

# **Medical students as module co-directors in the Berlin Modular Curriculum of Medicine**

Prof. Harm Peters, MHPE  
February 6, 2024



## Context: Major curriculum reform at the Charité Berlin



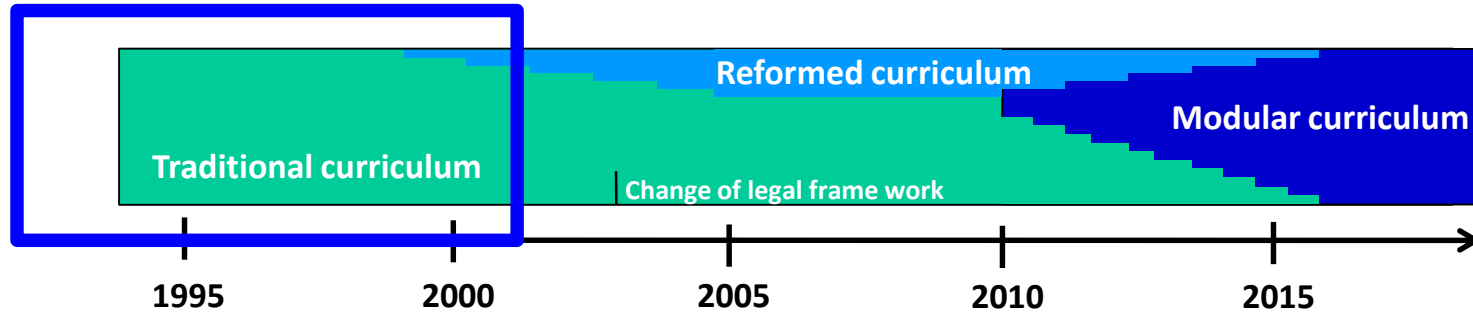
# Context: Major curriculum reform at the Charité Berlin



## The Charité – same facts

- Founded over 300 years ago
- One the largest employers in Berlin
- 18,010 employees
- 4,500 medical students
- 3,001 hospital beds
- 1.8 billion euros total revenue

# Context: Major curriculum reform at the Charité Berlin

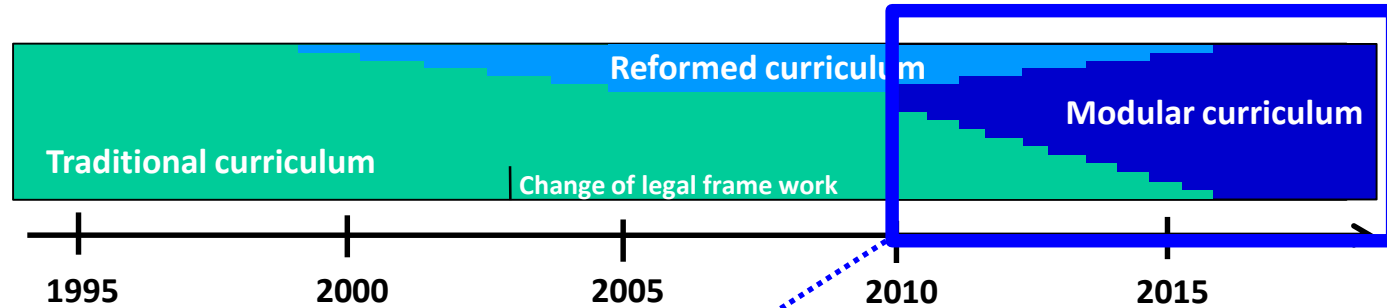


## Starting point (1989)

The Berlin medical student went on strike



# Context: Major curriculum reform at the Charité Berlin



## Challenges:

- Real life experiment ◀
- Large scale ◀
- 2 x 320 students per year ◀
- Approx. 2,500 teachers ◀

