

Brief Overview of the Longitudinal CAM Curriculum

The CAM curriculum at UTMB was developed systematically, structured around the standard elements of a curriculum: Goals, Needs, Objectives, Methods, and Evaluation, using the GNOME model (see handout). Four core goals are included in the **Table 1. Summary of Longitudinal CAM Curriculum**. Because a longitudinal curriculum was planned, learning objectives were developed for each learner level and activity, merging with existing objectives for the course if available. To facilitate the integration of CAM content into existing curricula, assessments of the CAM education needs and interests of key groups of learners was undertaken. For each learning activity, a suitable evaluation method was developed, as shown in Table 1.

SUMMARY OF LONGITUDINAL CAM CURRICULUM			
Core Goals of the CAM Curriculum:			
1) Communicate effectively with patients about CAM use.			
2) Access and interpret the evidence for safety, efficacy, and clinical appropriateness of CAM therapies.			
3) Develop a therapeutic relationship that is patient-centered and includes respect for a pluralism of cultural and religious values.			
4) Develop positive personal perspectives on the construct of wellness and of illness.			
Level of Learner	Goals	Teaching Methods	Evaluation Methods
Medical Students – Year 1			
Repeated Measures Assessment: <i>CAM Student Survey</i>	1,2,3,4	NA	Needs assessment survey
Practice of Medicine Course: <i>Spirituality & Clinical Care</i>	3	<ul style="list-style-type: none"> ▪ Small group discussion ▪ SP family ▪ Lecture 	<ul style="list-style-type: none"> ▪ MCQ ▪ Sm group eval
Practice of Medicine Course: <i>Narrative Medicine</i>	1,3	<ul style="list-style-type: none"> ▪ Small group discussion ▪ Family home visits ▪ Essay on pt's story 	<ul style="list-style-type: none"> ▪ Graded essays ▪ Sm group eval
Practice of Medicine Course: <i>Evidence-Based Medicine</i>	1,2	<ul style="list-style-type: none"> ▪ Small group discussion ▪ Literature reviews 	<ul style="list-style-type: none"> ▪ Sm group eval ▪ MCQ
<i>Mind-Body Wellness Program (Yrs 1 and 2)</i>	4	<ul style="list-style-type: none"> ▪ Voluntary activity ▪ Small group discussion 	Pre/post impact psychometrics
<i>Evidence-Based Medicine Module</i> with exercises classifying clinical studies through a clinical decision making syllabus	2	<ul style="list-style-type: none"> ▪ Web-based learning 	<ul style="list-style-type: none"> ▪ MCQ ▪ Sm group eval
Medical Students – Year 2			
<i>Multi-disciplinary lectures:</i> Culture, Integrative Medicine, and Holism - 2005 Women's Health Initiative Randomized Trial Hormone Replacement Therapy Physical Fitness for the Patient Nutraceuticals Wellness Survey / discussion Medical Student Health Habits Survey / discussion Family Conference Dialysis Candidate	1,3	<ul style="list-style-type: none"> ▪ Lectures 	<ul style="list-style-type: none"> ▪ MCQ
Web-based Case: <i>Low Back Pain</i>	1,2	<ul style="list-style-type: none"> ▪ Web-based learning ▪ SP case ▪ Small group discussion 	<ul style="list-style-type: none"> ▪ MCQ ▪ OSCE station
Practice of Medicine II: <i>Spirituality and Culture</i> <ul style="list-style-type: none"> ▪ Curanderismo Case ▪ Spirituality and Clinical Care ▪ Cultural Competency Questions / Handout 	3	<ul style="list-style-type: none"> ▪ Small group discussion ▪ SP family ▪ Lecture 	<ul style="list-style-type: none"> ▪ MCQ ▪ Sm group eval
Medical Students – Year 3			
Family Medicine Clerkship <ul style="list-style-type: none"> ▪ Web-based cases with infused CAM issues ▪ CAM content in core textbook for the clerkship ▪ Faculty development activities in response to the requirements of the clerkship 	1,2	<ul style="list-style-type: none"> ▪ web-based learning ▪ textbook 	<ul style="list-style-type: none"> ▪ clinical performance exam ▪ clinical eval of student by preceptor

