Renewing the Curriculum to More Effectively Accommodate Clinical Rotation: An ALTC Priority Program Project

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- 1\textsuperscript{st} students start 2007
- 100-120 per year
- 5 year course
- Undergraduate
- Greater Western Sydney
Years 1 and 2

- Problem based learning tutorials
- Highly integrated with lectures – basic sciences
- Some clinical exposure
Years 3 to 5

Clinical Placement in Hospital

University

Oncology
Paediatrics
Cardio
Years 3 to 5

Oncology
Paediatrics
Cardio

University

Infectious diseases lecture
Years 3 to 5

Hospital

- Oncology
- Cardio
- Paediatrics

LAMS

University
Years 3 to 5

LAMS online modules

9 Streams of Scientific Basis of Medicine (25hrs each)

e.g. Cardiovascular Disease and Risk, Oncology, Immunology
ALTC project

- What is considered “best practice” for the teaching of the scientific basis of medicine within the field of medical education?
- What learning designs can be readily adopted by the Faculty of Medicine as a means of delivering best practice?
- How can the curriculum be delivered to facilitate students’ learning in relevant and connected ways when they are out on clinical rotation?
- What learning designs can be readily adopted by other disciplines as templates for best practice?
- How can identified barriers to academics’ adoption, adaptation and reuse of learning designs be overcome to ensure sustainability?
Best Practice

- Problem based learning – tutorial setting
  - Case presentation
  - Students attempt initial diagnosis
  - More case detail presented
  - Students collect information in topic
  - Students connect learning to case for a final diagnosis
  - Sometimes proceed with treatment
What Learning Designs

- Level of learning design
  - PBL theory
  - LAMS authoring environment 5 hrs or 25 hrs

- Number of learning designs
  - 9 modules x 25 hrs = eLearning fatigue
  - 8 – 10 learning designs to suit different teaching styles

- Presentation – guided or prescribed
Current modules

- 3 modules for 2008 (3\(^\text{rd}\) year students)
- Content experts using PBL theory, but not using Learning Design templates
- 3 different styles of module emerging
Cardiovascular Disease and Risk – Case 1

- Case
- Forums – collaborative
- Activities – group work
- Resources - science
Matching Task Part 1 - BP Meds Exercise

Antihypertensive Medications

Instructions

1. Complete the Antihypertensive Medications table by clicking on the image to download and open the spreadsheet. Click on the 'maximize' window icon at the top right hand corner of the screen to enlarge the table.
2. Click on the blue Answers tab located at the bottom of the screen in the second worksheet.
3. The answers are scrambled, and it is your task to find the correct match for each of the medications listed. Find their:
   - Class
   - Effect
   - Side effect [use the drug ramipril as an example]
4. Cut or copy the answers from the 'Answers' worksheet and paste into the main worksheet table 'BP Meds'.
5. After you have completed the spreadsheet, save your file to your computer local drive, filename: "Surname_ Student ID"
6. Use the facility below to upload your file.
7. Now you can move to the next activity where you can view the model answers to see if you were correct.

Note: After you click on "Next Activity" and you come back to this Submit Files, you won't be able to continue adding files.

No files have been uploaded yet.
Patient Information Brochure

Submit Files

Design a patient information booklet about the benefits and risks of treatment for Hypertension.

This work can be done in a group with other students (max 3).

You could use the attached information guide given to pregnant women as an example of the type of booklet patients might normally be given.

Upload your file below

No files have been uploaded yet.

File

Browse...

File Description

Upload File

Next Activity
Immunology – Case 1

- Case
- Clinical understanding
- Voting – collaborative
- Text - science
Oncology – Case 1

- Case
- Clinical understanding
- Voting – collaborative
- Forum – collaborative
- Text & resources - science
Future

- Collect student feedback about current modules
- Create 8-10 learning designs (based on lessons learned and to suit teaching styles)
- Create a process for how the LAMS team relates to content experts
- Release learning designs to others