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Outcome-Based Curriculum Development: Experience of Division of general internal medicine of tehran university of medical sciences in clerkship training

Abstract

Introduction: Recent evolutions in medical education and trend to specialization have led to serious concern about the quality of undergraduate education especially in main medical universities. According to medical education literature, outcome-based curriculum development seems more suitable for clinical phase rotations. In this article we present our experience in planning an outcome-based 2 weeks clerkship course in Division of General Internal Medicine of Tehran University of Medical Sciences.

Methods: We conducted the planning phase according to 10 harden's questions and started with needs assessment and definition of expected outcomes. Then we decided about the educational strategies, teaching and assessment methods with

emphasis on the job learning as the main model for clerkship course. Evaluation of the course is by questionnaire at the end and also meeting with students.

Results: An outcome-based curriculum planned for 2 weeks clerkship course in Division of General Internal Medicine of Tehran University of Medical Sciences. Preliminary evaluation has shown the curriculum success in achieving its outcomes meanwhile; unfamiliarity of the students with on the job learning model and also residents' and interns' reluctance to involve the students in the process of patient care are major challenges of the new curriculum

Conclusion: Outcome-based curriculum planning and using on the job learning model is possible under our condition and may be useful in achieving clerkship course outcomes.

Keywords: curriculum planning, clerkship, competency, on the job learning.