



**Karolinska
Institutet**

The new curriculum for undergraduate medical education at Karolinska Institutet

- a medical university dedicated to improving people's health through research, higher education, and information

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Director of Medical Education

KI is today the only university in Sweden with an exclusive focus on medicine



Board of education: Need of renewal of medical curriculum

- Expansion of new knowledge - curriculum overload
- Changes in the health care system
- Demands of the patients
- Need to cover new subjects
- More interprofessional education
- Students demands: integration between the courses, clinical tutoring, more training in scientific thinking...
- Bologna declaration – European Union

First proposal
for a new
medical
curriculum 1999



5 other
proposals
2000-2004...



**Curriculum reform
committee I**
**Aug 2004 - June
2005**



Innovative course development...

**KI 05 - excellence in
education**



Decision regarding the
principals and the
frame of the new
curriculum
June 2005

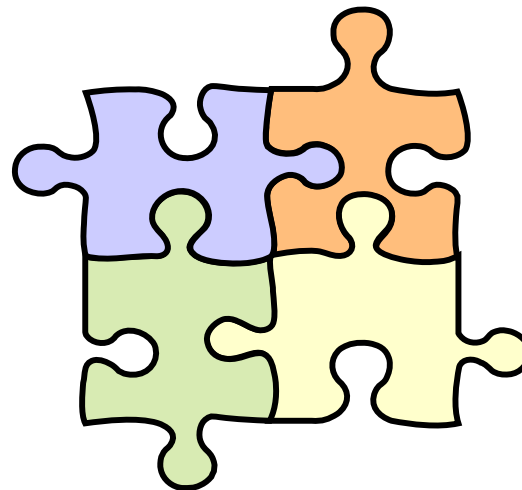


Curriculum reform committee II

11 working groups
Sept 2005- June
2006



The new
curriculum
defined June
8th 2006



Continuing work
The Program committee

**The new curriculum started in
Sept 2007**



Now or never!

**The new curriculum will be
fully implemented in
January 2013**



**September 2009: all new courses have be
run at least once**


Characteristics of the new curriculum

- 7 themes give the basic structure of the curriculum
- Outcome based, 8 general outcomes, with a total of 41 main goals
- 12 function systems with a total of 107 integrating tasks
- Vertically and horizontally integrated
- Patient contact throughout the education, both hospitals and primary care are used as an arena for medical education
- Clearly defined core competences
- Student selected courses (32 weeks)
- Project work (20 weeks =1 term)
- Components of professional development and scientific thinking clearly defined

Implementation of the new curricula

termin-start	HT 07	VT 08	HT 08	VT 09	HT 09	VT 10	HT 10	VT 11	HT 11	VT 12	HT 12	VT13	HT13	VT14	HT14
HT02	11														
VT 03	10	11													
HT 03	9.1	10.1	11.1												
VT 04	8	9.1	10.1	11.1											
HT 04	7	8	9.1	10.1	11.1										
VT 05	6.2	7.2	8.2	9.2	10.2	11.2									
HT 05	5	6.2	7.2	8.2	9.2	10.2	11.2								
VT 06	4	5	6.2	7.2	8.2	9.2	10.2	11.2							
HT 06	3	4	5	6.2	7.2	8.2	9.2	10.2	11.2						
VT 07	2	3	4	5	6.2	7.2	8.2	9.2	10.2	11.2					
HT 07	1	2	3	4	5	6	7	8	9	10	11				
VT 08		1	2	3	4	5	6	7	8	9	10	11			
HT 08			1	2	3	4	5	6	7	8	9	10	11		
VT 09				1	2	3	4	5	6	7	8	9	10	11	
HT 09					1	2	3	4	5	6	7	8	9	10	11

