

Developing an outcome-based core curriculum in a PBL medical school: Experience of the Arabian Gulf University in Bahrain

Salah E. Kassab, MD, PhD

College of Medicine and Medical Sciences (CMMS), Arabian Gulf University (AGU), Manama, Kingdom of Bahrain

The College of Medicine and Medical Sciences (CMMS), Arabian Gulf University (AGU) is adopting a problem-based curriculum promoting integration and student-centered approach to learning. This paper describes the CMMS experience in developing an undergraduate core curriculum which responds to the recommendations of international accrediting and regulatory bodies in medical education such as Accreditation Council for Graduate Medical Education, General Medical Council and others. The curriculum was structured around total of 110 presentations to reflect prevalent and important clinical (103) and community health problems (7). The learning outcomes emanating from these presentations were integrated and linked with the following competency domains: medical (basic and clinical) knowledge, clinical skills, procedural skills, population health, communication skills and professional values. Basic and clinical sciences departments as well as students were all involved in planning and reviewing the core curriculum. This core curriculum will serve as a reference for planners of the different phases of the curriculum for selection and reviewing the current PBL problems in the curriculum, determining the gaps and linking assessment to the outcomes in high-stake examinations.

Conclusions

Designing an outcome-based core curriculum based on common clinical and community presentations is a useful approach in PBL medical schools.