

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 region¹.

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, and evaluation of a coherent and coordinated curriculum across the four years of medical student training². The Committee provides the leadership for the development of a curriculum that meets or exceeds Liaison Committee on Medical Education (LCME) guidelines³, 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 performance⁴. 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) Strategic Plan includes "strengthening the medical education continuum for transformed health care and learning environments" to "improve patient-level and system-level outcomes", resulting in "current and future physicians engaged in a lifetime of learning for the benefit of patients and their families and communities"⁵. JABSOM MD Program curriculum goals and objectives are articulated in the JABSOM Objectives for Graduation⁶.

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 who maintains wellness and resiliency.
2. Be a humanistic, inclusive, knowledgeable, and skilled physician with the highest professional and ethical standards.

3. Understand and meet the health care needs of their community, 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 Education⁷ 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 reform⁸.
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 foundational 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 interprofessional 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 well-being, promotes activities for student support, and monitors workload to protect students from excessive demands.**
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 wellness and resiliency.**

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:

1. About JABSOM. <http://jabsom.hawaii.edu/values-vision-mission/>
2. Bylaws of the University of Hawaii John A. Burns School of Medicine. Approved April 2020.
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 2020.

4. General Guide to the M.D. Program 2020-2021. University of Hawaii John A. Burns School of Medicine.
5. Association of American Medical Colleges. A Healthier Future for All: The AAMC Strategic Plan, October 2020.
6. University of Hawaii John A. Burns School of Medicine Objectives for Graduation. Revised June 2020.
7. Kasuya R, Sakai D. Patient-Centered Medical Education: Has an Educational Paradigm Finally Found a Name? Hawaii J Med Pub Health. February 2013, 72(2): 63-65.
8. Lucian Leape Institute at the National Patient Safety Foundation. Unmet Needs: Teaching Physicians to Provide Safe Patient Care. 2010.
9. Boyer EL. Scholarship Reconsidered: Priorities for the Professorate. The Carnegie Foundation for the Advancement of Teaching. 1990.

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