

教學設計規劃與 技巧方法

Curriculum Planning and
Implementation



指導單位：行政院衛生署

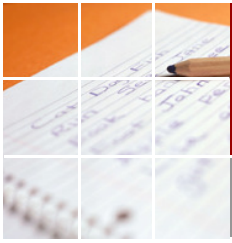
主辦單位：財團法人醫院評鑑暨醫療品質策進會



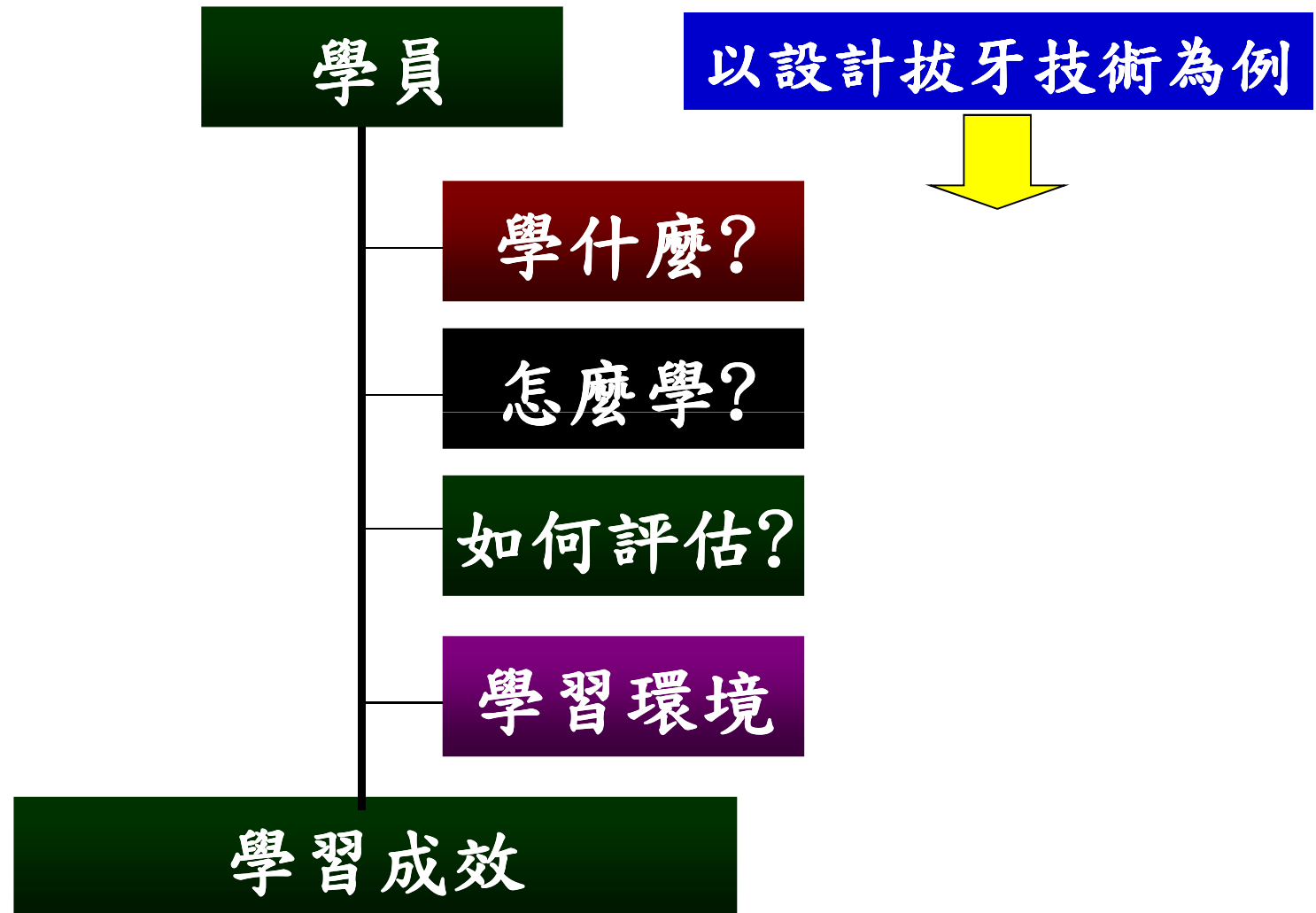
課程目標

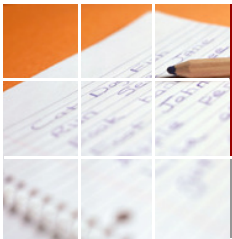
■ 希望學員能

- 了解 課程設計(curricular planning)之六階段要素
- 了解成功設計課程的方法
- 能以本堂所學，運用於醫院牙科/牙醫診所，在有限之時間與資源中，做有效課程規劃

