



CUMMING SCHOOL OF MEDICINE  
GRADUATE COURSE OUTLINE

<b>COURSE TITLE: Teaching, Learning and Curriculum Design</b>			
<b>Course</b>	<b>MDCH 628</b>		
<b>Pre/Co-Requisites</b>	Admission to the Medical Education Specialization of the Community Health Sciences graduate program or consent of the program.		
<b>Faculty</b>	Cumming School of Medicine, Graduate Science Education		
<b>Instructor Name(s)</b>	Aliya Kassam	<b>Email</b>	kassama@ucalgary.ca
<b>Office Location</b>	G019	<b>Office Hours</b>	By appointment
<b>Instructor Email Policy</b>	Please allow at least 48 hours for a reply to an email. Please do not expect replies to emails sent on the weekend to occur during the weekend.		
<b>Telephone No.</b>	403-210-7526		
<b>TA Name, if applicable</b>	N/A	<b>Email</b>	N/A
<b>Class Term, Days</b>	Winter, Thursday		
<b>Class Times</b>	9:00am to 11:50am		
<b>Class Location</b>	G636/G737 as per schedule		

<b>COURSE INFORMATION/DESCRIPTION OF THE COURSE</b>
Overview of context in which medicine is taught and learned, the theory related to learning and change, the key elements of curriculum design and evaluation, and examine traditional and innovative methods used to enhance student and practitioner knowledge, skills and attitudes.
<b>LEARNING RESOURCES/REQUIRED READING</b>
A Practical Guide for Medical Teachers, 5 <sup>th</sup> Edition (2017) Edited by John Dent and Ronald Harden. Churchill Livingstone: Elsevier Thomas PA, Kern DE, Hughes MT, and Chen BY. Curriculum development for medical education: A Six Step Approach, 3 <sup>rd</sup> Ed. 2016. Johns Hopkins Univ. Press.
<b>COURSE OBJECTIVES/LEARNING OUTCOMES</b>
Following completion of this course, students will be able to: 1. Describe the context in which medical education is taught and learned, including the continuum of medical education, accreditation and assessment systems, and roles of organizations involved in medical education and licensure. 2. Discuss learning and teaching theories and their implications for curriculum design, as well as evaluation and learner assessment.

3. Explain each of the key components and steps required to design, implement, and monitor a curriculum.
4. Write or critique objectives and competencies intended to guide the development and evaluation of a curriculum.
5. Describe and critique (identify strengths and weaknesses) a curriculum using an established framework for curriculum design.
6. Assess the advantages and disadvantages of specific teaching modalities with reference to theory and research.

#### CUT POINTS FOR GRADES

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows

Grade	Grade Point Value	Percentage Conversion	Graduate Description
A+	4.00	95-100	Outstanding
A	4.00	90-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	85-89	Very Good Performance
B+	3.30	77-84	Good Performance
B	3.00	72-76	Satisfactory Performance
B-	2.70	68-71	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	63-67	All grades below ‘B-’ are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements

**Assessment Components:** The University policy on grading related matters is outlined in the [2019-2020 Calendar](#).

Assessment Methods	Description	Weight %	Due Date and Time
Curriculum Design	Design a curriculum. Students can choose a topic they wish to hand in based upon their interest. Lesson plans must be included as part of this assignment.	15%	9AM on Thursday, February 27, 2020

Developing objectives or competencies	Develop a set of objectives or competencies for a curriculum. Identify a curriculum (from a course, clinical rotation, etc.), provide a description of how the objectives/competencies were selected and provide a critique considering the advantages and disadvantages, referring to both theory and research. (1500-word limit)	15%	9AM on Thursday, January 30, 2020
Oral presentation	Give an oral presentation (30-45 minutes) at the Medical Education Journal Club focused on one instructional method or curricular issue related to medical education. The presentation will require that the presenter(s) describe the technique, present theoretical and research relevant to the technique, and lead a discussion about future directions for inquiry into the efficacy of the technique in practice.	30%	For scheduling to occur, students must commit to a topic at a later class date. Length of presentations will be dependent on number of students in course. Oral presentations will be scheduled for classes in March 2020
Paper	Major Paper on instructional methods or learning in medical education. This paper should be approximately 2500-3000 words and should show evidence that the participant has integrated practice (i.e., practical approaches and how-to implications) with research and theory. The document may extend from the oral presentation topic, but must represent an individual effort and submission of a final paper. If appropriate, the paper may be in the form of a document that could be used to guide committee work (i.e., a discussion paper) or one that might be used for faculty development.	40%	9AM on April 9, 2020

#### ASSESSMENT AND EVALUATION INFORMATION

##### **ATTENDANCE AND PARTICIPATION EXPECTATIONS:**

Students are expected to attend at least 80% of the classes and partake in class discussions. Attendance to the Medical Education Journal Club (at least 80% of the sessions) is mandatory.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS:** Assignments are due on the specified date by 9AM.

