




UIMSA COM/CARD COLLOQUIUM

THEME

Building Bridges to Produce Tomorrow's Doctors Today



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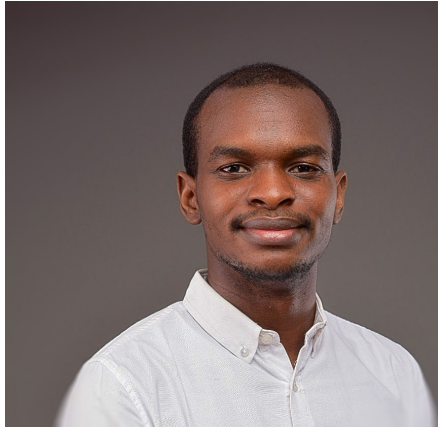


COMMITTEE ON CURRICULUM ASSESSMENT, RESEARCH AND DEVELOPMENT

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Organising Chairperson's Welcome Address

Dear all,

It is our pleasure to officially welcome you to the 2022 Colloquium of the University of Ibadan Medical Students' Association (UIMSA) Committee on Curriculum Assessment, Research and Development (COM/CARD). This event has been conceived as a first-of-its-kind, in the recent history of our esteemed medical school; to be a forum whereby students and faculty converse directly, on the most pressing issues bordering on the quality of medical education offered in Ibadan, and the nature of the medical education curriculum she runs.

An idea conceived in the latter half of 2019 during the administration of our association's immediate past president – Dr Boluwatife Aderounmu, who instituted the COM/CARD as an ad-hoc body under the aegis of the President's office, with a dynamic team comprising of some of the most committed medical students, with a deep passion for medical education. We have worked tirelessly to achieve our mandate of improving the level of student engagement in curriculum development at the Ibadan College of Medicine, utilising a range of tools including – medical education research, student-faculty engagement, advocacy, and outreach.

As would be shared in the subsequent sessions to be held today, we have been fortunate to have our made impact with our work, both home and abroad. Some highlights being:

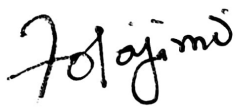
- The Let's talk Ibadan Medicine (LTIM) workshop, a miniature version of today's gathering, involving student and faculty representatives, held in January 2020
- A series of 7 trivia featuring questions about specific and exciting portions of the 2010 Ibadan medical curriculum, held from October 2019 to April 2020
- A series of 7 knowledge flashcards featuring specific and exciting facts about the 2010 Ibadan medical curriculum, shared between November 2019 and May 2020
- Two novel medical education research projects launched in December 2019 and February 2020 respectively, and centred on the impact of the 2010 Ibadan medical curriculum
- These projects yielded five research abstracts submitted to the 2020 conference of the Association for Medical Education in Europe (AMEE), three of which were accepted and presented at the conference in September 2020
- A recognition from the Association for Medical Education in Europe (AMEE) as one of the winning initiatives of the 2020 AMEE Students' Initiative Grant Award, in March 2020

Today therefore marks a culmination of more than two years of work, however, none of the afore-mentioned accomplishment would have been achieved without the unflinching

backing of our faculty advisors including – Professor O.G. Ademowo, Professor Adebola O. Ogunbiyi, Professor A.A. Odukogbe, and Dr T.A. Lawal, all of whom offered us their expert guidance every step of the way. We also appreciate the support of our mother, the first female Provost of the prestigious Ibadan College of Medicine, who welcomed us with open arms on numerous occasions during the planning phase of this event and offered us wise counsel when we faced difficult challenges. Similarly, we appreciate our Father and Chair, Professor E.O. Otolorin and the entire ICOMAA body, whose warm welcome and support, have made today a possibility. We cannot fully express our gratitude to you sir.

Finally, our profound appreciation goes to every member of UIMSA. Our existence is because of you, our progress has been built on the back of your sacrifices and interest, and our impact will be embodied by your satisfaction and happiness. Without much ado, we welcome you all once again to this landmark event, and we hope it is every bit as impactful as we have envisioned it to be.

