



QUICK TIPS

MODELS OF COURSE DESIGN AND STEPS FOR COURSE DEVELOPMENT

2 >> Program Design Series

Quick tips:

Models of Course Design and Steps for Course Development

Once you have identified the need for a CPD program, you'll need to begin the process of course design. At this stage it is recommended that course directors and organizers use a model to help plan the broad strokes of a program or educational intervention. In this Quick Tip, we will introduce you to two different models of program planning.

THE THREE QUESTION MODEL OF COURSE DESIGN

The first model of course design is very simple, asking just three questions. As program developers, we have found that if you itemize answers to all three of these questions in relation to your program, all important aspects of course design will be "covered".

Q1 Where am I going? (assessment, goals and objectives)

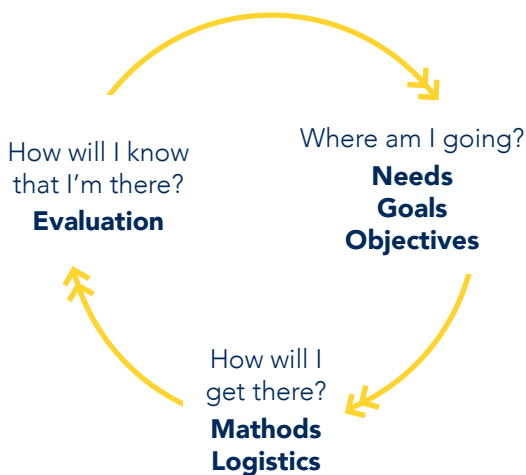
- What is the idea itself?
- How do I know there is a need?
- Who are the target audiences?
- What do they think they need (perceived need)?
- What are we hoping to accomplish (broad sense or goals)?
- What specific things will participants be able to do as a result of attending? (learning objectives)

Q2 How will I get there? (methods, logistics and implementation plans)

- Which teaching/learning methods are in alignment with the goals and objectives that we have set?
- Who are the best people to conduct the program?
- What kinds of logistical arrangements are needed?
- What kind of budget/funds do we need?
- What other aspects are required? (venue, refreshments, equipment)

Q3 How will I know that I'm there? (evaluation)

- What evidence is needed to demonstrate the program accomplished its goals and objectives?
- Do we want to measure satisfaction, competence, performance?



The Process of Course Development

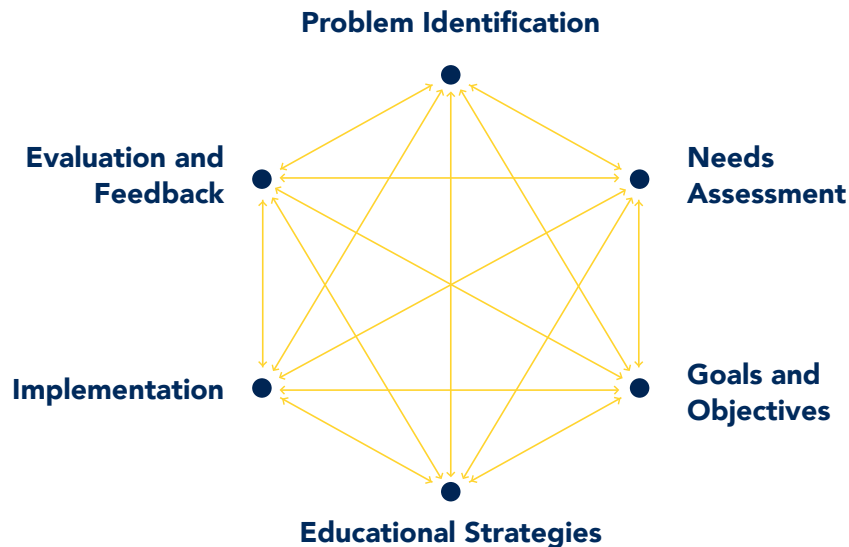
Course development is a cyclical and iterative process. After the first rendition of a program, the evaluation can then provide more information on learning needs and methods for the next time.

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KERN'S 6 STEP MODEL FOR CURRICULUM DEVELOPMENT

Another model to consider in designing a program or course is a model that has been well researched in the education literature. The 6 steps are:



Step 1. This model starts with identifying and clarifying the problem:

- Who does the problem affect? (Patient, learners, medical educators)
- What does it affect? (Clinical outcomes, educational outcomes, patient safety, quality of life, other health care resources)
- How big is the problem? How urgent is it that we solve it? (Large or small? Very urgent?)

Step 2. Once the problem is identified the model, then asks:

- How is it currently being addressed?
- How should it be addressed – What is the ideal approach?
- What is the difference between current and ideal states = general needs assessment

Step 3. Moves on to ask questions similar to those above, such as:

- What are the general goals?
- What are the specific outcomes we want to achieve (learning objectives)?

Step 4. What methods or strategies should we use to accomplish goals and objectives?

Step 5. Implementing the program

Step 6. Evaluating the outcomes and collecting feedback

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REFERENCES

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**This quicktip is part of the quicktips for program design series.
Review all of the tips to help you create your best prpgram.**

PROGRAM DESIGN

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