

NATIONAL TEACHER TRAINING CENTER FOR THE HEALTH PROFESSIONS  
UNIVERSITY OF THE PHILIPPINES MANILA

**HP 211A CURRICULUM PLANNING IN THE HEALTH PROFESSIONS**

**Course Description:** Principles and strategies for planning of new curricula and modifying existing ones. Development of a total curricular plan in a specific health area of interest of the learner.

**Credit:** 2 units

**Faculty –in-charge:** Prof. Maria Elizabeth M. Grageda, PTRP, MHPed  
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Consultation hours: Wednesdays, Thursdays 8:00-11:00am  
Fridays, 8:00AM-12:00NN

*MHPed program outcomes:*

*The NTTCHP graduate of the Master of Health Professions Education (MHPed) program is envisioned to be a Health Professions Educator with:*

- 1. Effective communication skills in written and oral form*
- 2. Outstanding professionalism and sense of service to the Filipino people*
- 3. Cultural competence and ability to collaborate with other health professionals*
- 4. Ability to develop context-based macro and micro-plans for health professions education*
- 5. Advanced teaching skills with evidence-based application*
- 6. Skills in developing and implementing educational evaluation plans*
- 7. Ability to utilize and analyze existing evidence in the production of new, relevant, and updated evidence*
- 8. Effective educational leadership abilities and administration skills*

About this course:

**Content**

“Curriculum is a process that requires time, energy and commitment of the planner. Learning how to design courses and curricula is even more demanding. When teachers know how to design educational programs, their educational undertakings may be more or less successful. An important question for them is whether rules exist making the outcomes of planning predictable. Obviously, this in turn proves or questions the degree of scientific knowledge needed to design education.

Perceptive teachers may begin to recognize underlying principles of curriculum design, or develop their own theories about the way to teach and what to teach. At best elements of personal insights are coupled with theoretically grounded professional insight.” (Gijsselaers et al)  
In this course, students will learn how to plan, design and analyze course(s) and curricula.

### **Course Outcomes:**

The NTTCHP student who has completed this course shall be able to demonstrate ability to:

1. Effectively communicate to an interprofessional audience, curricular concepts and curricular plans in both written and oral form
2. Distinguish curriculum planning from instructional designing
3. Discuss the changing landscape that should be considered in designing curriculum in the health sciences
4. Analyze the applicable Commission on Higher Education [CHED] policies, standards, and guidelines of the various regulated professions in health and their implications to curriculum planning
5. Collaborate with other health professionals in the production of curricular products
6. Develop context-based curricular plans for their chosen field
7. Apply effective teaching skills in presenting various curricular concepts
8. Develop curricular evaluation plans
9. Critique selected existing curricula in the health sciences with reference to appropriate and contemporary curricular frameworks
10. Lead classroom groups effectively

### **Course Objectives**

Upon completion of the course, the students should be able to:

1. Describe a curriculum in terms of its nature and components.
2. Discuss the philosophical, psychological, societal, and cultural foundations of a curriculum.
3. Analyze the curriculum planning and development process in terms of:
  - a. Determinants and formulation of goals and objectives
  - b. Selection, categorization, and organization of content
  - c. Selection of teaching strategies
  - d. Evaluation/assessment procedures
4. Compare various approaches to curriculum development in terms of their uses, strengths, and weaknesses.
5. Describe strategies for introducing changes/improvements in the curriculum.
6. Develop a course in a specific area (in health education and training) of interest.
7. Utilize relevant current scholarly work in the production of written and oral outputs
8. Communicate effectively using various forms of media

This course is divided into five units:

#### **Unit 1: Introduction to Curriculum Planning**

The first unit looks into defining curriculum and the role of teachers in the curriculum planning process.

*Key concepts: curriculum planning definitions, role of curricularists*

#### **Unit 2: Philosophical and Socio-cultural Foundations of Curriculum**

In this unit, students will discover how curriculum is defined based on its philosophical, psychological, societal, and cultural foundation.

*Key concepts: educational philosophies, curricular approaches*

### **Unit 3: Evolution of the Curriculum in the Health Sciences**

The third unit will deal with the changes in health sciences curriculum as seen in the changing trends in response to changes in the policies and educational reforms in the country and in the world.

*Key concepts: Philippine Qualifications Framework, K-12, transformative education, outcome-based education*

### **Unit 4: Moving Curriculum Forward**

In this unit, students will be introduced to the various curricular planning and development models and approaches. The curricular design process will be applied in the development and design of their own courses.

*Key concepts: educational aims, goals, and objectives, needs assessment, course rationale, intended learning outcomes*

### **Unit 5: Curriculum Management**

This unit will help students identify factors that can facilitate or hinder change, and discover the role of teachers in curriculum implementation.