At your service,



Oluwafolajimi Adesanya
Organising Chairperson

On behalf of the Organising Committee of the UIMSA COM/CARD Colloquium 2022

About COM/CARD

"If you have time to whine and complain about something, then you have the time to do something about it."
– **Anthony J. D'Angelo**

The leadership of the University of Ibadan Medical Students' Association (UIMSA) recognised a need in 2019. This need resulted in a desire, one to make a difference and improve the nature and level of student engagement in medical education decision-making and curriculum development in the Ibadan medical school. This desire birthed the Committee on Curriculum Assessment, Research and Development (COM/CARD), which was saddled with the mandate of bringing this vision into reality.

To achieve its objectives, the COM/CARD utilised a three-step methodology including: medical education research, social media sensitization/outreach and a medical education-themed symposium, while operating as a semi-autonomous body of the UIMSA, comprised of members selected across all six levels within Ibadan medical school, and operating directly under the office of the UIMSA President.

By all indications, the UIMSA COM/CARD has gradually become a model of student engagement in medical education and curriculum development, in Nigeria. And where else would such an innovation emanate in the country, if not from the nation's best medical school, and the largest medical student body in the West African sub-region.



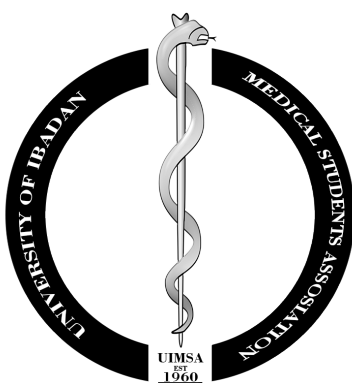
HOST

Professor Olayinka O. Omigbodun
Provost, University of Ibadan
College of Medicine



CO-HOST

Professor J. A. Otegbayo
Chief Medical Director, University
College Hospital



About UIMSA

The University of Ibadan Medical Students' Association (UIMSA), established in 1960 is the representative body for all medical students in the prestigious College of Medicine, University of Ibadan. The annual numerical strength of the Association is over a thousand Students from 100 level to 600 level from different religious, cultural and ethnic background, from every geopolitical region of Nigeria. UIMSA is engaged in Health awareness Programmes (e.g. Annual World AIDS Day Celebration, Breast Cancer awareness, Community Health awareness etc.), Sports, Social and advocacy issues. She coordinates relevant training and capacity development programmes among Nigerian Students. UIMSA also provides opportunities for medical students to undertake exchanges and research in other institution Worldwide. The Association pursues her aims without Political, Religious, Social, Tribal or Global discrimination.

Colloquium Chair's Address

Prof Emmanuel Oladipo Otolorin,
BSc, MBBS, FMCOG, FWACS, FICS,
FRCOG
President, ICOMAA Worldwide.



It is indeed a great pleasure for me to be invited as President of ICOMAA Worldwide to Chair this important Symposium organized by the University of Ibadan Medical Students Association (UIMSA) to track the impact of the 2010 Ibadan Medical School Curriculum on the quality of the medical education provided by the college towards its continued improvement and expansion. The Symposium is part of the 60th UIMSA Health Week's activities. I thank the UIMSA Executive for inviting me and the ICOMAA Secretary-General, Dr Gbolahan Obajimi for being the liaison with UIMSA for this event. On a personal note, 2022 marks the 50th anniversary of my graduation from the Ibadan College of Medicine. Looking back, I can say, without any hesitation whatsoever, that the medical curriculum at the time which guided my education was certainly a comprehensive one and was more than adequate for my needs. Because of the abundance of sick patients in our country, our clinical skills have been exceptional and widely sought after internationally. I went on to undertake my residency in Obstetrics and Gynaecology both at the University College Hospital, Ibadan and in Newcastle-Upon-Tyne in the United Kingdom where I passed the MRCOG examinations at my first attempt. By and large, numerous alumni of this great College of Medicine have gone on to excel in various fields of endeavor, flying the ICOMAA Flag at full mast everywhere.

However, given the differences in disease patterns between the developed and the developing countries, our graduates are generally more conversant with the diagnosis and treatment of communicable diseases and less so with some uncommon non-communicable diseases which are the main causes of mortality in those countries. Furthermore, the use of cutting edge technology in the developed countries was another area where our graduates lacked the needed experience to function in those countries, but they were able to adapt very quickly because of the basic principles of medical practice they received at the Ibadan College of Medicine.