 modifierad kurs går parallellt med ny kurs

 examensarbete

Schematic figure of the curriculum: 2 levels, 7 themes and integration

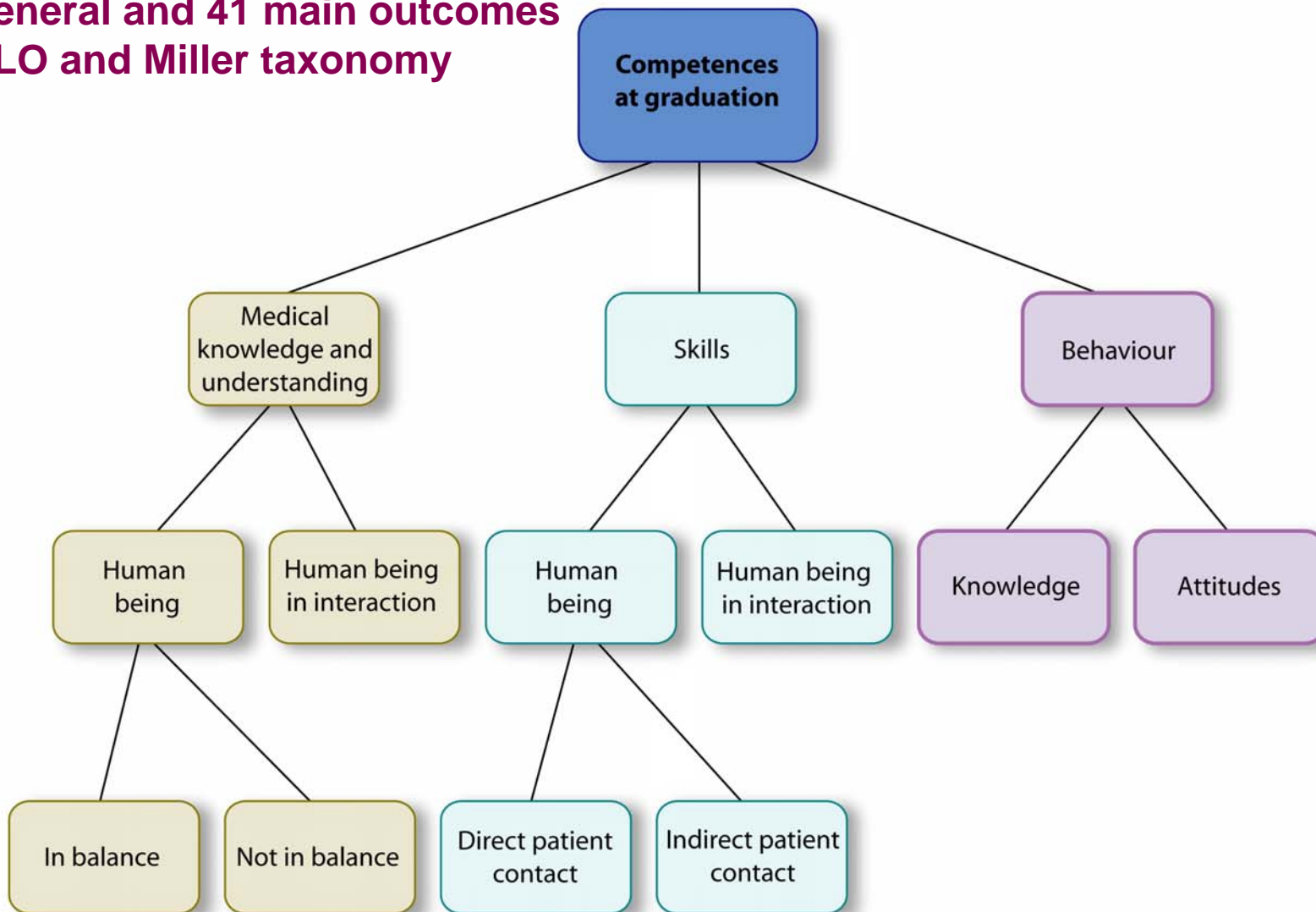
Term	Basic level	
1	Introduction 6 hp	Theme 1: The health body I 24 hp
2	The health body II 30 hp	
3	The health body III 16,5 hp	Theme 2: The sick body I 13,5 hp
4	The sick bodyII 25,5 hp	Exam 4,5 hp
5	Theme 3: Clinical medicine 48 hp	SVK 7,5 hp
6		SVK 4,5 hp
	Avanced level	
7	Project work 30 hp	
8	Theme 4: Clinical medicine - focus on surgery 27 hp	SVK 3 hp
9	Theme 5: Clinical medicine - focus on neuro, senses och mind 30 hp	
10	Theme 6: Clinical medicine - focus on reproduction and development 22,5 hp	SVK 7,5 hp
11	Theme 7: Health in soc. and envir. 12 hp	Exam 3 hp SVK 15 hp