*Key concepts: curricular change, quality assurance, monitoring*

### **Course Outline**

|   |
|---|
| I. Introduction to Curriculum Planning<br>A. Teacher's role in curriculum planning & design<br>B. Diseases of the health sciences curriculum  |
| II. Philosophical, Socio-cultural and Humanistic Foundations of Curriculum Planning in the Health Sciences<br>A. Philosophical foundations<br>B. Socio-cultural and humanistic foundations<br>1. Behaviorism, Cognitivism, and Information processing theories of learning<br>2. Teaching the millennials<br>Output expected from students: philosophical, socio-cultural, and humanistic rationale for own curriculum design   |
| III. Evolution of curricula in the health sciences (Political, environmental & historical foundations)<br>The Changing Landscape Influencing Curriculum Planning in the Health Sciences<br>A. Educational reforms in Philippine basic education and the Philippine Qualifications Framework<br>B. The global call for transformative education in the health sciences<br>Transitioning from traditional to outcome-based to transformative education<br>1. Flexnerian curriculum<br>2. Community-based<br>3. Problem-based learning<br>4. Competency-based<br>5. Organ-system integration<br>Output expected from students: curricular framework of student's chosen course |

|   |
|---|
| <p>IV. Moving Curriculum Forward</p> <p>A. Formulation of learning outcomes, professional competencies, curricular goals, and learning objectives</p> <p>B. Domains of learning</p> <p>C. Selection and organization of content with information communication technology for learning</p> <p>Output expected from students: Alignment of institutional VMG, program outcomes, curricular goals, and course outcomes with content, teaching-learning activities, instructional resources, and assessment of achievement</p> |
| <p>V. Management and Evaluation of the Curriculum</p> <p>A. Quality assurance in higher education: from monitoring to accreditation</p> <p>B. Teacher evaluation</p> <p>C. Basic organization and management of curriculum</p> <p>Final output expected from students: final course design with appropriate monitoring, implementation, and evaluation plans</p>  |

**Course evaluation**

Grading for this course will be based on the following:

- Presentations -
- Written Outputs & Assignments -
- Participation in Activities -
- Final Project (Curriculum Plan) -
- Portfolio -

100%

Course Schedule

**Unit 1: Understanding Curriculum**

| Date   | Topic/Content   | Activity   | Output/Assignment  |
|--|---|--|--|
| Week 1<br>Sept 13-17<br><br>Sept 14<br>(Synchronous session 1) | Course Introduction<br>Defining Curriculum                                | Introductions<br>Orientation to the course   | Activity 1: Identifying possible areas for curriculum planning & design                  |
| Week 2<br>Sept 20-24<br><br>Sept 21<br>(Synchronous session 2) | My role in curriculum planning<br><br>The diseases of the health sciences | Checklist of Teacher's Role as a Curricularist Curriculum Designer/Planner/Developer<br><a href="http://JayLunasco-Academia.edu">Jay Lunasco - Academia.edu</a><br><br>Presentation of Activity 1 output<br>Small group discussion | Topics for Final Project (Curricular Plan)<br>Diseases of the health sciences curriculum |

| Date | Topic/Content | Activity               | Output/Assignment   |
|------|---------------|------------------------|---|
|      | curriculum    | Plenary of SGD outputs | Assignment 1: Critique of my Current Curriculum (Due: Sept 28, 2021 9:00pm) |

**Unit 2: Philosophical, Socio-cultural and Humanistic Foundations of Curriculum Planning in the Health Sciences**

| Date                           | Topic/Content   | Activity                       | Output/Assignment  |
|--------------------------------|---|--------------------------------|--|
| Week 3-5                       | Philosophical Foundations   | Posting of Video Presentations | Video Presentations Posting (Due: Oct 5)   |
| Sept 27- Oct 15                | Educational philosophies  | Viewing of videos              | Viewing (Oct 6-8)  |
| Oct 12 (Synchronous session 3) | Socio-cultural and humanistic foundations<br>Behaviorism, Cognitivism, and Information processing theories of learning<br>Teaching the millennials<br>Political and environmental<br>Historical |                                | Assignment 2: Rationale for curriculum design (Plenary of draft: Oct 12 Final version Due: Oct 15) |

