



Curriculum Mapping: The Road to Success

College of Medicine UME

April 15, 2021



Objectives

Describe successful curriculum mapping pedagogy

Develop key skills in creating and mapping learning objectives

Generate curriculum map queries from the MedHub system for curriculum reviews



Office of Assessment, Evaluation, & Quality Improvement (OAEQI)



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Assistant Dean, Assessment, Evaluation,
and Quality Improvement

Mission

Providing the College of Medicine with effective and accurate assessment of student learning and medical education curriculum evaluation. A variety of formative and summative measures in the curriculum are evaluated by selected groups of medical students, faculty members, and content experts in the four domains of knowledge, skills, behaviors and attitudes. In addition, the professionals in the Office of Assessment and Evaluation are committed to providing excellent training, data analysis expertise and responsive customer service to all stakeholders.

OFFICE NEW LOCATION: UHE 8th Floor - 864



The process to create and maintain a curriculum map are:

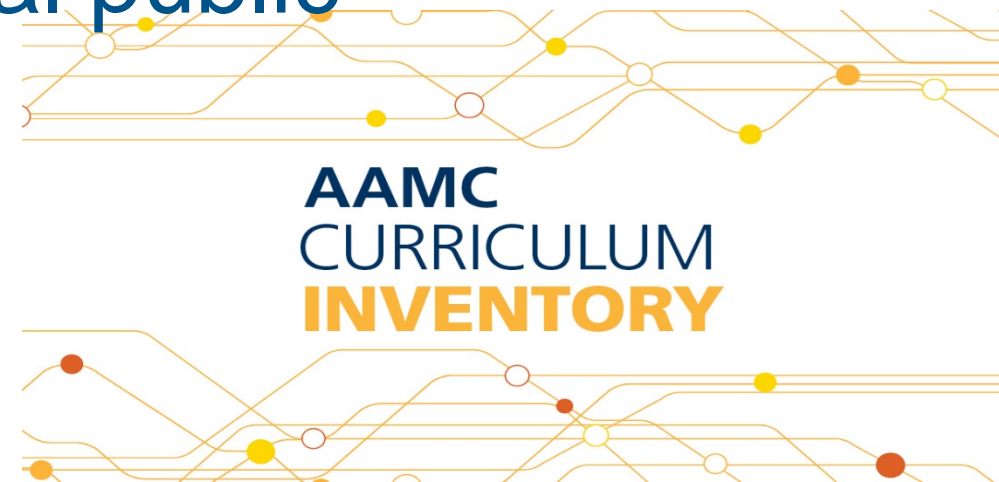
- Content taught, including learning objectives at multiple levels (e.g., program, course, event) and keywords
- Learning event details, including timing, frequency, instructional approach, and resources
- Content assessed, including assessment methods
- Curricular structure, such as number of academic levels, weeks and hours of instruction, and special tracks or programs



Why curriculum map?

Reports can be created to:

- Facilitate continuous quality improvement,
- Facilitate discussion among curriculum committees and teaching faculty,
- Support schools' accreditation monitoring
- Enhance medical education research
- Inform legislators and the general public



8.2 Use of Medical Educational Program Objectives

The faculty of a medical school, through the faculty committee responsible for the medical curriculum, ensure that the medical curriculum uses formally adopted medical education program objectives to guide the selection of curriculum content, and to review and revise the curriculum.

The faculty leadership responsible for each required course and clerkship link the learning objectives of that course or clerkship to the medical education program objectives.



