

**INTRODUCTION TO HP
211: CURRICULUM
PLANNING IN THE
HEALTH SCIENCES**

DEFINING CURRICULUM

Curriculum as a:

1. body of knowledge to be transmitted

2. Product

- Outcomes
- Experiences to obtain the objectives

CONTENT

3. Process

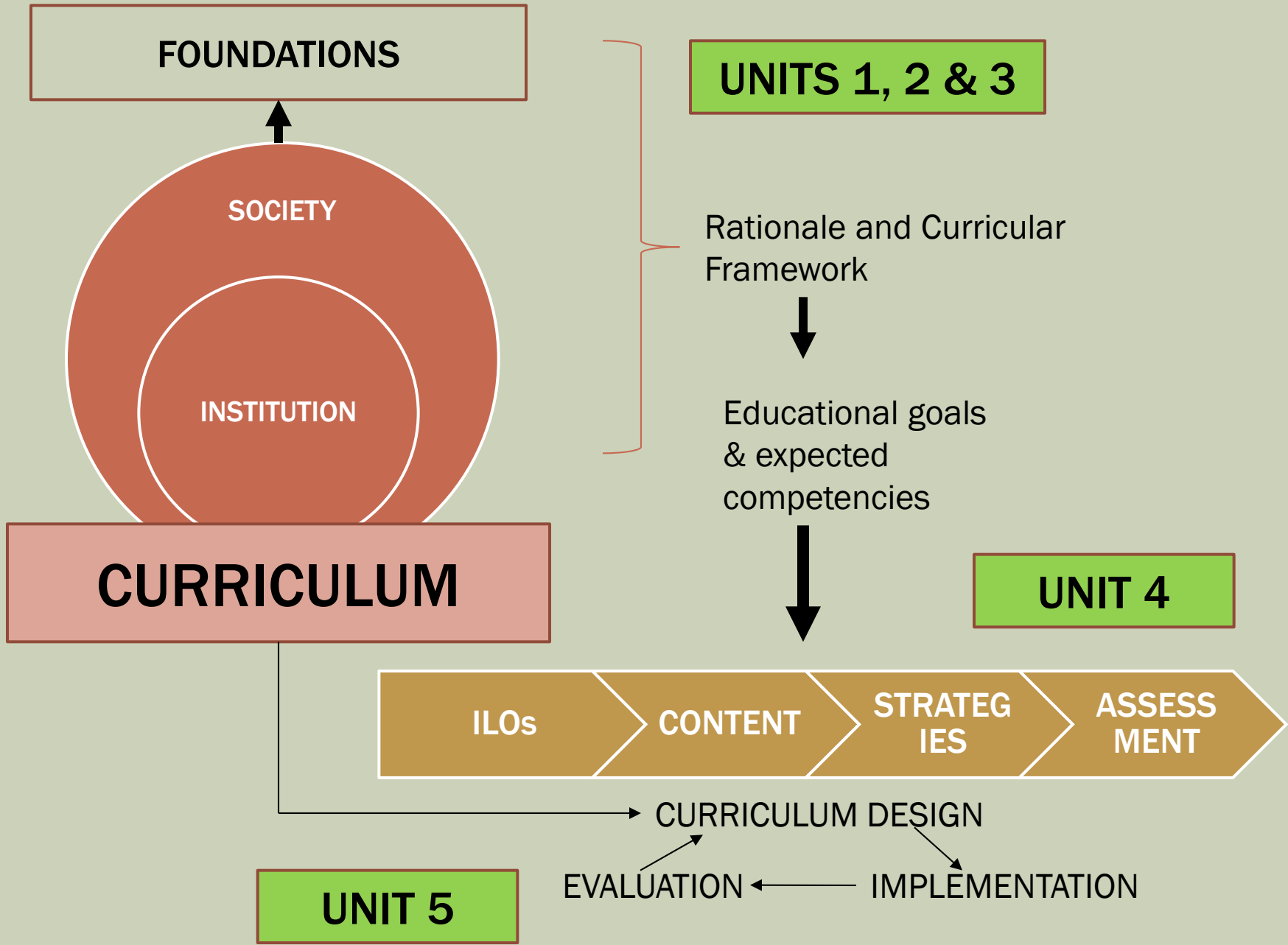
content and means develop from interaction

4. Praxis

Informed, committed action

DEFINING CURRICULUM

Curriculum development does not take place in a **VACUUM** but rather in the **CONTEXT** of the *institution* & the larger community or *society*.



FOUNDATIONS

UNITS 1, 2 & 3

SOCIETY

Rationale and Curricular Framework

INSTITUTION

Educational goals & expected competencies

CURRICULUM

UNIT 4

ILOs

CONTENT

STRATEGIES

ASSESSMENT

CURRICULUM DESIGN

UNIT 5

EVALUATION

IMPLEMENTATION

COURSE STRUCTURE

- **UNIT 1 Introduction to Curriculum Planning**
- **UNIT 2 Philosophical & Socio-Cultural Foundations of Curriculum**
- **UNIT 3 Evolution of Curriculum in the Health Sciences**
- **UNIT 4 Moving Curriculum Forward**
- **UNIT 5 Curriculum Management**

COURSE OUTCOMES

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. *Present their curricular proposal to relevant groups*

COURSE REQUIREMENTS

Video Presentation	-	10%
Written Outputs & Assignments	-	35%
Participation in Activities	-	10%
Final Project (Curriculum Plan)	-	35%
Portfolio OR Proposal Presentation	-	10%
		100%

COURSE STRUCTURE

- Input
 - Activity (formative)
 - Assignment (summative)

ASYNCHRONOUS

Independent Study
Participation in Activities
Creation of outputs

SYNCHRONOUS

Plenary of outputs
Live discussions
Consultations

VLE – vle.upm.edu.ph

Email ADS Admins at ads-admins@post.upm.edu.ph

COMMUNICATION

- Email – official UPemail

mmgrageda@up.edu.ph

- Group Chat – Google Spaces
- Video conferencing – Zoom or Google Meet

<https://up-edu.zoom.us/j/97302986972>

Meeting ID: 973 0298 6972

Passcode: CurrDes1