

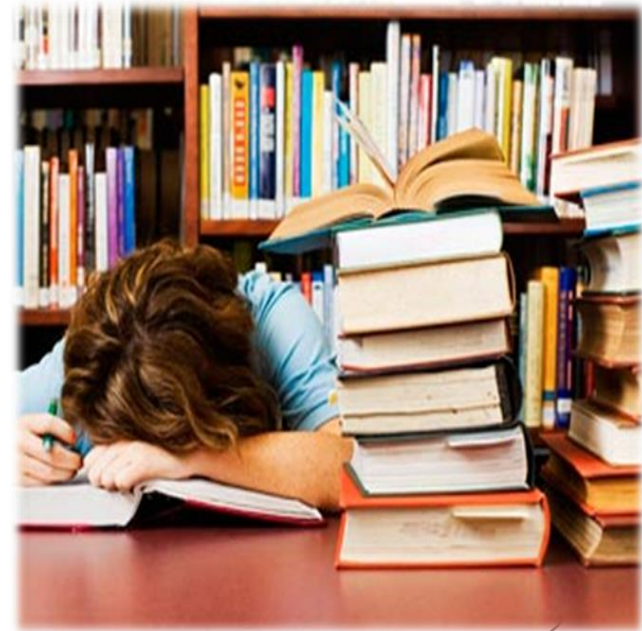


# **Competency-Based Integrated Curriculum in Myanmar Medical Universities**

**University of Medicine, Mandalay  
Myanmar**

# Current Problems in Traditional Medical Curriculum

- Time is wasted in acquiring knowledge that is subsequently **forgotten** or found to be **irrelevant** (The acquisition and retention of information that has *no apparent relevance* can be *boring* and even *demoralising* for students)



# Current Problems in Traditional Medical Curriculum

- Too little time for SDL
- Too many students in crowded rooms
- 80% Listening, 15% Observing, 5% Doing
- Exams that discourage real learning.

## *Reference:*

*Rangachari PK, Back to the future? Active learning of medical physiology in the 1900s. Advan. Physiol. Edu. 31: 283-287, 2007*

- **DISCIPLINE-BASED TRADITIONAL CURRICULUM**

Different disciplines are taught in the hope that the student would fit things together and be able to see the whole wide interconnected picture

**BUT.....**



***Why Change ?***

# **Curriculum is a dynamic process/document**

**- must change :**

- **To accommodate:**
  - **New information / New diseases / New diagnostic methods / New treatments**
  - **New approaches in teaching & learning**
  - **New methods of assessment**
- **To stay relevant**
- **To address the changing needs & expectations of the society**

## **How is Competency-Based curriculum different than the traditional curriculum?**

- **Realistic – addresses the real needs**
- **Student-centred**
- **Patient-focused**
- **Organised / logical**
- **Wholesome – making connections; contextual**
- **Relevant & meaningful – manages the information overload**
- **Outcome-based**

# **Competency-Based Curriculum Align with WFME standards**

- **Use learning methods that stimulate, prepare and support students to take responsibility for their learning process.**
- **Ensure appropriate coordination/ Integration between basic biomedical, behavioral and social and clinical subjects.**



# What is **COMPETENCY** ?

- Is a broad concept
- Represents a dynamic combination of:
  - Knowledge and understanding at different levels
  - Skills and abilities
  - Attitudes and values
- Competences are formed in various course units and assessed at different stages.
- Some competences are subject area related (specific to a field of study) while others are generic (common to any degree programme-soft skills)

## What is a **LEARNING OUTCOME** ?

- Statements of what a learner is expected to know, understand and be able to demonstrate after completion of learning.
- They can refer to a single course unit or module or a degree programme.
- Should give a precise overview of what has been learned and has been demonstrated through assessment.
- They should be:
  - Specific
  - Objective
  - Achievable
  - Useful
  - Relevant
  - Standard-setting

# Competency-Based Curriculum Framework of Myanmar Medical Universities

- A new curriculum framework with
  - 8 horizontal modules and
  - 5 vertical modules.
- 82 core clinical problems according to local context.

# Six Program Outcomes for Undergraduate Course

1. Medical knowledge;
2. Patient care;
3. Interpersonal and communication skills;
4. Professionalism;
5. Practice-based learning & improvement;
6. Systems-based practice.



