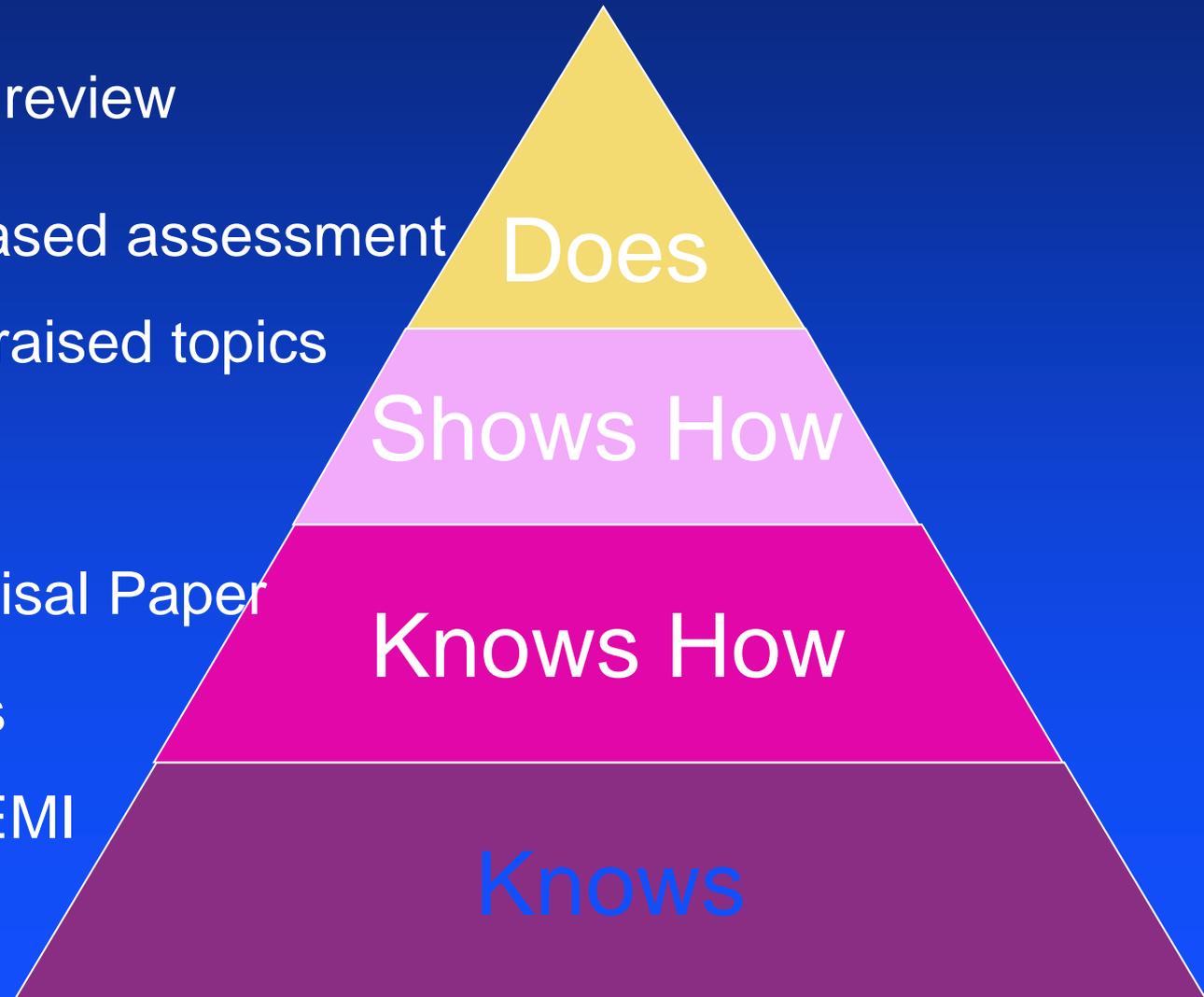
Critically Appraised topics

OSCE

Critical Appraisal Paper

Essay papers

MCQ, SBA, EMI



Does

Shows How

Knows How

Knows



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# Evaluating the curriculum

**Curriculum echolalia**

**Hereditary curriculitis**

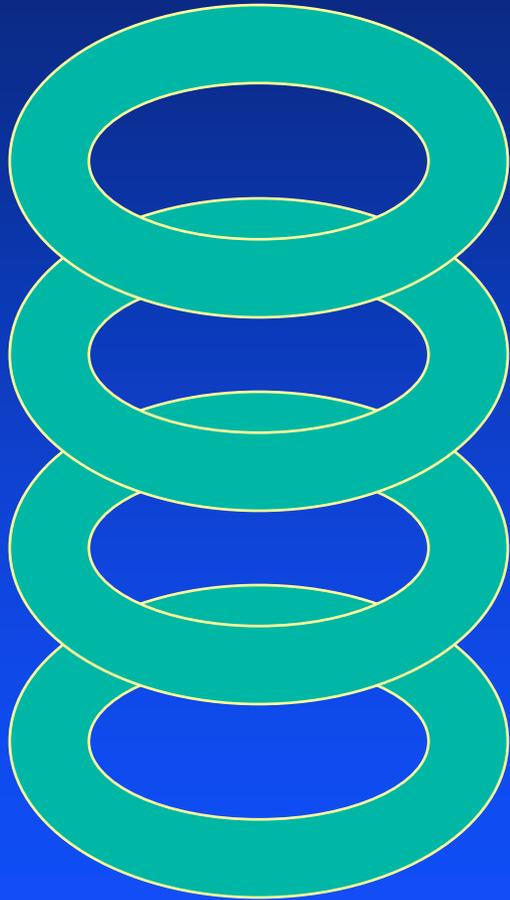
Curriculasclerosis

*Carcinoma of the curriculum*

**CURRICULOMEGALY**



# Kirkpatrick's hierarchy



Level 4: Performance change

Level 3: Behaviour change

Level 2: Knowledge change

Level 1: Reaction

Kirkpatrick D, 1967