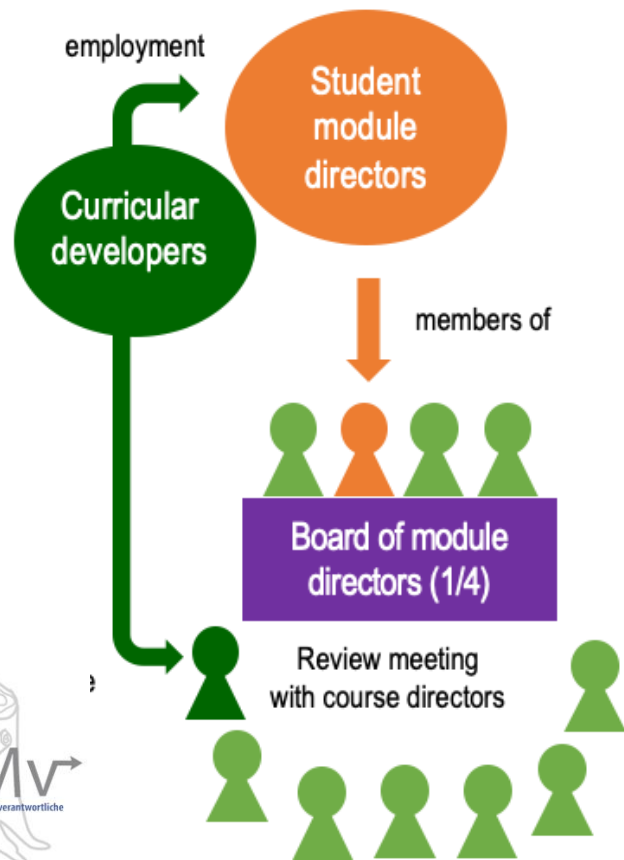
## Main characteristics:

- Integrated, modular structure
- Competency-based
- Learner-based
- Patient-based

# Context: Major curriculum reform at the Charité Berlin

1 year	Practical Year (Internal Medicine, Surgery, Elective)					
	S10	Old Age, Death and Dying Intensive Care, Palliative Medicine	General Medicine, „Paper Work“, Emergency Medicine, Contact Points	Practical Courses: Internal Medicine Surgery, Pediatrics, Gynecology	Scientific Approaches III	S10
2 years		Problem-Based Learning --- Working with Patients --- Communication, Interaction und Team Work				
	S9	Pregnancy, Birth, Newborn and Infant	Diseases of Childhood and Adolescence	Gender-Specific Diseases	Elective/ Individual Focus IV	S9
		Problem-Based Learning --- Working with Patients --- Communication, Interaction und Team Work				
	S8	Diseases of the Head, Neck and Endocrine Systems	Neurologic Diseases	Mental Disorders	Elective/ Individual Focus III	S8
	Problem-Based Learning --- Working with Patients --- Communication, Interaction und Team Work					
	S7	Diseases of the Thorax	Diseases of the Abdomen	Diseases of the Extremities	Elective/ Individual Focus II	S7
	Problem-Based Learning --- Working with Patients --- Principles of Medical Theory and Practice					
3 years	S6	Summary Module Section 1	Sexuality and Endocrine System	Scientific Approaches II	Elective/ Individual Focus I	S6
		Problem-Based Learning --- Working with Patients --- Communication, Interaction und Team Work				
	S5	Disease Models: Infection	Disease Models: Neoplasia	Disease Models: Interaction of Genome, Metabolism & Immune System	Disease Models: Pain and the Mind	S5
		as Problem-Based Learning --- Working with Patients --- Communication, Interaction und Team Work				
	S4	Respiration	Kidney and Electrolytes	Nervous System	Sensory Organs	S4
		Problem-Based Learning --- Medical Skills Training --- Communication, Interaction und Team Work				
	S3	Skin	Motion	Heart and Circulation	Nutrition, Digestion, Metabolism	S3
		Problem-Based Learning --- Medical Skills Training --- Principles of Medical Theory and Practice				
	S2	Growth, Tissue, Organ	Humans and Society	Blood and Immune System	Scientific Approaches I	S2
		Problem-Based Learning --- Medical Skills Training --- Communication, Interaction und Team Work				
	S1	Introduction	Building-Blocks of Life	Biology of the Cell	Signal- and Information Systems	S1
	Problem-Based Learning --- Medical Skills Training --- Communication, Interaction und Team Work					
<div>Clinical Modules</div>						
<div>Disease Modules</div>						
<div>Organ/System Modules</div>						
<div>Basic Science Modules</div>						
Maaz et al. Medicine						

# Concept: Students as module co-directors



## **Student module co-directors**

- undergraduate medical students
- Formal employees of the faculty
- tasks:
  - process student evaluation
  - prepare ideas for improvement
  - communicate with students
  - self-government as group

# Concept: Students as module co-directors

## **What are our tasks as student module co-directors?**

We are your contact persons for teaching-related criticism and questions. Together with three discipline representatives, we form the chair for each module and work on the development of the curriculum based on the evaluation.