For this symposium, we have invited speakers who are still practising in different parts of the world and can therefore give advice on what needs to be adjusted or prioritized in preparing our medical students for a global audience. I do hope that some of them will also discuss the subject of ethics and professionalism in their talk so as to draw the attention of our medical students to the role of culture in the work place. Of recent, we have heard of some of our graduates getting into trouble for behaviors that were deemed to be culturally inappropriate even though such may be considered acceptable behaviour in our country. Finally, I wish to thank the speakers for accepting our invitation to be part of this discussion and I look forward to learning from their wealth of experience.

Long live the Ibadan College of Medicine, Long live the Federal Republic of Nigeria.

COM/CARD Timeline



20
meetings and
counting...

over
60
meetings hours
and counting...

15
amazing
committee
members.

over
5,000
work hours and counting...

Programme of Events

Time (GMT+1)	Activities	Speakers/Facilitators
10:00AM - 10:20AM	Opening/Registration	
10:20AM - 10:30AM	Anthems	
10:30AM - 10:45AM	Introduction of Guests	Aderayo Eniayewun Oluwawapelumi Akin-Ajani
10:45AM - 10:50AM	Welcome Address	UIMSA President (Olaoluwa Olorunfemi)
10:50AM - 10:55AM	Address by the Colloquium Chairperson	Professor E.O. Otolorin
10:55AM - 11:00AM	Brief about COM/CARD	COM/CARD Chairman (Oluwafolajimi Adesanya)
11:00AM - 11:20AM	Keynote Speech	Professor Jamiu O. Busari
11:20AM - 11:30AM	First Alumnus Presentation	Dr Funso Adededeji
11:30AM - 11:40AM	Second Alumnus Presentation	Prof Ohwofiemu Nwariaku
11:40AM - 12:20PM	First Panel: Alumni Intergenerational Dialogue	Dr Osondu Ogbuoji Dr Ibukunolupo O. Oni Dr Olufunke Afolabi-Brown Prof Ohwofiemu Nwariaku Dr Funso Adededeji Dr Olamide Bello MODERATOR: David Babalola
12:20PM - 12:30PM	Tea Break/Networking Session	
12:30PM - 1:10PM	Second Panel: Students and Faculty Dialogue	Professor Olayinka O. Omigbodun Professor A.A. Adeolu Professor O.M. Oluwatosin Professor O.G. Ademowo Professor A. Ogunniyi MODERATOR: Gladys Z. Ibrahim Olaoluwa Ezekiel Dada
1:10PM - 1:40PM	Final Report of the UIMSA COM/CARD	Babatunde Ademusire Toulwanimi Oyeibanji
1:40PM - 2:00PM	Closing Remarks	Head, Health Week Planning Committee (Eniola Akinnuoye)

SPEAKERS





KEYNOTE SPEAKER

Professor Jamiu O. Busari

Professor Busari is an associate professor of medical education at Maastricht University, Department Chair and former Program Director of the specialist training program at the Department of Pediatrics, Zuyderland Medical Center, Netherlands. Born in England and of Nigerian descent, Jamiu lived and studied in England, Nigeria, Curacao, Netherlands, Canada, and the United States. His personal and professional approach to life has been defined by his exposure to diverse cultural backgrounds. He is a Maastricht University alumnus, a Harvard Macy Scholar and an HBS executive education graduate in Managing Health Care Delivery. He is an executive board member of the Netherlands Association for Medical Education (NVMO) and a founding member of 'Sanokondú' (an international community of practice dedicated to fostering health professional leadership education worldwide) www.sanokondú.com.

