



The Faculty
of Health Sciences

Health Science Curriculum Reform

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Faculty of Health Sciences



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Workplace Requirements



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- Industrial Research and Development Advisory Committee [IRDAC, 1990]: University curricula must provide generic essential skills including “team work, flexibility, creativity, adaptability, communication” (p.43).
- Mid 1990’s, survey of FHS graduates: curriculum not equipping graduates with
 - shared understanding of professional roles
 - skills for working in multidisciplinary environments



Context of FHS Curriculum Reform (CDUs)



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- Commenced in 1999
- Large, whole of Faculty approach
- Informed by policy, educational direction and workplace
- Coordinated by a committee of advice to the Dean
- Members of the committee each chaired an 'action group'
- Regular report to Faculty via: bulletins to (Faculty and Campus) staff and students, reports to Governance committees, reports to DMAC, reports to Faculty Meetings
- Publicly available resources and reports (website; most still available)



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Aims of CDU Process



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- more efficient use of available resources to improve teaching, learning, & staff productivity outcomes
 - enhance development of multi-disciplinary perspectives
 - Minimum 3 credit points -> reduce demands of assessment
 - Reduce administrative loads on staff (course outlines etc)
 - Increase staff time on research and other income-generating activities
- 29 cross disciplinary units (CDUs) replaced 100 units of study unique to individual disciplines



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Issues with CDU Process



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- Concerns about establishing and maintaining professional territories and general buy in
 - Professional identity vs multidisciplinary perspective
- Financial concerns
 - Credit point loss vs more time for research
- Administrative and Scheduling Issues
 - Save time in administering many versions of the same vs complex timetabling



Evaluation of the Process?



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- Complex intervention with range of aims
- funding for evaluating limited
- Framework for evaluation described and small scale projects carried out



Current Climate of Curriculum Reform



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- Research-intensive university
- Deregulation of higher education
- Competing priorities for health science education include
 - Undergraduate / Graduate entry?
 - Interprofessional / Profession-specific?
 - Generic / professional preparation?
 - Foundational / common first year?
- Curriculum designed around outcomes
- Balancing evidence-based decision making, market forces, policy changes and student outcomes



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Changes in FHS



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- Move to a centralised Faculty model for 2007
- Requires centralised systems for supporting curriculum
- Potential Benefits: fewer barriers to cooperation and streamlining
- Potential Problems: Establish central management of all coursework programs by 2007 (17 UG, 5 combined UG / GE, 7 GE, 41 graduate certificate, diploma and masters)



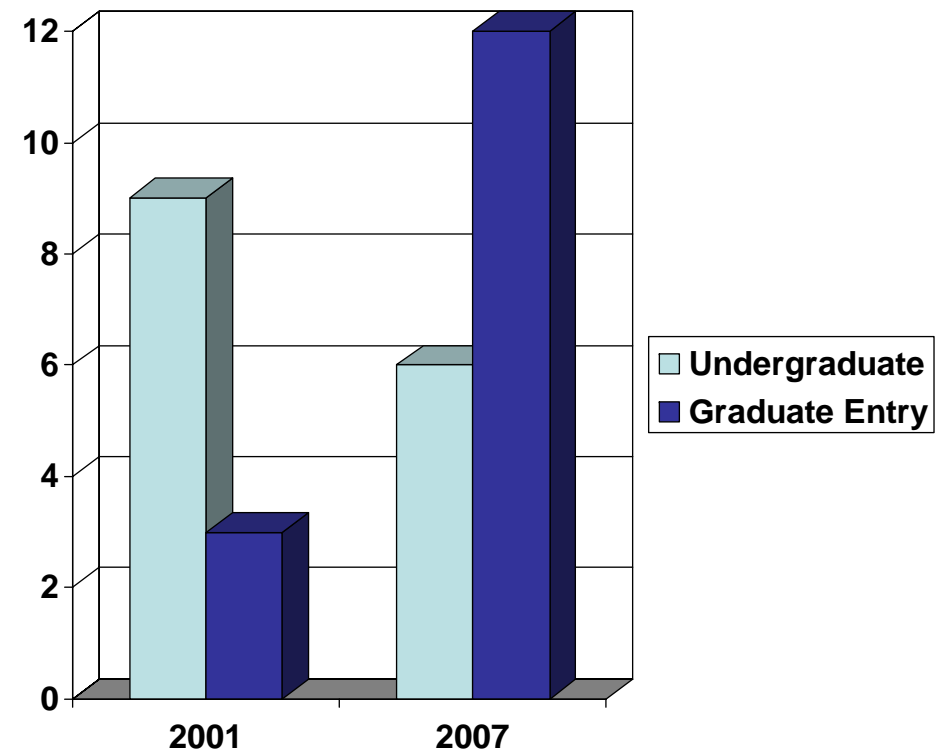
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Professional Preparation 2001 - 2007



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- From 2007, graduate entry degrees offered in all professional disciplines
- Some exclusively graduate entry



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- interdisciplinary, research-led, learner-centred
- Graduates:
 - generic skills for health & community sector
 - UG pathway to GE & RHD
- Sensitive, longitudinal evaluation for evidence-based decision making

