

INTEGRATED TEACHING



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Presentation outline

Concept of integrated teaching

Different levels of integration

**Integrated teaching of MBBS Curriculum in
Bangladesh**

H-shaped curriculum



Z-shaped curriculum



1st year student of H curriculum

কেন এত এনাটমি পড়তে
হয় ?



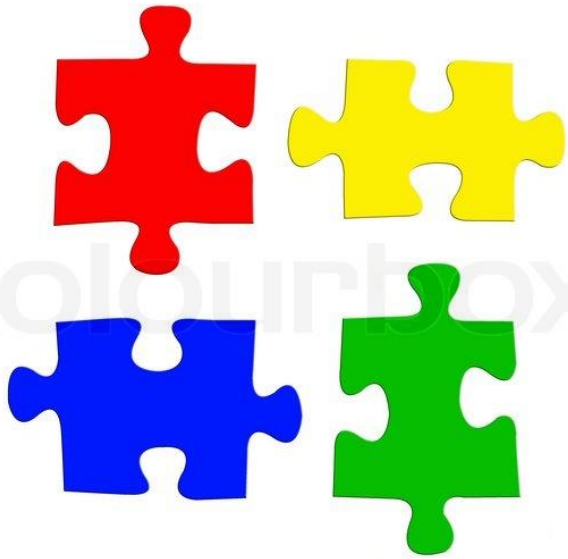
5th year student of H curriculum

কি যেন এনাটমিতে
পড়েছিলাম !!



The ultimate Goal of Medical Education

- **To ensure that students can be transformed into the most effective deliverers of patient care that is possible...**



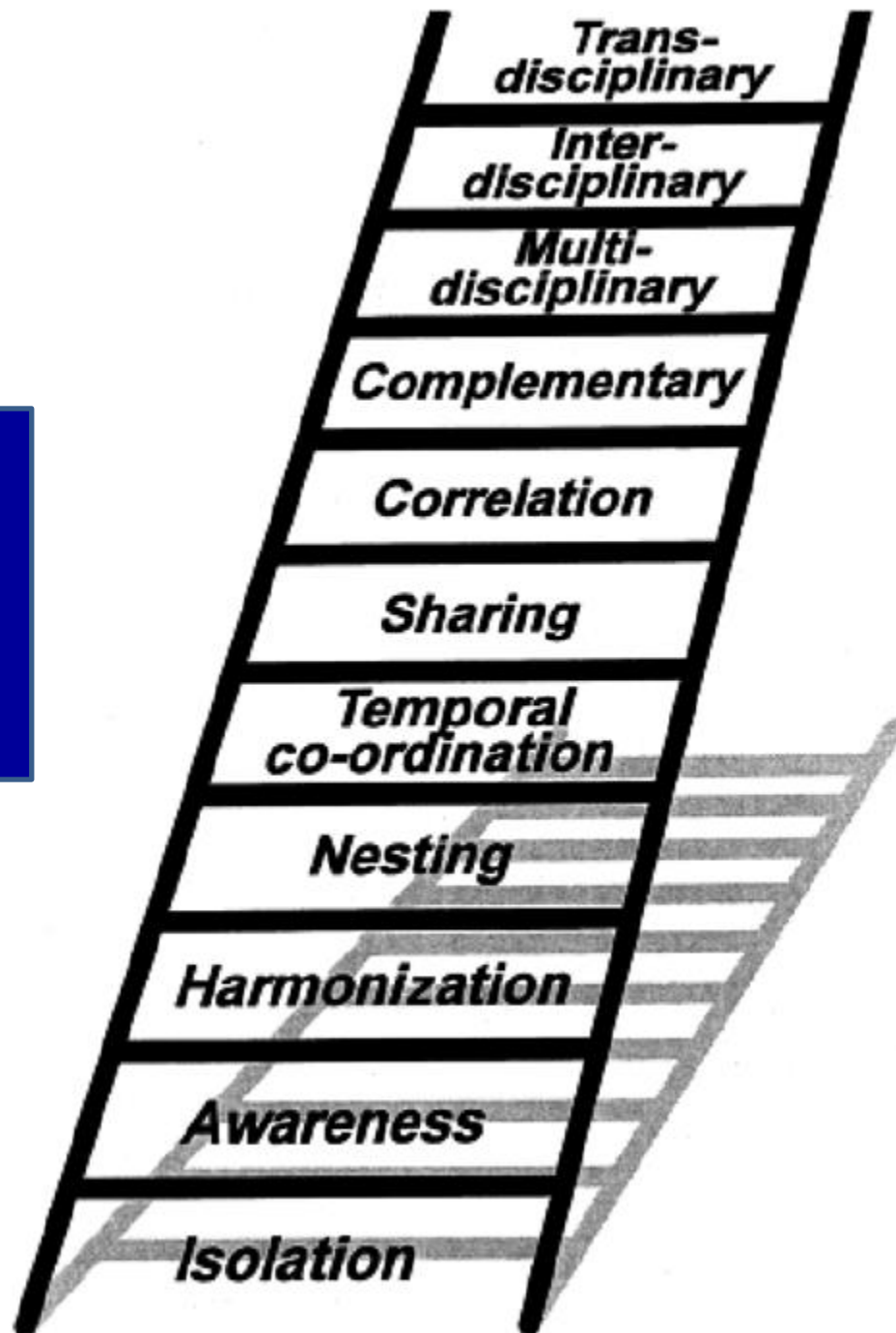
Integration means coordination of different activities to ensure harmonious functioning



