<table>
<thead>
<tr>
<th>NAME</th>
<th>Edwin Nwobodo</th>
<th>DATE</th>
<th>14 June 2006</th>
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<tbody>
<tr>
<td>TITLE OF PROJECT</td>
<td>Development of an integrated Curriculum for basic medical sciences</td>
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| OVERALL GOAL | Improve students performance in neuroscience courses  
|              | Improve the competence of clinical students in neurological postings  
|              | Improve the teachers competence and satisfaction in the teaching of neuroscience  
|              | Improve the quality of patient care |

| SPECIFIC OBJECTIVES | Please list in point form  
| Highlight changes made | Provide a comprehensive curriculum which integrates the basic medical science neuroscience courses  
|                       | Improve the efficiency of the teachers of neuroscience courses by reducing teaching time from 60 to 30 hours  
|                       | To improve the students understanding of the neurosciences  
|                       | To introduce a multi-disciplinary approach to the teaching of the neurosciences thus promoting a multi-disciplinary approach to planning and teaching  
|                       | To increase the number of medical graduates entering the neuroscience based programs  
|                       | To improve the knowledge of the faculty teaching the neuroscience courses |

| METHODS | Please list in point form  
| Highlight changes made | Needs assessment and problems identification  
|                       | Evaluation of students performance in the neuroscience courses over a five year period  
|                       | Evaluation of students and faculty satisfaction with the current traditional method of teaching the courses  
|                       | Discuss and publish results  
|                       | Build a core group- clarify goals, build group trust, link up to network and social capital  
|                       | Collate and discuss and harmonise lecture topics  
|                       | Assess students and faculty perceptions  
|                       | Brief the authority on findings  
|                       | Review and develop lecture topics and curriculum  
|                       | Identify the timetabling issues and solutions  
|                       | Present curriculum for approval and adoption  
|                       | Limited local implementation  
|                       | Evaluate for quality assurance  
|                       | Wider context evaluation |

| EVALUATION PLANS | Please list in point form  
| Highlight changes made | Level of the performance of the students passing the neurosciences  
|                       | Number of clinical graduates entering the neuroscience-based medical specialty  
|                       | Demonstration of clinical competence by students and graduates in neurological medicine  
|                       | Number of faculty participating in the program  
|                       | Level students and faculty satisfaction with the new system number of institution adopting the new curriculum |

| PROGRESS MADE | Please list in point form  
| Highlight changes made | Broading of the core group to reflect wider perspectives  
|                       | Assessed staff and students perceptions of the current content and teaching methods  
|                       | Introduction of PBL sessions in the curriculum to fill the saved time  
|                       | Awareness- raising on some deficiencies of the current method  
|                       | Development of a horizontally integrated neuroscience curriculum  
|                       | Limited implementation of the curriculum  
|                       | Wider support from involving sister universities  
|                       | Presentation of curriculum for approvals |

| CHALLENGES FACED | Please list in point form  
| Problems encountered | Strong criticisms of the draft curriculum….build a consensus  
|                       | Tasking questions on PBL (instructors and logistical issues)... had to suspend this aspect  
|                       | Funding for meetings of the core group |
### Strategies used
- Poor academic and other records in the university
- Difficulties agreeing on dates for meeting in which all can be present.
  - Time tabling of the topics as a continuum ... a serious issue.
  - Teachers dropping of on some topics and losing the sequence that makes for comprehension

### LESSONS LEARNED
Please list in point form
Advice for others
- The power of evidence based arguments
- The need and use of a strong social capital
- Good settings for meetings engender seriousness from attendees
- Money is a strong motivation for faculty to do extra work

Personal learning
Help needed
Information needed

### FEEDFORWARD
Please list in point form
Help needed
- How may one fast track the contributions of group members in an activity like this?
- How to sustain interest of core group members.... proposal for a joint authorship of a neuroscience textbook...is this valid?

Information needed

* These sections to be completed after project commences at closure of Session I