

**Title:** Medical Curriculum Integration – Module of the Urological Diseases

**Author:** Shan-Chao Zhao, Guobao Wang, Peng Wu, Di Gu, Jun Ai, Mingang Wen

**What problem was addressed:** Under traditional teaching style, students will learn medical knowledge based on discipline category. Meanwhile, teachers are the central character in the class. But by curriculum integration, students would learn base on the human systems and organs. And teachers will use the method of Problem-Based Learning (PBL) as the main style in the class. This will not only make the students learn medical knowledge more orderly and reasonable, but also let them study on their own initiative.

### **Objectives**

1. To make the students to improve their study ability and comprehensive quality.
2. To make the faculties to transform their educational idea and teaching style.
3. To strengthen the ideas of student-center learning and Self-driven learning.

### **What was done:**

1. Team members training and faculty development
  - Sent faculties to Taiwan to train
  - Invite experts from other university to share experience
  - PBL Camp
  - PBL Simulation Exercise
2. Syllabus Framing
  - 18 Chapters
  - Several sections in each Chapter
  - Every section is composed of Learning objective, Teaching methods, Learning content, Key points, Learning time and credit hours schedule and References.
3. Case designing
  - Three cases
    - ◆ Title: A bolt from the blue to Mr. Li  
Center disease: chronic renal failure
    - ◆ Title: More and more heavy legs  
Center diseases: nephrotic syndrome and other renal glomerular diseases
    - ◆ Title: A busy professor  
Center diseases: bladder tumor and other hematuria related diseases