“Integrated Teaching”

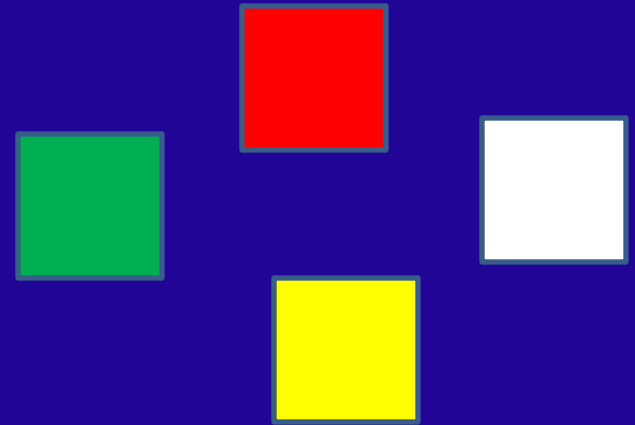
- **“The organization of teaching matter to interrelate or unify subjects frequently taught in separate academic courses or departments.” Harden, 1984**

**11 steps on the
integration
ladder**



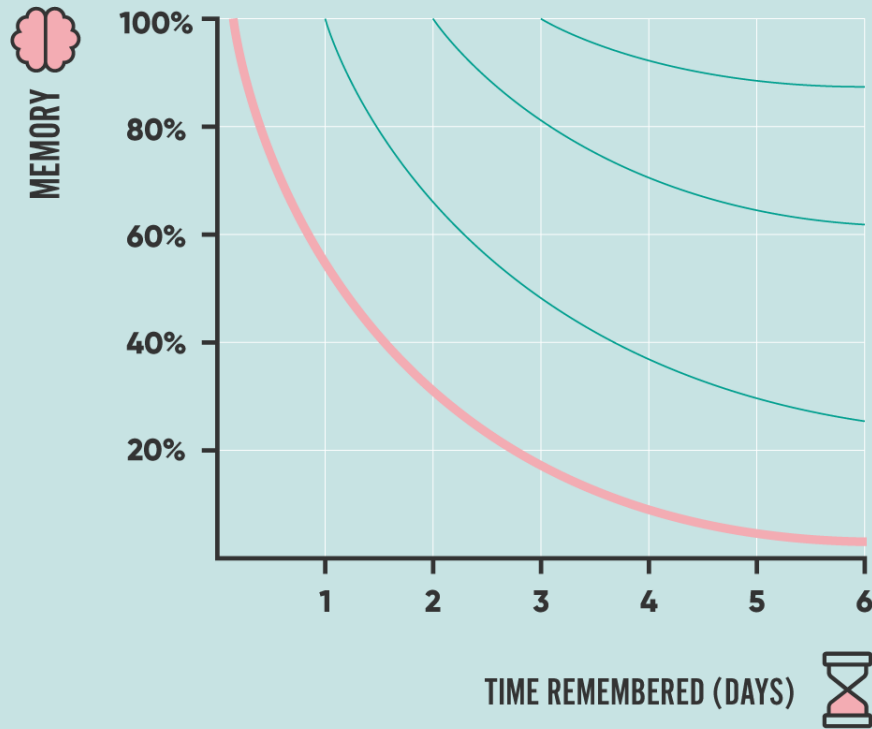
Step1: Isolation

Faculty organize their teaching without considering other subjects



(Synonym: fragmentation)

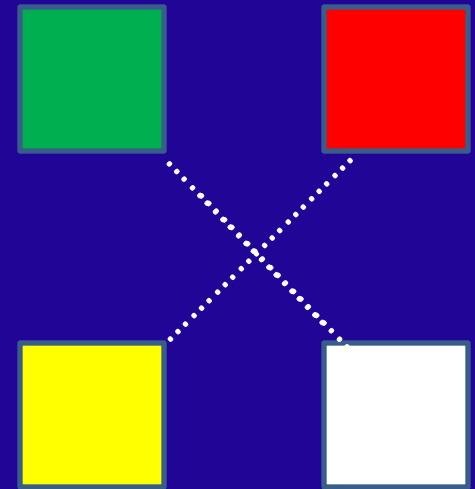
THE FORGETTING CURVE



Knowledge learnt in isolation is rapidly forgotten

Step 2: Awareness

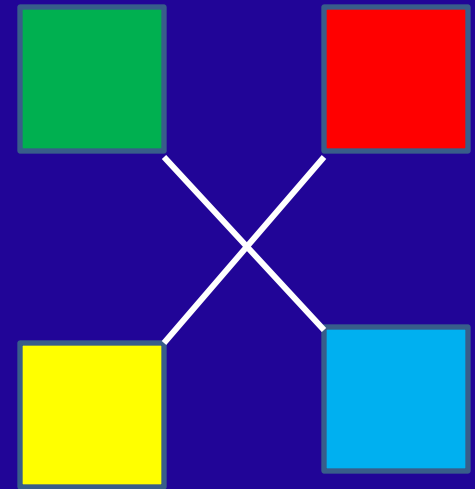
Teacher of one subject
is aware of what is
covered in other
subjects



(Synonym: acquaintance)

Step 3: Harmonization

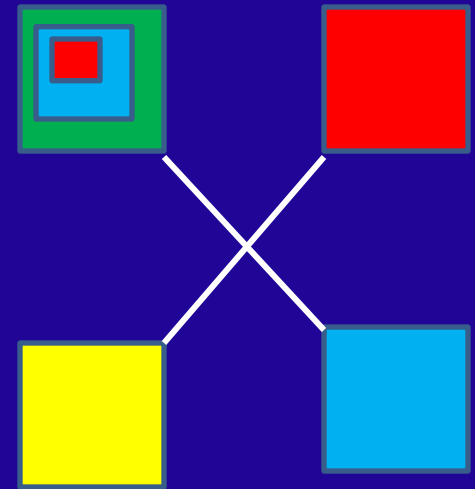
**Teachers
communicate &
consult with each
other and adapt their
programs**



(Synonym: connection, consultation)

Step 4 Nesting

Contents drawn from different subjects are used to enrich the teaching of one subject



(Synonym: infusion)

Step 5: Temporal coordination

Timetable is adjusted so that similar topics of different subjects are scheduled at the same time



(Synonym: parallel teaching, concurrent teaching)