Medical Students – Year 4			
Elective: <i>Alternative & Integrative Medicine</i> (medical students plus allied health science or nursing students) http://cam.utmb.edu/curriculum/elective.asp	1,3	<ul style="list-style-type: none"> ▪ Small group discussion ▪ Experiential activities ▪ EBM paper 	<ul style="list-style-type: none"> ▪ Sm group eval ▪ Paper eval ▪ Journaling activity ▪ Clinical performance eval
Selective: <i>Ambulatory Community Selective</i>	1,2	<ul style="list-style-type: none"> ▪ Community experience 	<ul style="list-style-type: none"> ▪ Paper eval
Residents and Students of Nursing and Allied Health			
Residency Module: Integrative Medicine for Common Problems in Primary Care A series of instructional modules designed to introduce a holistic, integrative model to approach patient care.	4	<ul style="list-style-type: none"> ▪ Lectures ▪ Series of instructional modules 	<ul style="list-style-type: none"> ▪ MCQ ▪ CAM Research design
School of Nursing Course: <i>Critical Analysis of Research in Alternative and Complementary Health Care</i>	1,2	<ul style="list-style-type: none"> ▪ Lecture 	<ul style="list-style-type: none"> ▪ MCQ ▪ CAM Research design
Allied Health: <i>TEAM IDEAL</i> (Inter-Disciplinary Education / Advanced Learning)	1,3	<ul style="list-style-type: none"> ▪ Web-based instruction on stress mgment, low back pain, pain mgment, holistic pediatrics 	<ul style="list-style-type: none"> ▪ MCQ ▪ Case write-up
Faculty Development			
CAM Faculty Survey	1,2,3,4	NA	<ul style="list-style-type: none"> ▪ Needs assessment survey
CAM Education Series	1,2,3,4	<ul style="list-style-type: none"> ▪ Series of published articles on CAM education 	None
Faculty Development Module on Teaching Skills		<ul style="list-style-type: none"> ▪ Written and web-based module 	None
Faculty Development and Continuing Education on CAM topics	1,2,3,4	<ul style="list-style-type: none"> ▪ Lectures and workshops ▪ On campus colloquia, Grand Rounds, journal clubs, and lectures 	<ul style="list-style-type: none"> ▪ Standard CME evaluation forms
Interdisciplinary Education: All Levels			
AIM Journal Club: <i>Alternative and Integrative Therapies Journal Club</i> (professionals from all areas of healthcare in an interdisciplinary forum)	1,2,4	<ul style="list-style-type: none"> ▪ Group discussion ▪ Journal article reviews led by students in AIM elective 	<ul style="list-style-type: none"> ▪ Students critiques on article presentation
Web-distributed Resources for All Levels of Learners and Faculty: Integrative Health Care The UTMB Complementary & Alternative Medicine Project (Website): http://cam.utmb.edu/default.asp (all accessed 4/26/2005)			
Quick Links <ul style="list-style-type: none"> ▪ CAM on PubMed http://www.nlm.nih.gov/nccam/camonpubmed.html ▪ Holistic Kids http://www.holistickids.org/ ▪ M.D. Anderson CAM and Cancer http://www.mdanderson.org/departments/cimer/ ▪ Sloan-Kettering Herb Reference http://www.mskcc.org/mskcc/html/11570.cfm ▪ NCCAM's Research Centers Program http://nccam.nih.gov/training/centers/index.htm ▪ Consortium of Academic Health Centers for Integrative Medicine http://www.imconsortium.org/ ▪ NCCAM Update http://list.nih.gov/c ▪ Drug-Herb-Supplement Interactions http://www.drugdigest.org/DD/Home • Herbal safety (Spanish and English) http://www.herbalsafety.utep.edu/ 		Government Resources <ul style="list-style-type: none"> ▪ White House Commission on CAM Policy Report http://www.whccamp.hhs.gov/finalreport.html ▪ IBIDS Dietary Supplements Database http://ods.od.nih.gov/Health_Information/IBIDS.aspx ▪ Institute of Medicine: CAM Usage in the US http://www.nap.edu/openbook/0309092701/html/1.html#pagetop Licensed Databases on CAM: <ul style="list-style-type: none"> ▪ Health Notes Online http://www.healthnotes.info ▪ Natural Medicines Comprehensive Database http://www.naturaldatabase.com/ ▪ Natural Standard Database http://www.naturalstandard.com/ 	
Abbreviations :	MCQ = Multiple choice question examination SP = Standardized Patient case	EBM = Evidence-based Medicine OSCE = Objective Structured Clinical Examination	