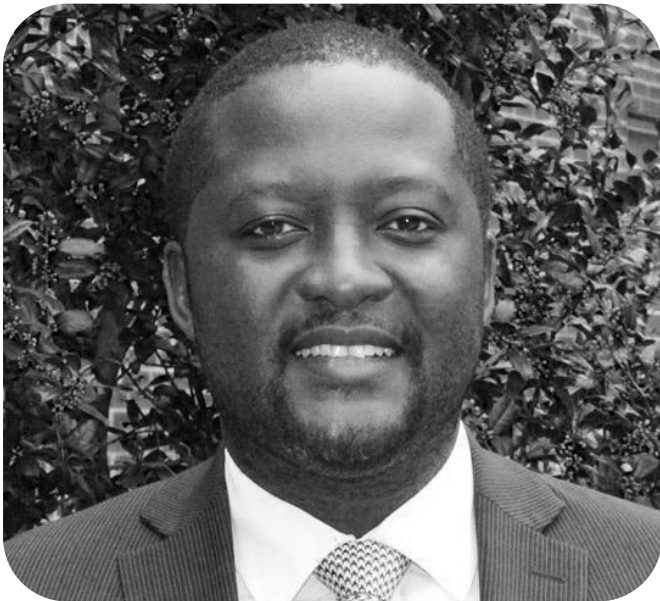
COLLOQUIUM CHAIR

Professor E. O. Otolorin

Professor Emmanuel Oladipo Otolorin is the Senior Regional Programmatic and Technical Advisor to the Jhpiego-led TIPTOP (Transforming Intermittent Preventive Treatment for Optimal Pregnancy) Project. Jhpiego is a nonprofit organization for international health affiliated with Johns Hopkins University that builds health providers' skills and develops systems that save lives now and guarantee healthier futures for women and their families. Prior to his present position, he was Jhpiego's Country Director in Nigeria and Former Senior HIV/AIDS Advisor in the Jhpiego Office in Baltimore and Zambia. He was also the pioneer Reproductive Health Advisor at the Regional Centre for Quality of Health Care in Makerere, Uganda. Before joining Jhpiego in 2000, he was a Professor of Obstetrics and Gynecology at the College of Medicine, University of Ibadan and Honorary Consultant Obstetrician/Gynecologist to University College Hospital, Ibadan, Nigeria. He has over 70 publications in peer-review journals. He is the current Chair of the National RHTWG (Regional Health Technical Working Group) in Nigeria. He was previously the Chairman of the Board of Trustees and Board of Management of ARFH as well as Chair of many other Boards in Nigeria. He is the current President of Ibadan College of Medicine Alumni Association (ICOMAA) Worldwide.



ALUMNI PANEL



Dr Osondu Ogbuoji, MPH, ScD

Assistant Research Professor, Duke Global Health Institute

Dr Ogbuoji is an Assistant Research Professor at DGHI and Deputy Director at the Center for Policy Impact in Global Health at DGHI. His primary research interest is in making health systems work better for the poor. At the center, he investigates the health and economic effects on the population when countries transition out of receiving development assistance for health. Part of this work includes estimating the benefits from financing global public health goods that benefit low- and middle-income countries and evaluating innovative approaches for domestic resource mobilization for health. Dr. Ogbuoji holds a medical degree (MB;BS) from University of Ibadan, a Master of Public Health (MPH) degree and certificate in international health policy and financing from Johns Hopkins University, and a Doctor of Science (ScD) in Global Health from Harvard University.



Dr Ibukunolupo O. Oni, MD, MPH

Infectious Disease Physician, Greater Boston Medical Center (GBMC)

Dr Oni is an infectious disease physician at GBMC Health Partners Infections Diseases. Dr. Oni earned her Doctor of Medicine degree at the University of Ibadan in Nigeria and is board-certified in both Internal Medicine and Infectious Diseases. She earned her Master of Public Health degree from the Johns Hopkins Bloomberg School of Public Health. Dr. Oni completed her Internal Medicine residency at the University of Maryland Medical Center, where she also completed a fellowship in Infectious Diseases.

Dr Olufunke Afolabi-Brown, MBBS

Pediatric Pulmonologist and Sleep Physician, Children's Hospital of Philadelphia (CHOP)

Dr Afolabi-Brown is an attending physician in the Division of Pulmonary and Sleep Medicine at Children's Hospital of Philadelphia (CHOP). Her areas of expertise are Pediatric sleep disorders and General pulmonary medicine with board certification in Pediatric Pulmonology and Pediatrics. She holds an MB;BS degree from University of Ibadan College of Medicine, Ibadan, Nigeria, after which she completed residency training in Pediatrics, at the Maimonides Medical Center, New York. She proceeded to the St. Christopher's Hospital for Children, Philadelphia for a Pediatric Pulmonology Fellowship, and another Sleep Medicine Fellowship at the Perlman School of Medicine at the University of Pennsylvania, Philadelphia.



