Abstrac / Introduction

An International Project for Curriculum and Faculty Professional Development in Medical Laboratory Science

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Mentorship in Lesson Development

During curriculum review at the first exchange in Kigali, emphasis was placed on appropriate alignment of course materials with course goals and objectives. Each participant developed individual lesson plans and received feedback from UMN faculty via email. In light of these extensive curriculum review and lesson development activities, participants began the second exchange with well-developed understanding of these concepts. New participants at the second exchange reported comfort with concepts due to knowledge transfer from previous attendees. Participants reported modest but not significant gains using specific components of curriculum design after the second exchange.

Discussion & Future Directions

Kabul University of Medical Science is the oldest higher educational institution in Afghanistan, established in 1932. It currently educates students in an array of disciplines including medical laboratory technology, an essential skill for the delivery of high-quality medical laboratory technology. The medical laboratory program was established in 2012, with its first cohort of students graduating in 2016. The current work was initiated to develop the clinical knowledge and educational skills of KUMS faculty to educate future health care professionals and to develop the leadership competencies to implement, evaluate and improve curricula. Short courses highlighted the need for the involvement of trained laboratory practitioners in medical laboratory education. At least three additional laboratory instructors were recruited as mentors, educated by faculty on content delivered in the first exchange, and are now integral to programmatic review and reorganization. In spite of the short contact time, it’s clear that these kinds of activities, though limited in scope, can have a direct and immediate impact on the educational capacity in low resource settings and may not be solely applicable to laboratory science. Further, RBC/NRL co-faculty gained insights into international collaboration in laboratory science education models and faculty culture. With another exchange scheduled for late summer 2018, additional, more in depth instructional design theory will be presented that includes modeling of instructional design by KUMS faculty. We hope that this effort will establish the foundation of current educational theory and technique and allow KUMS to continue to build capacity in Medical Laboratory instruction into the future.

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