Step 6 Sharing

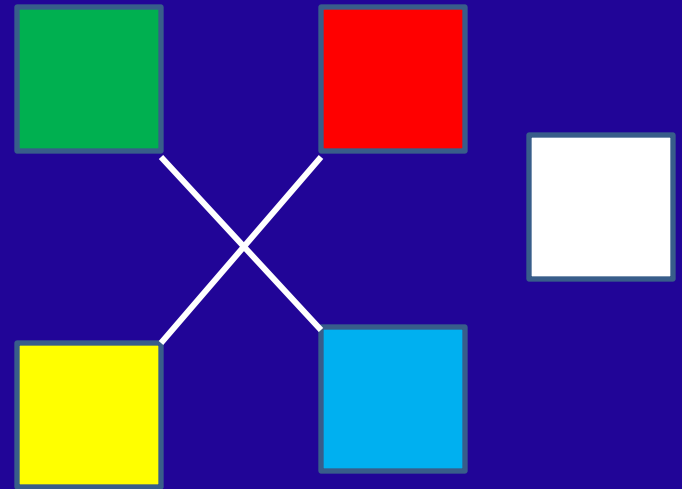
**Teachers of two
subjects jointly
implement a teaching
session**



(Synonym: joint teaching)

Step 7: Correlation

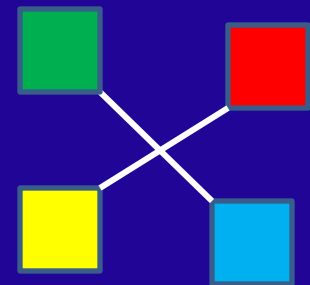
Integrated teaching session is introduced in addition to the subject-based teaching (subject based teaching taking up most of the curriculum time)



(Synonym: Concomitant programme)

Step 8 Complementary programme

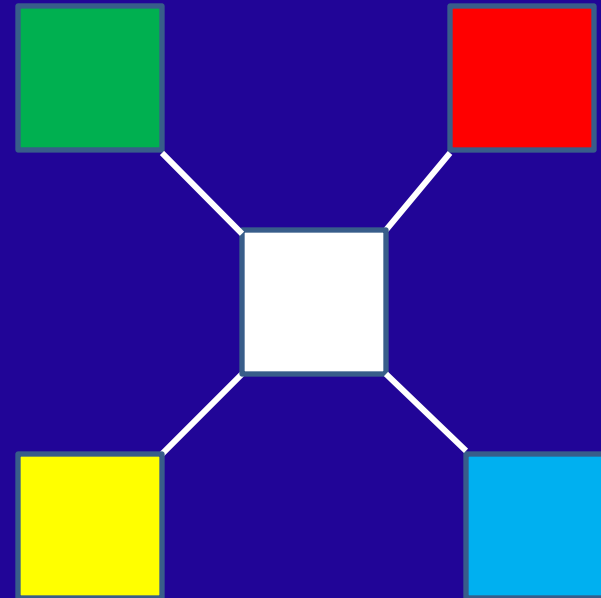
Both subject based & Integrated teaching are present (integrated session represent a major feature of the curriculum)



(Synonym: Mixed programme)

