EDU 580: Foundations of Health Professions Education

Location HWH 1W-502
Monday’s 4:45 to 7:30pm

Course Faculty:

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Course Description:

A foundational study of the historical, scientific, social and political roots of health professions education, educational theory, and the continuum of this education. Provides the contextual framework for education in the health professions and emphasizes the historical and sociological theory of the evolution of this education. Critically examines the roles and responsibilities in the assessment and certification of graduates, as well as discusses the framework for accreditation and licensing of health care professionals. Current program assessment methods and tools are reviewed, as well as ethics and responsibilities of education leaders in different roles.

This course is intended for students who are pursuing an advanced degree in Health Professions Education. Students in this course will explore the history, organization, and pedagogy of Health Professions Education. The purpose of this course is threefold: (1) Develop an understanding of the foundations, history and organization, of Health Professions Education. (2) Be able to articulate different pedagogical strategies of Health Professions Education. (3) To develop skills associated with critically examining Health Professions Education in the United States. Students will use course readings, assignments, in class activities, personal scholarly papers and a group projects to develop their skills and competencies related to the foundations of Health Professions Education.

Instructional Pedagogy and Expectations:

This course is designed to be a learning centered course with each student being responsible for maximizing their own experience. The instructional responsibility is to
create a welcoming environment for all students where sharing differing views and intellectual intrigue are valued and respected. Our commitment is to bring our very best in terms of resources, course organization and facilitation to create a high-quality learning experience. We have high expectations of students as to their (1) preparation for class; (2) engagement with course content; (3) performance on application assignments. We recognize that individuals learn and perform in a variety of ways and as such instructional approaches will be varied as will our appreciation for different learning and performance styles. In addition to this statement of instructional pedagogy and expectation we have found it useful to articulate the following expectations related to the class.

**Attendance:**
You are expected to be present at all sessions, should you not be able to be present please contact one of the instructors in advance of class (e-mail is fine). We recognize that absences happen for those working in the health professions, but we expect you will minimize those absences as possible.

**Assigned Readings:**
All class sessions will involve discussion of assigned readings; it is our expectation that you will have prepared these readings in advance of class. We will assign three to five articles that you must read for each class period, other reading will be recommended but not required.

**Blackboard:**
Class members are expected to check Blackboard (on-line course management software) several times each week for e-mail, discussion, announcements and to access PDF course readings. Students are expected to actively post and participate on Blackboard each week during the semester.

**Group Activities:**
Part of working in higher education is working with diverse individuals; as such this course will provide a practical forum for developing group functioning skills. Each class member is expected to participate in group discussions, activities and projects that will be a part of each class.

**Assignments:**
All assignments should be submitted on or before the due date. All papers will be submitted via Blackboard.

**Required Book:**

**Recommended:**


**Assignments**

**Class Participation and Preparation (12 points)** – At the end of the course you will self-assess your participation and preparation for the course. Your self-assessment of the extent to which you prepared and participated at a high-level will determine the points awarded in this assessment category.

**Reflection Blogs and Reactions (18 points)** – Write three reflection blogs that are 250 to 350 words in length and write three 25-50 word reactions to classmates' blog entries. The reflection blog should articulate your reflection of your course learning at the three due dates. The blog entry should be written in formal academic style including citations as necessary (though not required). Please proof read your blog posts. Your reaction should comment substantively on the blog entry of a colleague in an appropriate manner. Each blog entry will be worth 5 points and each response 1 point. *The entries are due on September 26, October 17, and November 14.*

**Short Paper** – An APA formatted (double spaced 1” margins) paper, not to exceed eight pages, that describes the historical forces that have shaped health professions education. The paper should outline major forces the student believes have shaped health professions education and identify what might be changed if we took seriously what we now know about learning. Please use specific examples from a health profession discipline to illustrate your discussion. The paper should only draw upon course readings and discussion (i.e., there is not a requirement for external research). *The paper will be worth 30 points and will be due October 31.*

**Final Group Project** – The final group project is to develop an academic presentation and an associated individual reflection paper that outlines a comprehensive effort to reform health profession education. The presentation should be a proposal focused on interdisciplinary educational reform at the systemic level, and should outline: (1) major historical forces informing development of your chosen reform area; (2) the current social context; (3) the current state of health professional education practice; and (4) recommendations for change that you can impact to improve education in your selected area. The presentation should draw upon course materials and external research (as necessary). *The presentation will be worth 20 points; presentation dates will be assigned in class.*

The final reflection paper should not exceed 5 pages and should discuss the challenges and barriers to implementation of your presentation’s recommendations from your own disciplinary perspective. The paper should also identify ways that might overcome implementation barriers from your disciplinary viewpoint. *The final paper will be due on December 12.*
Grading

1. Class Participation and Preparation (Self-Graded) 12 points
2. Reflection Blogs (5 points per entry, 1 point per response) 18 points
4. Short Paper 30 points
5. Final Group Presentation 20 points
6. Final Individual Reflection Paper of Group Project 20 points

Total 100 points

A = 93 to 100 points
A- = 90-92
B+ = 87 to 89
B = 83 to 86 points
B- = 80 to 82
C = 70 to 79 points
D = 60 to 69 points
F = 59 points or less

Course Outline

This course will be generally divided into three sections.

Section One
History and Organization of Health Professions Education

Section Two
Approaches to Health Professions Education
  • Theories of Education and Learning
  • Best practices/ Evidence of Efficacy of Health Professions Education

Section Three
Contemporary Issues in Health Professions Education
  • Assessment
  • Curriculum
  • Health Care Reform

Please see Class Sessions Schedule, posted on Blackboard for details of individual classes and reading assignments.