**Unit 3: Evolution of curricula in the health sciences**

| Date                  | Topic/Content  | Activity             | Output/Assignment  |
|-----------------------|--|----------------------|--|
| Week 6-7<br>Oct 18-29 | The Changing Landscape Influencing Curriculum Planning in the Health Sciences<br>Educational reforms in Philippine basic education and the Philippine Qualifications Framework | Reading of materials | Assignment 3: HPEd Outcomes: What's in, what's out, what's new. MY VIEW! (Due: Oct.29) |
|                       | The global call for transformative education in the health sciences<br>Transitioning from  |                      |  |

| Date    | Topic/Content  | Activity | Output/Assignment |
|---------|--|----------|-------------------|
|         | traditional to outcome-based to transformative education<br>1. Flexnerian curriculum<br>2. Community-based<br>3. Problem-based learning<br>4. Competency-based<br>5. Organ-system integration<br>Policies, standards, and guidelines of the various degree programs in the health sciences |          |                   |
| Nov 1-8 | <b>WELLNESS BREAK</b>  |          |                   |

**Unit 4: Moving Curriculum Forward**

| Date   | Topic/Content   | Activity             | Output/Assignment   |
|--|---|----------------------|---|
| Week 8<br>Nov 9-12   | Competency and Stakeholders' Analysis   | Reading of materials | Activity 2: Forum- Why analyze competencies and stakeholders?<br>(Due: Nov 12)          |
| Week 9<br>Nov 15-19<br><br>Nov 16<br>(Synchronous session 4)     | Formulation of learning outcomes, professional competencies, curricular goals, and learning objectives<br>Domains of learning | Reading of materials | Assignment 4: CA, SA & ILOs<br>(Plenary: Nov 16<br>Final version due: Nov 19)           |
| Week 10<br>Nov 22-26   | Identifying content & Mapping<br>Organizing courses   | Reading of materials |   |
| Week 11<br>Nov 29-Dec 3<br><br>Nov 30<br>(Synchronous session 5) | Selecting T-L strategies<br>Assessing outcomes  | Reading of materials | Assignment 5: Course Design<br>(Plenary on Nov 30<br>Final version due on Dec 3 9:00pm) |

**Unit 5: Management and Evaluation of the Curriculum**

| Date    | Topic/Content        | Activity             | Output/Assignment            |
|---------|----------------------|----------------------|------------------------------|
| Week 12 | Quality assurance in | Reading of materials | Activity 3: Forum-Challenges |

| Date                              | Topic/Content  | Activity | Output/Assignment                                      |
|-----------------------------------|--|----------|--|
| Dec 6-10                          | higher education:<br>from monitoring to accreditation<br>Teacher evaluation<br>Basic organization and management of curriculum |          | in Implementing and Managing curriculum (Due on Dec 7) |
| Dec 14<br>(Synchronous session 6) | Presentation of Final Project  |          |  |
| Jan 3                             | Submission of Final Project and Portfolio  |          |  |

References:

Posner, G. and Rudnitsky, A. (2006). *Course Design: A Guide to Curriculum Development for Teachers*. 7th Ed.  
LB 1570 P645

Sana, EA, Atienza, MA, Abarquez, LF, Fajutagana, NS, Crisostomo, AC, Alinea, MCDA, Mojica, JAP, Mendoza, TC, Alviar, NM and Tan Alora, A. (2010). *Teaching and Learning in the Health Sciences*. Quezon City: UP Press.

Thomas, P. A., Kern, D. E., Hughes, M. T., Chen, B. Y. (2016). *Curriculum Development for Medical Education: A Six-step approach*, 3<sup>rd</sup> ed., John Hopkins University Press.  
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e000xww&AN=979875&site=ehost-live&custid=s8396304>

**JOURNAL ARTICLES:**

1. Abrahamson S. (1978). "Diseases of the curriculum." *Journal of Medical Education*. 53: 951-957.
2. Atienza MA. (2002). "Matching the Fellowship Training Program in Gastroenterology with the Demands of the Profession." *UP Manila Journal*. Vol. 21, No. 1, pp. 49 – 59.
3. Harden RM. (2003). "The integration ladder: a tool for curriculum planning and evaluation." *Medical Education*. 34: 551-557.
4. Harden RM, Crosby JR, Davis MH, Howie PW and Struthers AD. (2000). "Task-based learning: the answer to integration and problem-based learning in the clinical years." *Medical Education*. 34:391-397.
5. Margolis CZ. (2000). "Community-based medical education." *Medical Teacher*. 22: 482-484.

6. McAllister M. (2001). "Principles in practice: an Australian initiative in nursing curriculum development." *Nurse Education Today*. 21:315-322.
7. Miller AP, Schwartz PL and Loten EG. (2000). „Systems integration: A Middle way between problem-based learning and traditional courses." *Medical Teacher*. 22: 51-57.

**Self-Instructional Materials:**

FD 04: The Written Examination: Objective Examination Items. By AT Alora, 1986.

FD 10: Test Result Interpretation: Two Alternatives. By LF Abarquez & BV Baylon, 1989.

FD 15: Practical Examination. By AT Alora, 1997

FD 26: Instructional Design: An Overview. By TKP Gailan, 1995.

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