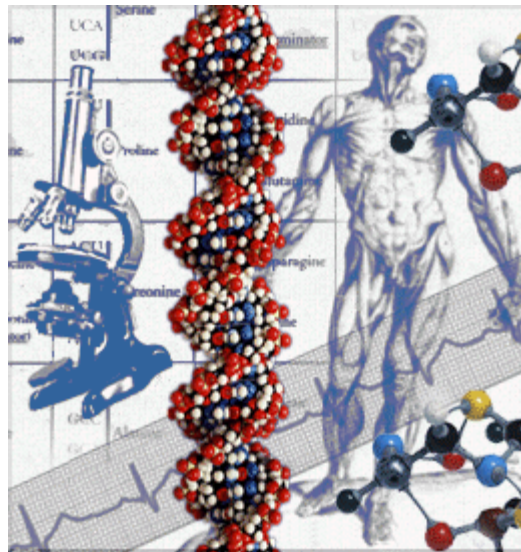


**The University of Texas at El Paso
College of Health Sciences
Clinical Laboratory Science Program**

**CLSC 4273
Clinical Education**



Course Syllabus, Fall 2009

Course Schedule: CLSC 4273 Clinical Education
Wednesday 5:30 – 7:30 p.m. Room 602, Hybrid course

Instructor: M. Lorraine Torres, MT(ASCP), CLS(NCA), ABD

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Office hours: Monday and Wednesday from 3:00 – 4:00 p.m.
Friday 9:00 – 12:00, or by appointment

Course Description

This course will cover basic teaching techniques, development of continuing education programs, and proposal writing.

Course Goal

The Clinical Laboratory Scientist serves in a teaching role in numerous instances. Some Clinical Laboratory Scientists have made teaching the major focus of their career in education programs or in clinical settings, while others are requested to provide lectures, demonstrations, or presentation. At the end of this course, the CLS student will gain the necessary skills needed for future educational roles.

Course Objectives*

Upon successful completion of this course, the student will be able to:

1. Describe the characteristics and qualities of an effective instructor (level 1)
2. Define basic educational terms (level 1)
 - 2.1 Competence or competency
 - 2.2 Objectives
 - 2.3 Curriculum (as it applies to laboratory science programs)
 - 2.4 Articulation (as it applies to laboratory science programs)
 - 2.5 Continuing education unit (CEU)
 - 2.6 Accreditation
 - 2.7 Certification
 - 2.8 Licensure
 - 2.9 Registration
3. Identify and describe the three domains of learning (level 1)
 - 3.1 Cognitive
 - 3.2 Psychomotor
 - 3.3 Affective
4. Describe the three modified taxonomy levels for the cognitive domain (level 1)
 - 4.1 Level 1: Recall of information (knowledge)
 - 4.2 Level 2: Understand information and applying it to other material or new situations (comprehension/application)
 - 4.3 Level 3: Problem solving (analysis/synthesis/evaluation)
5. Explain the purposes and uses of objectives (level 1)
6. List the components of a well-written objective (level 1)
7. Given an example of an objective, identify the domain, and if in the cognitive domain, identify the correct taxonomic level (level 2)
8. Given an example of a learning activity and the educational level of the learners, write objectives in the appropriate domains and at the appropriate taxonomic levels (level 3)
9. State the purposes for evaluating learner performance and the type of evaluation instruments available for use with each educational domain (level 1)
10. Define, compare, and contrast terms used with various evaluation instruments (level 1)
 - 10.1 Criterion referenced and norm referenced examinations
 - 10.2 Formative and summative evaluation
 - 10.3 Subjective and objective evaluation
11. Choose the most objective and effective evaluation method to use for a given learner performance (level 1)

