MD Program Educational Philosophy
University of Hawaii John A. Burns School of Medicine

I. Introduction and Background

The vision of the University of Hawaii John A. Burns School of Medicine (JABSOM) is Maika‘i Loa: “Attaining lasting optimal health for all”. A stated part of the mission of the school is to educate current and future healthcare professionals and leaders while establishing community partnerships, fostering multidisciplinary collaboration, and pursuing alliances unique to Hawaii and the Asia-Pacific region. The primary purpose of the MD Program curriculum is to develop outstanding physicians who are not only uniquely qualified to care for the people of Hawaii and the Pacific but also will serve as leaders in the international medical community. The JABSOM Curriculum Committee is responsible for overseeing and managing the review, development, implementation, monitoring, and evaluation of the MD Program curriculum across the four years of medical student training. The Committee provides the leadership for the development of a curriculum that meets or exceeds Liaison Committee on Medical Education (LCME) guidelines, anticipates future trends in medical education, and ensures that the educational program of the John A. Burns School of Medicine is innovative and visionary, while still practical, applicable, and based on real-world performance. The vision, mission, and values of the school guide the Curriculum Committee in carrying out its functions and the educational philosophy outlined in this document.

II. Goals and Objectives of the JABSOM MD Program Curriculum

The Association of American Medical Colleges (AAMC) defines the goal of medical education as “to produce physicians who can meet the changing needs of society and of the health care environment”. JABSOM MD Program curriculum goals and objectives are articulated in the JABSOM Objectives for Graduation.

III. Overarching Curricular Goals

The overarching goals of the MD Program curriculum at the University of Hawaii John A. Burns School of Medicine are to train each medical student to:

1. Be an independent, self-directed lifelong learner.

2. Be a compassionate, knowledgeable, and skilled physician with the highest professional and ethical standards.

3. Meet the health care needs of the people of Hawaii and the Pacific Basin.
IV. Guiding Principles Regarding Decisions in Medical Education and Curriculum at JABSOM

The following principles will be considered in all decisions related to medical education and curriculum at the University of Hawaii John A. Burns School of Medicine.

1. **JABSOM is committed to the principles and practice of problem-based learning.** JABSOM has a well-earned national and international reputation as a champion of problem-based learning (PBL), and as a leader in effective, lasting innovations in the use of PBL in medical education.

2. **The curriculum is “patient-centered”**. Patient-Centered Medical Education\(^7\) is an approach to medical education that places the patient at the center of the learning experience and requires students to consider the patient and family in all aspects of learning.

3. **The curriculum addresses national standards and initiatives in medical education.** JABSOM will anticipate and remain abreast of the latest national accreditation standards and initiatives, and strive to be among the leaders in educational innovation and reform\(^8\).

4. **The curriculum reflects current biomedical and social issues.** The content of the curriculum will keep current with the latest advances in medicine and the related sciences, as well as timely societal issues.

5. **The curriculum reflects and represents the needs and issues of the community served.** The curriculum will reflect the needs and issues that are most meaningful to the diverse population of Hawaii and respect the culture and environment of our community.

6. **The curriculum emphasizes integration of basic and clinical sciences across the four years of the medical school training.** Strategic and thoughtful horizontal and longitudinal integration of the curriculum will be maximized whenever possible.

7. **The curriculum integrates inter-professional education.**

8. **Curriculum development is approached in a scholarly fashion.** Scholarship is defined as “an attitude that engenders critical thinking and reflection, careful acquisition of new knowledge, and communication of this process and its results to others”\(^9\).

9. **Student assessment is approached in a thoughtful manner.** Student assessment must be fair, valid, and reliable, and use tools that are appropriate for what is being assessed.
10. **There is a firm commitment to curriculum evaluation and continuous improvement.** Curriculum evaluation and continuous quality improvement are critical steps in the ongoing monitoring, review, and improvement of the educational program.

11. **The curriculum fosters a high standard of professional, ethical, and social responsibility.**

12. **The curriculum incorporates educational technology when feasible and appropriate to enhance knowledge acquisition and the development of skills essential to the care of patients.** While respecting the educational primacy of patient care experiences, JABSOM also recognizes the potential that the rapidly developing field of educational technology offers towards improving the educational experience of medical students.

13. **The curriculum is considerate of student workload to protect students from excessive demands that may affect their well-being.**

14. **JABSOM demonstrates a commitment to faculty development.** Faculty members will be prepared for the roles they play as teachers, advisors, role models, and scholars.

15. **JABSOM creates and sustains a learning environment that is characterized by a strong relationship between faculty and students that promotes increased student motivation, higher academic achievement, and well-being.**

V. **Summary**

The points outlined in this Educational Philosophy serve as a guide for making institutional decisions related to curriculum development, implementation, and evaluation. They represent the spirit and vision of maintaining the University of Hawaii John A. Burns School of Medicine as a national and international leader in medical education.

**References:**

2. Bylaws of the University of Hawaii John A. Burns School of Medicine. Approved April 2018.
3. Liaison Committee on Medical Education. Function and Structure of a Medical School: Standards for Accreditation of Medical Education Programs Leading to the MD Degree. March 2018.

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