



**Berkshire Medical Center
School of Medical Laboratory Science**

Course Syllabus

Course No. : MEDT 409

Course Title: Education

Credits: 0

Description:

Discusses the principles of adult education and education methodology including basic principles of how adults learn, the theories of learning (Bloom, Krathwohl, and Simpson) and the use of learning objectives (cognitive, psychomotor and affective). Instructs students about how to write objectives, select the appropriate type and level of objective and create evaluation tools to measure the learning. Also discusses ways of disseminating the information to the target audience. Students will prepare and teach a class and develop evaluation tools for that class. Also discusses the importance and benefits of maintaining competency, professional development, and lifelong learning.

Primary Didactic Instructor: Lori Moore, M.Ed., MLS(ASCP)

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413-447-2580

Required text: None.

Reference material:

Strategies of Clinical Teaching in the Health Professions; Wendy Miller 2021

The Health Professions Educator; G. Kayingo, V. McCoy Hass, 2018

Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction, 3rd ed. by Robert F. Mager. (1997)

McKeachie's Teaching Tips, Wilbert J. McKeachie, 1999

The Truth About Testing: An Educators Call to Action, W. James Popham, 2001

Changing Practices in Evaluating Teaching, Peter Seldin and Assoc., 1999

A Handbook for Group Discussion: Alternatives to Lecturing Medical Students to Death, 3rd edition, Neal A. Whitman, Thomas L. Schwenk, 2006

Assignments:

Education Assignment #1

Apply education methodology to create a microbiology review session using educational objectives and evaluation tools – spring semester.



Course Goals and Objectives

Based on the didactic material students will demonstrate competency of the following objectives.

Upon completion of the Education course the student will:

1. Define basic terminology used in education methodology.
2. Discuss the three education domains.
3. Discuss the difference between a goal and an objective.
4. Explain the difference between a measurable and un-measurable objective.
5. Discuss the criteria of a useful objective.
6. Differentiate objectives at the appropriate taxonomic levels.
7. Write appropriate objectives using learned criteria that cover all 3 domains.
8. Describe and assess the use of student evaluation tools.
9. Explain the development process for teaching a class on a particular topic.
10. Explain the importance of program evaluation tools.
11. Correlate the effectiveness of evaluation instruments with outcomes measures.
12. Select and create an evaluation tool for micro review presentation.
13. Develop and present a micro review lecture using education methodologies to educate target audience.
14. Discuss the factors that affect and motivate adult learning.
15. Explain the importance of continuing education and maintaining competency for a medical laboratory scientist.
16. Discuss the benefits of professional development and lifelong learning.

Basis for Student Evaluation

Lecture evaluation will consist of an assigned exercise involving teaching a microbiology review class. This course is pass/fail. This course is not eligible for college credits.

Education lecture schedule

July - September

1. Education lecture part 1
 - a. Goals
 - b. Objectives
 - c. Evaluation
2. Education lecture part 2
 - a. Preceptor
 - b. Rule of 7
3. Adult learning

February - March

4. Education lecture review prior to project
5. ***Education capstone or micro review project assignments due in April***

Affective behaviors

Didactic

Following appropriate training, during didactic instruction the student will:

1. Exhibit professional behavior during didactic instruction.
2. Attend lectures in a timely manner.
3. Respect other students and members of the laboratory.
4. Contribute to a positive learning environment.
5. Demonstrate an interest in the subject matter.
6. Comply with hospital and laboratory dress code and personal appearance policies.
7. Comply with institutional policies concerning safety and confidentiality.
8. Cooperate when situations arise and there is a necessary change in lecture schedule.
9. Participate in creating an inclusive learning environment.

(Education syllabus)