

# HEALTH PROFESSIONS TEACHING AND TECHNOLOGY

## **HPTT 801 FOUNDATIONS OF HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

This course presents the basic concepts and processes of curriculum and instruction, including learning theories, curriculum planning, teaching modalities, and curriculum evaluation. Topics are selected to give students a basic understanding of pedagogy. Evaluation is based on weekly discussion posts and papers.

Prerequisite: Enrollment in the HPTT Program or instructor permission.  
Typically Offered: FALL

## **HPTT 802 INSTRUCTIONAL DESIGN FOR HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

This course focuses on the fundamentals of instructional design for developing highly effective instruction. Topics include the science of how people learn, learning situations and characteristics, task and needs analysis, development of goals and objectives, principles of design process, assessment strategies (formative and summative), and concepts of design for a variety of environments and instructional modalities.

Prerequisite: Enrollment in the HPTT Program or instructor permission.  
Typically Offered: SPRING

## **HPTT 803 INTEGRATING TECHNOLOGY INTO HEALTH PROFESSIONS CURRICULUM 3 Credit Hours**

This course is intended to prepare the graduate student, professional student, health educators or health professional to integrate technology into health sciences curriculum. It is designed to help health profession educators to become confident with the practical applications of technology integration when constructing curriculum. This course will focus on integrating modern technologies in the traditional, online, hybrid and flipped classrooms.

Prerequisite: Enrollment in the HPTT Program or instructor permission.  
Typically Offered: SUMMER

## **HPTT 804 MULTIMEDIA AND EMERGING TECHNOLOGIES FOR LEARNING IN THE HEALTH PROFESSIONS 3 Credit Hours**

This course provides participants with an introduction to the use of multimedia and emerging technology for teaching and learning in the health professions. Participants will develop skills and apply knowledge using technology tools to enhance their profession. Participants will research, discuss and share current technology trends in health professions. They will engage with multimedia and telecommunication solutions, evaluate existing and emerging technology learning opportunities and articulate personal principles concerning technology for teaching and learning.

Prerequisite: Enrollment in the HPTT Program or instructor permission.  
Typically Offered: FALL

## **HPTT 805 EVALUATION AND ASSESSMENT OF TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

This course explores the nature, objective, and basic procedures of assessment and program evaluation as applied to the various aspects of health professions education settings. The course will examine technical characteristics of various assessment methods, including both traditional and alternative methods. In addition, the course will analyze and discuss various topics in assessment such as authentic assessment, large-scale assessment, formative assessment, and assessment for program evaluation. Additional topics will include accreditation, program review, benchmarking, and evaluation of teaching in health professions programs.

Prerequisite: Enrollment in the HPTT Program or instructor permission, HPTT 601/HPME 801, HPTT 602/HPME 802.

Typically Offered: FALL

## **HPTT 810 OVERVIEW OF HEALTH PROFESSIONS EDUCATION TEACHING AND TECHNOLOGY 1 Credit Hour**

This online course presents a broad overview of topics in teaching in the health professions. The primary focus will present information on educational pedagogy, instructional design and the evaluation of learning and teaching. Other topics relative to the delivery of quality educational materials in the health professions will be introduced, such as leadership, the use of simulation, the use of technology in the delivery of instruction and how to assure the quality of online delivery. Pre-req: Permission from the instructor.

Typically Offered: FALL/SP/SU

## **HPTT 820 DISTANCE EDUCATION IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

Distance education for the health professions is an asynchronous, on-line course which will focus on the practical aspects of developing and facilitating distance education courses in medical education. The course will cover various aspects of online course delivery and design including the creation and facilitation of interaction, the creation of assignments and assessments for on-line learning, course etiquette and ADA compliance. As part of the course, participants will have the opportunity to develop a distance course module grounded in distance education theory and instructional design principles.

Prerequisite: Enrollment in the HPTT Program, HPTT 604/HPME 804 or instructor permission.

