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Curriculum Mapping in an Age of Competency-based Education

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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 W⁴+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

ilios Teaching Hours By Topic/Modality Anatomy (Total hours 30.6%) Behavior (Total hours 23.5%) 30 Clinical Skills (Total hours 20.4% Ethics (Total hours 15.3%) 25 etics (Total hours 10.2%) Gen 20 15 10 Small Group Large Group Lecture Total Hour Lab Precept

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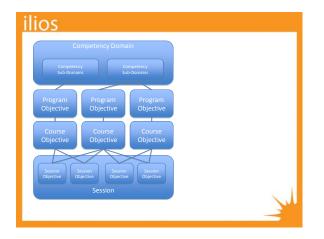
What is your educational framework?

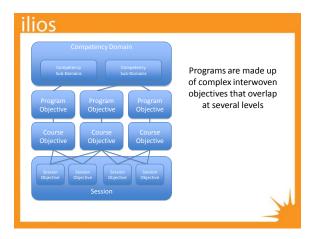
- Courses, Sessions, Activities
- Topics, Learning Modalities, Keywords
- Program Objectives and Course Objectives
- Competencies - E.g. ACGME, CanMEDs, The Scottish Doctor, etc.
- Milestones and Entrustable Professional Activities (EPAs)

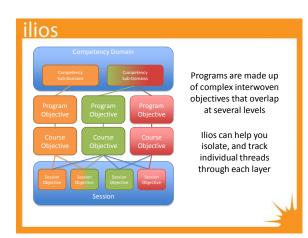


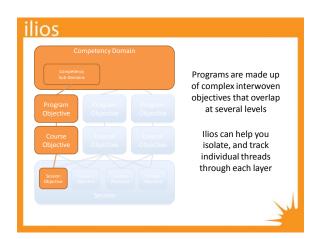
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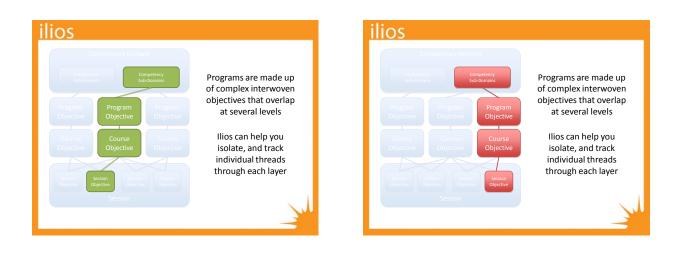
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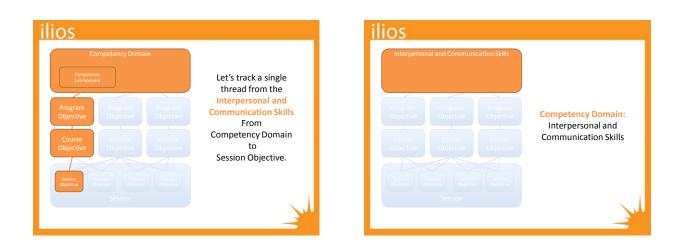


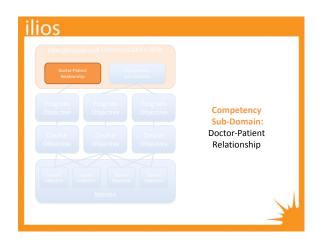


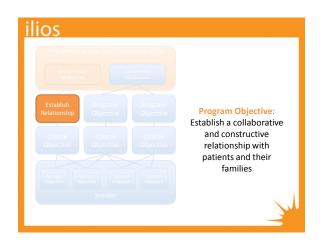


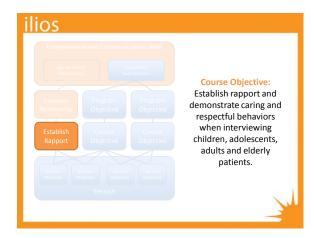


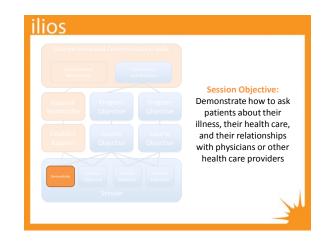


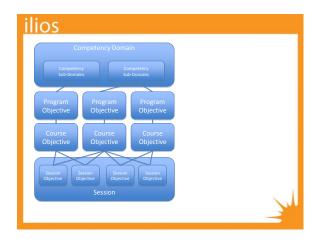


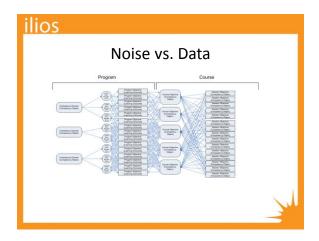


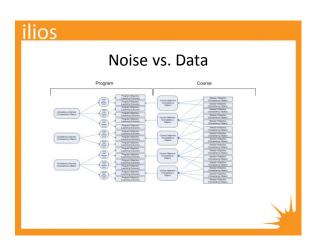


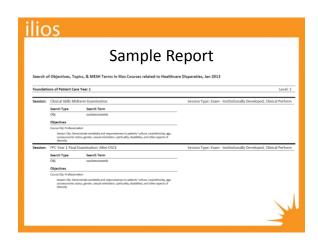












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What can we achieve?

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

