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Curriculum Mapping in an Age of Competency-based Education

Sascha Benjamin Cohen
Director, Strategic Development for Ilios

Chandler Mayfield
Director, Technology Enhanced Learning

University of California San Francisco
School of Medicine

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Overview

- Why do we “manage” curriculum?
- What’s your educational framework?
- How can we plan to be flexible and adaptable?

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Why Manage Curriculum?

- Complete and accurate picture – W^4+H
- Benchmarking, teaching effort and reporting
- Identify gaps and unintentional redundancy
- Deliver content to online course
- Build community and educate faculty
- Facilitate interprofessional curriculum
- Facilitate evaluation process

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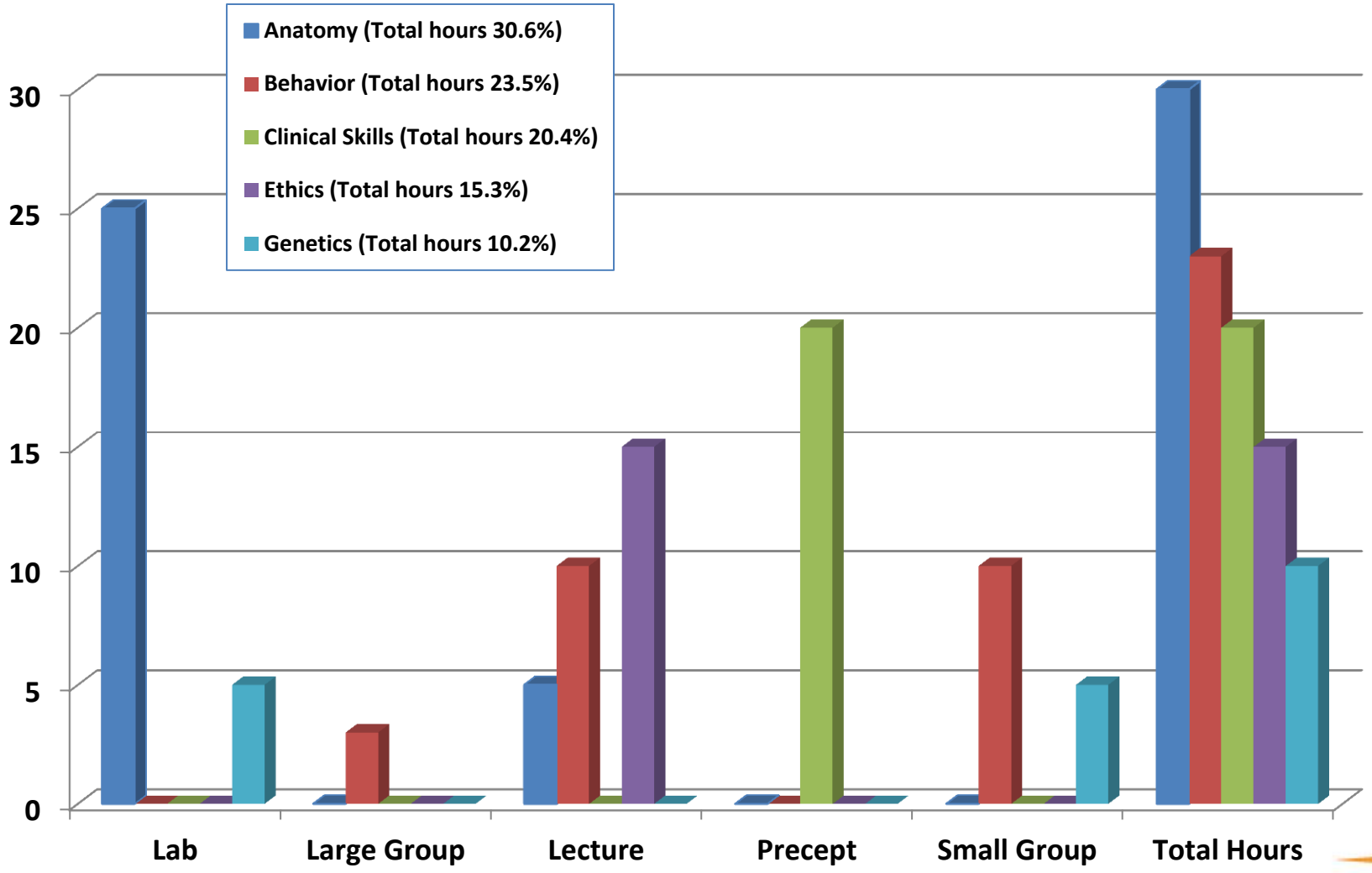
Teaching Hours By Topic/Modality



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What is your educational framework?

- Courses, Sessions, Activities
- Topics, Learning Modalities, Keywords
- Program Objectives and Course Objectives
- Competencies
  - E.g. ACGME, CanMEDs, The Scottish Doctor, etc.
- Milestones and Entrustable Professional Activities (EPAs)

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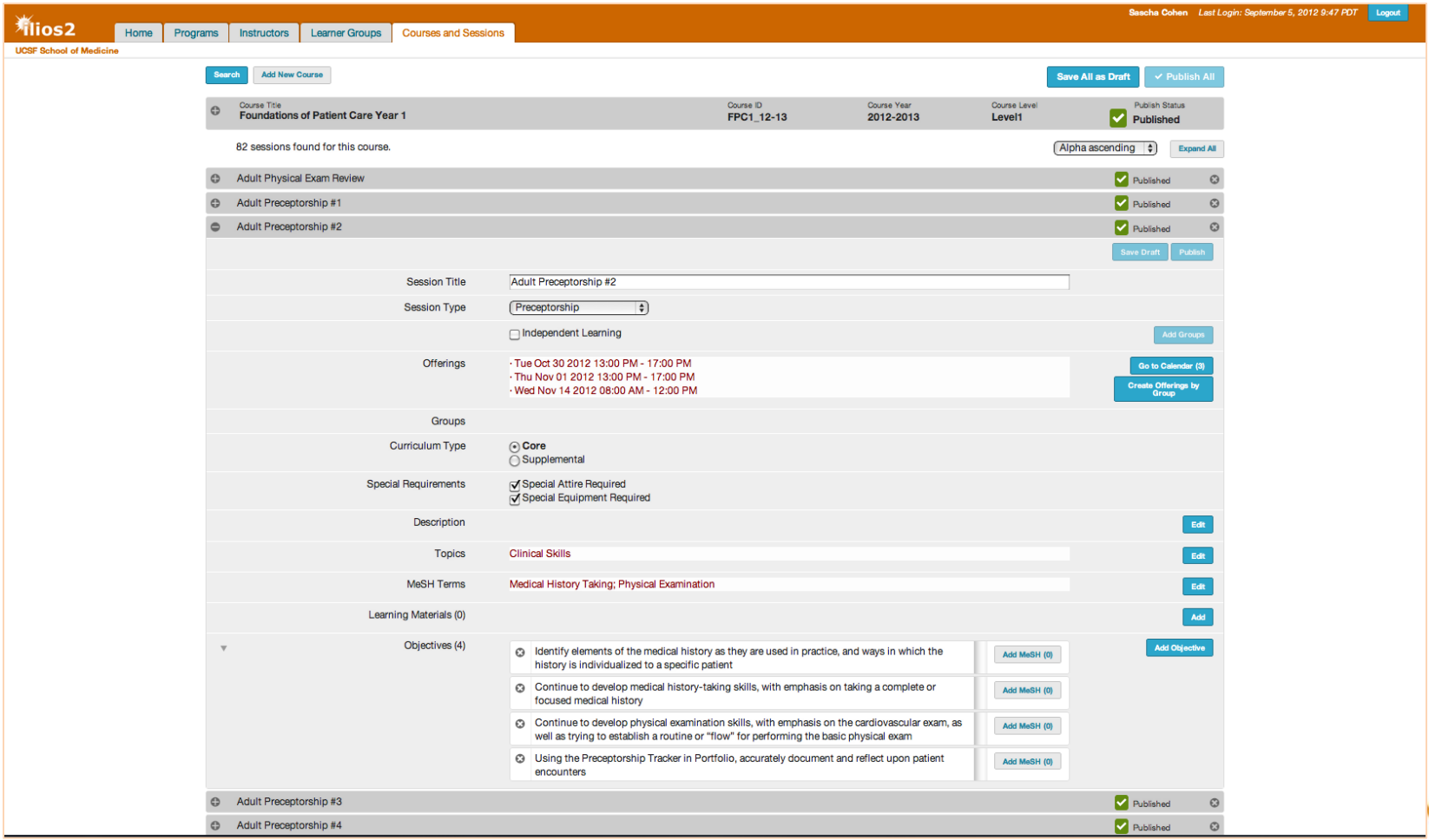
Sessions



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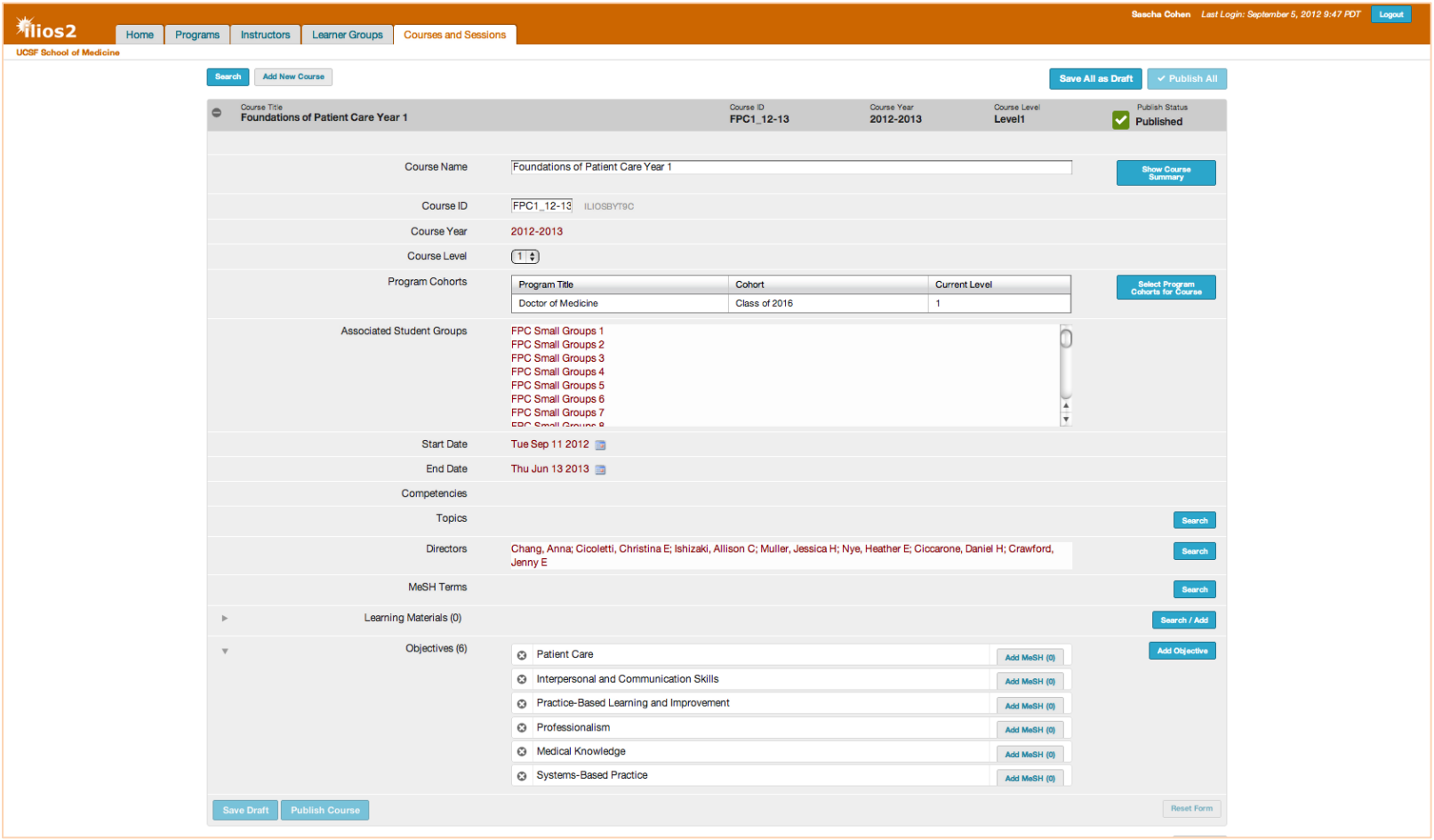
Courses



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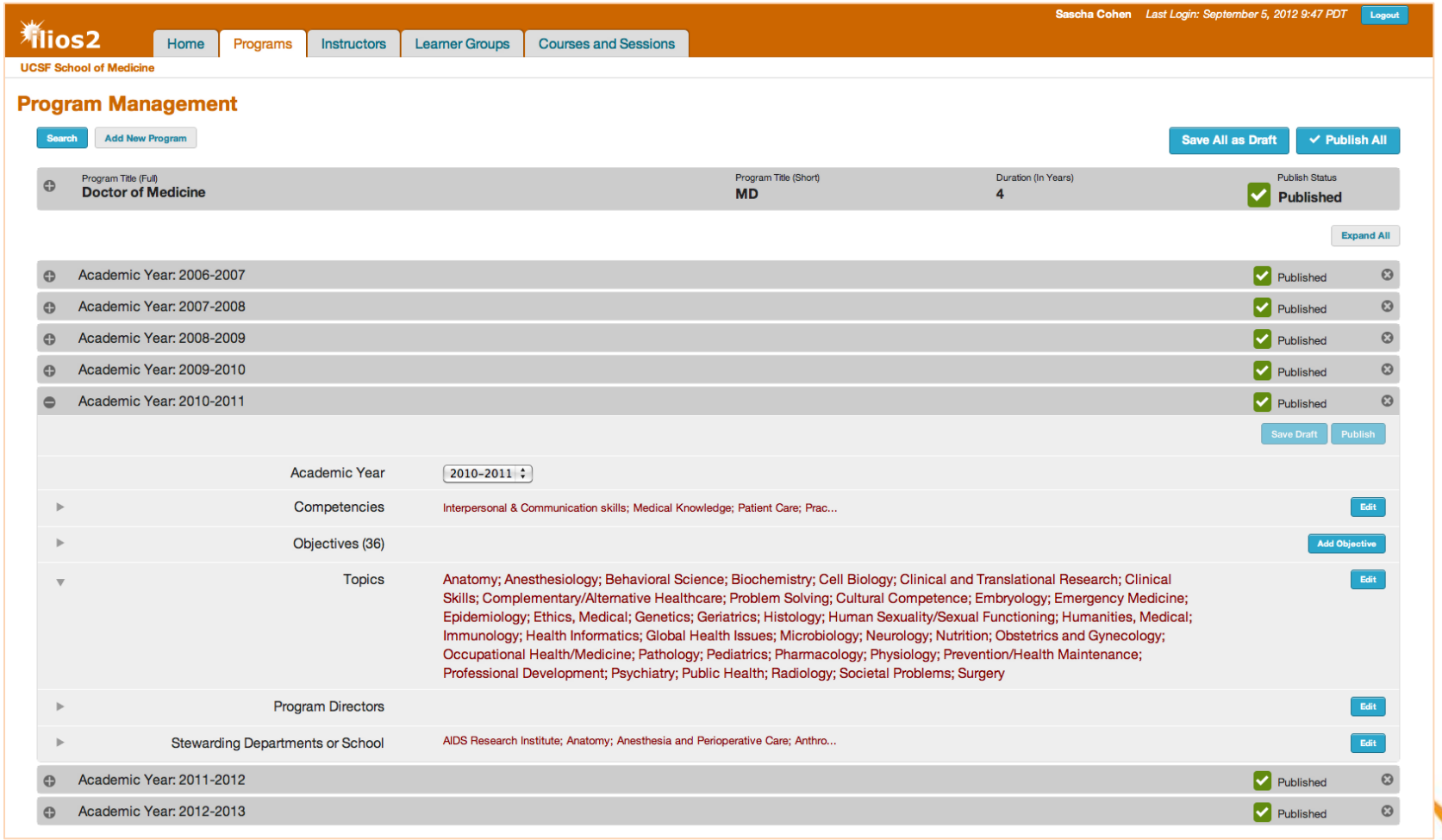
Programs



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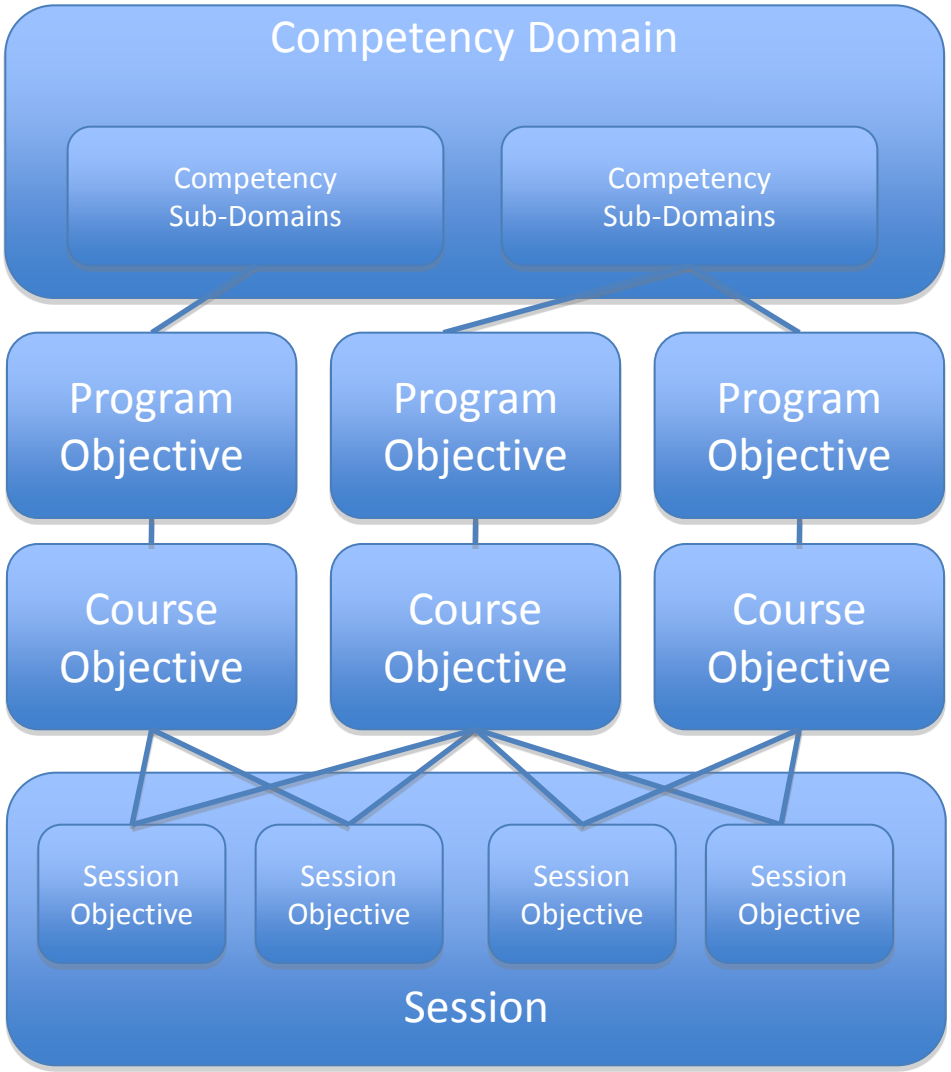
Competency Domain
Competency Sub-Domains
Competency Sub-Domains
Program Objective
Program Objective
Program Objective
Course Objective
Course Objective
Course Objective
Session Objective
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Session

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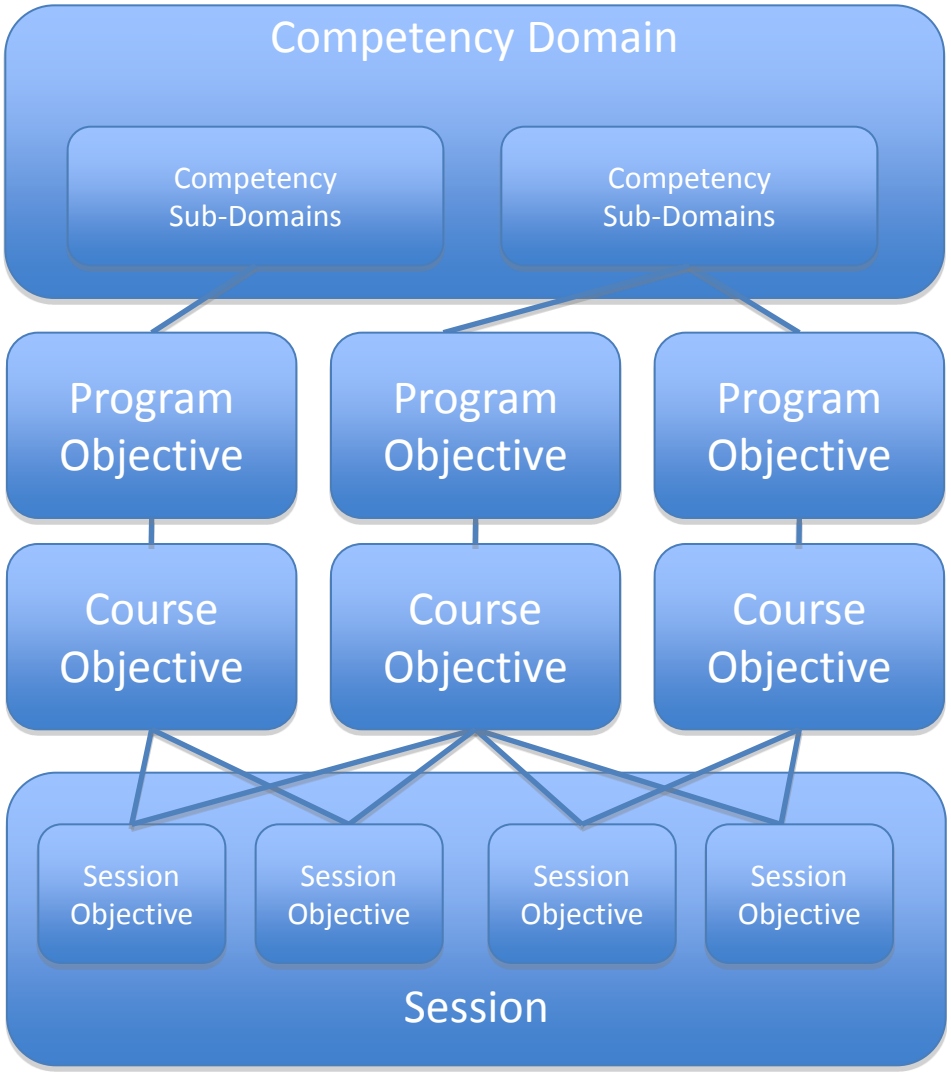

Programs are made up of complex interwoven objectives that overlap at several levels

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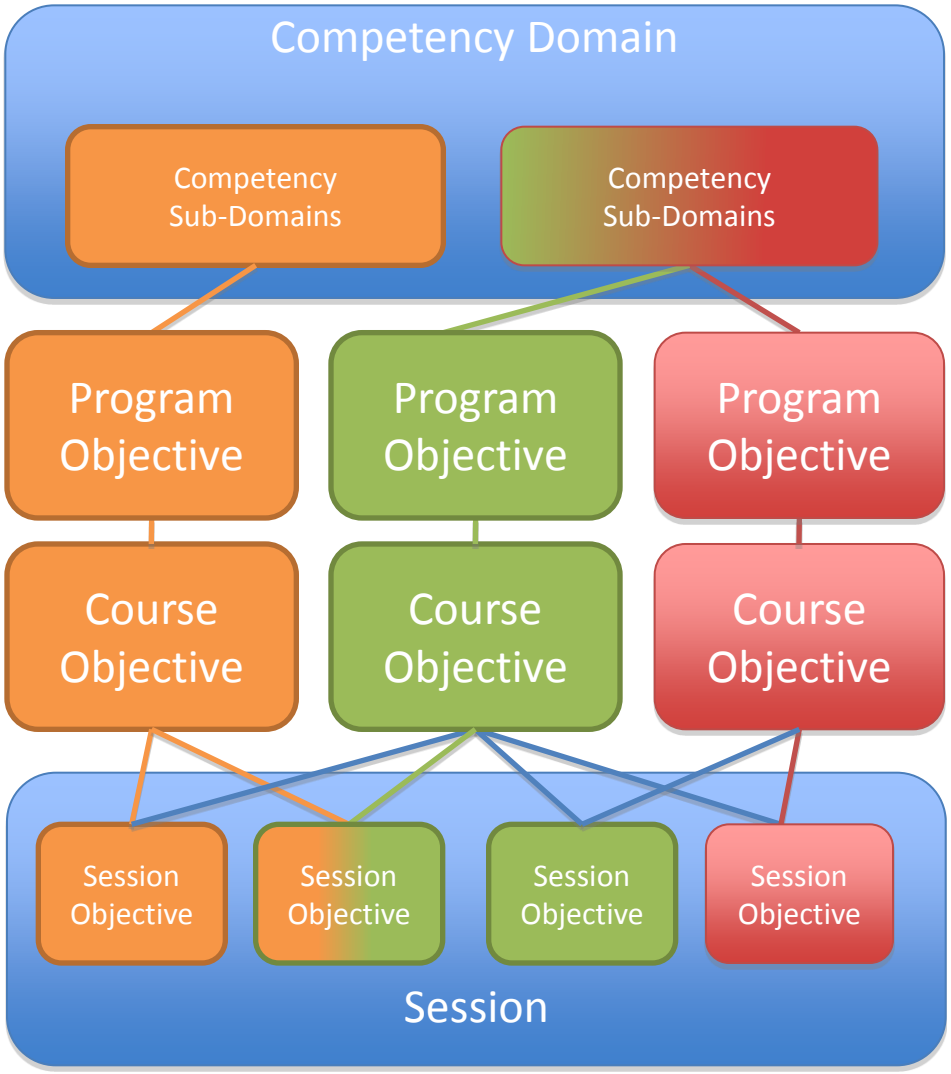

Programs are made up of complex interwoven objectives that overlap at several levels

Ilios can help you isolate, and track individual threads through each layer

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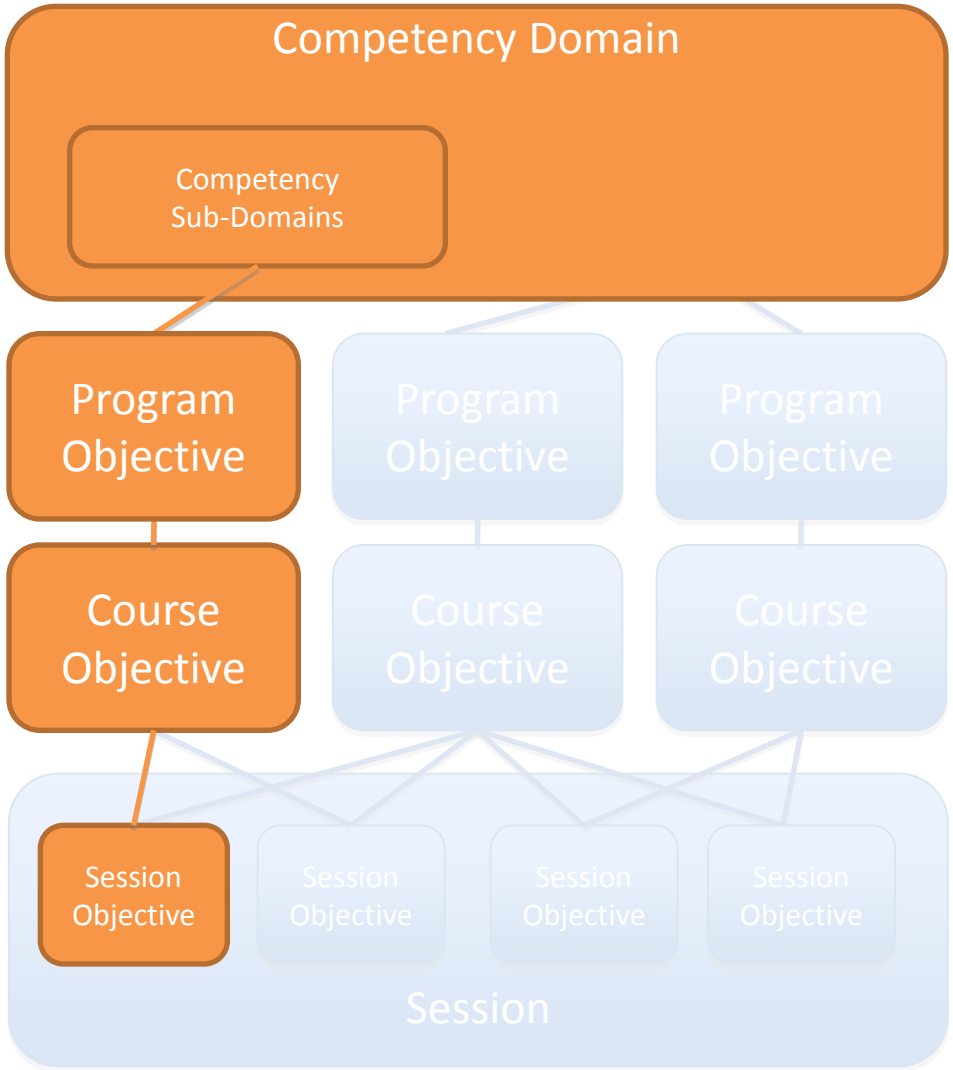

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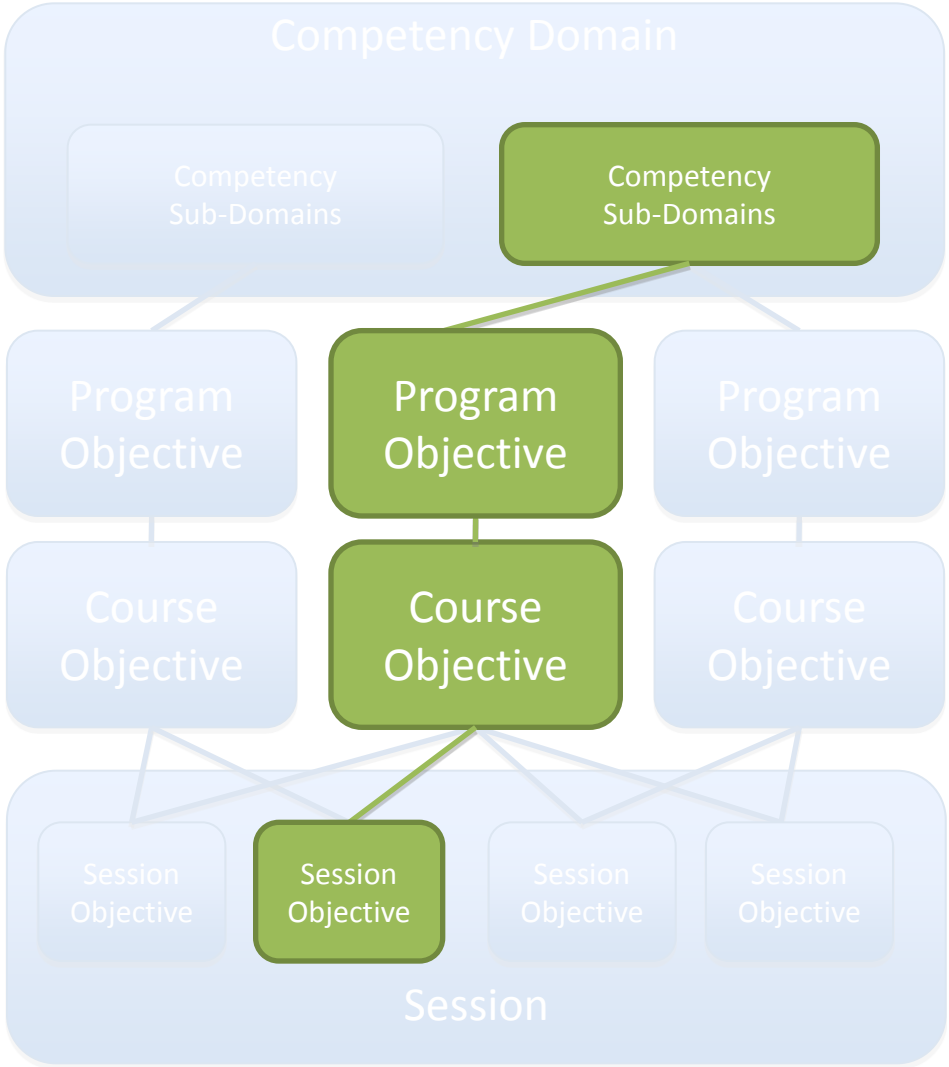

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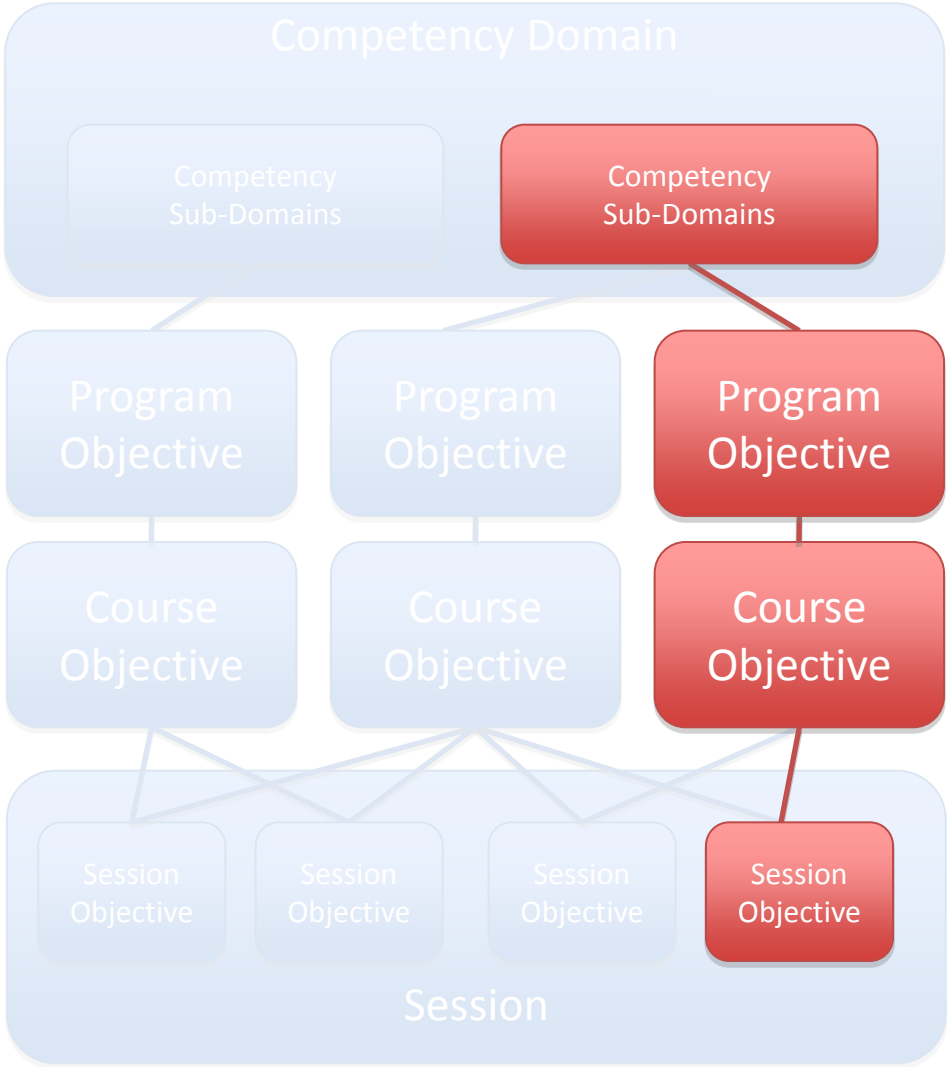

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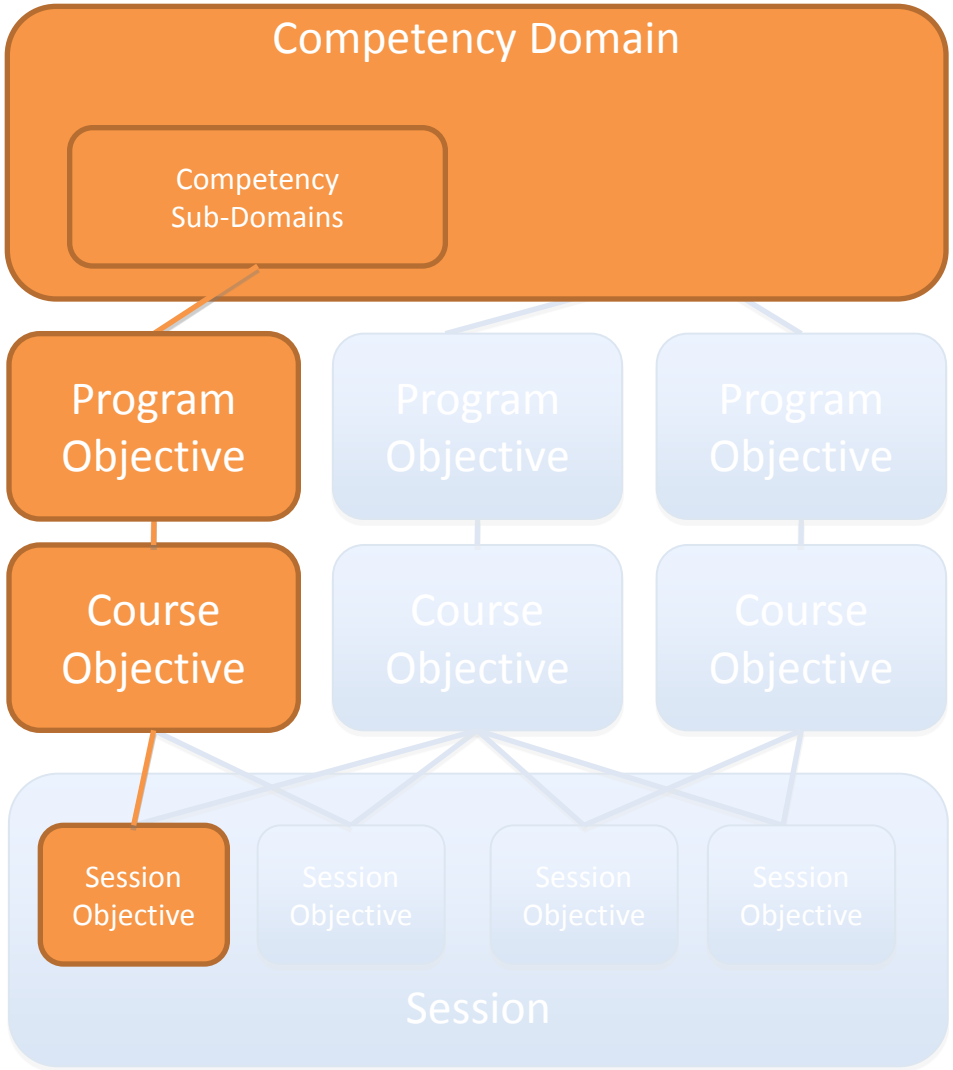

Let's track a single thread from the **Interpersonal and Communication Skills** From Competency Domain to Session Objective.

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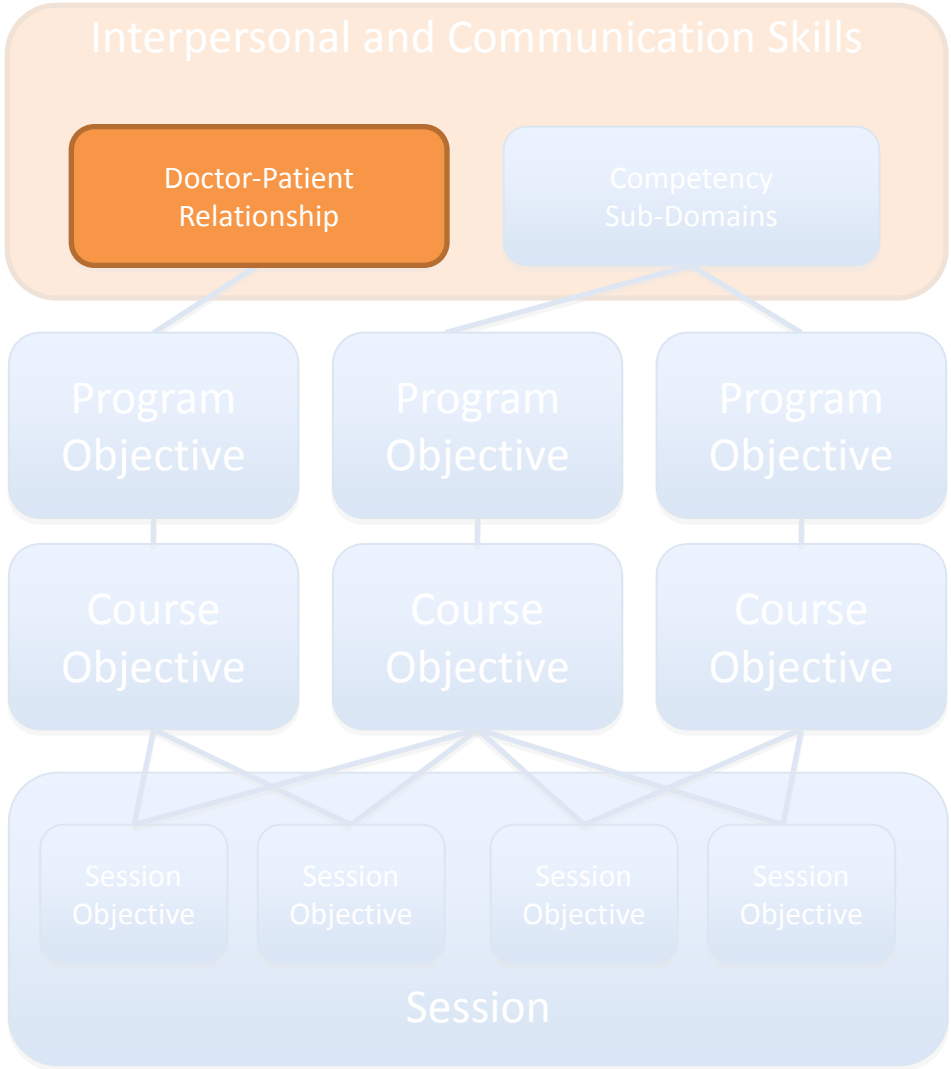
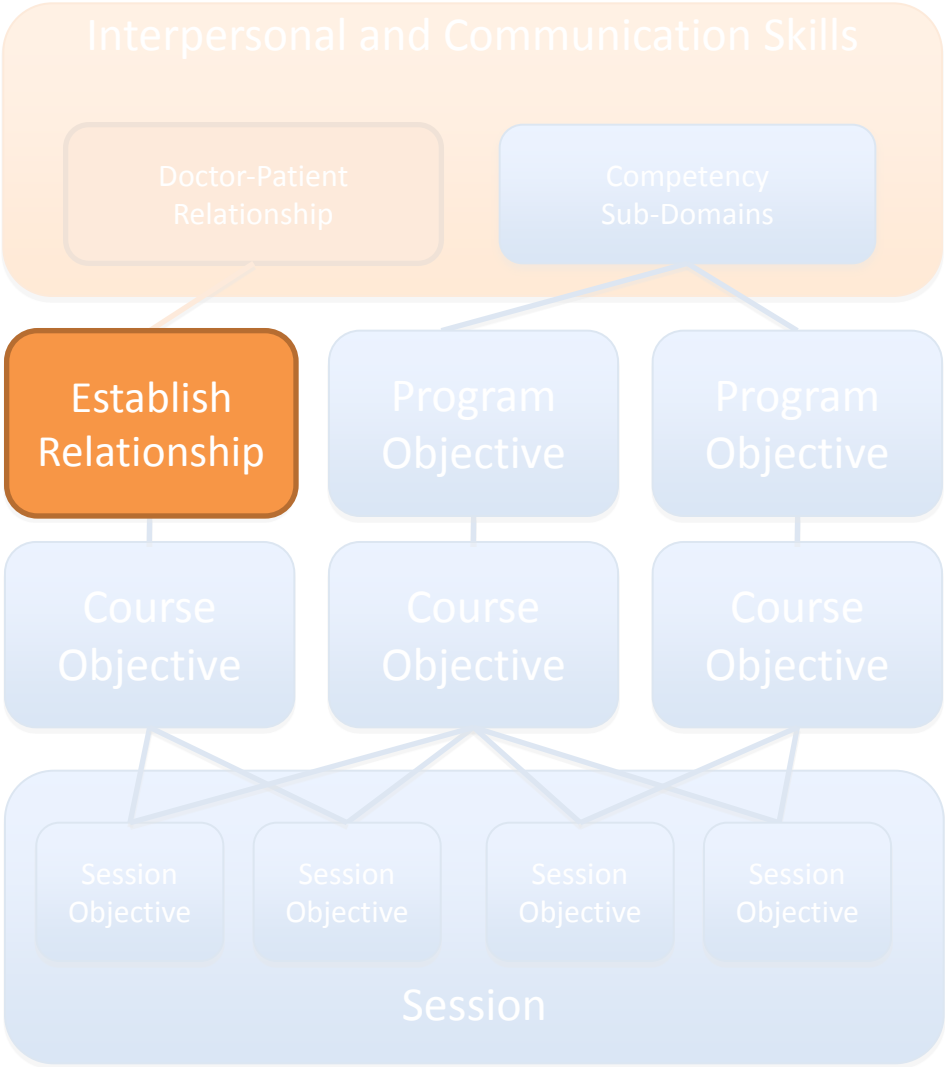
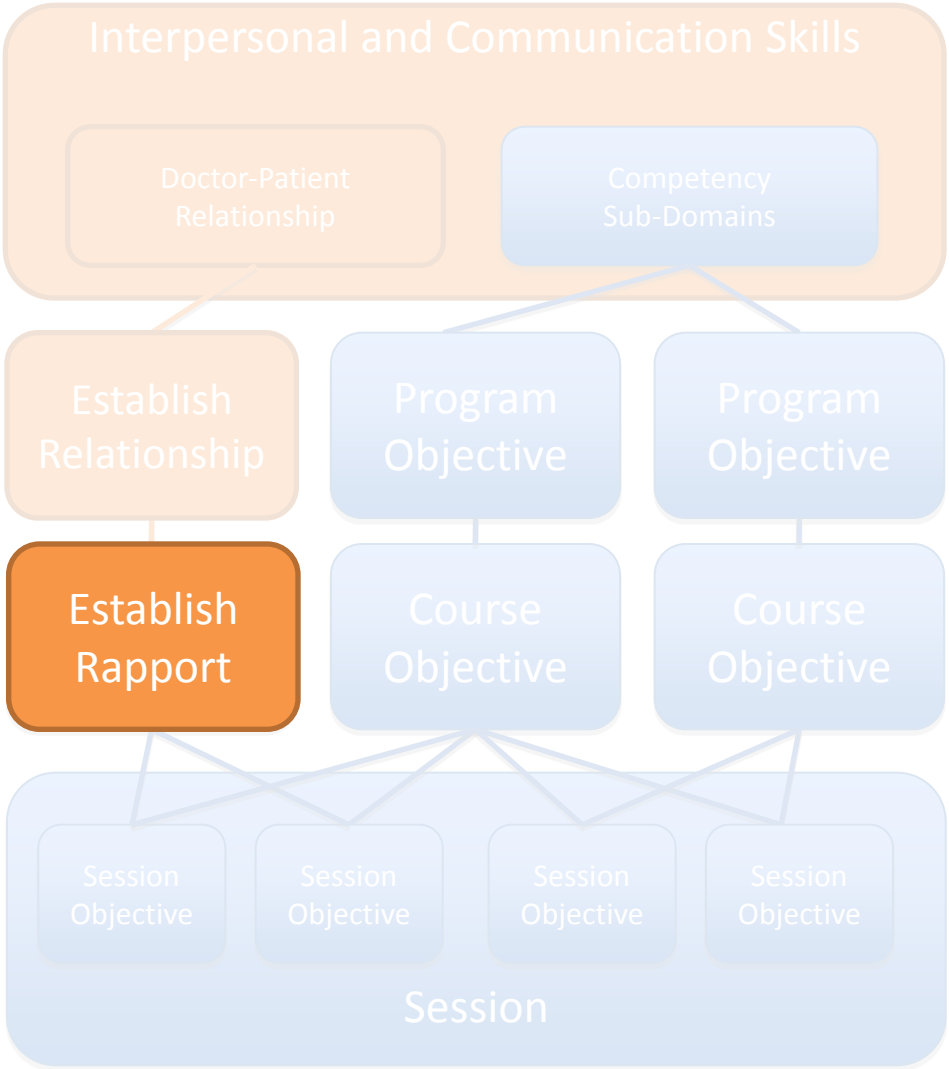
Competency Domain:
Interpersonal and Communication Skills



Competency Sub-Domain:
Doctor-Patient Relationship

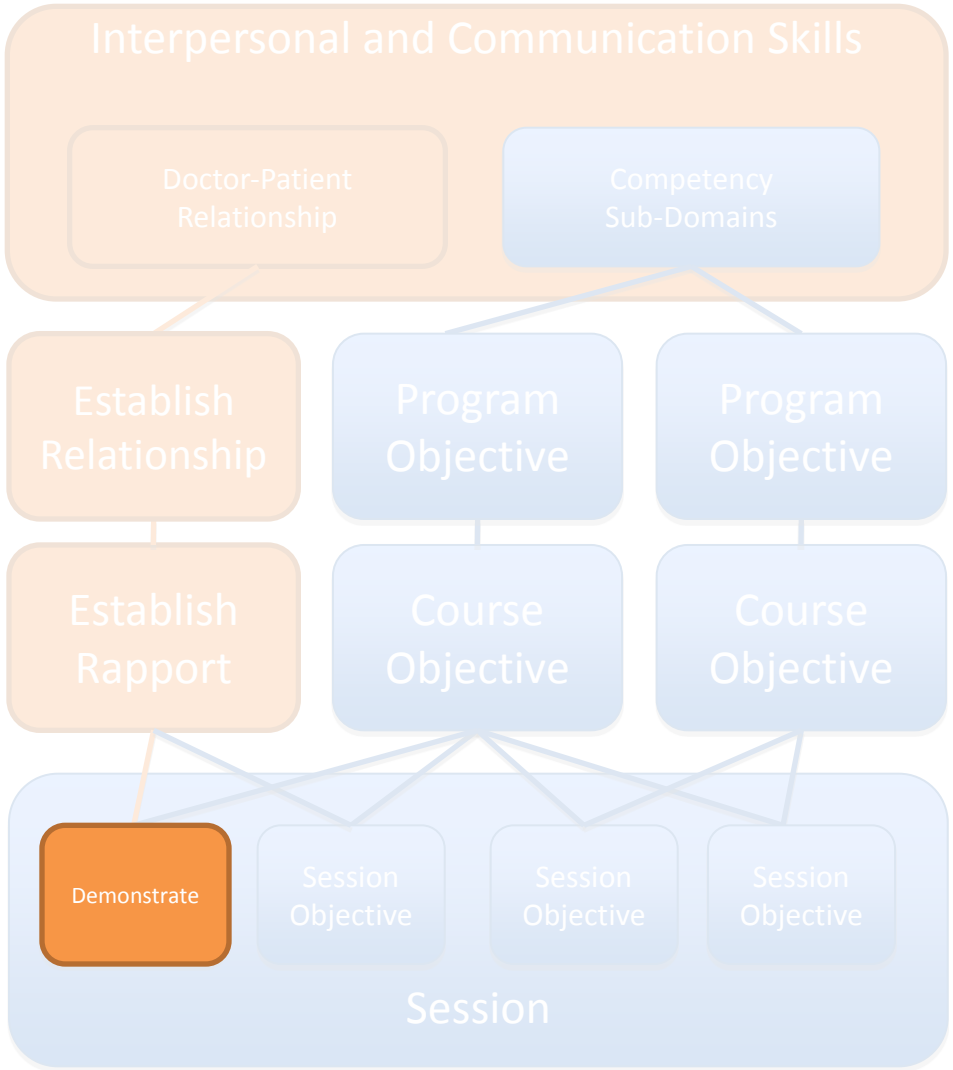


Program Objective:
Establish a collaborative and constructive relationship with patients and their families



Course Objective:

Establish rapport and demonstrate caring and respectful behaviors when interviewing children, adolescents, adults and elderly patients.



Session Objective:

Demonstrate how to ask patients about their illness, their health care, and their relationships with physicians or other health care providers

