

COUNCIL OF FACULTIES CURRICULUM PROJECT

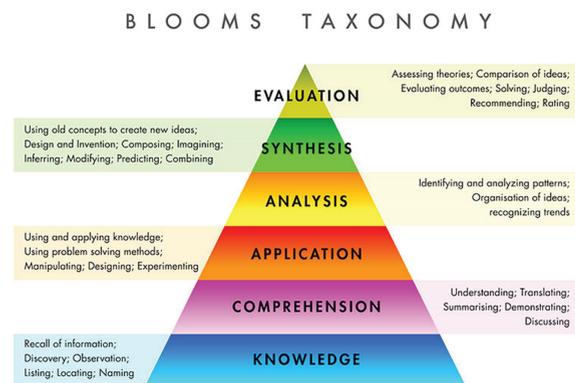
AACPM Council of Faculties – Denise B. Freeman, DPM, Chair and John Becker, PhD, Chair Elect

ABSTRACT:

In 2006, the American Podiatric Medical Association (APMA) released Vision 2015, an initiative that among other goals sought to “evaluate and insure that the outcomes of podiatric medical education are comparable to that of allopathic and osteopathic physicians”. (APMA.org). The American Association of Colleges of Podiatric Medicine (AACPM) tasked its Development of a comprehensive curriculum guide to a Council of Faculties (COF) composed of pre-clinical and clinical faculty members from the 9 podiatric medical schools. In February 2013 the completed 300-page guide, consisting of program level learning objectives in seven pre-clinical and five clinical content areas was released. Broadly, this guide is to be used to:

- Assist in development and review of curricular/educational projects.
- Develop a resource to complement existing internal and external assessment strategies.
- Assist the student in preparation for national licensing examinations- APMLE parts I and II.

Figure 1.



The authors were mindful of the academic freedom of each of the colleges to set their own unique curriculum while insuring that the goals of Vision 2015 were met. The guide allows any healthcare practitioner, medical educator, licensing board or health care facility to know exactly what is contained in a podiatric medical school curriculum.

METHODS:

The development process involved faculty from all colleges of podiatric medicine. Content groups were identified. Syllabi for all courses from all nine schools were submitted for comparison and discussion of similarities and scope. Core objectives were identified. These objectives were ranked by importance and clinical relevance. A numerical ranking score was assigned to each objective, (1 – 4), with 4 being absolutely required knowledge and 1 considered educationally and scientifically important but not critical to the practice of podiatric medicine. Objectives were also closely correlated to Bloom’s taxonomy (Fig. 1) for reference, validation and ongoing self-assessment. Pre-Clinical and clinical course objectives were linked. (Fig. 2).

The document was submitted to the colleges for approval by appropriately convened committees. The COF formally approved the document and submitted it to the AACPM’s Council of Deans and to the AACPM Board of Directors.

CONCLUSIONS:

Intended Uses:

- **Faculty: Platform for composing APMLE examinations.**
- **Residency directors: Understanding the level of competence for entering PGY1 residents.**
- **Students: Development of study outlines.**

Figure 3.

Objectives Linked Lower Extremity Anatomy to Surgery

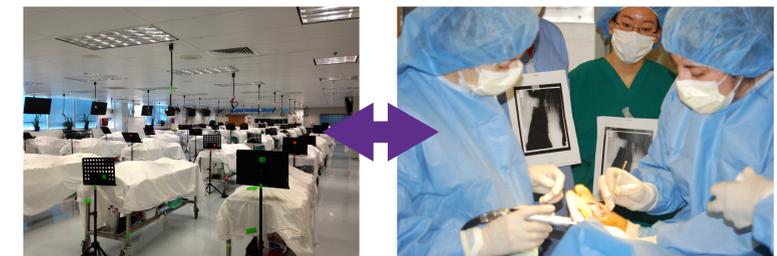
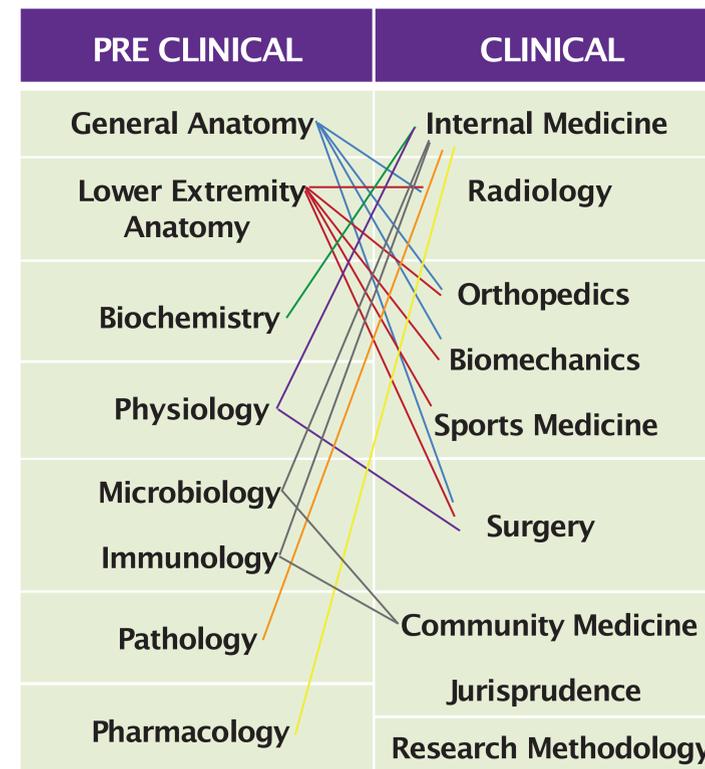


Figure 2.

Objectives Linked Pre-Clinical to Clinical



FUTURE PLANS:

Evaluation of national boards and licensing exams will permit individual colleges and faculty to make necessary system wide or local adjustments to this methodology. Residency director surveys, professional board certification exams and practice surveys will also be utilized to shape future modifications to these documents. In addition, 4 content areas are currently being developed for inclusion in Version 2.0 of the document: Embryology, Geriatrics, Histology and Genetics.

