

Course Descriptions
Doctorate in Health Professions Education
2017-2018 Academic Catalog

HLTE06101 Issues in Health Professions Education **3 credit hours**

Students will reflect on and integrate the core competences related to health professions education: patient centered care, interdisciplinary teams, evidence based practice, quality improvement and informatics. Students will develop skills to implement these core competencies into their educational practices to produce highly competent health profession educators.

Prerequisites:

HLTE06102 Principles of Classroom Assessment & Evaluation for Health Professionals - 3 credits

This course develops the skills necessary to become effective assessors. It covers the fundamentals of a multiple classroom assessments concepts, including standardized, formative/summative, traditional, and performance classroom assessments. Learners are exposed to a variety of assessment tools and build on this knowledge to construct objective performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

Prerequisites:

HLTE06201 Clinical Outcome Development and Performance Assessment **4 credit hours**

This course will provide students with the experience of the design of evaluation and assessment tools to measure clinical performance in a health professional setting. The course will review the literature on current clinical performance assessment tools such as standardized patient care, objective structured clinical examinations, and faculty observation to effectively demonstrate the uses, applicability, strengths, and weaknesses of each tool.

Prerequisites:

HLTE06202 Education Technology in the Classroom **3 credit hours**

This course will explore technology and its appropriate uses to enhance instruction within and across content areas. Theoretical and practical aspects of technology integration will be researched and evaluated in the constructs of health education.

Prerequisites:

HLTE07101 Curriculum Development and Evaluation for Health Professionals **4 credit hours**

This course will introduce students to the principles of a systematic curriculum development approach. Educators and curriculum leaders will be provided with knowledge, skills, and experiences in multiple facets of curriculum development including curricula planning, design, development, implementation, evaluation, and improvement/revision.

Prerequisites: HLTE 06102 Principles of Classroom Assessment and Evaluation for Health Professionals

HLTE07102 Instructional Design **3 credit hours**

Students further refine their instructional development process as it pertains to the designed production of instructional materials using appropriate modern technologies. Goal analysis, objectives, evaluation, instructional strategy development, production of an educational product, and revision of the instructional materials are undertaken. Using a systematic approach, students will design, develop, evaluate, and revise instruction to meet defined goals and objectives.

Prerequisites:

HLTE07201 Diversity in Education **2 credit hours**

This course will offer the opportunity for students to research, reflect and adopt a philosophical position, design and further implement effective teaching strategies that reflect ethnic and cultural diversity. Students will investigate notions of equity that will provide the information needed to create learning environments that are free of bias and provide a high quality education to all students.

Prerequisites:

HLTE07202 Introduction to Proposal Writing **3 credit hours**

The course will focus on the creation, evaluation and modification of proposal writing with a focus on scientific research in healthcare education. Students will obtain advanced knowledge in creating and evaluating a research proposal, learn how to locate research funding, understand the factors that funding decisions are made on, understand the concept of institutional overhead, list the necessary institutional steps necessary to obtain project approval, and learn strategies necessary to manage their research project.

Prerequisites:

HLTE07301 Research Publication Seminar **1 credit hour**

This seminar will focus on providing students with the skills necessary for manuscript preparation. Students will learn how to format manuscripts and other scholarly work, such as dissertations, for publication in scholarly journals. Students will understand the mechanics of selecting and submitting appropriate scholarly works to journals for publication.

Prerequisites:

HLTE08101 Applied Research Project A **3 credit hours**

This course provides an experience in conducting and applying research for the advancement of the educational profession. The course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students write an in-depth literature review on a topic of their choice that is beyond the scope of regular course offerings.

Prerequisites: HLTE 07301 Research Publication Seminar

HLTE08102 Applied Research Project B **3 credit hours**

This course provides an experience in conducting and applying research for the advancement of the educational profession. Students develop an authentic means of applying the findings from their literature review and develop a manuscript approved for submission for publishing.

Prerequisites: HLTE 08101 Applied Research Project A

HLTE08201 Education Preceptorship/Practicum I (online) **2 credit hours**

Students will demonstrate their ability to apply the classroom learning to an actual learning environment.

Prerequisites:

HLTE08202 Education Preceptorship/Practicum II (Online or Residential) **2 credit hours**

Students will demonstrate their ability to apply the classroom learning to an actual learning environment.

Prerequisites: HLTE 08201 Education Preceptorship/Practicum I (online)

HLTM07101 Organizational Change and Development **3 credit hours**

Students will research and understand organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Strategies for identifying and positively affecting the core of the organization will be discussed and demonstrated. Further, students will also practice and self-reflect on the strategies, models, and methods for adapting to and affecting change in interpersonal and group situations.

Prerequisites:

HLTS07101 Fundamentals of Program Development **3 credit hours**

Students will identify, understand and apply the concepts, principles, and models of health education curriculum and the interrelationships of these elements in developing effective programs and evaluation methods of both students and curriculum.

Prerequisites: HLTE 07101 Curriculum Development and Evaluation for Health Professionals

HLTS07201 Leadership **3 credit hours**

This course provides students with advanced organization and management theories as they pertain to a health care setting. The course will also focus on helping students understand the various leadership styles (including their own) and how these styles can be used to be a successful leader/administrator.

An exploration of the role of leadership in modern society, topics and simulations that include group processes, verbal and non-verbal communication, leadership styles, team building, interpersonal relations, coaching/mentoring, conflict management, and ethical practices will be utilized.

Prerequisites:

PSYH06101 Learning Principles **3 credit hours**

Students will examine fundamental learning theories with a focus on those most relevant to adult learners.

A variety of instructional methods, teaching strategies, and ways to assess student learning will be explored as a means of creating effective learning environments. Students will assess their own educational practices using tools and techniques designed for continuous quality improvement.

Prerequisites:

PSYH06102 Behavioral Theories in Education **3 credit hours**

Principles of behavioral theories are explored and integrated into educational practices. Students will further develop this understanding of beliefs and motivators related to behavioral theories and how they affect student learning and instructor delivery in the health care environment.

Prerequisites:

PSYH06103 Cognitive Psychology and Instruction **3 credit hours**

Students will research and understand basic principles of cognitive psychology and its relationship to educational practices. Students will further develop an understanding of beliefs and motivators and demonstrate how they affect student learning and instructor delivery in the healthcare environment.

Prerequisites:

RMET07101 Qualitative and Quantitative Research **3 credit hours**

An intensive course in the use of field-based and general qualitative/quantitative research methods in the social study of health professions education. The aim of the course is to help participants acquire skill and gain experience in using a wide range of methodological and analytical research techniques. The emphasis of the course is on the collection, management, analysis, and interpretation of qualitative and quantitative data. The course will help students understand and effectively use data analysis to develop and effectively utilize scientific and social-scientific methodology

Prerequisites:

MATH06101 Statistics **3 credit hours**

This foundation course will cover data collection, sample variation, basic probability, confidence intervals, hypothesis testing, analysis of variance, contingency tables, correlation, regression, and nonparametric statistics. The student will examine and effectively utilize contemporary methods in applied statistics; resampling methods including bootstrapping; nonparametric regression, etc.

Prerequisites: