CIH International Academic Teacher Training Course in Butajira, Ethiopia

Center for International Health at Ludwig Maximilians University, Munich, Germany, and Jimma University, Jimma, Ethiopia, will offer a course in Butajira, Ethiopia, for participants from CIH partner universities and other Ethiopian medical faculties.

Arrival in Butajira: Fri 28 December 2012. The course lasts from Sat 29 December 2012 to Wed 02 January 2013. Friday and Saturday and Sunday are course days (working days). Departure from Butajira: Thu 03 Jan 2013

Organisation and preparation - Scientific program: Hailemariam Segni, Matthias Siebeck, Matthias Angstwurm; LMU organiser: Fabian Jacobs; JU organisers: Abraham Haileamlak, Hailemariam Segni, Tewodros Eyob

Teaching at the course - JU staff: Bekalu Ferede, Abi Lemma, Abraham Haileamlak. LMU staff: Matthias Siebeck, Matthias Angstwurm

Goal of the course
Curriculum Revision in Medical Education

Definition:
... a curriculum is defined as a planned educational experience. This definition encompasses a breadth of educational experiences, from one or more sessions on a specific subject, to a clinical rotation or clerkship, to an entire training program

Assumptions:
(a) educational programs have aims or goals, whether or not they are clearly articulated
(b) medical educators have a professional and ethical obligation to meet the needs of their learners, patients, and society
(c) medical educators should be held accountable for the outcomes of their interventions
(d) a logical, systematic approach will help achieve these ends

Target audience
This course was designed for persons who are responsible for the educational experiences of students, residents, fellows, and clinical practitioners. It should be particularly helpful to those who are beginning or are in the midst of revising a curriculum

Before the ATTC, participants will ...
- Give a description of the curricular problem in which they are involved
- Define their own learning needs with regard to curriculum revision
- Describe their experience with medical teaching and assessment of students and curriculum development (change, creation, implementation)
- describe the teaching environment at their home institution
- Read and analyse assigned scientific articles on aspects of medical curriculum development from international, peer-reviewed journals
- Conduct a database search and identify one scientific article on an innovative teaching method suited to teach what is special in their curriculum from an international, peer-reviewed journal that she or he found convincing or surprising
By the end of the ATTC, participants will …

- Rate available evidence from educational science as valuable for curriculum development
- Rank faculty development programs as key to curricular change
- Apply modern learning theory or educational concepts (cf List 1) on issues of curriculum change or development
- Describe a six-step approach (Kern D et al., 1998) on curriculum development and apply it to their “own” curriculum
  1. Identify and critically analyse a healthcare need or other problem
  2. Assess the learning needs of their targeted group of learners or medical institution
  3. Define broad goals and specific, measurable learning objectives for learners and courses in “their” curriculum
- Write specific measurable learning objectives in their curriculum
- Select curriculum content and educational strategies
- Create a blueprint for their own course and final exam
- Describe details of individual and program evaluation and feedback in the curriculum development cycle
  5. Rate the educational climate as important for the educational outcomes of their program
  6. Use external curricula as a reference for their own curriculum (cf. List 2)

After the course, the participants will …

- Add assessment methods to their curriculum
- Present their curriculum to and discuss with their colleagues back home
- Revise their curriculum using comments from their colleagues
- Submit their revised curriculum as an electronic document (no more than 20 pages) via email to Hailemariam Segni no later than 31 January 2013
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<td><strong>Problem Identification Needs Assessment</strong></td>
<td><strong>Teaching methods</strong></td>
<td><strong>Implementation</strong></td>
<td><strong>Evaluation and Feedback Learning climate</strong></td>
<td><strong>Apply learning theory</strong></td>
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<td>morning 1 from 08:30</td>
<td>Session 0 Welcome Introduction to participants and to the program</td>
<td>Session 4: two universities Session 7: 4 papers presented and discussed</td>
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<td>morning 2 until 12:30</td>
<td>Session 1 and 2 expectations, curricular problem</td>
<td>7b Faculty development programs</td>
<td>9: small groups, implementation</td>
<td>10: evaluation and feedback</td>
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<td>afternoon 1 from 13:30</td>
<td>Session 3: large group, basic concept, 6-steps approach</td>
<td>Session 6a: specific learning objectives 6b: teaching methods</td>
<td>social event</td>
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<td>Session 5: steps 1 and 2</td>
<td>8: small group, Blueprinting</td>
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