

عنوان مقاله:

The Use of Cumulative Disciplinary Score in an Integrated Curriculum to Prevent Deliberate Omission of Course Content

محل انتشار:

مجله گام های توسعه در آموزش پزشکی، دوره 12، شماره 1 (سال: 1394)

تعداد صفحات اصل مقاله: 9

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خلاصه مقاله:

Background & Objective: Student assessment is one of the most challenging issues of an integrated curriculum. While calculating an overall score is in line with the goals of integrated curriculum, it poses the risk that some students will deliberately leave out the content of some disciplines based on the fact that they have lower credits in each block exam. In the present study, we describe the experience of Tehran University of Medical Sciences, Iran, where an integrated medical curriculum has been launched since September 2011 as part of curriculum reform initiative.

Methods: In the first academic year, students passed 4 blocks: Molecule and Cell, Tissue Development and Function, Cardiovascular Function, Blood Circulation and Blood Respiratory Function. Each block included anatomy, histology, physiology, and embryology. The overall block score was reported at the end of each block. In addition, a cumulative disciplinary score was calculated at the end of the academic year through the summation of the weighted subscores of each discipline in each block.

Results: At the end of the year, the number of students who had failed in histology, anatomy, embryology, and physiology were 15, 17, 44, and 3, respectively. They were required to take a disciplinary examination before the beginning of the next academic year.

Conclusion: A comparison of the number of students who failed disciplines with low credits (eg histology) with those who failed disciplines with high credits (eg physiology) suggests that the former had systematically been ignored by some students. The calculation of a cumulative disciplinary score may reduce the deliberate omission of course content in integrated blocks.

کلمات کلیدی:

Integration, Student assessment, Cumulative disciplinary score

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