# Concept: Students as module co-directors



"As a student module co-director, you can be creative and put your ideas for the curriculum into practice, so you can really make a difference. And we use that to the full."

- Sabina  
Modules 6 & 14



"As part of the module chairs the student module co-director can further develop the learning objectives, change eLearnings and initiate completely new courses."

- Martin  
Module 35 & 40

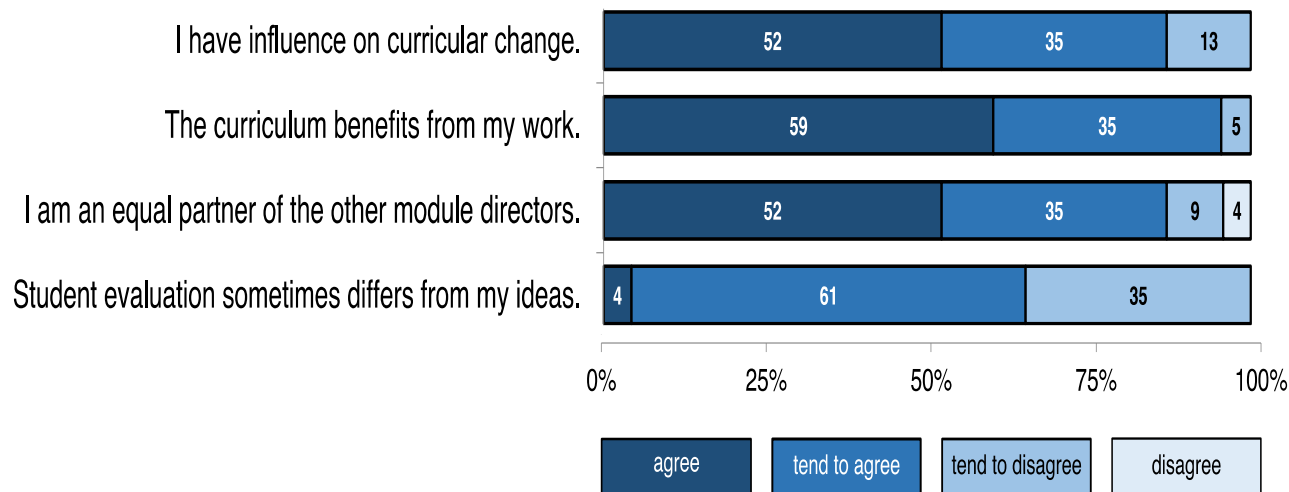
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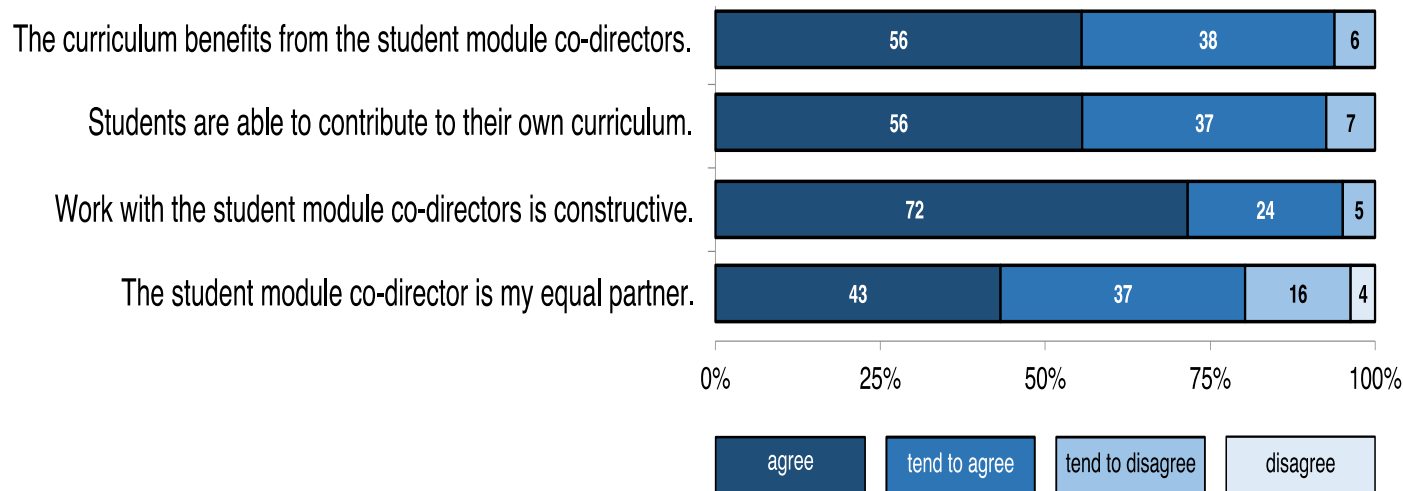
# Results: Students as module co-directors

