

## **Course Descriptions**

### **Doctorate in Education in Health Professions Education**

### **2023-2024 Academic Catalog**

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

Students will reflect on and integrate the core competencies 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 professionals.

**Pre-requisites:**

**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.

**Pre-requisites:**

**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.

**Pre-requisites:**

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

Students will examine the role of research in the field of cognitive psychology and apply cognitive learning paradigms/theories to instruction to support the transfer of learning. Additional topics covered in the course include key principles of motivation and self-regulation of learning and learning outcomes, the role of various forms of attention in learning/encoding information, and instructional strategies for enhancing information retention.

**Pre-requisites:**

**HLTE06102 Principles of Classroom Assessment & Evaluation for Health Professionals** **3 credit hours**

This course helps learners to develop the skills necessary to become effective assessors. It covers the fundamentals of 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 of the methods, and the reporting of evaluations are explored.

**Pre-requisites:**

**HLTE06201 Clinical Outcome Development and Performance Assessment** **3 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.

**Pre-requisites:**

**HLTE06202 Education Technology in the Classroom** **2 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 context of health professions education.

**Pre-requisites:**

**HLTE07101 Curriculum Development and Evaluation for Health Professionals** **3 credit hours**

This course examines the theoretical assumptions underlying curriculum development and evaluation within the health professions. Students will learn and reflect upon varied conceptions of the curriculum, and develop strategies for planning, designing, and implementing curricula that are consistent with specific theoretical principles. Students also examine the impact of research on curriculum and the role that evaluation plays in the process of curriculum design and delivery.

**Pre-requisites:** HLTE06102 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.

**Pre-requisites:**

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

Students will identify and apply the concepts, principles, processes and models of strategic planning and program development. Using examples from public and non-governmental organizations as a guide, students will translate key principles and approaches to the development of programs in health care and/or higher education settings. Students are guided through best practices in program design, implementation, evaluation, and sustainability. The course allows students to select topics relevant to their own practice to explore.

**Pre-requisites:** HLTE07101 Curriculum Development and Evaluation for Health Professionals

**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.

**Pre-requisites:**

**HLTS07201 Leadership** **3 credit hours**

This course requires students to examine the historical development of leadership roles in various settings, including higher education and healthcare. Students explore the evidence-based literature for key traits and skills possessed by effective leaders. Topics include communication, leadership styles, team building, coaching/mentoring, interpersonal relations, and conflict management. Opportunities to describe the contributions and limitations of leadership theories, and apply ethics, integrity and social justice principles in the context of leadership is central to the course.

**Pre-requisites:**

**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.

**Pre-requisites:**

**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.

**Pre-requisites:**

**RMET07102 Qualitative Research Methods**

**3 credit hours**

An intensive course in the assessment of field-based qualitative research in the study of education, with an emphasis on health professions education. Students will examine the various types of qualitative research designs and explore ethical issues when designing, conducting, and evaluating this type of research. Students will critically analyze qualitative research studies to gain an understanding of how qualitative data are used in practice.

**Pre-requisites:**

**MATH06101 Statistics**

**3 credit hours**

This course will introduce the use and application of statistics. Students will learn to calculate descriptive statistics by hand and with SPSS, and interpret these in relation to data. Students will also conduct analyses to compare means, determine relationships, and make predictions using hand calculations and SPSS. The difference between parametric and nonparametric tests will be covered, along with the use of statistics to test hypotheses and answer questions.

**Pre-requisites:**

**RMET07103 Quantitative Research Methods**

**3 credit hours**

An intensive course in the understanding and assessment of field-based quantitative and mixed methods research in the study of education, with an emphasis on health professions education. Students will examine various approaches to data collection and analysis, along with the application of specific research designs. The course will finish with the completion of a cumulative quantitative study concept paper.

**Pre-requisites: RMET07102 Qualitative Research Methods**

**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 for publication in scholarly journals. Students will understand the mechanics of selecting and submitting appropriate scholarly works to journals for publication. Converting the manuscript for presentation will also be explored.

**Co-requisites: HLTE08101 Applied Research Project B**

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

This course provides an experience in conducting and applying research for the advancement of the education profession. Students participate in the research process by moving their approved proposals through the implementation, early data entry, and analysis phases.

**Pre-requisites: HLTE07202 Introduction to Proposal Writing**

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

This course provides an experience in conducting and applying research for the advancement of the education profession. Students develop an authentic means of applying the findings from their research to the development of a manuscript approved for submission for publishing. Students also work on the development of a presentation of their research findings they will deliver to a professional audience.

**Pre-requisites: HLTE08101 Applied Research A**

**Co-requisites: HLTE07301 Research Publication Seminar**

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

This course serves as part I of a two-part culminating experience in the doctorate program. The course will prepare students to design quality learning experiences in their discipline for adult learners in higher education or healthcare settings. Students will apply education theory and best practice approaches to an actual online learning environment.

**Pre-requisites: Successful completion of  $\geq 20$  credit hours of the Ed.D. curriculum, including the successful completion of HLTE07102 Instructional Design. Students must not be on academic probation at the start of this course.**

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

This course serves as part 2 of a two-part culminating experience in the doctorate program. The course will prepare students to assess quality learning experiences and student learning outcomes in their discipline for adult learners in higher education or healthcare settings. Students will apply education theory and best practice approaches to an actual online or residential learning environment.

**Pre-requisites: HLTE08201 Education Preceptorship/Practicum I (online). Students must not be on academic probation at the start of this course.**

**HLTE08103 Independent Study (optional course)** **1-3 credit hours**

This course will offer students the opportunity to expand on interest areas in Health Professions Education by engaging in one-on-one research and other scholarly activities with a doctorate faculty member. Students will work collaboratively with the doctorate faculty member to develop an independent student plan, including course objectives and activities. The independent study course also allows a continuation of credits for students needing additional time to complete their Applied Research Project (ARP). All topics for independent study must be pre-approved by the Program Director.

**Pre-requisites:**