

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

**HP 211B 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  
mmgrageda@up.edu.ph  
Consultation hours: Tuesdays 1:00-5:00PM  
Thursdays, 8:00-10:00AM  
Fridays, 1:00-5:00PM

MHPEd/MAHPEd program outcomes:

*The NTTCHP graduate is envisioned to be a Health Professions Educator with:*

- 1. Effective communication skills in written and oral form*
- 2. Outstanding professionalism, cultural competence, and ability to collaborate with other health professionals*
- 3. Nationalism and internationalism in the practice of the teaching profession*
- 4. Ability to develop context-based macro and micro-plans for health professions education*
- 5. Advanced teaching skills based on best evidence*
- 6. Effective educational leadership and administration skills*
- 7. Skills in evaluating educational programs and studies*
- 8. Ability to utilize relevant evidence in the planning, conducting and evaluating HPEd programs*
- 9. Skills in conducting relevant research in the production of new, relevant, and updated knowledge in HPEd*

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.” (Gijselaers 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. Identify the significance and rationale of their own curricular plans to the needs of their profession and institution
4. Discuss the changing landscape that should be considered in designing curriculum in the health sciences
5. 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
6. Collaborate with other health professionals in the production of curricular products
7. Develop context-based curricular plans for their chosen field
8. Apply effective teaching skills in presenting various curricular concepts
9. Develop curricular evaluation plans
10. Critique selected existing curricula in the health sciences with reference to appropriate and contemporary curricular frameworks
11. Utilize and analyze existing evidence to support their curricular framework
12. Lead classroom groups effectively
13. *Produce a research report related to curriculum planning and design*
14. *Present their curricular proposal to relevant groups*

**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. Apply the curriculum planning and development process to their chosen educational context 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. Formulate strategies for introducing changes/improvements in the curriculum.
6. Develop a curriculum design for 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
9. *Conduct a study to support the rationale of their proposed curriculum*
10. *Provide evidence of implementation of initial steps of the curriculum plan*

This course is divided into five units:

**Unit 1: Introduction to Curriculum Planning**

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

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

**Unit 2: Philosophical, Socio-cultural, and Humanistic 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 Curricula 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 A. Teacher’s role in curriculum planning & design B. Diseases of the health sciences curriculum
II. Philosophical, Socio-cultural and Humanistic Foundations of Curriculum Planning in the Health Sciences A. Philosophical foundations B. Socio-cultural and humanistic foundations 1. Behaviorism, Cognitivism, and Information processing theories of learning 2. Teaching the millennials 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

<p>foundations)</p> <p>The Changing Landscape Influencing Curriculum Planning in the Health Sciences</p> <p>A. Educational reforms in Philippine basic education and the Philippine Qualifications Framework</p> <p>B. The global call for transformative education in the health sciences</p> <p>Transitioning from traditional to outcome-based to transformative education</p> <ol style="list-style-type: none"> <li>1. Flexnerian curriculum</li> <li>2. Community-based</li> <li>3. Problem-based learning</li> <li>4. Competency-based</li> <li>5. Organ-system integration</li> </ol> <p>Output expected from students: curricular framework of student’s chosen course</p>
<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>D. Teaching-learning strategies</p> <p>E. Assessment of outcomes</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. Basic organization and management of curriculum</p> <p>B. Curriculum evaluation</p> <p>C. Quality assurance in higher education: from monitoring to accreditation</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:

Video Presentation	-	10%	
Written Outputs & Assignments	-	35%	
Participation in Activities	-	10%	
Final Project (Curriculum Plan)	-	25%	
Portfolio or Research Report	-	20%	-
		100%	

Course Schedule

**Unit 1: Introduction to Curriculum Planning**

Date	Topic/Content	Activity	Output/Assignment
Week 1 Sept 6	Course Introduction Defining Curriculum	Introductions Orientation to the course	Synchronous session 1 Activity 1: Identifying possible areas for curriculum planning & design
Week 2 Sept 12-16	My role in curriculum planning	Checklist of Teacher's Role as a Curricularist Curriculum Designer/Planner/Developer <a href="http://JayLunasco-Academia.edu">Jay Lunasco - Academia.edu</a>	Assignment 1: Critique of my Current Curriculum (Due: Sept 16, 2022 9:00pm)
Sept 20	The diseases of the health sciences curriculum	Abrahamson, S. (1978). Diseases of the curriculum. <i>Journal of Medical Education</i> . (53).	Synchronous session 2 Presentation of Topics for Final Project (Curricular Plan)