Dr Ohwofiemu Nwariaku, M.D., FACS

Professor of Surgery, UT Southwestern Medical Center

Professor Nwariaku is a Professor of Surgery in the Division of General Surgery at UT Southwestern. He holds the Malcolm O. Perry, M.D., Professorship in Surgery. Professor Nwariaku earned his medical degree and early training in Nigeria before coming to UT Southwestern for his surgical residency and a research fellowship. He has been on the faculty at UT Southwestern since 1998. He is also Associate Dean of UT Southwestern's Office for Global Health, which was established in 2010 to direct and develop training and research initiatives with partners around the world. Among his many leadership positions at UT Southwestern and in the medical and research fields, Professor Nwariaku is a member of the Harold C. Simmons Comprehensive Cancer Center and a subcommittee reviewer for the National Cancer Institute. He also serves on the advisory board of the African Journal of Medicine & Medical Sciences and as an external review panelist for the Howard Hughes Medical Institute.



Dr Funso Adedeji, MBBS, M.D.

Consultant Colorectal Surgeon, University of Birmingham School of Clinical and Experimental Medicine

Dr Funso Adedeji is a Consultant Colorectal Surgeon at University Hospital North Durham. He earned his medical degree and early training in Nigeria before going to University of Manchester for his M.D.. He is the editor in chief for Journal of Global Medicine.

**Dr Olamide Bello**

MBBS, MSc Public Health in view

Dr Olamide Bello is a highly motivated University of Ibadan-trained Medical Doctor with more than 5 years of experience in healthcare advocacy, public health interventions, mental health, and community development. She has a keen interest in health promotion and health systems improvement. She is presently working part-time as the Head, Client Services and Wellness Leadway Health as she undertakes her MSc Public Health programme at the University of Bristol, UK. She is also a co-founder for Lend An Arm, a social venture that is focused on making blood products accessible for all through the use of innovative technologies. She has served in various leadership capacities especially during her undergraduate days, of note been a Senate Leader and Congress Member at the University of Ibadan Medical Students' Association for 3 consecutive years (2016-2018). She has a certificate in Leadership and Management in Health from the University of Washington.

She volunteers at several healthcare advocacy organisations such as the ASIDO Foundation and The Neo Child Initiative. Olamide has won many awards including the Community Service honour by the University of Ibadan Medical Students' Association in 2018.



ALUMNI PANEL

**Professor Olayinka O. Omigbodun**

Provost, University of Ibadan
College of Medicine

Professor Omigbodun is the first Nigerian female professor of psychiatry. She is Professor, College of Medicine, University of Ibadan, Ibadan, Nigeria. She is the current and first female provost of the College of Medicine, University of Ibadan. She began a career in Child and Adolescent Psychiatry and mental health in 1986 at the University College Hospital (UCH), Ibadan. She had further residency training in General Psychiatry and Child and Adolescent Psychiatry at the Lancaster Moor Hospital, Lancaster also at the Queen's Park Hospital, Blackburn, in the United Kingdom. She also had training in Family Therapy at the Department of Family Studies, University of Pennsylvania, Philadelphia and was also a visiting scholar at the University of Pennsylvania's Bipolar Research Unit. She studied at the Nuffield Institute for Health, University of Leeds where she had her Masters in Public Health in 1999. Through the University of Ibadan MacArthur Foundation-funded Staff Development Programme. She furthered her studies in Child and Adolescent Psychiatry at the Greenwood Institute for Child Health, University of Leicester, UK in 2004.

Professor A.A Adeolu

Chairperson, College Medical Education Unit, University of Ibadan College of Medicine

Professor Adeolu is a Professor of Surgery in the Department of Neurosurgery, University College Hospital. He earned his medical degree at the Obafemi Awolowo University before continuing on to complete his residency at the University of Calgary, Calgary, Canada. He is one of the founding members of the Nigerian Academy of Neurological Surgeons and is a member of the Pan- African Society of Neurological Sciences. He is currently the Head of the College of Medicine Educational Unit, College of Medicine, University of Ibadan.