LIAISON COMMITTEE ON
MEDICAL EDUCATION



AAMC Physician Competency
Reference Set (PCRS)

MUSC Institutional
Learning Objectives (ILOS)

Course
Objectives

Session
Objectives



1 Session Objective

1 Course Objective

1 Primary and 1 Summative Assessment

1 Instructional Format

1 Keyword

1 ILO

1 PCRS



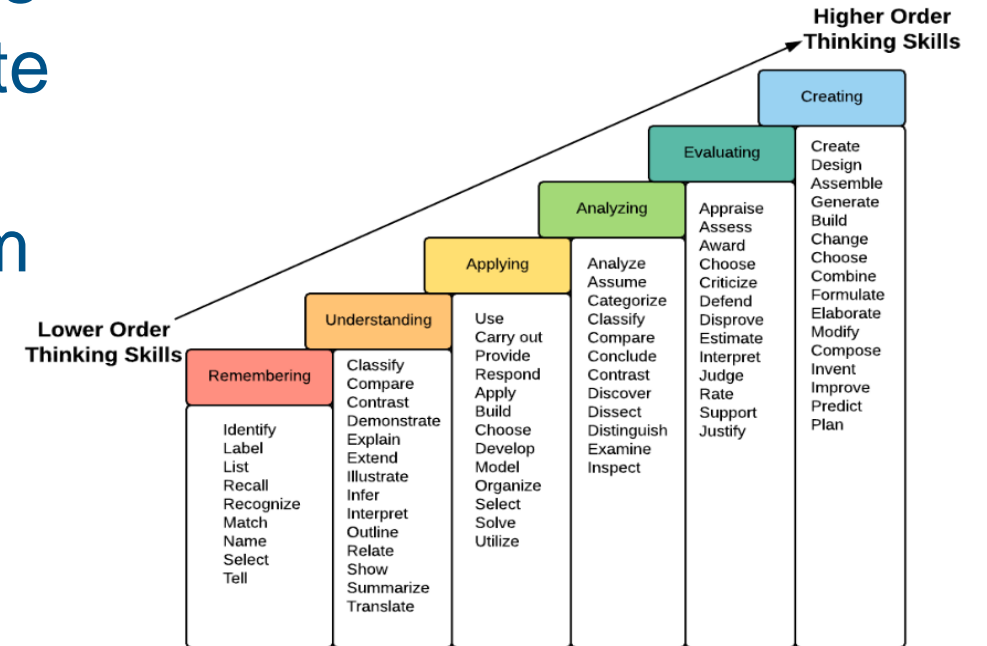
Building good session/course objectives

- Behavior, skill, or action a student can demonstrate
- Make sure it is measurable
- No double barreling
- Be specific and not too broad
- Use ILOS or PCRS



To start writing a good objective:

- Choose an action verb that corresponds what you wish to student to demonstrate
- Explain the knowledge you expect them to acquire or construct
- [Optional]: Explain the criterion or level students are expected to reach





MedHub is a web-based application designed to house, document, track and monitor UME requirements and educational experiences. This system will allow you to review schedules, complete evaluations, create your own scholarly activity portfolio, review conferences, etc.

If you have been identified as a Program Director or a Course/Clerkship Director, you have the ability to review specific information related to a resident or student including his/her individual performance evaluations, conference attendance, procedure logs, and learning portfolios. You will also be able to review aggregate data of faculty and program/course evaluations.

