

ED 820 Syllabus

Proseminar in Health Professions Education FS 2013

MaryLee Davis, Ph.D.
Professor and Senior Advisor/Consultant to the Dean
College of Osteopathic Medicine
Professor Emerita, Higher, Adult & Lifelong Education
Office: A306c East Fee Hall
965 Fee Road
Michigan State University
East Lansing, MI 48824
517-353-1717

Course Purpose and Description

The purpose of this professional seminar is to introduce the cohort to the study and practice of health professions education. In the proseminar we seek to present a balanced orientation and overview of health professions education. We will rely on a framework of analysis and reflection that builds on what we have learned from the past, focuses our understanding on the rapidly changing present, and creates a lens to begin formulating questions regarding the future.

This course is the initial course in the Master's Degree program offered jointly by the College of Osteopathic Medicine and the College of Education at Michigan State University. The intended audience for this course and the program consists of health care practitioners who aspire to work or are currently working in academic/healthcare settings in a leadership or instructional capacity. It is expected that participants will have a minimum of three to five years experience in such areas as medicine, nursing, clinical laboratory medicine, or other allied health professions.

Health care, and the professionals involved in its delivery, are currently experiencing one of the most profound and challenging periods in recent American history, a time when issues of access, cost, quality and accountability are being addressed from the presidential level and within the Congress as well as at the state and local levels. Scholars, practitioners, and policy-makers are faced with a host of challenges, including managed care, health care reform, patient safety and quality, evidenced based medicine, aligning incentives for practitioners, healthcare teams/leadership, continuing professional education, electronic health records and other technology tools, to name a few. Health professions education is unavoidably caught up in these challenges and trends. It is both a very exciting time and a very demanding and challenging time to be in a course dealing with health professions education.

The focus of this course represents an intersection of some of these challenges and changes in health care with the education and preparation of individuals who will work in the health care field. I hope that your participation in this course will stimulate questions, stretch your learning, and allow you to propose solutions that add value to your own work and your health team colleagues.

Course Objectives

The course reflects key themes in health professions education that will be developed further and in more depth in subsequent courses in this program. This course is intended to foster a deeper understanding of:

1. Health professions education as a field of study and practice;
2. Current challenges to the health care system and implications for health professions education;
3. Core competencies that have been identified for health care professionals and their curricular implications;
4. Research and practice in teaching and learning in health professions programs;
5. Administration and leadership for health professions education; and
6. Current trends and priorities in health professions education.

Required Texts

- Greiner, A. C., & Kneibel, E. (Eds.). (2003). *Health professions education: A bridge to quality*. Washington, DC: Institute of Medicine, National Academies Press.
- Gunderman, R. B. (2006). *Achieving excellence in medical education*. London: Springer.

Additional required readings and videos will be provided electronically on the course website.

Optional Texts for Additional Resources

These additional texts are not required. But you may wish to order these for your library. They are valuable resources for understanding the historical, social, and cultural contexts for medical education today and may assist you in this and other courses in this program.

- Cooke, M., Irby, D.M., & O'Brien, B.C. (2010). *Educating physicians: A call for reform of medical school and residency*. Francisco: Jossey-Bass San.
- Ludmerer, K. M. (1999). *A time to heal: American medical education from the turn of the century to the age of managed care*. New York: Oxford University Press.
- Sharma, M., & Romas, J.A. (2012). *Theoretical foundations of health education and health promotion*. Sudbury, MA: Jones & Bartlett Learning.
- Wear, D. (2000). *Educating for professionalism: Creating a culture of humanism in medical education*. Iowa City, Iowa: University of Iowa Press.

Instructional Approach

This course will be conducted entirely online with no required face-to-face meetings. As the instructor, I will be providing overviews of the content and focus of each lesson through written material, PowerPoint presentations, and/or brief recorded introductions on key topics within each lesson. These presentations may also be augmented, from time to time, with guest presentations which will be available through podcasts or similar technology.

A variety of strategies will be used within the course but all are intended to actively engage you in the learning process. These will include brief, collaborative learning strategies and individual assignments. We will make considerable use of discussion forums in each lesson. In these forums, you will be invited to share your experiences, reflections, and observations, as well as questions, related to the focus of the lesson, its readings and other assignments, and its associated forums.

Online learning requires considerable organization, planning, and self-discipline on your part. It relies on your ability to be self-directed in your approach to learning. I don't presume that all of you have equal experience and skill in self-directed and on-line learning, but the goal is to help foster and further this aspect of your professional work and life.

Course Expectations/Requirements

1. Active participation in the course (10 points). This includes logging on the course website on a regular basis and participating in the discussion forums. Active participation in the discussion forums includes contributing your own posts regarding the assigned readings and health professions education issues as well as responding and replying to posts from your classmates at least on a weekly basis.
2. Assignment 1: (20 points) Analysis of current challenges and proposed reforms in health care and the implications they hold for health professions education and its leaders. In this paper, you are to select one or two key challenges to the health care system, or proposed reforms to the health care system, and explore the implications you believe it presents for your area within the health professions education field and for its leaders. To inform your analysis, you should draw from our readings and discussion in this area, as well as others you may feel are appropriate. This paper should be approximately six pages in length, double-spaced and should include appropriate citations and a listing of references used in the development of the analysis. See [Assignment Guidelines](#) on the course website for more details.
3. Assignment 2: (20 points) Analysis of key issues facing the design, implementation, and assessment of curriculum, teaching, and learning in health professions education. In this paper, you are to select one or two key issues with which you as a health education professional face related to curriculum, teaching, or learning. Using our readings and discussion in this area, as well as others you may feel are appropriate, develop your understanding of this issue, and state why it is an issue within our current climate, and suggest recommendations for the field to address these issues. This paper should be approximately six pages in length, double-spaced and should include appropriate citations and listing of references used in the development of the analysis. See [Assignment Guidelines](#) on the course website for more details.