**Professor O.G Ademowo**

Immediate Past Dean, Faculty of Basic Medical Sciences, University of Ibadan College of Medicine

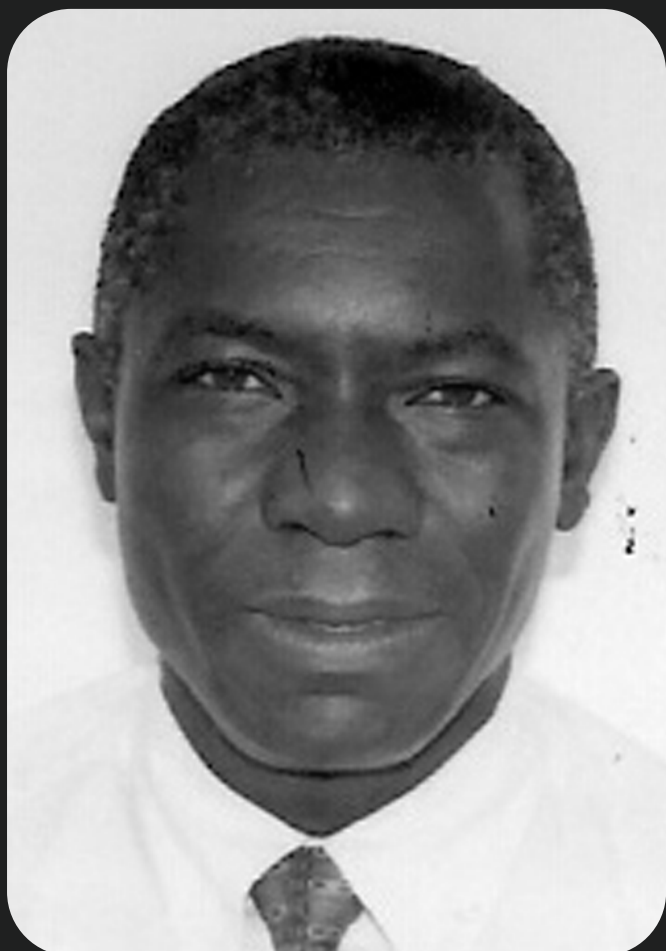
Professor Ademowo is a Professor of Pharmacology & Therapeutics at the University of Ibadan College of Medicine. He was appointed a Junior Research Fellow in 1989 at the Institute for Advanced Medical Research and Training (IAMRAT) and joint appointment with the Department of Pharmacology & Therapeutics. He rose through the ranks and was promoted Professor of Pharmacology & Therapeutics in 2005. He is Head of the Drug Research unit in IAMRAT and his research focus is on epidemiology and pathogenesis of malaria, malaria diagnostics, drug discovery, drug disposition kinetics and clinical trials of antimalarial drugs and vaccines. He teaches pharmacology at undergraduate and postgraduate levels. He is the immediate past Dean of the Faculty of Basic Medical Sciences of the University of Ibadan College of Medicine.



Professor O.M Oluwatosin

Chairperson, Curriculum Review
Committee, University of Ibadan
College of Medicine

Professor Oluwatosin is a Professor of Surgery in the Department of Plastic, Reconstructive and Aesthetic Surgery, University College Hospital. He earned his medical degree at the University of Ibadan before gaining certification at the Royal College of Surgeons, England, Plastic Surgery. He is currently the Head of the College of Medicine, University of Ibadan Curriculum Review Committee.



Professor A. Ogunniyi

Professor of Medicine, University of
Ibadan College of Medicine

Professor Ogunniyi is a Consultant Physician/Neurologist, University College Hospital, Ibadan. Professor of Medicine in the Department of Neurology, University College Hospital. He earned his medical degree at the Obafemi Awolowo University, Ile-Ife before proceeding to complete his residency programme in Internal Medicine at the University College Hospital, Ibadan. He is the Immediate Past Director of the Institute for Advanced Medical Research and Training (IAMRAT), of the University of Ibadan College of Medicine, and he has been a member of the World Health Organization Working Group on the Classification of Neurocognitive Disorders and the Scientific Advisory Board of US National Institute of Mental Health and Global Alliance for Chronic Diseases on Grand Challenges in Global Mental Health.



ABSTRACT**#01**

The University of Ibadan Medical Students' Association (UIMSA) COM/CARD: A model for student engagement in medical education research and curriculum development

Background: Since its establishment in 1948 as a college under the University of London, the College of Medicine, University of Ibadan has carried out 6 different reviews of the curriculum wholesomely adopted from the parent institution. The last of these efforts, and most extensive till-date was carried out from 2004-2010 with the funding from the John T. and Catherine D. MacArthur Foundation, producing a document with the vision of building bridges to produce tomorrows doctors today. Historically speaking, none of these reviews had sufficiently engaged medical students and now, 10 years post-development, the curriculum is set for another review. This time however, a framework for effective student contribution was set-up by the medical student association, in form of the Committee on Curriculum Assessment, Research & Development (COM/CARD).