Integration – vertical and horizontal

- Basic level must include **minimum 10% clinical aspects** and advanced level must include **minimum 10% basic science**
- Primary care - an arena (13 weeks)
- Professional development (11 weeks)
- Scientific development (5 weeks)
- Integrating tasks seminars

The curriculum outcome model

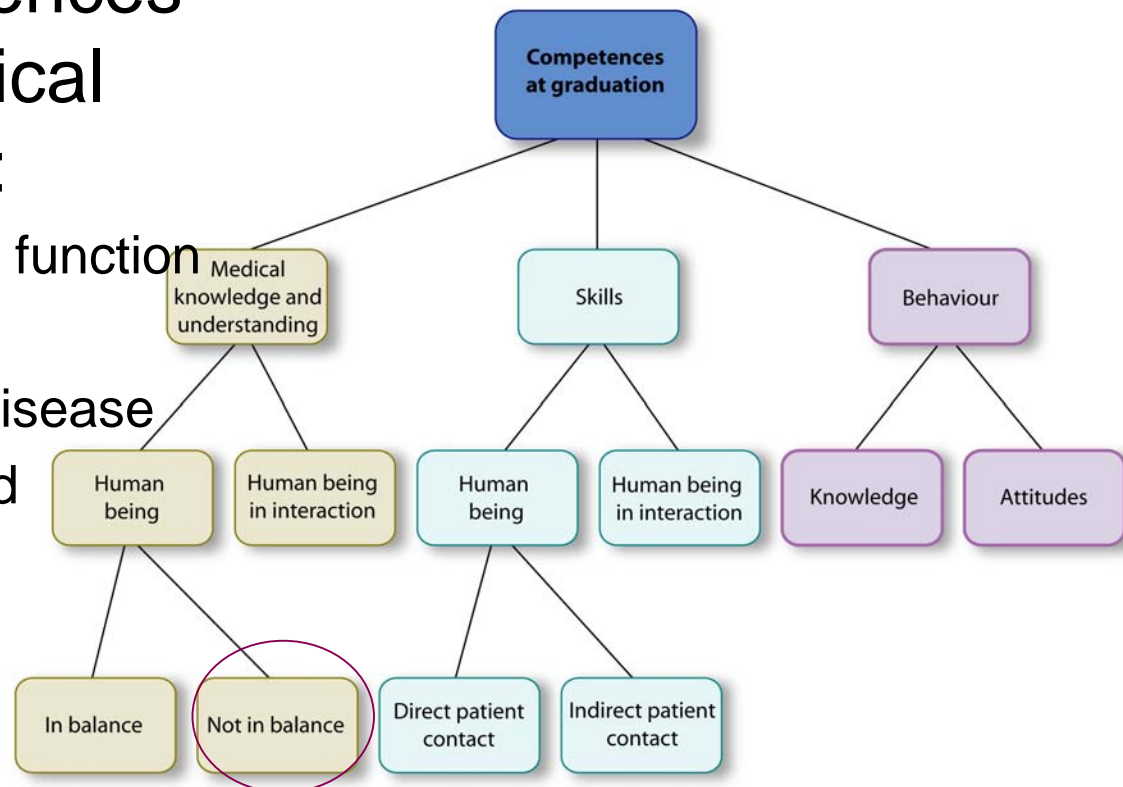
- 8 general and 41 main outcomes
- SOLO and Miller taxonomy



Example: Medical knowledge and understanding - human being - not in balance

- Students competences regarding theoretical knowledge about:

- Altered structure and function
- Causes of a disease
- Normal course of a disease
- Examinations needed
- Treatment options



The curriculum content is defined by body functions according to ICF:

12 body functions
107 integrating tasks



Respiratory system

- Cough
- Sore throat
- Hoarseness

Integration

- Traditional model:
start with basic science
followed by clinical science
> the student integrates
(hopefully)
- Integrating tasks are helpful
– but everything does not
have to be integrated