Typically Offered: SPRING

## **HPTT 821 FUNDAMENTALS OF ADULT LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

Fundamentals of Adult Learning for the Health Professions is an on-line course which will focus on adult learning in medical education. As part of this course, students will explore the evolution of adult learning theory including traditional and emerging views of the practice of adult learning, such as andragogy, self-directed learning, transformative learning, social and cognitive constructivism, and critical reflection. The goal of this course is to give the student an overview of these major theories and current research related to adult learning along with providing ideas on how to apply these concepts to practice.

Prerequisite: Enrollment in the HPTT Program or instructor permission.

Typically Offered: SPRING

**HPTT 822 COGNITIVE PSYCHOLOGY APPLIED TO HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

This course will explore the construct of cognitive psychology as it relates to both personal experiences and pedagogical implications for the health care professional or educator. A foundation of cognitive psychology, relationship to neuroscience, perception, attention, working memory, long-term memory, visual imagery, language, metacognition, problem solving, reasoning, and decision making are key elements related to cognitive psychology that will be examined throughout the course. A connection to how these foundational elements of cognitive psychology are impacted by the unique environment of the healthcare professional or educator will be a central theme of the course.

Prerequisite: Enrollment in the HPTT Program, HPTT 601/HPME 801 or instructor permission.

Typically Offered: SUMMER

**HPTT 823 LEADERSHIP IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

This course is an in-depth exploration the knowledge, skills, attitudes, and competencies required for leadership in the context of complex health care and health professions education organizations. Leadership theory will be used as a framework for enhancing organizational behavior focusing on both individual and team performance.

Typically Offered: SPRING

**HPTT 824 SIMULATED AND VIRTUAL LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

This course provides students the tools they need to design and perform simulation in an educationally sound manner. Emphasis will be placed on practical application of teaching/learning theory in simulation environments by promoting the transfer of theory to practice. Students will examine a variety of simulation techniques, strategies and the role they play in the education and training of the healthcare professionals.

Typically Offered: FALL

**HPTT 825 ESSENTIALS OF E-MODULE DEVELOPMENT 3 Credit Hours**

This course is intended to prepare the graduate student, professional student, health educators, or health professionals to create interactive, e-learning modules for implementation into the curriculum. The course will utilize the knowledge and skills in the HPTT core program enabling students to design and develop an e-module with a facilitator guide following best practices for adult learners

Prerequisite: HPTT 801 Foundations of Health Professions Education; HPTT 802 Instructional Design for Health Professions Education, enrollment in the Master of Health Professions Teaching and Technology Program or permission from the instructor. Instructor permission required for non-degree seeking students. Suggested, but not required prerequisites: HPTT 804 Multimedia and Emerging Technologies for Learning in the Health Professions.

Typically Offered: SUMMER

Capacity: 16

**HPTT 830 RESEARCH ANALYSIS AND DESIGN FOR HEALTH PROFESSIONS EDUCATION 3 Credit Hours**

The purpose of this course is to provide an introduction to research methods likely to be encountered during a health professions teaching and technology career. Learners will demonstrate the steps of scientific research. This course will cover topics including formulation of a research problem, sampling and research design, dissemination of research findings, and research proposal writing. These topics will be discussed in detail and result in the learners demonstrating the application of newly acquired skills through critical review of peer-reviewed scientific articles. Research ethics is large component of the course. Learners will complete the Collaborative Institutional Training Initiative (CITI) training program as well as learn about the Institutional Review Board (IRB) processes and applications. Through an iterative process of group feedback and project refinement, each learner will develop a research/grant proposal which can be included in an e-portfolio.

Prerequisite: Enrollment in the HPTT Program or instructor permission.

Typically Offered: SPRING

**HPTT 831 DIGITAL PORTFOLIO CAPSTONE: PART 1 1 Credit Hour**

This course provides participants with an introduction to professional digital portfolios that will be utilized by the graduate candidate wishing to complete the requirements for graduation with the Master of Health Professions Teaching and Technology degree. An electronic portfolio will be developed during the graduate candidate's experience in the MHPTT program.

Prerequisite: Enrollment in the HPTT Program or instructor permission.

Typically Offered: FALL/SP/SU

**HPTT 832 DIGITAL PORTFOLIO CAPSTONE: PART 2 2 Credit Hours**

This course provides students with the time and focus to complete their digital portfolio, which was introduced in MHPTT 631/831 Digital Portfolio Capstone: Part 1. The portfolio will include artifacts that are exemplary examples of the graduate candidates work.

