

Transforming medical training towards the case method – a programme perspective

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Medical programme at Lund University

11 semesters (5.5 years)

~120 students per semester – a total of 1270 students

Six departments

Three hospitals

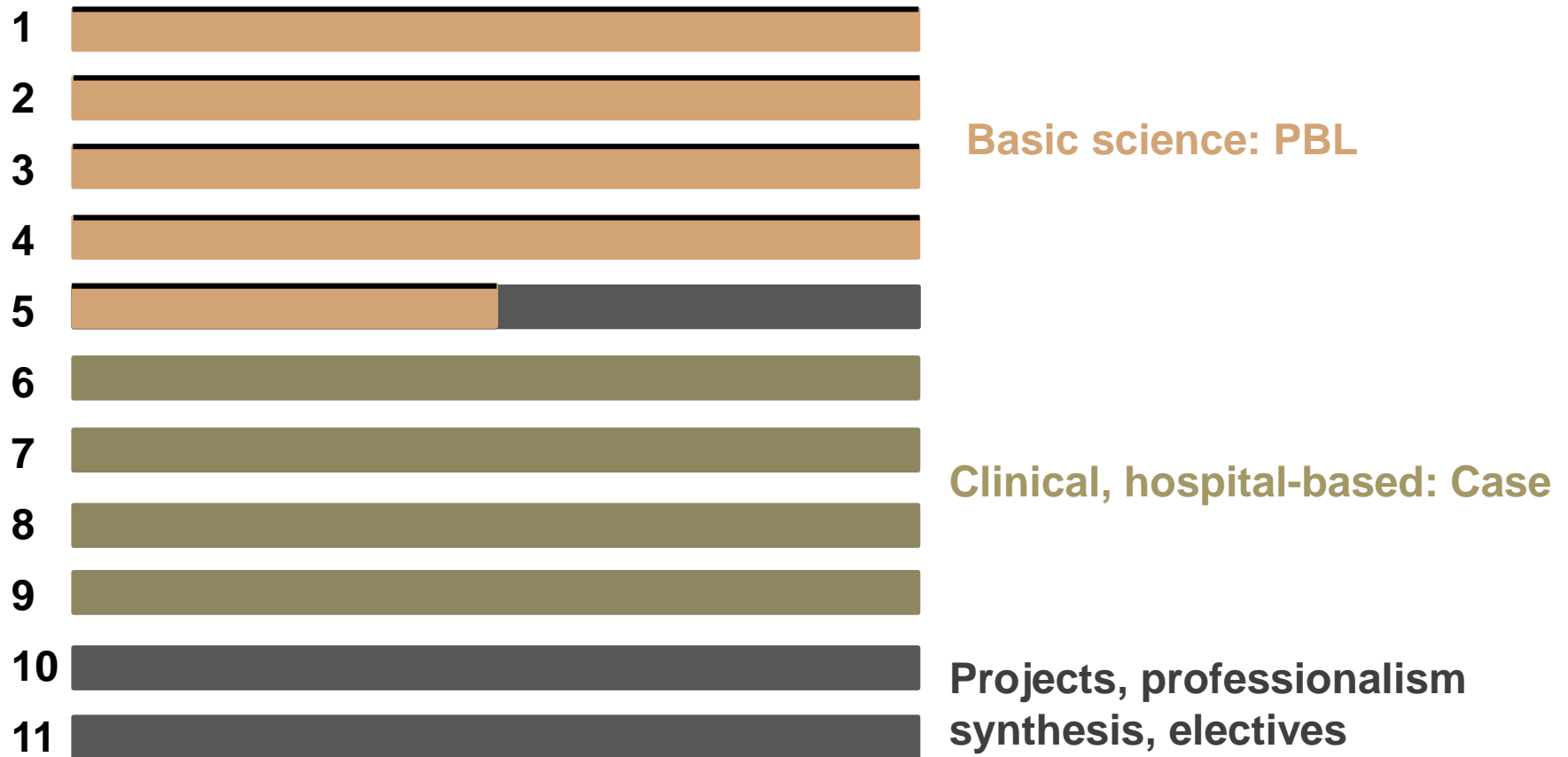
Innumerous teachers and supervisors

Challenge:

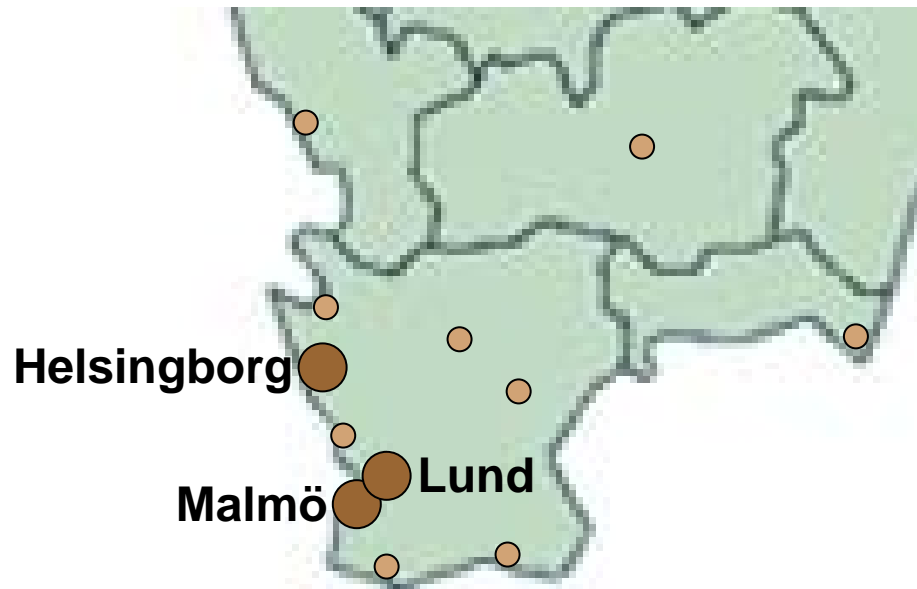
Programme perspective



Medical programme curriculum, 11 semesters



Geography challenge



**One course many subjects
e.g. neurology, infectious diseases, ophthalmology,
ear-nose-throat, rheumatology, dermatology
*All in one course***



Five-ten years ago...

- Many nice overarching principles decided
- One example: PBL shall be the central learning activity during the first 2.5 years and case shall be the central learning activity for the clinical courses

However, on the "floor", many activities centered on teacher lecturing

Implementation.....



How to implement?

- Organization
- Money
- Communication
- Faculty development



Medical programme management organization 2016-

Board

**Program
director**

**Curriculum
Course leaders**

**Assessment
committee**

Examiners

**Student welfare
committee**

**International
committee**

Board independent of departments. Appointed by the faculty.



The board

- Controls the budget
- Determines the syllabus (kursplan) for all courses
- Determines programme principles (such as major learning activities and assessment procedures)



Course leaders and examiners

- Course leader and examiner – not the same teacher
- Three-year commission of trust (can be prolonged)
- "Contract" stating that:
 - The course leader shall create optimal learning activities, according to decided principles, to enable the students to reach the learning outcomes.
 - The examiner shall create assessments, according to decided principles, that assess whether the student has reached the learning outcomes.



Money talks...

- The board controls the budget
- Departments are allocated money based on what their teachers do for the program
- The learning activities are specified in the budget
- Continuous discussions with course leaders regarding their budget – in conjunction with discussion on course development
- The budget is used as one tool to support the implementation of specified learning activities
- Allocate resources for case development



Communication

- Define a terminology that represents the direction of the program (student-centered, programmatic assessment, program perspective)
- On all occasions try to use the same terminology and exemplify – be concrete and consistent
- Use many communication channels – newsletters, general meetings, visit with departments, clinical management groups, course managements
- Highlight good examples



Faculty development

- Center for Teaching and Learning at the Faculty of Medicine (MedCUL)
- MedCUL represented in board and central management groups
- MedCUL involved in the design of syllabus and curriculum
- Frequent opportunities for teachers/physicians to take part in activities on learning how to run case sessions
- "On-site" activities (Lund, Malmö, Helsingborg)



Thank you!

Questions... Discussion

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