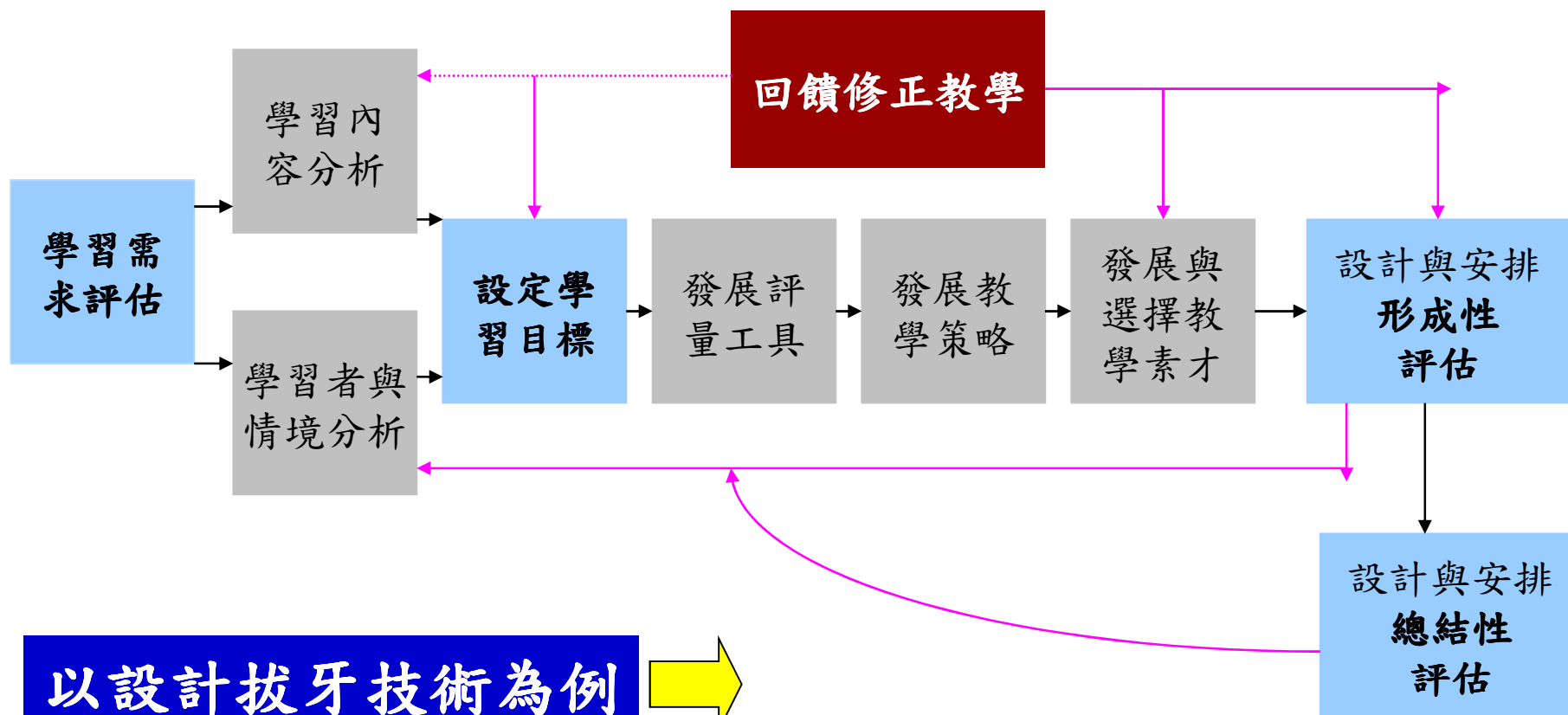


完整訓練計畫(課程設計)的要件

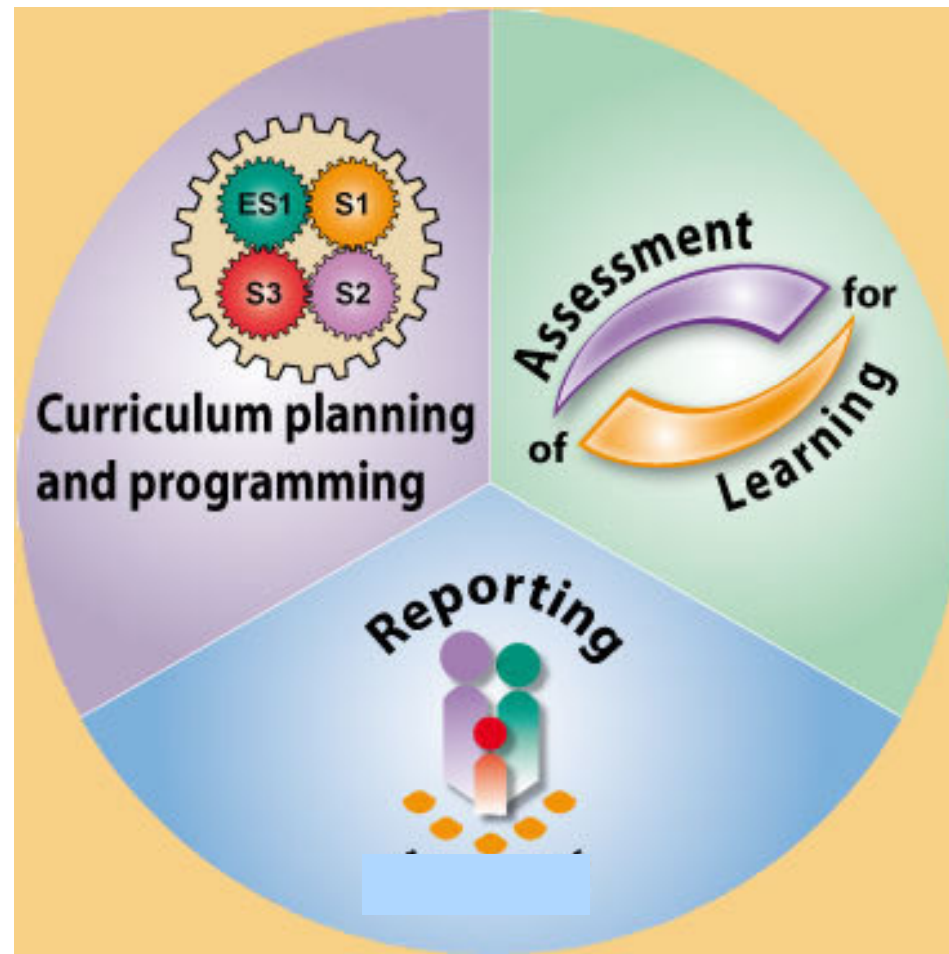




Dick & Carey 教學設計模式



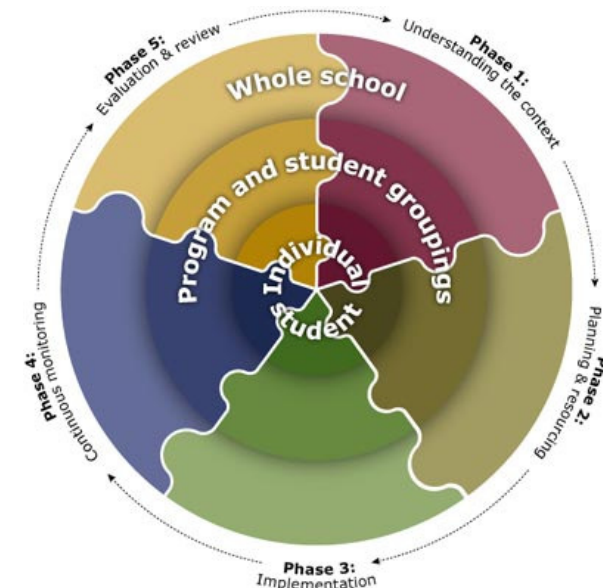
Define curriculum



Six-step approach of curricular design

課程設計六階段要素

1. Identification of the faculty/institution's mission and the needs of its stakeholders
2. Needs assessment of the learners
3. Establishment of curricular goals and objectives
4. Educational strategies
5. Assessment of students