4. Assignment 3: (30 points). The course capstone project consists of the development of a course portfolio and reflects your learning associated with leadership and policy and teaching and learning. The purpose of this assignment is for you to reflect on and summarize the key learning outcomes you have derived from this course. You will be expected to prepare a PowerPoint based form for your portfolio. See [Assignment Guidelines](#) on the course website for more details.
5. Learning log: (20 points). Within each lesson, you will be presented with one to three reflective learning activities. In these activities, you will be asked to reflect on specific questions related to the text or materials provided within each lesson, and relate them to some aspect of your experience in health professions education. With some of these reflective activities, you will be asked to post your responses to a learning log. This log will be used throughout the course and will be used in the development and submission of your capstone project. While the contents of these logs, which is composed primarily of your personal reflections and opinions, will not be “graded” per se, you will be assessed on your compliance with the learning log requirements for each lesson. The use of a learning log will continue to be part of your documentation and reflections for other courses within the Health Professions Education Masters Degree Program.

Grading Policy

Individual grades will be determined by assessing students' performances on individual and group assignments, as well as their participation in chat rooms and/or the discussion board. During the processes used throughout the course, it is expected that participants will provide feedback to their peers as well as the instructor about their performances. Feedback will focus on what participants have been doing well and will raise questions for them to consider in relation to both their individual performances and participation within their group.

Grades in this course will be based on a total of 100 points. The following scale will be used to award numerical grades:

93 - 100: 4.0
88 - 92: 3.5
80 - 87: 3.0
73 - 79: 2.5
67 - 72: 2.0

Academic Integrity

Academic integrity is a serious matter. All work submitted in this course must be prepared exclusively by you, in the case of individual work; or by your team, in the case of group sponsored work. This work must be prepared for this course during this semester.

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Agenda and Assignments

| Date and Lesson | Topic | Assignment |
|---|---|---|
| <p>Lesson 1 Aug 30 Sept 20 -</p> | <p>Introduction to the course, cohort, on-line learning & orientation to health professions education</p> <ul style="list-style-type: none"> • Historical perspectives • Intersections of policy and practice in health professions education • Pressures, concerns, and responses of the professions • Relevant journals and other publication outlets for research • Professional associations and relevant conferences | <ul style="list-style-type: none"> • IOM: Executive Summary, Chp. 1 • Gunderman, Chp 1 • Electronic readings • Learning log due in dropbox |
| <p>Lesson 2 Sept 21 – Oct 3</p> | <p>Challenges in the health system and implications for education</p> <ul style="list-style-type: none"> • Lack of a “system” • Accommodation of patient needs • Increasingly complex science base • Growing consumerism • Workforce shortages and discontent • Patient safety/quality & accountability • Lack of a Common Language • Disease vs. Health Management | <ul style="list-style-type: none"> • IOM: Chp 2 • Gunderman, Chps 5, 7 • Assignment 1 due Sept 30 • Electronic readings • Learning log due in dropbox |
| <p>Lesson 3 Oct 4 – Oct 17</p> | <p>Core competencies for health care professionals</p> <ul style="list-style-type: none"> • Patient-centered care • Interdisciplinary teams • Evidence-based practice • Quality improvement • Information technology | <ul style="list-style-type: none"> • IOM: Chp 3 • Electronic readings • Learning log due in dropbox |

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| <p>Lesson 4</p> <p>Oct 18 – Nov 7</p> | <p>Teaching and learning in the health professions</p> <ul style="list-style-type: none"> • Student selection and admissions • Key principles of adult learning • Curricular trends • The core competencies as the foundations of the curriculum • Teaching in the health professions • Expanding use of technology in the health professions and in health professions education • Assessing learning outcomes and practitioner competency | <ul style="list-style-type: none"> • IOM: Chp. 4 • Gunderman, Chps 2, 3, 4, 6 • Electronic readings • Assignment 2 due Nov 7 • Learning log due in dropbox |
| <p>Lesson 5</p> <p>Nov 11 – 30</p> | <p>Administration and leadership in health professions education</p> <ul style="list-style-type: none"> • Forms of organizational leadership • Creating organizational environments for leading and learning • Educational leadership within the health professions | <ul style="list-style-type: none"> • Gunderman, Chps 8, 9, 10 • Electronic readings • Learning logs due in dropbox |
| <p>Lesson 6</p> <p>Dec 2 – Dec 11</p> | <p>Trends, challenges, and priorities in health professions education</p> <ul style="list-style-type: none"> • Oversight processes in the health professions • Certification, licensure, recertification and re-licensure • Forces for change and reform in health professions education • Adapting to changing social, economic and political considerations • Challenges facing medical centers and the health professions • Policy recommendations for improving health professions education • Continuing professional development | <ul style="list-style-type: none"> • IOM: Chp. 5, 6 • Electronic readings • Assignment 3 due Dec 11 • Learning logs due in dropbox |