

<b>REQUIRED COURSES</b>	
<b>MED:9701</b>	<p><b>Instructional Design &amp; Technology</b></p> <p>Fall Course (TBD)</p> <p>This course introduces participants to the systems approach of instructional design and technology. It will provide information related to and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of effective instruction. Learners are evaluated on their understanding of the material and developing an instructional project throughout the semester. The class meets 4 times during the semester in the evening while the rest of the learning is conducted on-line through ICON.</p>
<b>MED:9712</b>	<p><b>Introduction to Educational Measurement in Medical Education</b></p> <p>Spring Course (TBD)</p> <p>Classical test theory and a brief introduction to generalizability theory, overview of assessment methods in medical education including test construction methods. Familiarity with elementary statistical concepts is assumed.</p>
<b>MED:9711</b>	<p><b>Teaching Methods in Medical Education</b></p> <p>Spring (in-person/weekly meetings)</p> <p>This course is designed to provide conceptual and practical skills and knowledge to those teaching in small group and classroom settings. Course sessions will combine review of relevant readings with learner reflection, interactive exercises and discussion of key concepts. Between sessions, learners will apply concepts and strategies discussed during the weeks session and reflect on these experiences in subsequent sessions. An approved course in instructional design is recommended prior to taking this course.</p>
<b>MED:9702</b>	<p><b>Clinical Teaching in Medical Education</b></p> <p>Fall (in-person/weekly meetings)</p> <p>This course is designed to provide conceptual and practical skills and knowledge to those teaching in the context of clinical patient care. Course sessions will combine review of relevant readings with learner reflection, interactive exercises and discussion of key concepts. Between sessions, learners will apply concepts and strategies discussed during the weeks session and reflect on these experiences in subsequent sessions. An approved course in instructional design is recommended prior to taking this course.</p>
<b>MED:9714</b>	<p><b>Current Issues in Medical Education</b></p> <p>Summer (in-person/weekly meetings)</p> <p>Current selected issues, policies, and research in medical education.</p>
<b>MED:9713</b>	<p><b>Assessment in Medical Education</b></p> <p>Fall (TBD)</p> <p>Students will become familiar with assessment methods in medical education, including simulated patients, clinical evaluation forms, simulation and various test question formats. MED:9712 is a prerequisite.</p>
<b>MED:9703</b>	<p><b>Educational Research and Evaluation</b></p> <p>Spring (Online with meetings every other week)</p> <p>This course is designed to develop the foundational skills and knowledge needed to assess and design research/evaluation studies in medical education. It will provide an overview of the principles of research design, data collection, and data analysis used in educational research and evaluation. Throughout the course, students will use these principles to design a research/evaluation study of interest to them. Familiarity with educational measurement (050:712) and assessment (050:713) would be helpful but is not required.</p>
<b>MED:9720</b>	<p><b>Portfolio</b></p> <p>As scheduled</p> <p>This course is taken after completing the other courses in the degree. Students will assemble a portfolio of their accomplishments in the degree program, synthesize the products according to the program's goals or learner-identified themes, and do a presentation for faculty and students to summarize the results.</p>

<b>ELECTIVES</b>	
<b>MED:9726</b>	<b>Curriculum Development in Medical Education</b>
	As scheduled
	This course will assist learners in curriculum development by combining knowledge & experiences gained from the Instructional Design and Technology, Teaching Methods in Medical Education, Clinical Teaching in Medical Education courses. By the end of the course, learners will have: 1. Identified an area/topic for the creation of a curriculum. 2. Conducted a needs assessment to identify topics and/or components of the curriculum. 3. Created a plan with curriculum goals, intended learning objectives, and methods for evaluation. 4. Developed primary planning and aspects of the Implementation and Evaluation phases of the model.
<b>MED:9728</b>	<b>Educational Research and Evaluation in Practice</b>
	As scheduled
	Mentored research on a topic of interest in health professions education, including obtaining Institutional Review Board (IRB) approval, developing or refining data collection instruments, conducting primary data collection, assisting with statistical or qualitative data analysis and interpretation, and preparing scholarly submissions such as manuscripts and conference abstracts.
<b>MED:9722</b>	<b>Independent Study</b>
	As scheduled
	Varied to students' interests.
<b>MED:9724</b>	<b>Leadership in Medicine</b>
	As scheduled
	This course introduces learners to basic leadership and management theories as they pertain to a health care setting. The course will focus on helping learners understand the history of leadership development, various components of leadership, and how these components can be used to be a successful leader/administrator.
<b>MED:9725</b>	<b>Simulation in Medical Education</b>
	As scheduled
	Students enrolled in this course will learn about the appropriate uses of various types of simulation in medical education. They will learn how to design, deliver, and debrief a simulation activity, and will learn about the literature supporting the use of simulation in medical education.
<b>MED:9721</b>	<b>Study in Faculty Development</b>
	As scheduled
	This course is designed to provide conceptual and practical skills and knowledge to persons interested in promoting faculty development of educational skills among their peers. In order to achieve this goal, participants will be exposed to course content focusing on teaching skills, instructional design and professional development in the context of the UICCOM Teaching Scholars program. In addition, students in this course will participate in in-depth project development and implementation as well as several experiential activities applying best practices in faculty development.
<b>MED:9727</b>	<b>Teaching and Assessing Communication Skills in Medical Education</b>
	As scheduled
	The purpose of this course is to explore broad issues related to both teaching and assessing clinician-patient communication skills in medical education. Students will review literature on best practices in clinician-patient communication and on teaching and/or assessing these skills among medical learners. Students will explore observation and feedback as key technique in addressing communication skills through observation of peers and learners and also video recording their own interactions with patients. Each student will choose a project focus related to their own interests and will be expected to develop an 8-10 page paper related to this topic by the end of the semester.