6. Evaluation and monitoring



1

Identification of the faculty/institution's mission and the needs of its stakeholders

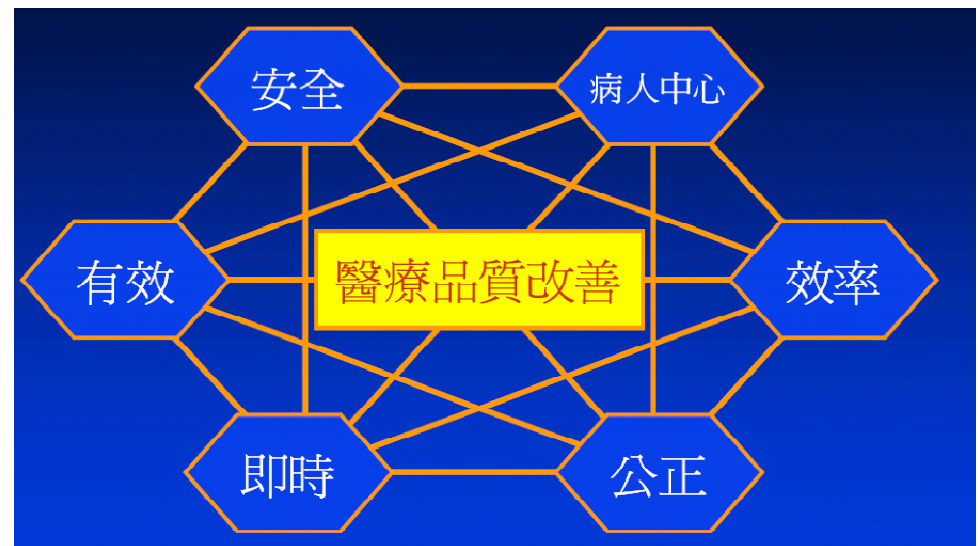
為何學？

■ 訓練計畫的訓練宗旨與目標

- 須具體陳述訓練宗旨與目標且有效地傳達給計畫內相關人員。

■ Needs of its stakeholders

- 社會大眾可信賴的醫療人員



- 提供「以病人為中心」(patient-centered)及「整體牙科治療」(comprehensive dental treatment)觀念為基礎的醫療模式之臨床牙醫師養成教育。使受訓者熟悉一般牙科疾病之診斷及治療、培養具有獨立作業能力、能清楚判斷獨立負責治療、安排會診或轉診之全科牙醫師。
- 培養成為負責醫師需具備之管理能力：診所管理實務、國家衛生政策、健保制度、溝通技巧、病人安全、感染控制、醫學倫理、醫療法律等。

