



COMPREHENSIVE INNOVATION OF MEDICAL EDUCATION

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D1.2 SYMPOSIUM ON CURRICULUM HARMONIZATION AT HIGHER EDUCATION INSTITUTIONS

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Medical education is currently trending towards an outcome-based curriculum which strives to prepare medical graduates for work in a rapidly evolving and quickly changing healthcare delivery system. In this respect, competence-based frameworks previously implemented into the medical curricula of western countries seem to be extremely useful. However, competence-based descriptions of learning objectives have thus far been missing from undergraduate medical education in the Czech Republic. The proposed project therefore aims to provide an outcome-based description of the medical curriculum at the Masaryk University, Brno, including all relevant evaluation methods.

As a necessary first step, the existing medical curriculum at the Faculty of Medicine, Masaryk University, Brno, Czech Republic, was organized using the outcome-based approach and harmonized across various fields of study using a novel methodology.

Auditing methodologies were employed in order to determine how predefined key terms map onto an undergraduate medical curriculum. Standardized audit forms including a list of required terms were provided to course directors and supervisors who were asked to indicate how individual terms in fact map onto given fields of curriculum.

The above mentioned approach resulted in the development of an advanced medical curriculum description methodology which in turn provides room for subsequent innovation. The used methods provide also a metadata description of the General Medicine field of study. Additionally developed methodologies include a multidimensional quality evaluation approach which integrates the opinions of curriculum designers, guarantors, students and methodological specialists.

The description of curriculum domains provides a useful framework for organizing didactic components and for the further development of medical teaching methodologies. Moreover, the resulting description and organization of the curriculum also provides a vocabulary for instituting curricular change and innovation.

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