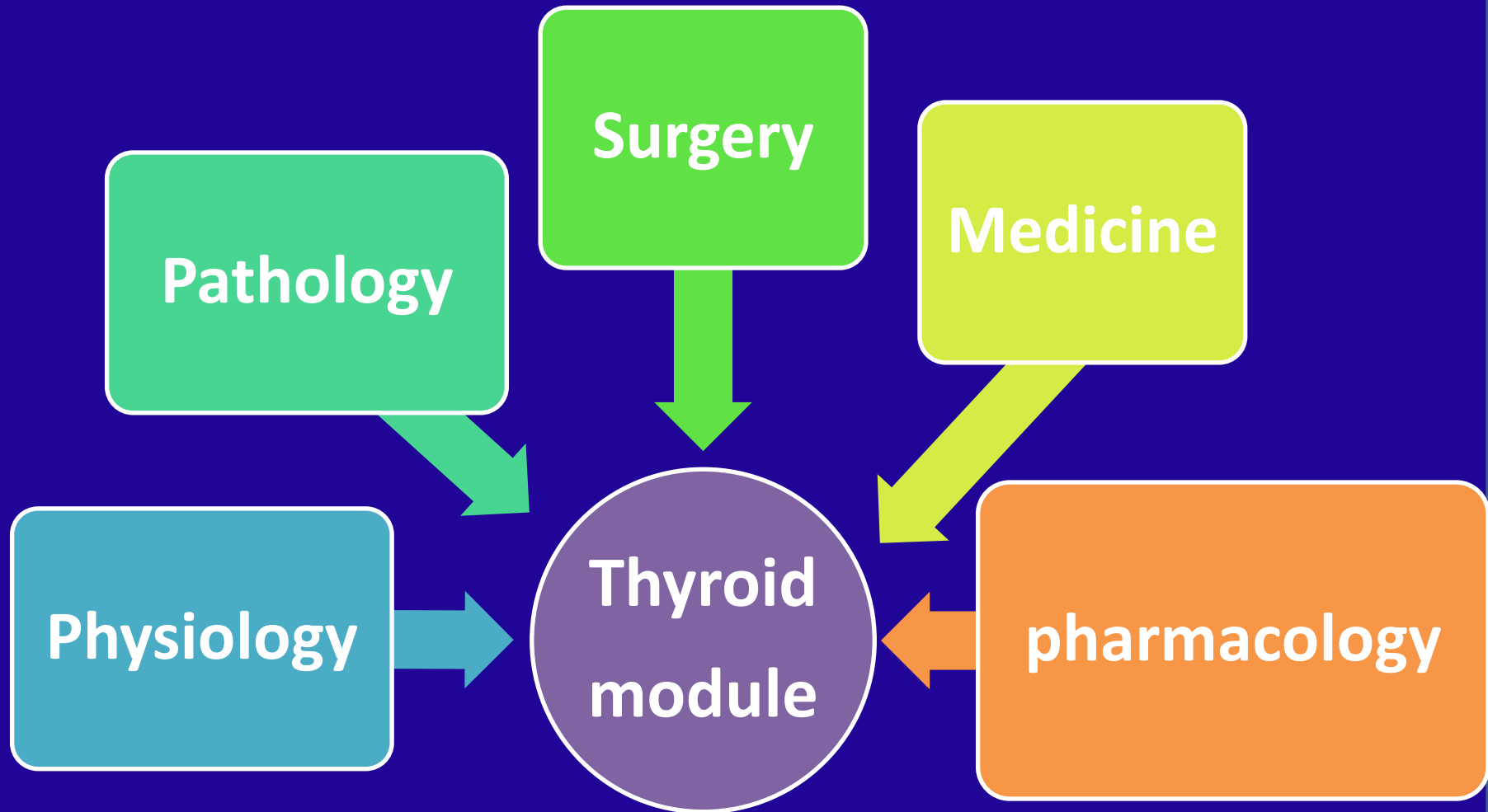
Step 9 Multidisciplinary

**Brings together a
number of
subject areas in a
single topic**



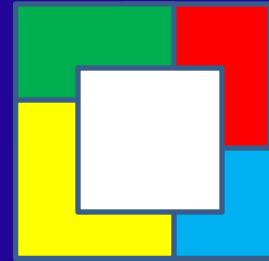
(Synonym: Webbed, contributory)

Multidisciplinary



Step 10 interdisciplinary

**Study of a
phenomenon/theme
that involves use of
two or more subjects
simultaneously**



(Synonym: monolithic)

Step 11 Transdisciplinary

**Integration is done in
the mind of the
student based on
situations in the real
world of clinical care**



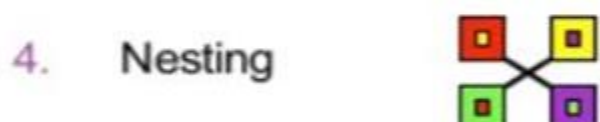
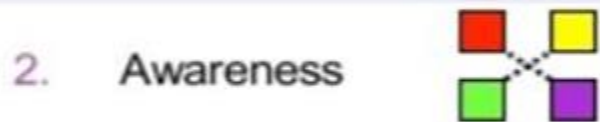
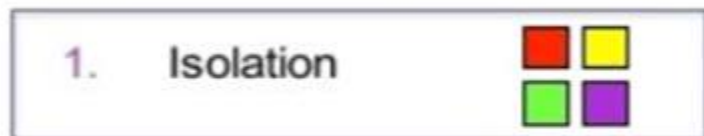
(Synonym: immersion)