2

Needs assessment of the learners

誰來學？

學習者的需求評估

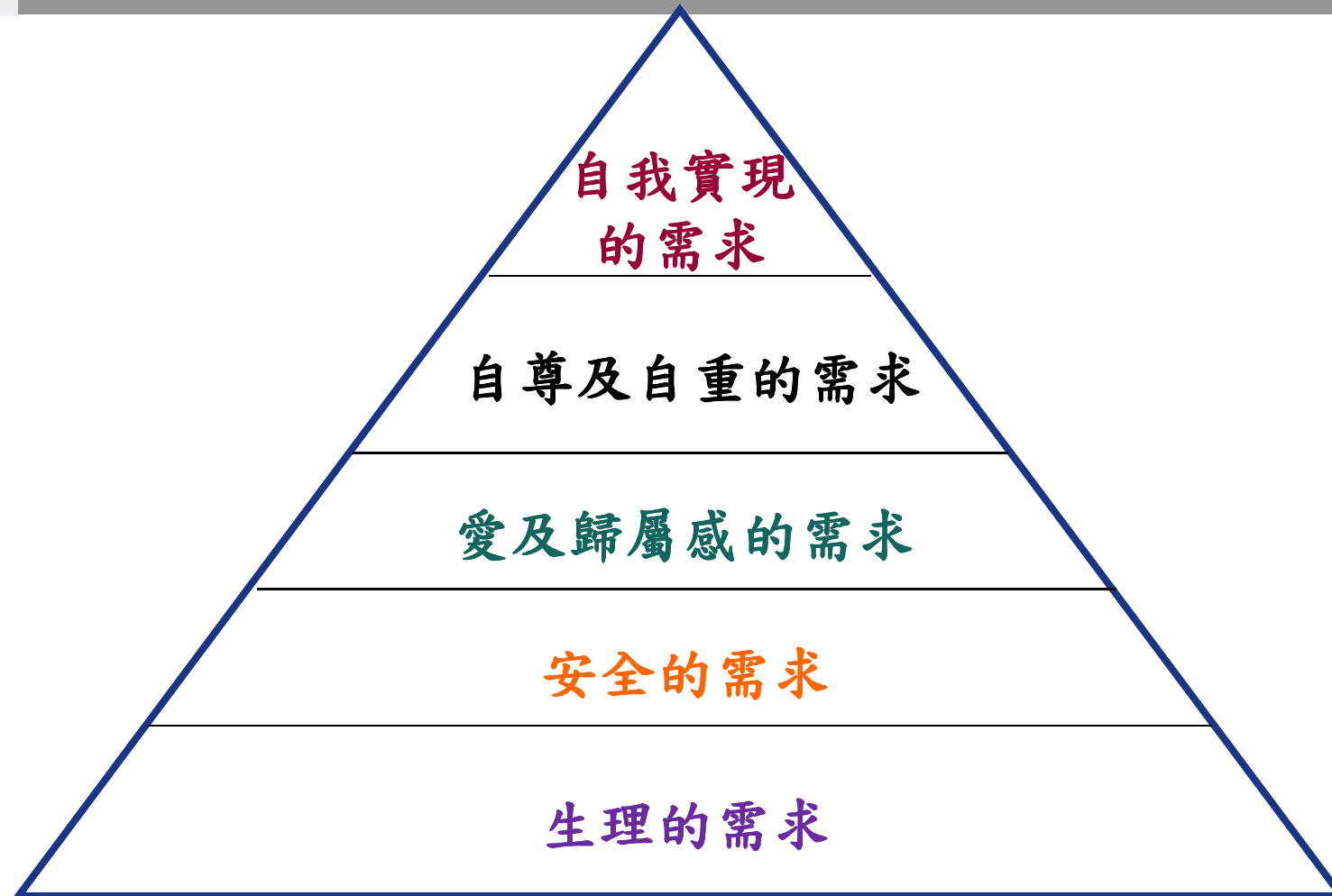
- Levels of competency at entry level
- Prior educational experience
- Ability to meet the requirements of the program
- Individual goals and priorities
- Attitudes towards the discipline
- Expectations from the program



- Need to know why
- Self-directed
- Experienced
- Cope with life
- Practical learners
- Internally motivated

2

個人的學習需求 learning needs

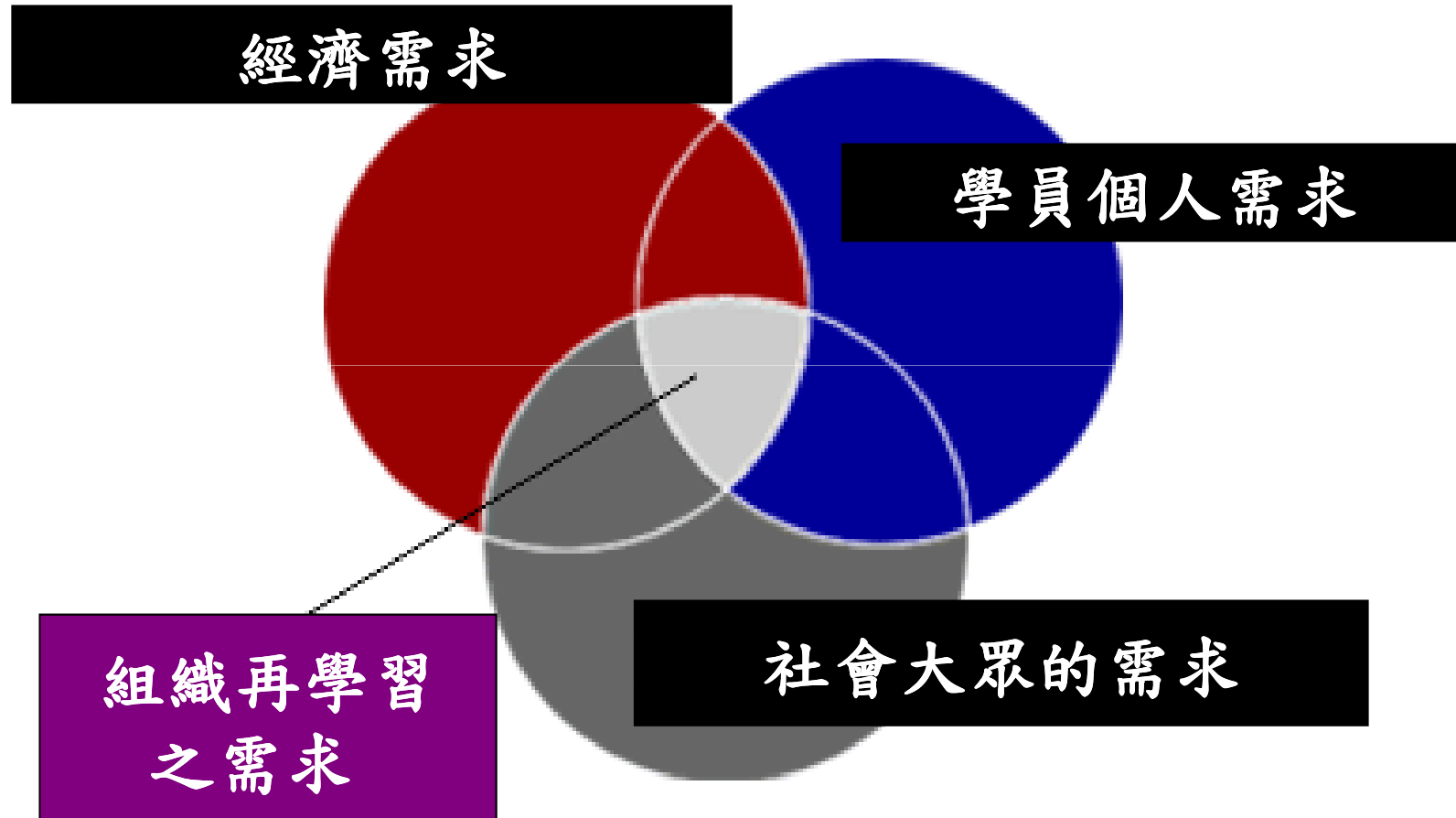


Maslow 需求層次論 (1970)