## A.1) Student module co-directors about their role



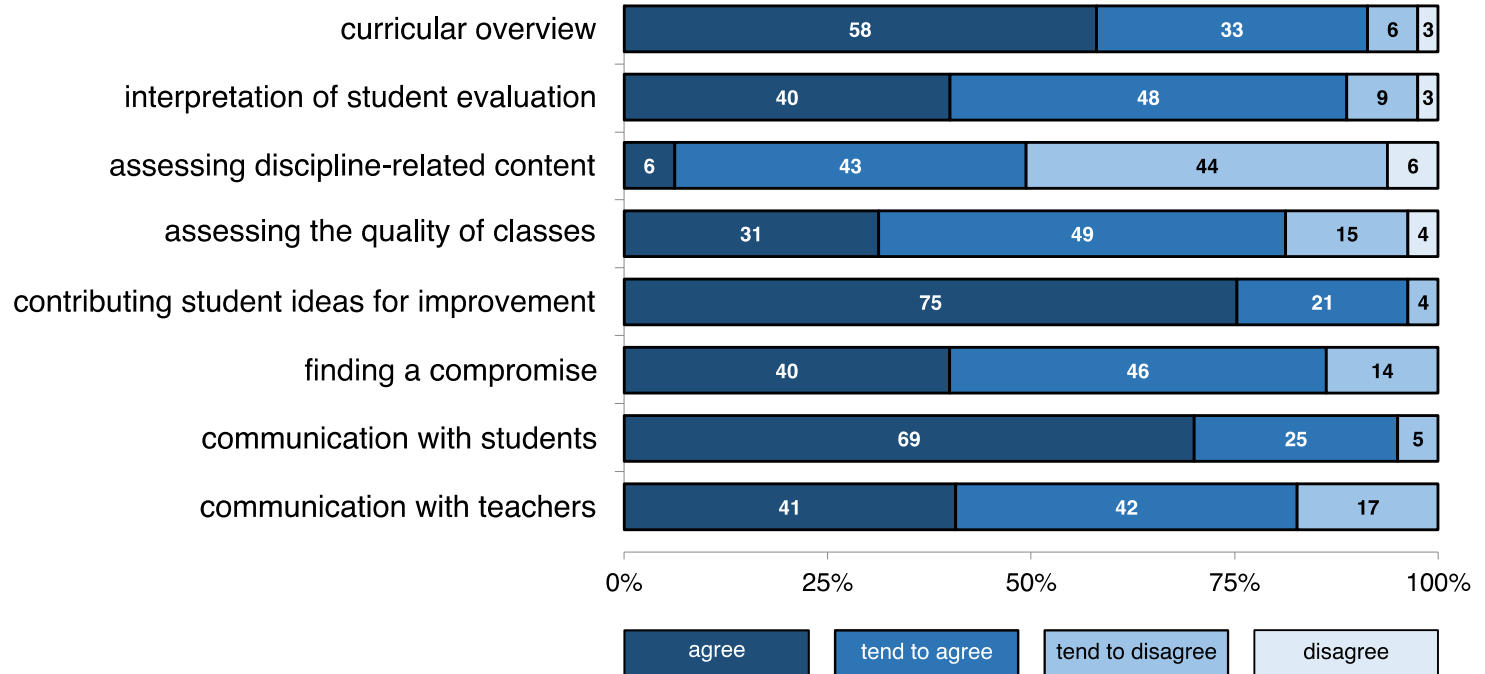
# Results: Students as module co-directors

## A.2) Faculty module directors about the student module co-directors' role



# Results: Students as module co-directors

## Faculty module directors about what student module co-directors are competent in...



## Practice Point: Students as module co-directors

- Students as module co-directors represent a feasible and effective model of student engagement in curriculum development.
- The students bring in broad and unique knowledge on their curriculum and contribute complementarily to its improvement.
- The model builds on high autonomy of students in organizing their work individually and as a group.
- Their work benefits both the students and the institution.