Summary of Work: The committee operates on three core pillars: -Medical Education Research: On relevant topics around competency-based medical education for presentation to the Curriculum Review Committee. -Social Media Sensitization: To inform medical students about curriculum content and updates on the review process and how it affects their medical education. -Inter-generational multi-stakeholder dialogues on the 2010 Ibadan Medical Curriculum. Key members of faculty were identified to serve the roles of advisers and research supervisors, in a bid to muster institutional support for our recommendations.

Summary of Results: Within the space of four months, the committee recorded the following achievements: -3 medical education research projects on the following topics: knowledge, awareness and perception of students on the 2010 medical curriculum; knowledge of, barriers to and opportunities for conducting research among Ibadan medical students; and Role of foreign elective opportunities in the development of the Ibadan medical student. -A dialogue workshop between students and faculty representatives, featuring exchange of ideas and recommendations made to the curriculum review committee. -Effective student engagements through regular Did You Know? And Curriculum Trivia posters.

Discussion and Conclusions: The UIMSA COM/CARD could serve as a model for effective student engagement in curriculum review and development processes.

Take-home Messages: Medical Students Associations have a role to play in engaging students in curriculum assessment, review and development.

ABSTRACT
#02

What stops me from doing quality research as an Ibadan Medical Student?

Background: Early introduction of research training into medical school curriculum is a proposed solution to the current shortage of physician-scientist in healthcare. While the medical curriculum at the University of Ibadan encourages research involvement among medical students, participation is not compulsory and publication is not required. We evaluated the experience and barriers to research among medical students at a time the curriculum is being reviewed.

Summary of Work: Non-final year (second to fifth year) medical students were recruited into this study. The students were asked questions on their research experience and barriers to research. 8 items on a 5point Likert-type scale were used to evaluate research skills acquired from their research experience. 9 items on a 5-point Likert-type scale were used to assess barriers to research.

Summary of Results: 343 medical students (response rate 53.8%) took part in this survey. Majority (139, 40.6%) of them read journal articles once in a while and 126 (36.8%) almost never read journal articles. Only 93 (27.1%) students have been involved in a research project. The research experience of these students taught them how to formulate research questions (94.6%), analyze data (83.9%), critically review existing literature (93.5%), and prepare a manuscript (74.2%). 84.9% of these students are motivated to pursue further research. Only 20 (5.8%) students have any research publications (total of 24). Only 12 (3.5%) students have made presentations (total of 15) at scientific conferences. The barriers to research among the students include inadequate curriculum training on research (97.9%), inadequate research skills (96.8%), lack of time (96.5%), difficulty finding mentors (96.2%), and lack of research self-efficacy (92.7%).

Discussion and Conclusions: There is low research participation among non-final medical students at the University of Ibadan and only a few of those involved in research publish or present their findings. However, those with research involvement reported acquisition of important research skills and are motivated to do further research.

Take-home Messages: Medical schools curricula should make research participation mandatory for medical students and faculty mentorship and support should be provided. Measures should be implemented to mitigate the barriers to research participation among medical students.

ABSTRACT**#03****Let's Talk Ibadan Medicine: An afternoon of chill, chow and talk**

Background: Since its development in 2010, the University of Ibadan Medical Curriculum has enabled improvement in several areas regarding competency-based medical education offered by the university. There have however been many challenges ranging from: complaints about assessment methods, timing/benefits of the core lecture series, duration of vacation periods and policies on foreign electives for resit/repeat candidates. Now due for a review, the Medical Students' Association organised a workshop bringing student representatives and faculty members together, in a bid to exchange ideas and respond to some unanswered questions.

Summary of Work: The workshop was attended by 50 student participants and was divided into three modules. The first was a comprehensive presentation of the curriculum content, highlighting important positives and areas of controversial implementation. The second featured an interactive session between the students and the faculty present, where questions about some of the afore-mentioned issues were answered and ideas shared. The last module featured a Kahoot game with questions based primarily on the content of the previous two modules. Following the workshop, a survey of its impact was carried out via a short online questionnaire with 10 assessment questions, with responses graded on a 5-point Likert-type scale.