2

職場成人學習者的學習需求

誰來學？



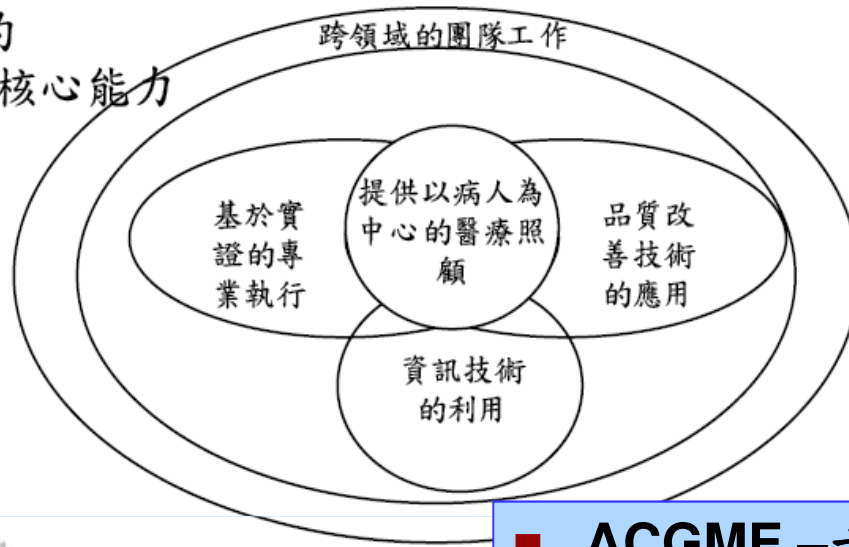
新進牙醫師的學習需求評估？

3

Establishment of curricular goals and objectives

學什麼？

IOM的
五大核心能力



■ ACGME –六大核心能力 (MIS-3P)

- Medical knowledge (醫學知識)
- Interpersonal and communication skills (人際關係與溝通技巧)
- System-based practice (制度下之臨床工作)
- Patient care (病人照顧)
- Practice based learning and Improvement (從工作中學習及成長)
- Professionalism(專業素養)

- 牙科PGY之訓練課程之設計，朝銜接牙醫師學校教育，並以病人為中心，強化整體牙科治療、一般臨床技術、獨立執業之負責牙醫師應具備的管理能力與轉介能力等五大方向發展，以及七項能力範疇：(1)職業價值、態度、行為和倫理(2)醫學科學基礎知識(3)溝通技能(4)臨床技能(5)群體健康和衛生系統(6)資訊管理(7)批判性思維與研究等。

3

二年期牙醫師畢業後一般醫學訓練計劃

3. Establishment of curricular goals and objectives

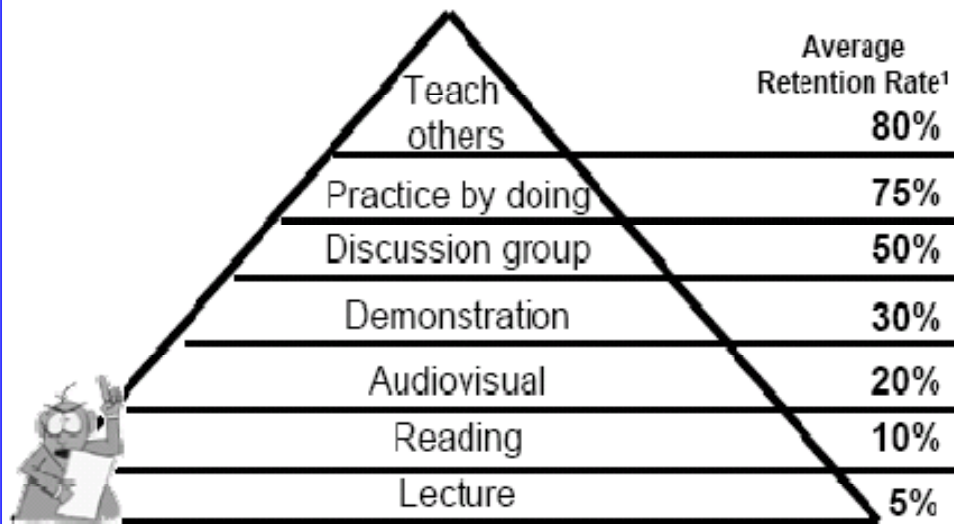
- 課程內容：本計畫之課程包含三部分
 - **第一部分**為「68小時一般口腔醫學基本課程」，
 - **第二部分**為「18個月必修核心課程」，含一般牙科全人治療訓練、社區牙醫學、口腔顎面外科及急症處理訓練
 - **第三部分**為「6個月選修課程」，提供各項學門精進訓練，包含口腔顎面外科學、牙髓病學、牙周病學、補綴學/鑲復牙科學、兒童牙科學、齒顎矯正學、牙體復形學、口腔病理及診斷學及一般牙科精進課程/家庭牙醫學等