# Curriculum for Foundation Year

**Academic  
Year**

**Semester 1**

**Semester 2**

**Foundation for  
Science  
(Biology and Science  
subjects related to  
Medicine)**

**Foundation for  
Medicine (Principle  
block of Basic  
Medical Science  
subjects)**

**Foundation  
Year**

**Clinical Management**

**Medical Ethics and Professionalism**

**Community and Family Health**

**Research Culture and skill**

**Social and Behavior Science**

**Summative  
Assessment**

# A Draft of New Curriculum Map

**Academic  
Year**

**Semester 1**

**Semester 2**

**Musculoske-  
letal &  
dermatolog  
y module**

**Hematology  
and  
Immuno-  
logy module**

**Cardio-  
vascular  
Module**

**Respiratory  
Module**

**Year 1  
(Block A)**

**Clinical Management**

**Medical Ethics and Professionalism**

**Community and Family Health**

**Research Culture and skill**

**Social and Behavior Science**

**Summative Assessment**

# A Draft of New Curriculum Map

**Academic  
Year**

**Semester 1**

**Semester 2**

**Year 2  
(Block B)**

**Gastro-  
intestinal,  
Nutrition &  
Hepatobilia  
ry Module**

**Genito-  
urinary &  
Reproduc-  
tive Health  
Module**

**Endocrino-  
logy  
Module**

**Neurology,  
special sense  
and  
Mental  
Module**

**Summative Assessment**

**Clinical Management**

**Medical Ethics and Professionalism**

**Community and Family Health**

**Research Culture and skill**

**Social and Behavior Science**

# A Draft of New Curriculum Map

Academic Year	Semester 1	Semester 2	
Year 3 (Core Clinical Medicine)	Medicine, Infectious Diseases Radiology & Dermatology etc.	Surgery, Anesthesiology, Orthopaedics & Traumatology Otolaryngology & Ophthalmology	Summative Assessment
	Clinical Management		
	Medical Ethics and Professionalism		
	Community and Family Health		
	Research Culture and skill		
	Social and Behavior Science		



# A Draft of New Curriculum Map

Academic Year	Semester 1	Semester 2		
<p>Year 4 (Specialty related to all ages)</p>	<p>Pediatrics, Obstetrics &amp; Gynecology, Mental Health</p>	<p>Palliative care, Geriatrics Medical Jurisprudence Emergency Medicine &amp; Critical care</p>	<p>Elective Study</p>	<p>Summative Assessment</p>
	<p>Clinical Management</p>			
	<p>Medical Ethics and Professionalism</p>			
	<p>Community and Family Health</p>			
	<p>Research Culture and skill</p>			
	<p>Social and Behavior Science</p>			

# A Draft of New Curriculum Map

Academic Year	Rotation 1	Rotation 2	Rotation 3	Rotation 4		
Year 5 (Student Interns)	Medicine	Surgery	Obstetrics & Gynecology	Pediatrics	Summative Assessment	
	Clinical Management					
	Medical Ethics and Professionalism					
	Community and Family Health					
	Research Culture and skill					
	Social and Behavior Science					

<b>(Foundation Year)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<p>1. Biology &amp; Science subjects related to Medicine</p> <p>2. Foundation for medicine (Principle block)</p>	<p><b>Integrated Basic Medical Sciences with clinical relevance</b></p> <p><b>(Block A)</b></p>	<p><b>Integrated Basic Medical Sciences with clinical relevance</b></p> <p><b>(Block B)</b></p>	<p>Core Clinical Medicine in practice</p> <p>(Medicine, Surgery &amp; related disciplines)</p>	<p><b>Specialities in All Ages of Medicine</b></p> <p><b>2. Electives</b></p>	<p>Student internship program</p> <p>(Rotation in four main Clinical disciplines)</p>

**Clinical Management**

**Medical Ethics and Professionalism**

**Community and Family Health**

**Research Culture and skill**

**Social and Behavior Science**

# Competency-Based Medical Program Development in Myanmar

- **Curriculum Blue printing**
- **Faculty development in**
  - **Pedagogy : TBL & CBL**
  - **integrated assessment**
- **Dissemination or multiplication of  
faculty training**

# Thank you for your attention!

