

**Title:** Evaluating the curriculum to improve training in gynecology

**Author:** Paula Vásquez, MD, MgEd

**What problem was addressed:** Within the process of curriculum development, the undergraduate school of medicine at CES University is reviewing the medicine curriculum, to evaluate the achievement of the desired competencies of CES physicians (knowledge, clinical skills, communications skills, professionalism, etc.) in order to improve the quality of practice of graduates.

In order to properly assess the achieving of competencies, it is necessary to analyze the data available about the performance of the students and understand the perceptions of the quality of training, by teachers and graduates. The faculty will need to use curricular mapping to align the competencies the contents, methodologies and assessment activities to improve the curriculum of Medicine CES University.

**What was tried:** Utilizing a part of the curriculum and a department as a pilot (Obstetrics and Gynecology), we hoped to achieve the commitment of teachers and then use the experience to evaluate the curriculum in all departments. The department of Obstetrics and Gynecology was chosen because they showed interest in curriculum development in the past.

The grades of the interns in the past two years in direct observation of professional practice in their rotations (DOP) and the performance shown in the OSCE were analyzed.

Two separate focus groups with eight teachers and six graduates were conducted to assess the strengths and weaknesses of students in competencies, using motivating questions, based on the desirable competencies of CES physicians.

**What lessons were learned:** The range of scores in internship rotations (DOP) of these students is between 4.1 and 4.9 (on a 1 to 5 scale). The results of the OSCE, which had great spread of the data, revealed that there was no correlation between DOP scores and the performance of the students on OSCE when diagnostic procedures and clinical skills are assessed, using a standardized examination.

The faculty of Obstetrics and Gynecology has a very committed group of teachers who do their work well, but separately. There is no tracking a curriculum clearly established and does not work together to achieve the competencies of the physician. When they were shown the data, they showed interest in reviewing the curriculum and assistance in curriculum mapping.

The subjective assessments obtained by students do not demonstrate what they are learning, there are large differences between faculty raters and there are contents that are not being addressed.

This exercise allows the reflection regarding training in obstetrics and gynecology at CES University and will be the input for further curriculum mapping and alignment of content, methodologies and assessment strategies and the desirable competences of the physician.

Aligned curriculum is necessary to maximize student performance.

**Authors:**

Paula Vásquez - proposal generation, design, conduct and analysis of focus groups and article writing.

Clara Mesa - analysis of the grades by students in the past two years.

Juliana Gaviria, Sara Bedoya, Maritza Navarro - collaboration in the focus groups.

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**Correspondence:** Paula Vásquez, Head of Undergraduate Division, CES Faculty of Medicine, Medellín, Colombia, Calle 10 A #22 – 04. Email: pvasquez@ces.edu.co