Assignments must be sent electronically in editable MS WORD document to allow for electronic feedback and word count checking.

**FINAL EXAMINATIONS:** There will not be a Registrar Scheduled Exam for this course.

**LATE AND/OR MISSING ASSIGNMENTS:** Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.

Students may hand in assignments late without penalty under the following circumstances:

- The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
- There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

**Is a passing grade on a particular component essential to pass the course as a whole?**

COURSE TIMETABLE			
Course Schedule Date	Topic & Reading	Instructor	Assignments/Due Dates & Times
Thursday, January 16	<ul style="list-style-type: none"> <li>• Introductions and course overview</li> <li>• Theories of Learning I</li> </ul>	Dr. Aliya Kassam	
Thursday, January 23	<ul style="list-style-type: none"> <li>• Theories of Learning II</li> </ul>	Dr. Aliya Kassam	
Thursday, January, 30	<ul style="list-style-type: none"> <li>• Theories of Learning III</li> <li>• Curriculum Design I</li> </ul>	Dr. Aliya Kassam	Learning Objectives Assignment Due at 9am
Thursday, February 6	<ul style="list-style-type: none"> <li>• Curriculum Design II</li> <li>• Curriculum Mapping</li> </ul>	Dr. Aliya Kassam	
Thursday, February 13	<ul style="list-style-type: none"> <li>• Curriculum Design III</li> <li>• Program Evaluation</li> </ul>	Dr. Aliya Kassam	
Thursday, February 20	<ul style="list-style-type: none"> <li>• READING WEEK – NO CLASSES</li> </ul>		
Thursday, February 27	<ul style="list-style-type: none"> <li>• Learning Situations:</li> <li>• Attitudes and Behaviours – CanMEDS Competencies</li> </ul>	Dr. Aliya Kassam	Curriculum Design Assignment Due at 9am
Thursday, March 5	<ul style="list-style-type: none"> <li>• Learning Situations: Large and Small Group Teaching</li> <li>• Giving and Receiving Feedback</li> </ul>	Dr. Aliya Kassam	

Thursday, March 12	<ul style="list-style-type: none"> <li>• Learning Situations: Clinical Skills and Simulation Teaching</li> <li>• Debriefing</li> </ul>	Dr. Aliya Kassam and Guest Lecturer TBD	
Thursday, March 19	<ul style="list-style-type: none"> <li>• Learning Situations: Teaching psychomotor skills</li> <li>• Psychomotor and Surgical Skills</li> <li>• Presentations</li> </ul>	Dr. Aliya Kassam and Guest Lecturer TBD	Presentations
Thursday, March 26	<ul style="list-style-type: none"> <li>• Learning Situations: Bedside and Ambulatory Care Teaching</li> <li>• Presentations</li> </ul>	Dr. Aliya Kassam and Guest Lecturer TBD	Presentations
Thursday, April 2	<ul style="list-style-type: none"> <li>• Learning Situations: Team Based Learning and inter professional education</li> </ul>	Dr. Aliya Kassam and Guest Lecturer TBD	
Thursday, April 9	<ul style="list-style-type: none"> <li>• Revisiting Program Evaluation</li> <li>• Revisiting Curriculum Mapping</li> <li>• Review</li> </ul>	Dr. Aliya Kassam	Final Paper due at 9AM

#### INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communicationspolicy.pdf>.

#### MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

##### Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will

ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

#### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

#### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

#### **Student Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

#### **ACADEMIC ACCOMMODATIONS**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

#### **IMPORTANT INFORMATION**

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

#### **COPYRIGHT**

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students ([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<https://library.ucalgary.ca/copyright>)

#### **A NOTE REGARDING INSTRUCTOR INTELLECTUAL PROPERTY**

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor (s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor.



The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing

#### **ACADEMIC INTEGRITY**

The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the Faculty of Graduate Studies Calendar, available at [Faculty of Graduate Studies Academic Regulations](#)

#### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

#### **EMERGENCY EVACUATION AND ASSEMBLY POINTS**

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:

- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

#### **APPEALS**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct

#### **THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission

#### **WELLNESS AND MENTAL HEALTH RESOURCES**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room



370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <https://www.ucalgary.ca/mentalhealth/>"

#### **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

**Student Ombudsman:** The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Student Union:** The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives can be found here: <https://www.su.ucalgary.ca>

**Graduate Student's Association:** The GSA Vice-President Academic can be reached at (403) 220- 5997 or [gsa.vpa@ucalgary.ca](mailto:gsa.vpa@ucalgary.ca); Information about the GSA can be found here: <https://gsa.ucalgary.ca>

#### **SAFEWALK**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.