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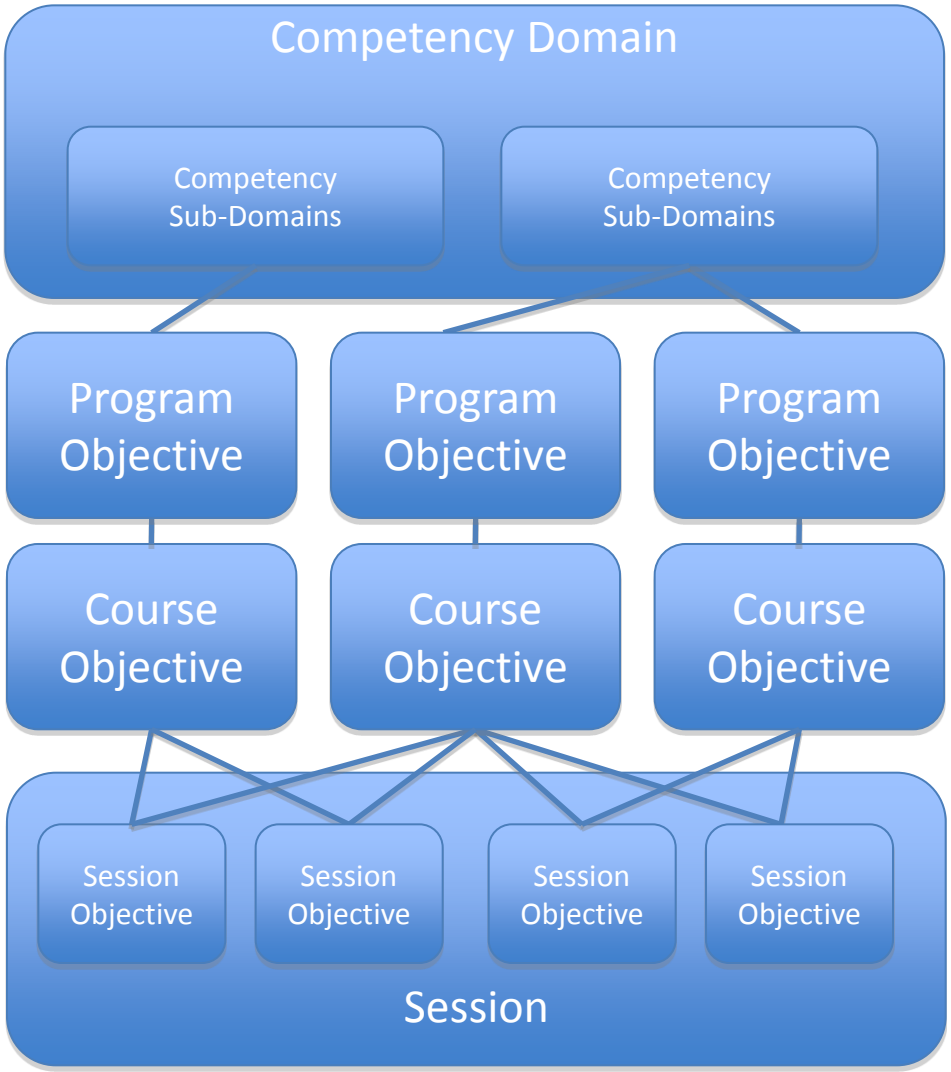
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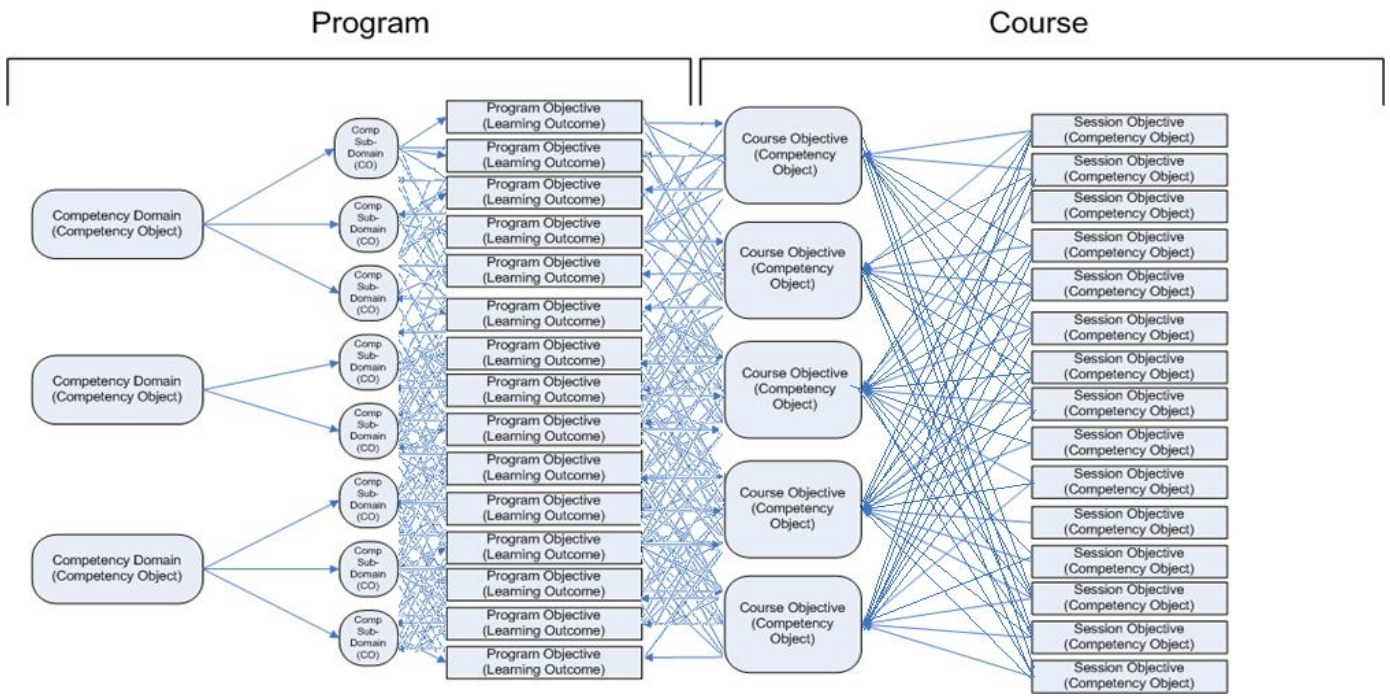
Noise vs. Data



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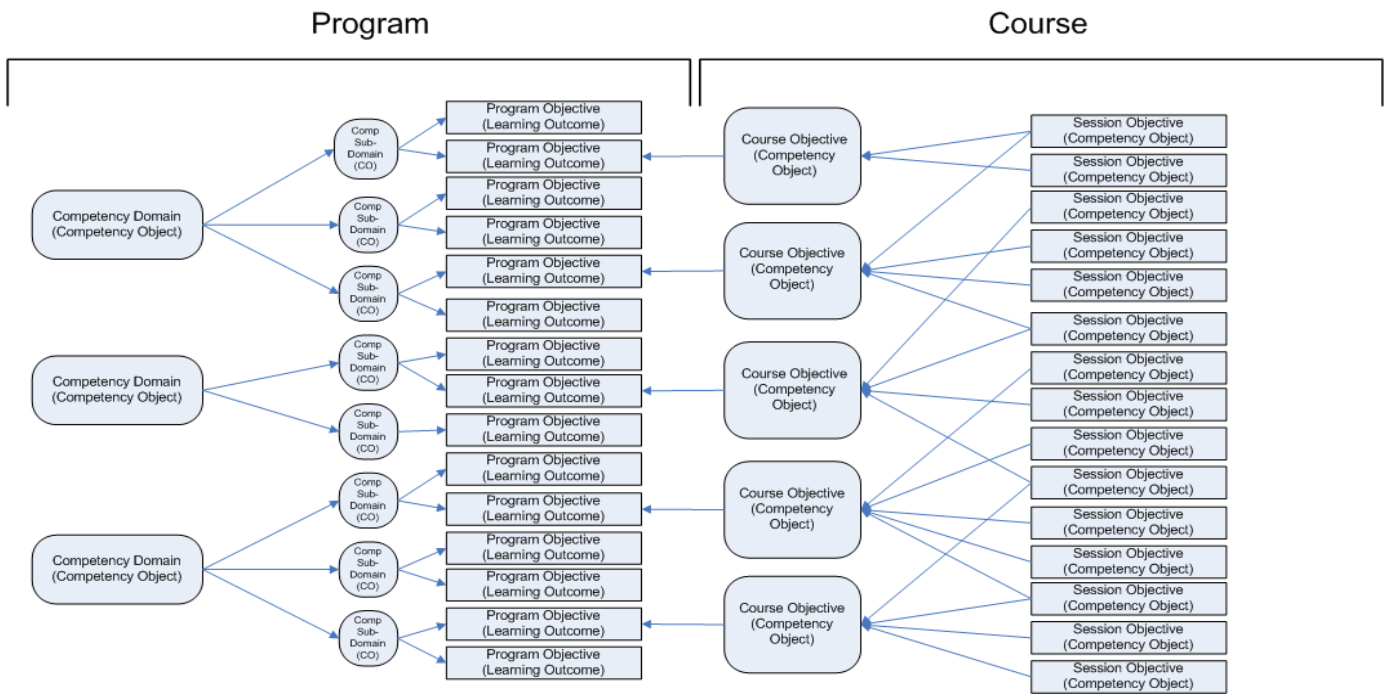

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Sample Report

Search of Objectives, Topics, & MESH Terms In Ilios Courses related to Healthcare Disparaties, Jan 2013

Foundations of Patient Care Year 1 Level: 1

Session: Clinical Skills Midterm Examination — Session Type: Exam - Institutionally Developed, Clinical Perform

Search Type	Search Term
Obj	socioeconomic

Objectives

Course Obj: Professionalism

Session Obj: Demonstrate sensitivity and responsiveness to patients' culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity

Session: FPC Year 1 Final Examination: Mini-OSCE — Session Type: Exam - Institutionally Developed, Clinical Perform

Search Type	Search Term
Obj	socioeconomic

Objectives

Course Obj: Professionalism

Session Obj: Demonstrate sensitivity and responsiveness to patients' culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity

What can we achieve?

- Evidence-based quality improvement
- Identification of gaps and redundancies
- Shared vocabulary in the health professions community
- Flexibility to adapt to new educational models

Questions