

## Simulation in Medical Education Degree and Certificate Options

### ❖ Masters of Medical Education Leadership (2 years, 33 credit hours)

The purpose of the master's in medical educational and leadership program is to prepare the fellow to assume or enhance their educational leadership roles in a variety of medical and health care training programs. This program is designed to provide advanced education in the areas of curriculum and instruction, leadership and administration, and educational research and evaluation with opportunities for immediate and on-going application to the pediatric emergency professional's environment.

The 33 credit Masters of Science in Medical Education and Leadership is a two-year web-based program offered through the University of New England that is designed especially for working professionals. Fellow will share and gain expertise in academic medicine within a web-based instructional setting that provides flexibility of time.

The Masters of Science in Medical Education is designed to specifically enhance fellows' skills in a variety of professional areas - curriculum, instruction, assessment, personnel development, organizational development, leadership skills, and research and evaluation. The graduating fellow will have a knowledge base that will allow for rapid ascension to a leadership position within medical education.

Courses are offered continuously over each 12-month cycle.

	<b>Credits</b>
MEL 604 Curriculum Program Development	3
MEL 605 Improving Instructional Effectiveness	3
MEL 606 Learner Assessment & Program Evaluation	3
MEL 610 Leadership Skills in Academic Medicine	3
MEL 611 Professional Dev: Developing a Culture of Life-Long Learning	3
MEL 612 Organizational Development: Fostering the Learning Environment	3
MEL 620 Research and Evaluation in Medical Education	3
MEL 651 Applied Project in Curriculum or Leadership I	3
MEL 652 Applied Project in Curriculum or Leadership II	3
MEL Electives*	6

#### \*MEL Elective Courses

MEL 630 Special Topics (3 credits)

MEL 639 Independent Study (3 - 6 credits)

#### MEL 604 Curriculum Design & Program Development (3 cr)

Curriculum work is a complex and sophisticated endeavor. Students will come to understand the curriculum & program planning process by working through experiences that will promote the cognitive, personal and social development of curriculum planners. The course challenges curriculum planners to be inquirers and to critically examine the practices of medical & other clinical educational programs. We will explore questions both in theory and in practice by examining the foundations and principles of curriculum development. We will consider the institutional context and the collaborative nature of much of curriculum work. The course provides numerous practical ideas for engaging in the work of curriculum development and implementation.

#### MEL 605 Improving Instructional Effectiveness (3 cr)

This course introduces key concepts in theories of learning, adult learning principles, and their application to instructional design and improved teaching and learning. Theoretical and practical approaches to organizing learning experiences in a variety of settings [small group, large group, teams, simulations, and collaboration] will be examined. Students will be asked to describe the application of these approaches to their own learning environment.

#### MEL 606 Learner Assessment & Program Evaluation (3 cr)

Assessing learner outcomes is an essential component of any educational activity and applies to individual sessions as much as to multi-year curricula. Such assessment is critical to making decisions – decisions about improving the curriculum, advancing students, competence attainment, program evaluation and numerous others. This course will address the procedures and practices that produce high-quality assessment information that can support these decisions. We will closely examine the learning goals of a curriculum and how these outcomes can be translated into measureable outcomes. We will also probe the nuances of different types of outcomes and how these differences link to preferred assessment methods. These activities will be structured around the development of an “assessment blueprint” that each course participant will design in connection with the curriculum developed in MEL604

#### MEL 610 Leadership Skills in Medical Education (3 cr)

This course introduces multiple concepts and theories regarding leadership approaches and skills. We will apply such concepts for medical education leaders. The course will focus on differences between leadership vs. management, and specific areas necessary for a successful leader [e.g., meeting management, communications, negotiation techniques, marketing]. Students will explore their own preferred leadership styles. As much as possible, students will describe application of this new knowledge and/or skills to their own current situations.

### MEL 611 Professional Development: Developing a Culture of Life-long Learning [3 cr]

This interactive course is designed to provide students with a comprehensive introduction to human resource issues important to leaders in medical education. The content includes: team building; communication styles; conflict resolution; hiring, engaging and retaining staff; development of professional portfolios; and recognition of contributions to educational programs. Participants will bring a human resource case study to the group at the outset. Through the course, they will collaborate with classmates to identify best practice solutions.

### MEL 612 Organizational Development: Fostering a Learning Environment (3 cr)

This course introduces multiple concepts and theories regarding organizational development. We will apply such concepts for medical education leaders. The course will focus on differences between types of organizations, smaller components within organizations, meeting management, succession planning, and politics. Students will explore their own role within organizations as they foster a learning environment. As much as possible, students will describe application of this new knowledge and/or skills to their own current situations

### MEL 620 Research and Evaluation in Medical Education (3 cr)

The central focus of the course is the study of the concepts, principles, and methods of research and program evaluation in medical education. The course emphasizes the principles of research and evaluation design, how to access current research in medical education and write a research review, sampling procedures, tools of data collection and data analysis, and the scientific method of problem solving.

### MEL 651-652 Applied Project in Curriculum or Leadership (6 cr)

Each student will be expected to consult with the course advisor and to identify an educational issue of professional importance in his or her unit or institution with focus on either curriculum or leadership. The applied project provides an opportunity to show the integration of knowledge and skills from several of the core courses and synthesize the formal knowledge into field-based applications. Within the applied project, the learner continues to observe the nature, scope, and function of medical education leadership in the natural setting.

### Electronic Professional Portfolio

During the two-year program, students will fill an electronic portfolio with evidence of growing competency as a medical education leader. Upon graduation, the student will have a robust electronic document that will focus on medical education leadership, but also be part of a professional record for current and future professional positions. A portfolio is a record of growth, achievement, and professional attributes. It illustrates progression to competence over time. The portfolio itself is the product of, and cannot be separated from, the reflection and assessment processes required to produce it. Students will work with course faculty and MMEL Director to build and refine the portfolio. The Exhibits will demonstrate evidence of competence for each of the seven MMEL/ELCC outcomes: educational vision, program

development/staff development, organizational management, collaboration skills, ethics, educational context, and research capacity. Some of the exhibits will come from course projects; others will come from local professional tasks. The portfolio will be presented at the end of the program for review. The Portfolio serves several purposes: a record and display of professional goals, growth, and achievement; a collection of materials that demonstrate competency; an exhibit of work that supports self-marketing upon graduation; a foundation for career-long self-directed professional growth

❖ **Certificate: Academic Program Development (1 year, 9 credits)**

This nine-credit hour program provides fellows with the core program development concepts in curriculum, instruction, and assessment.

	<b>Credits</b>
MEL 604 Curriculum Program Development	3
MEL 605 Improving Instructional Effectiveness	3
MEL 606 Learner Assessment & Program Evaluation	3

❖ **Certificate: Academic Leadership Development (1 year, 9 credits)**

This nine-credit hour program provides fellows with the core leadership development concepts in personnel development, organization development, and leadership skill training.

	<b>Credits</b>
MEL 610 Leadership Skills in Academic Medicine	3
MEL 611 Professional Developing a Culture of Lifelong Learning	3
MEL 612 Organizational Development: Fostering the Learning Environment	3