Logging in: <http://musc.medhub.com>

Net ID and Password



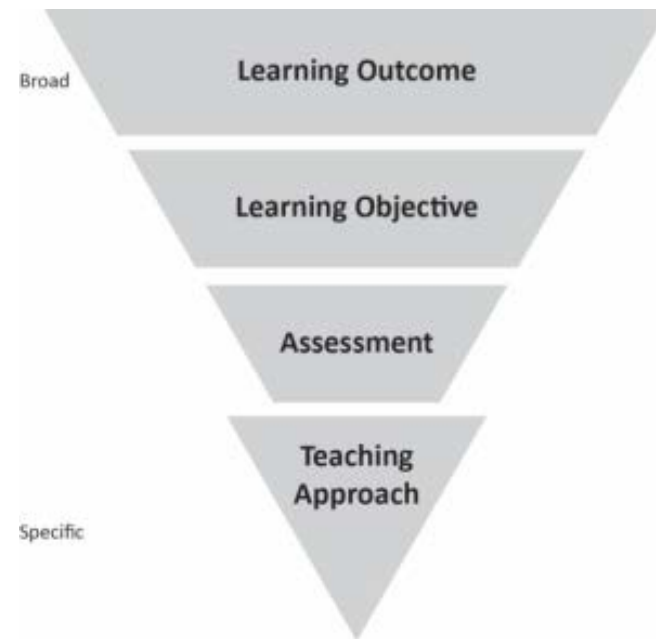
Curriculum Mapping in MedHub

- Uploaded MUSC map in MedHub in 2019 for the AY19-20 for AAMC reporting
- Currently all course directors are working on updating the curriculum map for AY20-21
- MedHub will allow us to upload the map directly every year instead of making manual changes like E*Value



MedHub Course Objectives Functionality

The Course Objectives provides the student with the ability to review the course/clerkship objectives for the courses/clerkships that they have been enrolled under. Goes along with the extensive Curriculum Mapping.



Curriculum Mapping

Curriculum Mapping functionality allows, faculty, student and administration to search the curriculum map with any keywords. This shows sessions objectives, courses, lecturers, activities that this keyword would appear in.



Go to
www.musc.medhub.com
and sign in with your
Net ID and Password



Session expired due to inactivity
Please login again.

[Login using MUSC Single Sign-On](#)

Welcome to the Medical University of South Carolina Residency Management System.

This resource provides MUSC residents with the ability to plan their rotation schedules, keep track of their educational progress, and communicate with other residents, faculty members, and administrators.

If you need access, please contact your program administrator

[Login using a non-MUSC account.](#)

Recommended Browsers

Supported Versions of:

Google Chrome
Mozilla Firefox
Apple Safari
Microsoft Edge
Internet Explorer

Urgent Tasks
(none)

Personal Calendar

Tuesday, April 13
(No activities)

Wednesday, April 14
(No activities)

Thursday, April 15
(No activities)

Friday, April 16
(No activities)

Saturday, April 17
(No activities)

[View myCalendar](#)

- User Management >
- Security >
- Schedule Management >
- Portal Management >
- Site Management >
 - [Appointment Letters](#)
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 - [Course List](#)
 - [Student Applications](#)
 - [Curriculum Mapping](#)
 - [Medical Student Performance Evaluation \(MSPE\)](#)
 - [Faculty Reports Access](#)
 - [Idea Portal](#)

Reuters - Health News

[New French coronavirus deaths steady, infections creep up](#)
The number of people who died from coronavirus infection in France rose by 28 to 29,603 on Thursday, the same increase as Wednesday, but the number of new confirmed cases crept up again to reach a five-day high.

[Canada hits 100,000 coronavirus cases, major challenges remain](#)
Canada officially racked up 100,000 cases of the novel coronavirus on Thursday and although the outbreak is slowing, health experts said major challenges remain.

[Blood type, genes tied to risk of severe COVID-19: European study](#)
A person's blood type and other genetic factors may be linked with severity of coronavirus infection, according to European researchers looking for further clues about why COVID-19 hits some so much harder than others.

[Iran's death toll from coronavirus outbreak approaches 10,000](#)
Iran is approaching 10,000 deaths from the coronavirus outbreak in the country, according to official figures from the Ministry of Health.

[UK ditches homegrown COVID-19 tracing app to use Google-Apple model](#)
Britain will switch to the Apple and Google model for its COVID-19 test-and-trace app, ditching an attempt to develop an app by itself after the homegrown system did not work well enough on Apple's iPhone.

New England Journal of Medicine - Current Issue

[Oncolytic HSV-1 G207 Immunovirotherapy for Pediatric High-Grade Gliomas](#)
New England Journal of Medicine, Ahead of Print.

[Closed Gastroschisis](#)
New England Journal of Medicine, Ahead of Print.

[Race, Policing, and History — Remembering the Freedom House Ambulance Service](#)
New England Journal of Medicine, Ahead of Print.

