

MDID 6210: Educational Scholarship as Quality Improvement: A primer for students Syllabus

Approved: 4/3/2020

Credit Hours: 1

Contact Information

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Course Information

Brief Description of Course

This four-week one credit elective will provide a strong foundation for students in educational scholarship, a foundation upon which they can build throughout their careers as they act on a commitment to continuous quality improvement of their professional practice as clinicians, teachers, mentors, etc. The course balances individual reading and project work with synchronous and asynchronous on-line group collaborations requiring approximately 10 hours per week.

Course Objectives

As a result of successfully completing the Educational Scholarship as Quality Improvement: A primer for students, students will be able to:

1. Differentiate among different forms of inquiry, including educational research, educational scholarship, action research, course evaluation, and continuous quality improvement
2. Explain how educational scholarship is a process of building 'shared platforms of understanding' within meaningful communities of practice
3. Describe the relationship between conceptual frameworks, guiding questions, data collection methods, and data analysis and the relative importance of each.
4. Prioritize options for disseminating the outcomes of educational scholarship to optimize impact.

Course Format & Schedule

Timeline

April 13 – May 8

Weekly meetings on Tuesdays 2 to 4 p.m. (meeting link will be posted on Canvas)

Week 1: Introduction to educational scholarship, conceptual frameworks, research questions

Week 2: Quantitative methods + first group peer review session

Week 3: Qualitative methods + first group peer review session

Week 4: Dissemination of educational scholarship

Educational and Instructional Modalities

Modality	Percentage
Zoom synchronous sessions	20%
Independent reading, independent completion of assignments	55%
Asynchronous group work	25%

Role of the Student in this Course

Actively participate in all synchronous and asynchronous activities and thoughtfully complete readings and assignments

Required Textbooks/Readings

[Research in Medical Education: A Primer for Students](#)

Selected published manuscripts assigned for each week

Additional Resources

Internal resources on educational scholarship

Published manuscripts reporting educational scholarship

Assessment & Grading

	Must Pass/ Must Complete	Due Date
Assignments and Must Complete Elements		
Quality of participation in synchronous and asynchronous activities	X	Weekly
Draft proposal for educational scholarship project	X	Weekly
Narrative reflection on the likely role of scholarship in one's career	X	Last day of course (5/8)

Grading System

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course:

PASS: A student who achieves all of the criteria will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve all of the criteria for PASS will be assigned a grade of FAIL for the course.

Criteria to Pass include: Attending at least 75% of synchronous sessions, completing the proposal to acceptable standards, and completing the narrative reflection to acceptable standards.

Student Feedback

Providing feedback is an important aspect of your professionalism expectation and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.