12. Describe (level 1) and write (level 2) effective examination questions
 - 12.1 True-false
 - 12.2 Multiple choice
 - 12.3 Matching
 - 12.4 Short answer
 - 12.5 Essay
13. Analyze multiple-choice questions to evaluate whether the question is correctly written; strengthen the item if needed (Level 3)
14. Prepare an examination correlating objectives with test items (level 3)
15. Explain at least three common errors made by evaluators when using “rating scales” (level 1)
16. Describe and contrast instructional methods; give examples for the appropriate use of each method (level 2)
 - 16.1 Lecture
 - 16.2 Discussion/tutorial
 - 16.3 Demonstration
 - 16.4 Simulation/role-playing/practice
 - 16.5 Individualized self instruction/computer instructional unit
 - 16.6 Problem based learning
 - 16.7 Cooperative learning
17. Discuss the effective use of instructional technology in the delivery of educational materials (level 2)
 - 17.1 Audio-visual program
 - 17.2 Computer assisted programs
 - 17.3 Internet
 - 17.4 Distance learning methods (on-line courses)
18. Prepare and deliver an effective presentation (level 3)
19. State the elements needed to create an effective environment for clinical education, including the relationship of clinical methods to theoretical knowledge (level 1)
20. Discuss the development of curricula using task analysis and other curriculum development techniques (level 3)
21. Describe the legal requirement for maintaining and storing student records and state the rights of students in relation to their records (level 1)

*From Body of Knowledge Section K, K. 1 – K. 2 (Education, Clinical Laboratory Scientist)

TEXTBOOK – CD: Beck, S.J. & LeGrys, Vicky A. (2007). Clinical Laboratory Education. Bethesda, MD; The American Society for Clinical Laboratory Science.

EXAMINATIONS:

Six exams and a comprehensive final will be given. Exams are worth 30% of the total grade and the final is worth 40%. **No make up exams will be given.** If an exam is missed (0%) the final grade will be based on the average of 4 exams. None of the test grades will be dropped.

GRADING SCALE:

A 100 - 90%
 B 89 - 80%
 C 79 - 75 %
 D 74.9 – 70%
 F 69 or below

FINAL GRADE CALCULATION:

Exams	30%
homework	10%
Capstone Project	40%
Final	20%

INSTRUCTIONAL STRATEGIES:

This is a hybrid course where we will meet on ground and in the WEB CT course. In order to be successful in this class, please follow the “What Do I Do” instructions on the next page. After completing six weeks of educational instruction and following the “Requirements for Education Instructional Project” the student will present a 50 minute educational instructional unit. The student will choose the venue and topic (upon instructor’s approval). The student will inform the instructor of the date and time of the educational unit at which time the instructor will evaluate the student. The student evaluation rubric can be found at the end of the syllabus.

Requirements for Education Instructional Project (Capstone Project)

Before the student presents their instructional unit, they must present the instructor with the following documents.

1. Must include a rationale for your choice of learning activity.
2. Goals of instructional unit
3. Must state at least 6 objectives of the instructional unit. You must include the objectives at all three domains of learning and all three taxonomy levels for the cognitive domains. (You need to include psychomotor even if you do not plan to do a hands on exercise).
4. Must include an examination of at least 10 questions, using different methods, i.e. multiple choice, true/false, matching, etc. These exam questions must be written to match your objectives and written at different taxonomy levels.
5. You must include a “Blue Print” of the exam.
6. You will be evaluated by your students and the course instructor.