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

Date	Topic/Content	Activity	Output/Assignment
Week 3-5 Sept 21-30	Philosophical Foundations Educational philosophies Socio-cultural and humanistic foundations Behaviorism, Cognitivism, and Information processing theories of learning	Posting of Video Presentations  Viewing of videos	Posting of Video Presentations (Due: Sept 27, 2022 9:00pm)  Viewing (Sept 28-30, 2022)

Date	Topic/Content	Activity	Output/Assignment
Oct 3-7	Teaching the millennials Political and environmental Historical		Assignment 2: Curricular framework and Rationale (Plenary of draft: Oct 4, 2022 Final version Due: Oct 7,2022 9:00pm)
Oct 3			Synchronous session 3 Plenary of Assignment 2 (Curricular framework and rationale)

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

Date	Topic/Content	Activity	Output/Assignment
Week 6-9 Oct 10-19	The Changing Landscape Influencing Curriculum Planning in the Health Sciences Educational reforms in Philippine basic education and the Philippine Qualifications Framework	Reading of materials	
	The global call for transformative education in the health sciences Transitioning from traditional to outcome-based to transformative education 1. Flexnerian curriculum 2. Community-based 3. Problem-based	Kirch, Darrell G. MD. Commentary: The Flexnerian Legacy in the 21st Century. Academic Medicine: February 2010 - Volume 85 - Issue 2 - p 190-192  doi: 10.1097/ACM.0b013e3181c9a5d1	Assignment 3: Curricular approach & Alignment with Program Outcomes (Plenary on Oct 19, 2022 Due: Nov 4, 2022 9:00pm)

Date	Topic/Content	Activity	Output/Assignment
Oct 19	learning 4. Competency-based 5. Organ-system integration Policies, standards, and guidelines of the various degree programs in the health sciences		Synchronous Session 4 Plenary of Assignment 3 (Curricular Approach and Alignment with Program Outcomes)
Oct 20-26	<b>READING BREAK</b>		
Oct 27- Nov 4			Submission of Assignment 3 (Nov 4, 2022 9:00pm)

#### Unit 4: Moving Curriculum Forward

Date	Topic/Content	Activity	Output/Assignment
Week 10-14 Nov 7-11	Competency and Stakeholders' Analysis	Reading of materials	Activity 2: Forum- Why analyze competencies and stakeholders? (Due: Nov 12)
Nov 14-18  Nov 22	Formulation of learning outcomes, professional competencies, curricular goals, and learning objectives Domains of learning	Reading of materials	Assignment 4: CA, SA & ILOs (Plenary: Nov 22, 2022 Final version due: Nov 29, 2022 9:00pm)  Synchronous session 5 Plenary of Assignment 4 (CA, SA & ILOs)
Nov 23-Dec 9	Identifying content & Mapping Organizing courses  Selecting T-L strategies Assessing outcomes	Reading of materials	Assignment 5: Curricular Design (Plenary on Dec 6, 2022 Final version due on Dec 9, 2022 9:00pm)

Date	Topic/Content	Activity	Output/Assignment
Dec 6			Synchronous session 6 Plenary of Assignment 5 (Curricular Design)

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

Date	Topic/Content	Activity	Output/Assignment
Week 15-16 Dec 12-21	Quality assurance in higher education: from monitoring to accreditation Curricular evaluation Basic organization and management of curriculum	Reading of materials	Activity 3: Forum-Challenges in Implementing and Managing curriculum (Due on Dec 10)  Assignment 6: Curricular Evaluation Plan (Due: Dec 21, 2022 9:00pm)
Jan 3 (Synchronous session 7)	Presentation of Final Project		
Jan 10	Submission of Final Project and Portfolio or Research Report		

#### 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.

memg/09/05/22