4

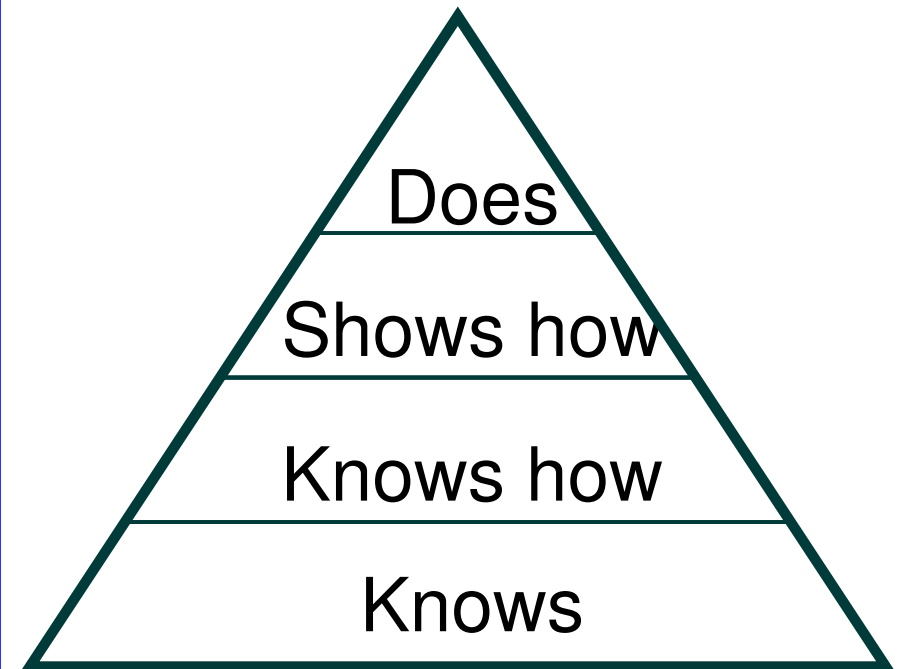
Educational strategies

- 課程設計者應根據學習者及職場需求選擇適合的教學方法

When do we learn most?



¹ National Training Laboratories, Bethel, Maine, USA



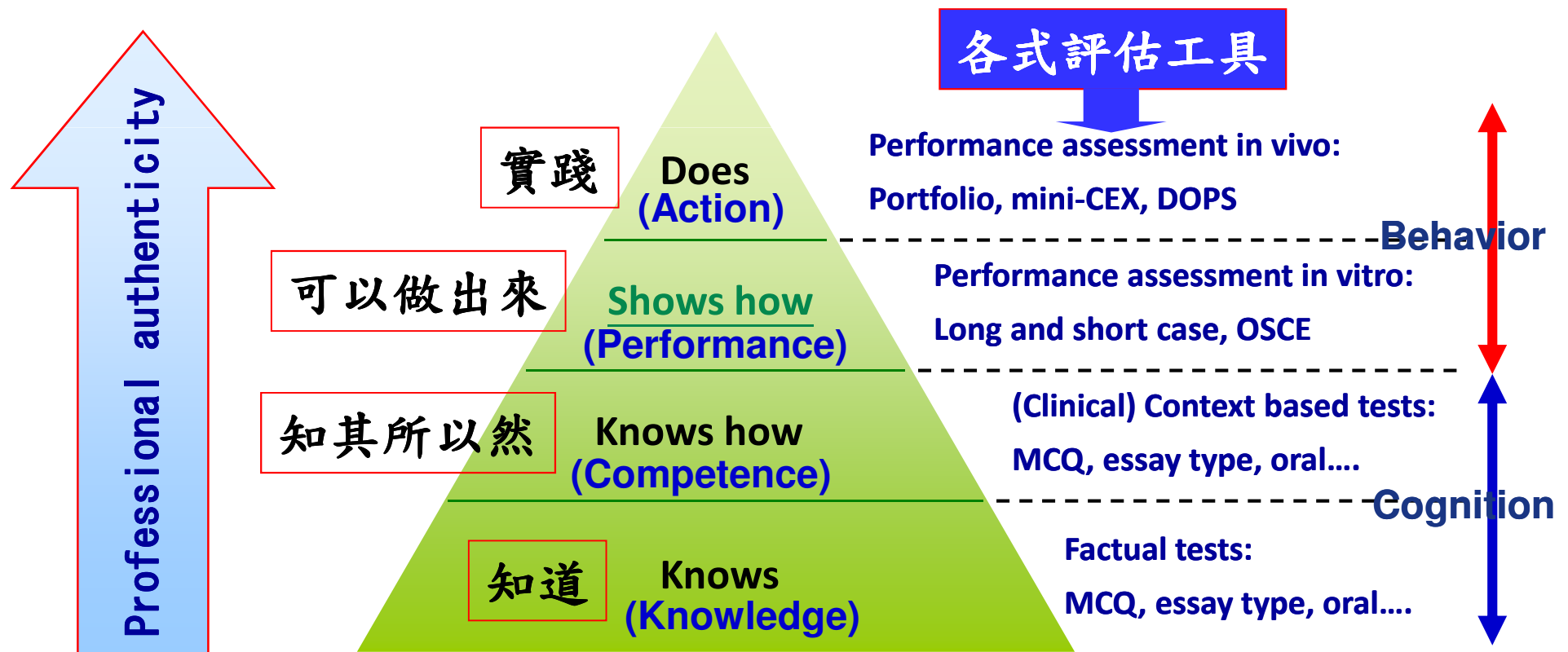
5

Assessment of students

A framework for authenticity of clinical assessment

能力金字塔

(Pyramid of competence, Miller, 1990)