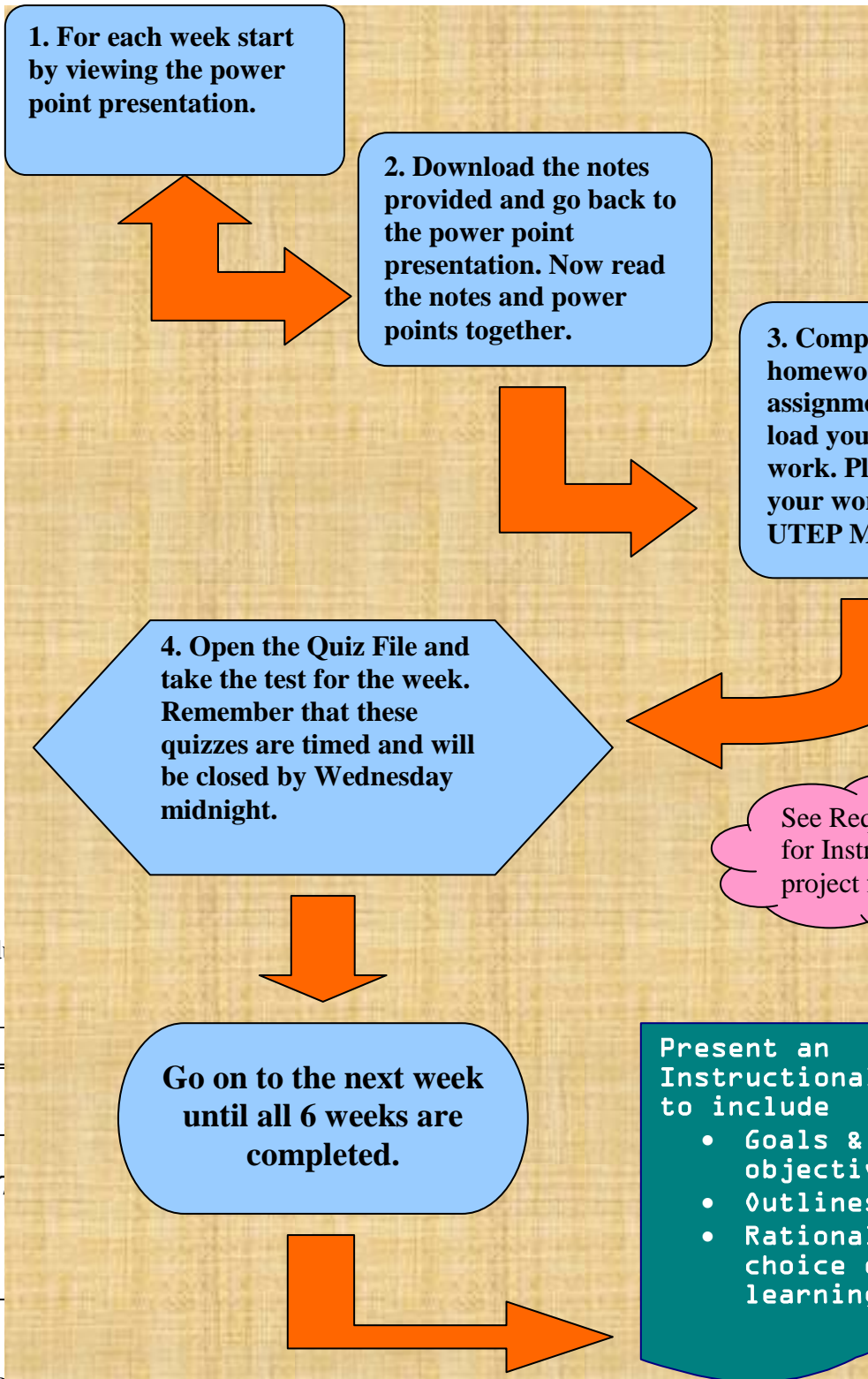
This is 40% of your Final Grade for the course, CLSC 4273

What Do I Do?

CLS Ed

Name of Presenter: _____

CATEGORIES TO EVALUATE	
<p>Summary A short written outline / notes distributed at the beginning of presentation</p>	7
<p>Introduction of subject Speaker should give the audience some general background that makes a connection with what they already know and leads them</p>	<p>given and additional if it is of high quality</p> <p>MAX = 20 points</p>



gradually into the subject		
<p>Presentation of the body or main part of the talk</p> <p>Evaluation must be subjective. However, one might observe whether material is presented to support points that are made.</p>	<p>MAX = 40 points (exceptional)</p> <p>39 = outstanding</p> <p>35 = good</p> <p>30 = average or fair</p> <p>25 = adequate but below average</p> <p>20 = below average (poor)</p>	
<p>Conclusion & Discussion</p> <p>Speaker should briefly summarize the main points. How does speaker handle questions? Is speaker bluffing?</p>	<p>Award 6 points for summary and additional points for discussion of good quality</p> <p>MAX = 10 points</p>	
<p>Timing</p> <p>Did speaker budget time adequately?</p>	<p>Award 5 – 10 points</p>	
<p>Visual aids</p>	<p>Award 6 points if visual aids are used and additional points if they are of outstanding quality</p> <p>MAX = 10 points</p>	
<p>Comments</p> <p>How can the speaker improve his/her future presentations? Use the back of this sheet for your comments</p>	<p>Add up the points in the columns to the right</p>	<p>TOTAL POINTS</p>