



### **Credential in Medical Education**

The Credential in Medical Education offered through East Carolina University College of Education is tailored to meet the needs of health professional educators by focusing on developing practical skills for designing and teaching health professional students with an emphasis on Patient Safety and Quality Improvement. Grounded in educational theory and best practices, the aim of this Credential Program is to assist TQA faculty in developing their education leadership, curriculum development, and assessment skills with ongoing mentorship through applied projects that focus on utilization of simulation exercises; on-line teaching tools; small group case-, team-, and problem-based discussion techniques, and optimization of interprofessional teams in teaching and learning. Required coursework for the Credential program may be applied towards a Certificate program or Master's in Education if faculty wish to pursue these. The Credential program consists of three graduate level courses described below. At the completion of the program, educational scholarship is encouraged through the submission of educational products to MedEd Portal or similar peer-reviewed health professional education repository.

### **Summer 2014 INTRODUCTION TO MEDICAL EDUCATION - ADED 7580**

#### **Course Content & Description**

Today with the growing emphasis on best evidence in medical education and the sophistication of learning formats, medical and other health professions faculty are increasingly called upon to provide new approaches to medical education. This course will review the historical roots and continuum of medical education, instructional methods, accreditation requirements, research on medical education, and new models of pedagogy to prepare physicians and other health professions students for the provision of safe and high quality health care.

#### **Course Objectives:**

1. Articulate the historical roots of medical education and the most significant contributions made to medical education.
2. Describe the evolution of medical education with changes in the medical student populations.
3. Compare venues in which medical education occurs.

4. Analyze the most prevalent instructional methodologies used in medical education and their respective efficacy based on research from multiple disciplines.
5. Apply learning and developmental theories to medical education.
6. Analyze pertinent scholarship and research on medical education.
7. Describe the role that accreditation bodies play in defining and driving the continuum of medical education.
8. Compare new issues in medical education with existing research/practice in adult education

*Preliminary Schedule(Start and end dates firm)*

<b>Unit #1</b>	<b>May 19-27</b>	<b>Introductions, Overview</b>
<b>Unit #2</b>	<b>May 28- June 11</b>	<b>Introduction to medical education and adult education</b>
		History
		Evolution
		Learning venues
<b>Unit #3</b>	<b>June 12-25</b>	<b>Instructional methods in medical education</b>
<b>Unit #4</b>	<b>June 26 - July 9</b>	<b>Theory and research</b>
		Learning theories
		Research on medical education
<b>Unit #5</b>	<b>July 10-23</b>	<b>Current and future issues in medical education</b>
		Accreditation
		Emerging issues in medical education
<b>Unit #6</b>	<b>July 24-31</b>	<b>Wrap-up</b>

**Fall 2014**

## **INSTRUCTIONAL STRATEGIES IN ADULT EDUCATION- ADED 6487**

**COURSE DESCRIPTION:** An examination of the methods and techniques appropriate for the effective teaching of adult learners in formal and nonformal settings. A major focus of this course will be on developing a framework for making instructional decisions and your own self-awareness as an instructor.

**INTRODUCTION:** This course focuses on you as an educator. It is intended to help you develop the knowledge and skills to be confident when working in instructional situations with adults. Planning instruction calls for making a series of decisions. Through readings and class discussion, a conceptual framework for instructional decision-making will be developed. Most of the class time, however, will be spent on developing skills and applying knowledge in instructional design, methods and techniques. By the end of this course, each participant will design an instructional product for their current professional setting.

**COURSE OBJECTIVES:** By the end of this course, each learner will:

1. Gain an understanding of the theory, research and writings on instructional strategies appropriate for use with adults.

2. Develop a conceptual framework for generating ideas and making instructional decisions.
3. Develop an understanding of the range and appropriate application of instructional techniques for use with adults.
4. Develop instructional skills and confidence through experience in teaching adults.

**Spring 2015**  
**EDUCATIONAL PROGRAM EVALUATION - ADED 6495**

**Course Content & Description**

Evaluation is an important component of adult education program development and implementation. Program evaluation is important on many levels, and is necessary in making decisions regarding program content, as well as overall program effectiveness. This course focuses on the evaluation of adult and continuing education programs. Students will examine the concept of evaluation, learn about the different types of evaluation, learn the steps in the evaluation process, and will learn to develop and implement successful evaluation strategies. The objectives of the Evaluation of Educational Programs course are as follows:

Upon successful completion of this course, students will be able to:

1. Define program evaluation.
2. Identify various approaches to program evaluation.
3. Define steps used in evaluation processes
4. Develop measurable program objectives.
5. Develop an evaluation plan for an educational program.
6. Analyze, interpret, and recommend changes based on data analysis.
7. Describe non-traditional models of evaluation