5

牙科PGY各課程之學習評估方法

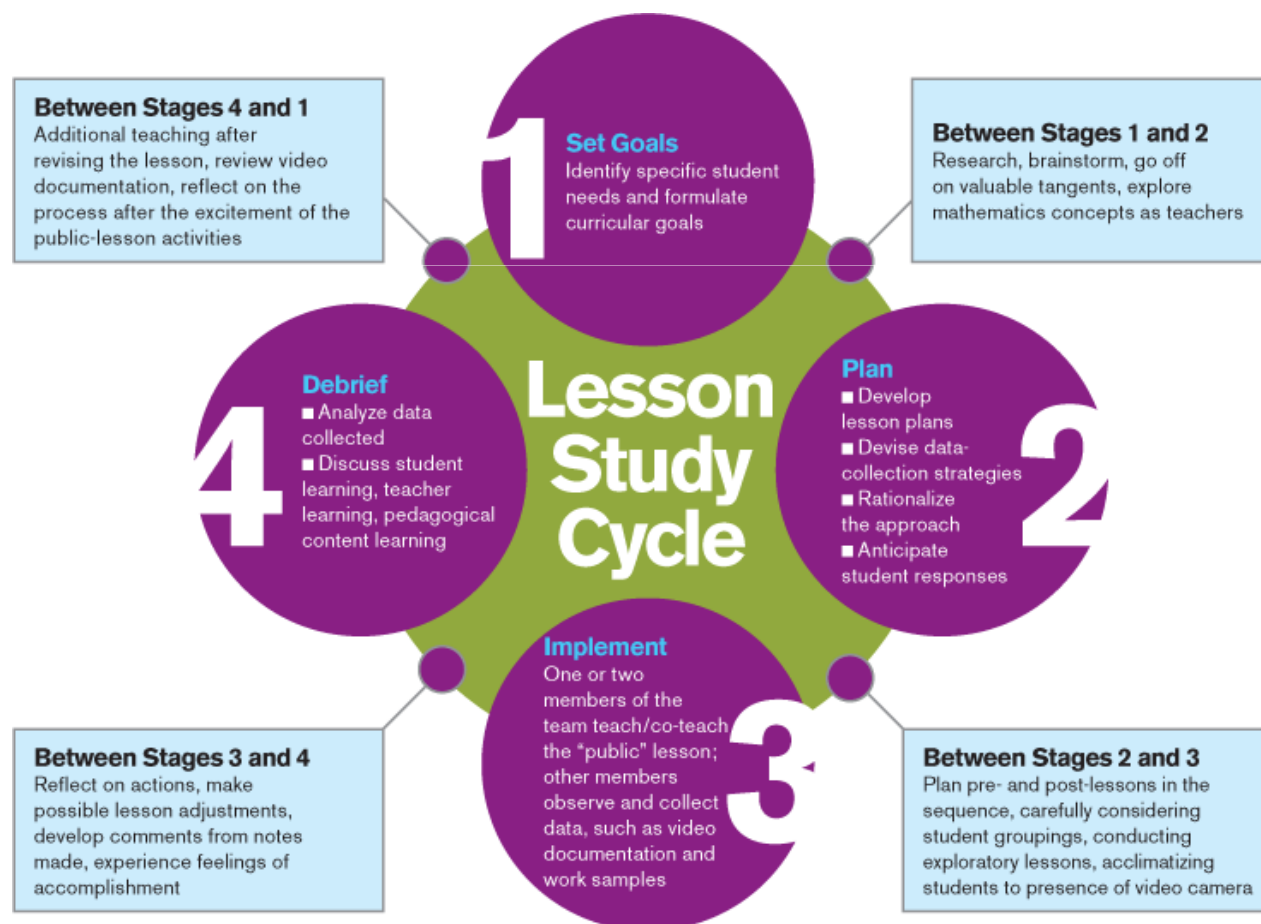
5. Assessment of students

編號	課程	工具
1	必修1：一般病患全人醫療照護及治療計畫擬定	mini-CEX
2	必修1：恆牙拔牙	DOPS
3	必修1：窩洞填補	DOPS
4	必修1：恆牙根管治療	DOPS
5	必修1：牙周病基礎治療	DOPS
6	必修1：補綴學/鑲復牙科學	DOPS
7	必修2：社區牙醫學	CSR
8	必修3：口腔顎面外科及急症處理訓練（方式一）	DOPS
8	必修3：口腔顎面外科及急症處理訓練（方式二）	CSR
9	選修1：口腔顎面外科學	DOPS
10	選修2：牙髓病學	DOPS
11	選修3：牙周病學	DOPS
12	選修4：補綴學/鑲復牙科學	CSR
13	選修5：兒童牙科學	DOPS
14	選修6：齒顎矯正學	CSR
15	選修7：牙體復形學	DOPS
16	選修8：口腔病理及診斷學	mini-CEX
17	選修9：一般牙科精進課程/家庭牙醫學	CSR

6

Evaluation and monitoring

- Evaluation data 必須能讓curricular planner 得知並做為持續改善的基礎





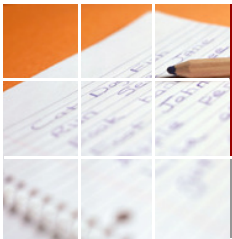
Kirkpatrick's 4 levels of program evaluation

Evaluation level	What does it test	Examples
Level 1 : Reaction	<ul style="list-style-type: none"> ■ Participants' immediate satisfaction ■ Perception of usefulness ■ Motivation 	<ul style="list-style-type: none"> ■ Likert's scale ■ Focus group ■ Structured interviews
Level 2 : Learning	<ul style="list-style-type: none"> ■ Acquisition of knowledge, skills and behavior 	<ul style="list-style-type: none"> ■ Pretest and posttest ■ Standard MCQ ■ Essay question
Level 3 : Transfer	<ul style="list-style-type: none"> ■ Transfer of knowledge , skills and behavior into real life 	<ul style="list-style-type: none"> ■ Chart reviews ■ Surveys ■ Observations
Level 4 : Results	<ul style="list-style-type: none"> ■ Ultimate and intended outcome (例: 醫療品質&病人安全) 	<ul style="list-style-type: none"> ■ Chart reviews ■ Surveys