Trans-disciplinary integration in the final phase of the medical curriculum at Dundee

A set of 113 clinical problems or tasks provides the students with a framework for integrating their experiences

Study guide is a key element in helping the students

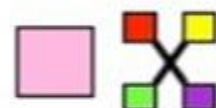
Integration of disciplines: The Integration Ladder (Harden, 2000)



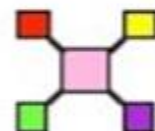
7. Correlation



8. Complementary programme



9. Multi-disciplinary



10. Inter-disciplinary



11. Trans-disciplinary

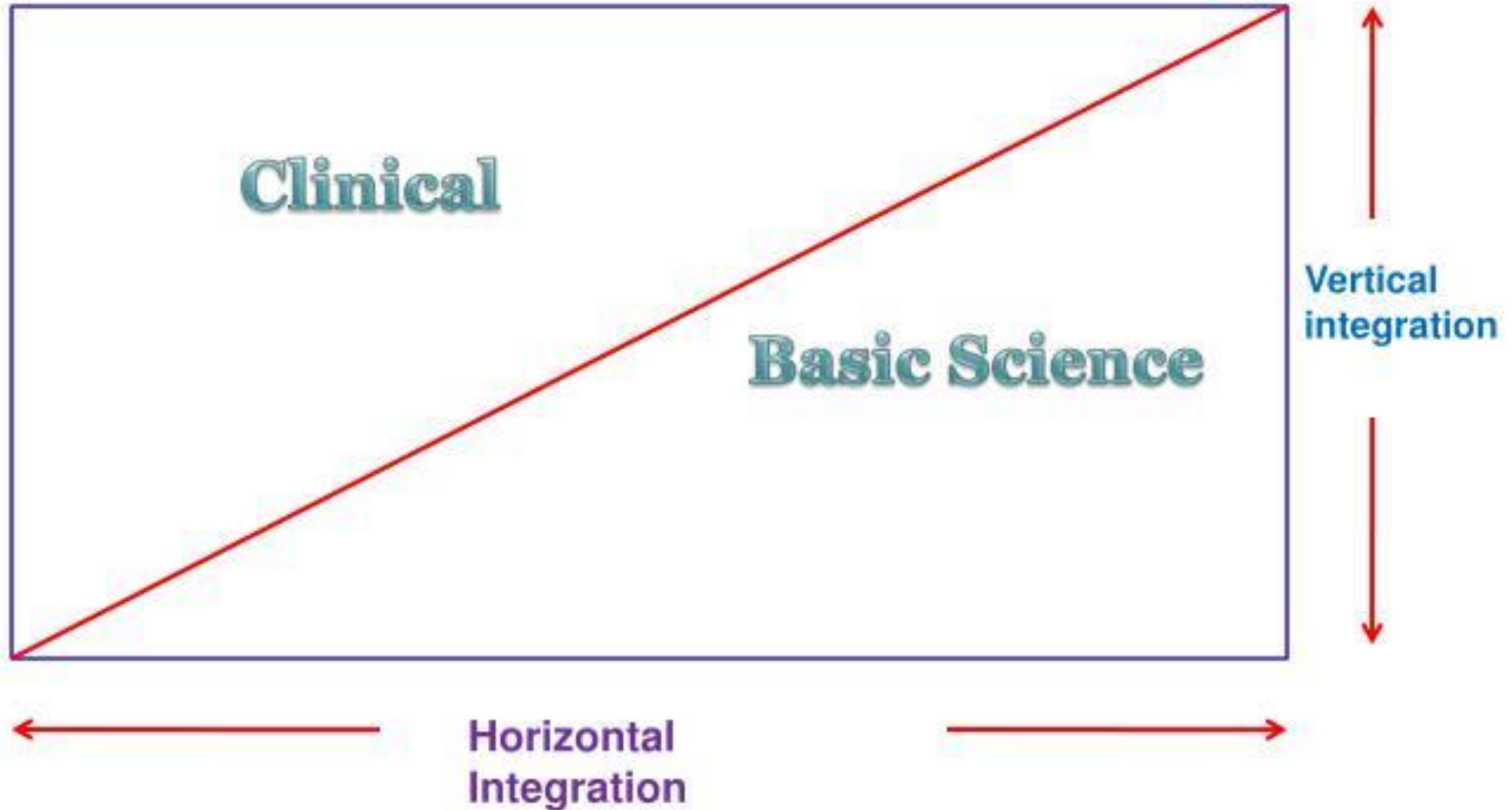


Types of integration

Horizontal integration

Vertical integration

Types of Integration



Examples:

- **Horizontal:** Combined teaching-learning of renal structure and function by Anatomy and Physiology.
- **Vertical:** Combined teaching-learning of renal failure by Pathology and Medicine departments.
- **Both:** Combined teaching-learning of renal failure by the departments of Physiology, Pathology, Medicine and Surgery.

Why integration----



- Reduce fragmentation
- Students learn to apply their knowledge to clinical practice
- Promotes interdepartmental collaboration

Integrated teaching in MBBS Curriculum 2021 in Bangladesh