Summary of Results: 33 participants (n=50, 66%) responded to the survey. Statistical analysis was performed using the SPSS software version 24. 28 respondents (84.8%) stated they had important questions about the curriculum before the workshop, with all agreeing that the workshop was able to answer their questions satisfactorily. 31 respondents (93.9%) believed that they acquired some new information about the curriculum at the workshop, and 29 respondents (87.8%) reported that they found the workshop to be sufficiently engaging of students. 28 respondents (84.9%) stated that they were satisfied with their experience at the workshop.

Discussion and Conclusions: Effective student participation in curriculum review process is crucial, for the success of the review in improving quality of medical education. Such student participation may be planned as engaging workshops, involving both students and faculty, in a fun and slightly informal atmosphere.

Take-home Messages: Medical Students' Associations should take the initiative to promote effective student participation in curriculum review processes.

ABSTRACT**#04****Knowledge and Perception of Ibadan Medical Students about the 2010 Integrated Ibadan Medical Curriculum**

Background: Medical schools curricula are subject to periodic reviews. To ensure adequate student participation, it is important that medical students are conversant with the curriculum content. Student perception about the curriculum is an important determinant of how much value they draw from their medical education. Now in its 10th year post-development, the Ibadan Medical Curriculum is due for a review, and in preparation, we evaluate the knowledge and perception of medical students about the curriculum.

Summary of Work: Non-final year medical students in their 2nd-5th year were included in this survey. Using online and paper-based questionnaires, we evaluated their knowledge of: admission requirements; length of study; teaching, continuous assessment and examination methods; remediation pathways, with questions derived from the curriculum. Questions on perception were obtained by thorough literature search.

Summary of Results: 389(61.0%) students completed this survey. Statistical analysis was performed using the SPSS software version 24. Respondents indicated their answers according to a 5-point Likert scale. Out of a maximum of 15.00, 10.00, 50.00, 15.00 and 90.00, the mean scores for knowledge of: admission requirement was 13.10(SD=2.32), length of study was 4.93(SD=1.86), teaching, continuous assessment and examination methods was 26.40(SD=5.57), remediation was 8.21(SD=2.78) and overall knowledge was 52.64(SD=8.10) respectively. The difference in mean score for total knowledge was statistically significant between the pre-clinical(2nd year) and clinical(3rd-5th year) students($p=0.000$). The mean score for perception was 15.42(maximum=30.00; SD 4.84). The difference in means for perception was statistically significant between the 2nd and 5th year medical students($p=0.037$). 90% of students believed the curriculum had increased their stress level.

Discussion and Conclusions: The pre-clinical students had a better knowledge and a more favourable perception of the curriculum than the clinical students, probably due to the orientation provided at the beginning of the 2nd year. Heavier workload of clinical students could explain their poorer perception. Generally, all students have a fair knowledge and perception of the curriculum.

Take-home Messages: This study emphasizes the need for constant orientation of medical students about curriculum content. Medical education units should take measures to sustain a positive perception of the curriculum by students as they progress through medical school.

Organizing Team

Monitoring & Evaluation Team



Oluwafolajimi
Adesanya



Ifeoluwa
Oduguwa



Opeyimika
Aremu

Programmes Team



Gladys Zugwai
Ibrahim



Aderayo
Eniyewun



Babatunde
Ademusire

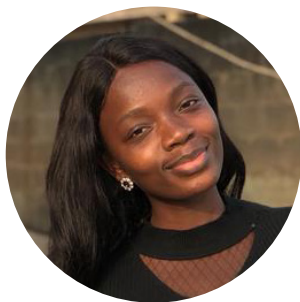


Olorunyomi
Fola-Oyetayo

Publicity/Content Team



Oluwawapelumi
Akin-Ajani



Precious
Ajibola

Logistics Team



Ebubechukwu
Eriobuna



David
Akoki

Finance Team



Toluwanimi
Oyebanji



Ibukun
Onietan

Faculty Advisors

Prof O. G. Ademowo

Professor of Pharmacology & Therapeutics
Immediate past Dean, Faculty of Basic Medical Sciences
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University of Ibadan, Ibadan

Prof Adebola O. Ogunbiyi

Professor of Medicine
Former Head, College Medical Education Unit (CMEU)
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University of Ibadan, Ibadan

Prof A. A. Odukogbe

Professor of Obstetrics & Gynaecology
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