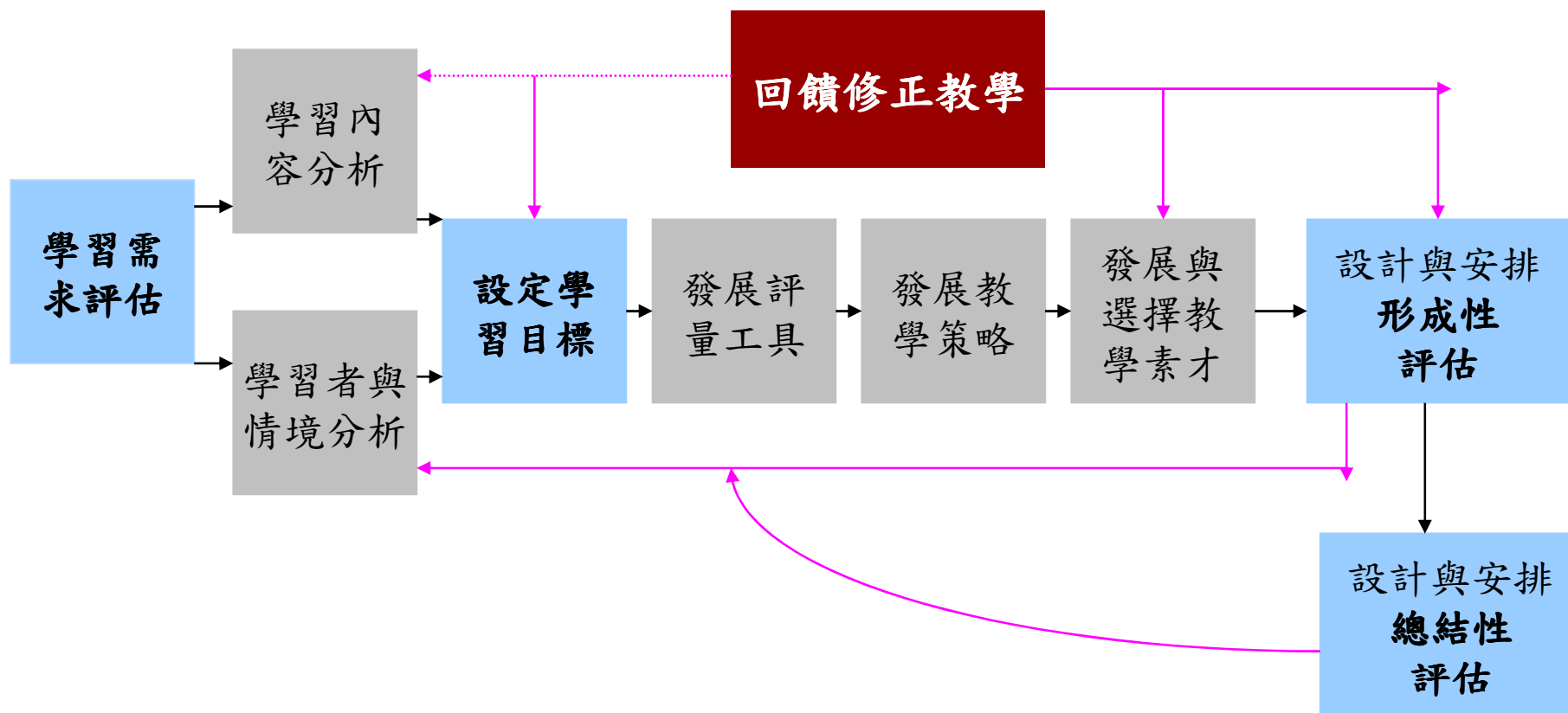


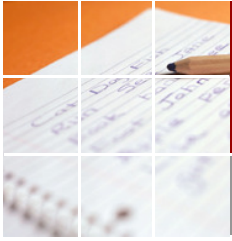
Kirkpatrick's 4 levels of program evaluation

- Level 1 : Reaction
- Level 2 : Learning
- Level 3 : Transfer
- Level 4 : Results
 - 最難量
 - 最好有一特定目標
 - 例如：This program will reduce the incidence of medication errors in the department by 30% compared to baseline during the 6-month period following program implementation.



Dick & Carey 教學設計模式



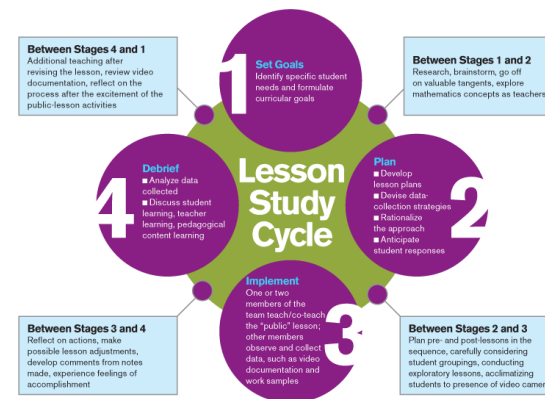
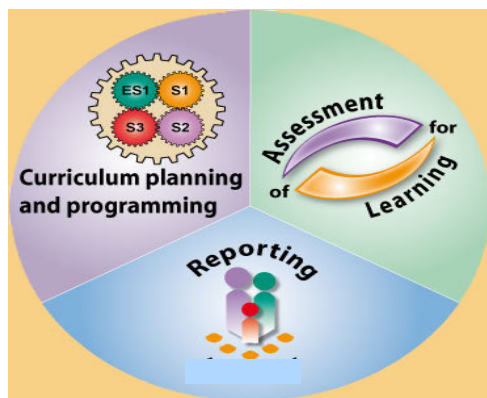


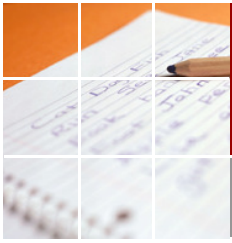
A curriculum is an academic plan

- The objective, aims and outcomes of the curriculum are clarified
- The process to achieve these are identified
- A careful evaluation plan of its success is predefined
- Systemic reviews and adjustments are regularly implemented

Take Home Message

- 課程的設計與規劃是一動態過程
 - 系統性的規化與執行
- 課程規劃必須有一有效之回饋系統來確保持續改進





Thanks !