Phase-I: 12 Topics

Phase-II: 8 Topics

Phase-III : 9 Topics

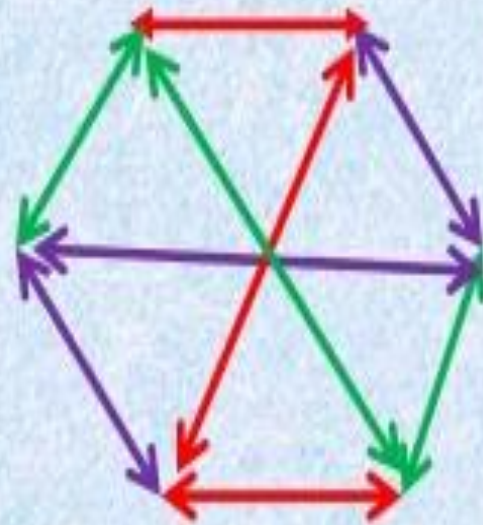
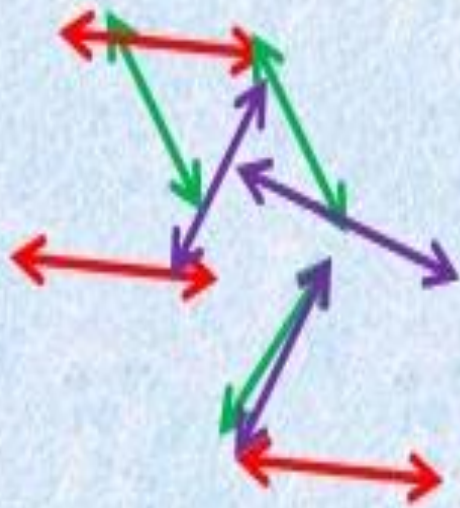
Phase-IV : 42 Topics

**Departmental integrated teaching for
phase IV :**

Medicine & allied: 10 Topics

Surgery & allied: 11 Topics

Obstetrics & Gynaecology: 10 Topics



“To learn is to connect thoughts and ideas. If there is no connection, there is no learning.”

- Lord Chesterton

References

- Harden RM, Sowden S, Dunn WR. Educational strategies in curriculum development: the SPICES model. *Med Educ.* 1984.18 (4):284-97
- Brauner DG, Ferguson KJ. The integrated curriculum in medical education: AMEE Guide No 96. *Medical Teacher.*2015;37(4):312-22
- Harden RM, the integration ladder: A tool for curriculum planning and evaluation. *Medical education,*34, 551-557
- Harden RM, Davis MH, Crosby JR. The new Dundee medical curriculum: a whole that is greater than the sum of the parts. *Med Educ* 1997; 31:264-71

References

- Tapu T T . current status of integrated teaching learning in undergraduate medical education in Bangladesh: Views of teachers and students [Thesis].Dhaka: BSMMU;2019

**Integration is a necessity,
not a luxury**

THANK YOU ALL

