Syllabi in Pitt Med Education

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Alternative pedagogies word cloud is by :: Billie / PartsnPieces ::
[http://www.flickr.com/photos/partsnpieces/2592980483/]
Syllabus - Purpose

1. Administrative
2. Interpersonal Communication
3. Course Development
4. Textbook

Syllabus- 1. Administrative
Explicit public description of course

- Names
  - Course directors
  - Lecturers
  - Small group facilitators
- Office locations
- Phone numbers
- Email addresses

- Lecture Topics
- Dates/times
- Educational formats
- Course objectives
- Course goals
- Grading policy
Syllabus –
2. Interpersonal Communication

• Contract between student & instructor
• Evidence in grievance & judicial hearings

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Syllabus –

2. Interpersonal Communication

Classroom practices codified

• Assignments
• Attendance policies
  – Mandatory attendance
  – Tardiness
• Grading procedures
  – Course
  – Block

• Navigator
  – Lectures
  – Powerpoints
  – Podcasts
  – Searchable
  – Blog
  – Announcements

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Syllabus - 3. Course Development

• Foundation for analysis of expectations and performance
• Specifies responsibilities of student and instructor
Syllabus - 4. Textbook

- Table of contents with pages
- Lecture notes
  - Learning objectives
  - Key words
- Lecture powerpoints
- Labs
- Workshop problem sets
- Practice quizzes/exams
• Curriculum = Latin, *currere* = “to run”
• Curriculum equates with syllabus
Syllabi at Pitt Med

- Often follow a textbook approach
  - Order of contents
  - Logical approach to subject
  - Used to transmit information to students
- Primarily concerned with CONTENT
Syllabus - positives

- Uniformity in what is taught
- Uniformity in what each student is exposed to
- Objectives to focus study
- “problem teachers” Levels the extremes between good teachers and poor teachers.
Syllabus - positives

• Textbook Substitute
• Minimize expense to student
  – Mass production of syllabus about 1/3 cost to student for individual printing
Syllabus - negatives

- Takes away initiative from learners
- Left with no voice as to education
- Assessment based on learned objectives
- Focus shifts to specifics rather than whole; trivial rather than significant

Syllabus - negatives

• Learning can take place as a result of student/faculty interactions
• Syllabi & Podcasts can prevent this interface
Syllabi – Student Evaluations

**Major Courses:**

**First Year**
- Anatomy
- Fuel Metabolism
- Genetics
- Cell/Path
- Immunology
- Microbiology
- Neuroscience
- Psychiatry

**Second Year**
- Pharmacology
- Cardiology
- Renal
- Pulmonary
- Digestion & Nutrition
- Hematology
- Endocrine
- Reproduction
- ICS
## Major Courses:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>Pharmacology</td>
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<tr>
<td><strong>Fuel Metabolism</strong></td>
<td>Cardiology</td>
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Anatomy, Fuel Metab, Immunology, Microbio, Neurosci, Psychiatry, GI, Hematology, Endocrine
Syllabus And Overall Course Quality - 2009 Major Courses 1&2

Overall Course Quality

Syllabus Rating

OMED

Anatomy, Fuel Metab, Immunology, Microbio, Neurosci, Psychiatry, GI, Hematology, Endocrine
Syllabus And Overall Course Quality - 2010 Major Courses 1&2

Overall Course Quality

Syllabus Rating

OMED

Anatomy, Fuel Metab, Immunology, GI, Hematology, Endocrine
Syllabi – Major Courses

• High rating qualities
  – Table of contents prominent
  – T.o.C. with page #
  – Annotated outline
  – Space for notes
  – Clear, line illustrations
  – Correlation of syllabus notes with ppt
  – Consistent font

• Low rating qualities
  – Table of contents buried
  – T.o.C. without page #
  – Dense paragraphs
  – Little space for notes
  – Illegible illustrations
  – Ppt did not follow syllabus
  – Variable fonts
Syllabi – Student Evaluations

Minor Courses:

First Year
- Intro Being a Physician
- Ethics, Law & Prof.
- Behavioral Medicine
- Medical Interviewing
- Intro Physical Exam
- Advanced Physical Exam 1
- Clinical Experiences 1
- Intro Medical Decision Making
- Methods & Logic in Medicine 1

Second Year
- Population Health
- Methods & Logic in Medicine 2
- Advanced Physical Exam 2
- Clinical Experiences 2
- Advanced Medical Interviewing
- Clinical Procedures
Syllabi – Student Evaluations

Minor Courses:

First Year

- Intro Being a Physician
- Ethics, Law & Prof.
- Behavioral Medicine
- Medical Interviewing
- Intro Physical Exam
- Advanced Physical Exam 1
- Clinical Experiences 1
- Intro Medical Decision Making
- Methods & Logic in Medicine 1

Second Year

- Population Health
- Methods & Logic in Medicine 2
- Advanced Physical Exam 2
- Clinical Experiences 2
- Advanced Medical Interviewing
- Clinical Procedures
Syllabus And Overall Course Quality - 2009 Minor Courses 1&2

Med Decision Making, Intro to Being a Physician, Ethics Law Professionalism, Behavioral Med, Medical Interviewing, Intro Physical Exam, Advanced Physical Exam 1 & 2, Clinical Experiences 1 & 2, Clinical Procedures
Med Decision Making, Intro to Being a Physician, Ethics Law Professionalism, Medical Interviewing, Intro Physical Exam, Advanced Physical Exam 2, Clinical Experiences 2, Clinical Procedures
Medical Education

• Education requires specific assessment of what doctors need to know to perform their work.
• Break down medical knowledge into components
• Base curriculum on competencies

Aristotle’s disciplines of knowledge

Opening a book has benefits, but learning, as an ocean, has no boundaries.
• Curriculum development in medical education: From acronyms to dynamism
• **David Prideaux**
• aDepartment of Medical Education, School of Medicine, Flinders University, Adelaide, Australia
• **Teaching and Teacher Education**

Key Issues in Medical Education