

Contents

Preface

v

Abbreviations

xiii

Section I: Introduction to the Competency-based Education

1. The influx of Competency into Health Professionals' Education	1
1.1 Progression of Health Professionals' Education	3
1.2 Evolving Competency as a Theme	4
1.3 Alternative to Flexnerian Model	4
1.4 Theories of Learning	6
Summary	10
2. Essentials of Competency in Health Professionals' Education	12
2.1 Competency as a Theme in Health Professionals' Education	12
2.2 Clarity on the Understanding of 'Competence'	13
2.3 Theoretical Models of Competence	14
2.4 Contributions of Medical Teachers to Further the Ideas of Competency	16
2.5 Snapshots of Competency Model from Medical, Nursing, and Pharmaceutical Domains	17
Summary	18
3. Principles of Competency-based Curriculum Design	20
3.1 Contrast between Flexnerian and SPICES Models	20
3.2 Principles of Competency-Based Curriculum Design	22
3.3 Designing Competency-based Curriculum	23
3.4 What is New in the Competency-based Curriculum?	25
3.5 Background for Designing CBE	26
3.6 Design of Competency-based Education Process	27
3.7 Snapshot of CBME Design	28
Summary	30
4. Modus Operandi for Implementing the Competency-based Curriculum	31
4.1 Diffusion of Innovation	31
4.2 Principles of Change Management	32
4.3 Concept of Learning Organisations	33
4.4 Macro Planning for Implementing the CBE	35
4.5 Leadership for Academic Governance	43
4.6 Roadmap for the Institutionalization of Excellence	44
Summary	45

Section II: Threshold Concepts for Educational Methodology

5. Education as a System	49
5.1 Definition of Education	49
5.2 Spiral of Curriculum	51
5.3 Basic Teaching Model	52
5.4 Bigg's Constructive Alignment	52
Summary	53
6. Learning Environment	55
6.1 Merrill's First Principles of Instruction	55
6.2 Psychology of Learning	57
6.3 Metacognition	58
6.4 Cognitive Load Theory	59
6.5 Learning Styles	60
6.6 Continuum of Learning	62
6.7 Lindeman's Principles of Adult Education	63
6.8 Knowles Principles of Adult Learning Behavior	64
Summary	65
7. Educational Communication	68
7.1 Model of Communication	68
7.2 Factors Affecting Communication	69
7.3 Principles of Effective Communication	70
7.4 Mehrabian's Communication Model	72
7.5 Different Contexts and Cultures of Communication	73
7.6 Laurillard's Conversational Framework	74
7.7 Role of Communication in Education	75
Summary	75

Section III: Components of Educational Methodology

8. Educational Objectives	79
8.1 Evolution of Educational Taxonomies	79
8.2 Uses of Educational Objectives	81
8.3 Differences between Program Objectives, Course Objectives and Specific Learning Objectives	81
8.4 Prioritisation of Content as 'must-know', 'desirable-to-know', and 'nice-to-know'	83
8.5 Qualities of Specific Learning Objective (SLO)	84
8.6 Components of Specific Learning Objective (SLO)	85
8.7 Relationship of Domains of Learning to Professional Development	86
Summary	86
9. Taxonomies of Learning	88
9.1 Bloom's Taxonomy	88
9.2 Guilbert's Layers of Educational Objectives	89

9.3 Biggs SOLO Taxonomy	90
9.4 Metacognition	92
9.5 Marzano's Taxonomy	93
9.6 Miller's Pyramid	94
Summary	96
10. Instructional Methods	97
10.1 Instructional Settings	97
10.2 Classification of Instructional Methods	98
10.3 Synopsis of Traditional Instructional Methods	100
10.4 Synopsis of Competency-specific Learning Methods	106
Summary	114
11. Educational Media	117
11.1 Need for Media in Teaching-learning Activity	117
11.2 Dale's Cone of Experience	118
11.3 Models for Selection of Media	119
11.4 Classification of Educational Media	121
11.5 Synopsis of Commonly Used Media	121
Summary	123
12. Curriculum Development	125
12.1 Curriculum Theories	125
12.2 Curriculum Design Process	127
12.3 Kern's Six-step Approach to Curriculum Design	128
12.4 Application of L and D Concepts in Competency-based Curriculum	129
Summary	132
13. Lesson Planning	134
13.1 Importance of Lesson Planning in Competency-based Education	134
13.2 Traditional Approaches to Lesson Planning	135
13.3 Innovative Approaches to Lesson Planning	137
13.4 Common Template for Lesson Planning	140
13.5 Significance of the Component of Lesson Plan Template	140
13.6 Bigg's Constructive Alignment in Lesson Planning	142
13.7 Harmony between the 'Learning' and 'Assessment'	
Dimensions in the Curriculum	143
13.8 Differentiation Strategies for Universality of Lesson Planning	144
Summary	144
14. Principles of Student Assessment	147
14.1 Purpose of Student Assessment	147
14.2 Programmatic Assessment for Competency-based Education	151
14.3 Approaches and Methods of Assessment	153
14.4 Comparison and Contrast between Subjective and Objective Assessments	154
14.5 Nature of a Test	154
14.6 Qualities of an Assessment Tools	155

14.7	Classification of Assessment Tools–Based on Miller, Bloom and Guilbert	156
14.8	Process of Designing Assessment	157
	Summary	158
15.	Tools of Assessment	160
15.1	Blueprint for Student Assessment	160
15.2	Outcomes that can be Tested by a Theory-based Assessment	162
15.3	Classification of theory-based Assessment Tools	163
15.4	Constructed Response Tools and their Improvisation	165
15.5	Selected Response Tools and their Improvisation	166
15.6	Competencies to be Tested on Practical/clinical Assessment	166
15.7	Tools for Performance Assessment	167
15.8	Role of <i>Viva voce</i> in Health Professionals' Assessment	170
	Summary	171
Section IV: Concomitants to Academic Excellence		
16.	Capacity-building for Teachers	177
16.1	Need for Teachers' Formal Capacity-building	177
16.2	The taxonomy of Professionalism	179
16.3	Models of Faculty Development	180
16.4	Verticals for Faculty Training	181
16.5	FAIR Features of Teaching	183
	Summary	184
17.	Micro-Teaching	186
17.1	Significance of Micro-teaching	186
17.2	Skills Developed by Micro-teaching	187
17.3	Process of Micro-teaching	189
	Summary	190
18.	Online Teaching-learning	192
18.1	Theories of Online Learning	192
18.2	Models of Online Learning	193
18.3	Strategies for Online Learning	193
18.4	Design Principles for Online Learning	195
18.5	Approaches to Online Teaching	197
18.6	Applications for Online Teaching-learning, and Online Assessment	198
	Summary	198
19.	Leadership and Management	199
19.1	Introduction to Leadership and Management	199
19.2	Principles of Management	200
19.3	Theories of Leadership	203
19.4	Managerial Roles	205
19.5	Human Resources Management	207
19.6	Organizational Culture	209

19.7 Learning Organisation	211
Summary	212
20. Issues in Health Professionals' Education	214
20.1 Identity Formation as Healthcare Professionals	214
20.2 Ethics	215
20.3 Humanities	217
20.4 Quality in Education	219
20.5 Technology Trends	221
20.6 Research	222
Summary	223
Section V: Appendices	
Appendix 1: Glossary of terms in competency-based healthcare education	227
Appendix 2: Institutional committees—their composition, and functions to implement the CBE.	233
Appendix 3: Faculty-wise task sheets for taxonomy of objectives, TL methods, and assessment practices	238
Appendix 4: Training and assessment tools for postgraduate programs	249
<i>Index</i>	259