Prerequisite: Enrollment in the HPTT Program, HPTT 630 or instructor permission.

Typically Offered: FALL/SP/SU

**HPTT 876 HEALTH EDUCATORS AND ACADEMIC LEADERS, SEMINAR SERIES A 1 Credit Hour**

This section of the Health Educators and Academic Leaders (HEAL) curriculum aims at providing a foundation in some core elements of adult education within the context of the health professions. Learners are introduced to adult learning theory and curriculum development to set the stage for an intentional approach to educating adults in the health professions. They practice creating a safe learning environment as well as both recognizing and utilizing teaching opportunities prepares learners to make best use of their everyday school and workplace experiences. Familiarization with a strengths-based approach toward leadership and reflection on their own strengths will help learners better understand themselves and primes them to develop and hone their own teaching strategies with respect to their unique talents.

Prerequisite: Enrollment in the Health Educator Academic Leaders (Heal) Track or permission from the instructor.

Instructor: Cory Rohlfson, MD

Typically Offered: FALL

**HPTT 877 HEALTH EDUCATORS AND ACADEMIC LEADERS, SEMINAR  
SERIES B 1 Credit Hour**

Students enrolled in this section of the Health Educators and Academic Leaders (HEAL) curriculum will apply concepts pertaining to adult learning theory and the creation of a learning environment on a smaller scale. Learners will develop education-based skills focused on more individualized and hands-on instruction. Learners will practice assessing students in order to provide individualized and formative feedback while gaining experience teaching more technical skills and incorporating technological innovation in educational instruction. With a strengths-based leadership approach to team building, participants will identify others' strengths and navigate individuals' differences while incorporating aspects of diversity, equity, and inclusion training. Participants will have previously been exposed to the foundation of curriculum development; an introduction into mixed methods research will prepare them to begin evaluating educational instruction and initiatives.

Prerequisite: Enrollment in the Health Educator Academic Leaders (Heal) Track or permission from the instructor.

Instructor: Cory Rohlfesen, MD

Typically Offered: SPRING

**HPTT 878 HEALTH EDUCATORS AND ACADEMIC LEADERS, SEMINAR  
SERIES C 1 Credit Hour**

Students enrolled in this section of the Health Educators and Academic Leaders (HEAL) curriculum will further investigate foundational principles core to curriculum development through the lens of Kern's approach to curricular design and evaluation. Learners will explore the ethical implications of involving students and peers in curricular studies, engaging with important considerations for the design of curricular evaluation. They will review statistics key to quantitative assessment and incorporate new tools aimed at study design and curriculum evaluation with qualitative methods of assessment. Shifting to more interpersonal skills, learners will appreciate the role of emotional intelligence in leadership and education while also developing skills in negotiation and conflict resolution in order to navigate breakdowns in teams.

Prerequisite: Enrollment in the Health Educator Academic Leaders (Heal) Track or permission from the instructor.

Instructor: Cory Rohlfesen, MD

Typically Offered: FALL

**HPTT 879 HEALTH EDUCATORS AND ACADEMIC LEADERS, SEMINAR  
SERIES D 1 Credit Hour**

Students enrolled in this section of the Health Educators and Academic Leaders (HEAL) curriculum will synthesize previously acquired skills in order to apply them in more nuanced educational settings. Teaching clinical reasoning and critical thinking skills will require learners to assess students on an individual level and provide formative feedback. Small group facilitation will emphasize the creation of an appropriate learning climate while practicing team building, negotiation, and at times conflict resolution. Simulation will build upon teaching procedural skills in a more dynamic setting with incorporation of various technology interfaces. Practice designing one's "design process" will pull from Stanford's d.school and previous instruction on curriculum design and education to help shape individuals' creative problem solving process to align with their individual strengths. Lastly, learners will discuss academia and how to both develop their own careers while also contributing to the development of the careers of others.

Prerequisite: Enrollment in the Health Educator Academic Leaders (Heal) Track or permission from the instructor.

Instructor: Cory Rohlfesen, MD

Typically Offered: SPRING