Curriculum Mapping - Advanced Search

Academic Year:

July 1, 2019 - June 30, 2020 ▼

Search Terms:
(optional)

homeostasis

Search Scope*:
(one required)

- Educational Program Objectives
- Course Objectives
- Course Sessions
 - Course Session Name
 - Summary
 - Location
 - Files/Links
 - Session Objectives

Location:

(all locations) ▼

Educational Methods:

(all educational methods) ▼

Resource Types:

(all resource types) ▼

Assessment Methods:

(all assessment methods) ▼

Topics:

(all topics) ▼

Instructors:
(default)

(all instructors) ▼

Search Curriculum

1. Make sure the academic year is AY19-20.

2. Type search term

3. Ensure that ALL items are clicked under search scope

4. Leave all other settings set to ALL

5. Click Search Curriculum



Curriculum Mapping - Advanced Search Results

Advanced Search Results Summary Click on section name to navigate to this section.

1	<u>Educational Program Objectives</u>
4	<u>Course Objectives</u>
1	<u>Course Sessions</u>
11	<u>Session Objectives</u>

Search Again

Search will display a summary of search results of ILOs, Course Objectives, Course sessions, and Session objectives in which the term homeostasis was found.

 Export Search Results

Results can be exported into excel file by clicking button on the left-hand side of the screen



Detailed results will be below the summary, which is expandable to see all items.

Educational Program Objectives (1 matches)

Objective ID	Academic Year	Domain	Educational Program Objective	Assessment Methods	Resources	Linked Course Objectives
1(b)	July 1, 2019 - June 30, 2020	Medical Knowledge for Practice	MK2: Describe how molecular, biochemical, cellular and genetic mechanisms affect human development and maintain the body's homeostasis across the life span.	(none)	(none)	<ul style="list-style-type: none"> 2-06 Describe the biochemical pathways t... 3-05 Describe transport, storage, and utiliz... 4-04 Describe the structure and function o... 4-07 Describe how individual components...

Course Objectives (4 matches)

Course:	Course Objective	Academic Year	Linked EPOs	Assessment Methods	Educational Methods
- (MDCOR 720) FLEX Block 1 Foundations of Health Evaluation	1-06 Explain concepts of negative and positive feedback control with respect to maintaining homeostasis (MK1)	July 1, 2019 - June 30, 2020	Medical Knowledge: (a)	(none)	(none)
- (HRR 12) FLEX Homeostasis, Regulation, and Response (HRR)	HR10: Describe the dynamic, coordinated and integrated activity of multiple organ systems in maintaining critical variables of homeostasis such as cardiovascular performance, blood pressure, body fluid volume and electrolyte composition, blood gases, acid-base balance, body temperature regulation, nutrient absorption and digestion, dietary balance, waste removal, and reproduction. (MK1, MK2, MK3, MK4, MK8)	July 1, 2019 - June 30, 2020	Medical Knowledge: (a), (b), (c), (d), (h)	(none)	(none)
- (HRR 12) FLEX Homeostasis, Regulation, and Response (HRR)	HR8: Describe the significant features of hormonal feedback mechanisms that allow for a cascade of hormonal signals to integrate and regulate physiologic processes in order to maintain homeostasis. (MK1, MK3)	July 1, 2019 - June 30, 2020	Medical Knowledge: (a), (c)	(none)	(none)
- (SFP 12) FLEX Structure, Function, and Pathology (SFP)	SF3: Describe the physiologic mechanisms involved in specific cell types, tissues, and organs that contribute to the normal function and homeostasis within the major physiologic systems of the body.	July 1, 2019 - June 30, 2020	Medical Knowledge: (a), (b), (d), (e)	(none)	(none)

Course Sessions (1 matches)

Course:	Session Name:	Academic Year:	Duration:	Assessment Methods:	Educational Methods:	Resources	Topics:
- (HRR 12) FLEX Homeostasis, Regulation, and Response (HRR)	HRR12_227	July 1, 2019 - June 30, 2020	1:00	Exam - Institutionally Developed, Written/Computer-based [AM004] - Summative Participation [AM012] - Formative	Lecture	(none)	Clinical Problem-Solving/Reasoning



Session Objectives (11 matches)

Course:	Session Name:	Session Objective:
- (HRR 12) FLEX Homeostasis, Regulation, and Response (HRR)	<u>Acid-Base Balance/Disturbance 1 & 2</u>	<u>Briefly discuss the importance of alterations in acid-base balance on whole body homeostasis</u>
- (SFP 12) FLEX Structure, Function, and Pathology (SFP)	<u>SFP12_125</u>	<u>Define homeostasis, hemostasis, edema, anasarca, hydrothorax, hydropericardium, ascites, transudate, exudate, hyperemia, congestion, hemorrhage, hematoma, petechia, purpura, and ecchymoses.</u>
- (HRR 12) FLEX Homeostasis, Regulation, and Response (HRR)	<u>HRR12_3</u>	<u>Describe the livers double (dual) blood supply.2. List some functional roles of the liver.3. Describe the zonal metabolic heterogeneity in portal acinus.4. Specify the functional importance of Kupffer cells.5. List some plasma proteins synthesized by the liver and specify their functions.6. List major vitamins stored by the liver and explain how the liver is involved in the metabolism of vitamin D.7. Describe how bile acids/salts are transported across hepatic basolateral and apical membranes.8. Explain how hepatocytes transport and dispose bilirubin.9. Discuss the mechanisms by which the liver maintains blood glucose homeostasis.10. Briefly discuss how excess glucose is used to synthesize fatty acids and cholesterol in hepatocytes.11. Describe the role of the liver in the exogenous and endogenous pathways of lipid transport and in the reverse cholesterol transport pathway. 12. Describe the synthesis of ketone bodies and their utilization by extrahepatic tissues.13. Discuss how the liver catabolizes excess amino acids. Specify the fates of the amino group and carbon skeletons of amino acids. 14. Briefly discuss how hepatocytes metabolize ethanol and specify the products of ethanol oxidation.15. Discuss key features of phase I and II biotransformation.16. Specify the two pathways involved in the clearance of acetaminophen.17. Discuss key features of acute and chronic liver failure.</u>
- MAP - (SURG 801) Surgery Clerkship	<u>SURG801_13</u>	<u>Discuss and understand calcium homeostasis.</u>
- (MMT 12) FLEX Molecules, Metabolism, and Therapeutics (MMT)	<u>MMT12_25</u>	<u>Understand an importance of calcium/phosphate homeostasis in human health</u>
- (HRR 12) FLEX Homeostasis, Regulation, and Response (HRR)	<u>HRR12_202</u>	<u>Understand the general concepts of homeostasis and the principles of positive and negative feedback in physiological systems.</u>
- (MMT 12) FLEX Molecules, Metabolism, and Therapeutics (MMT)	<u>MMT12_25</u>	<u>Understand the pharmacological bases of design and mechanisms of the drugs to correct path physiological changes of calcium/phosphate homeostasis in bone diseases</u>
- (MMT 12) FLEX Molecules, Metabolism, and Therapeutics (MMT)	<u>MMT12_25</u>	<u>Understand the pharmacological bases of design and mechanisms of the drugs to correct path physiological changes of calcium/phosphate homeostasis in bone diseases</u>
- (MMT 12) FLEX Molecules, Metabolism, and Therapeutics (MMT)	<u>MMT12_25</u>	<u>Understand the pharmacological bases of design and mechanisms of the drugs to correct path physiological changes of calcium/phosphate homeostasis in bone diseases</u>
- (MDCOR 727) FLEX Block 4 Respiratory/Renal/Acid-Base	<u>Acid-Base Balance/Disturbance I and II</u>	<u>Explain how alterations in acid-base balance maintain whole body homeostasis</u>





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Questions

