

Module Title	Learning and Teaching in Healthcare				
Module Code	FMED-537				
Module Type	Elective				
Level	2 <sup>nd</sup> Cycle				
Year / Semester	2 / 3				
Teacher's Name	Prof. Peter McCrorie Dr Irene Cotter				
ECTS Credits	4	Lectures	14	Interactive learning activities	4
Module Purpose and Objectives	<p>The main objectives of the module are to:</p> <ul style="list-style-type: none"> <li>• Outline the Duties of a Doctor as described in Good Medical Practice.</li> <li>• Describe the 4 Domains of Good Medical Practice.</li> <li>• Outline some theories in medical education.</li> <li>• Discuss the application of these theories to enhance learning.</li> <li>• Explore students' own experiences of learning.</li> <li>• Discover students' own preferred learning styles.</li> <li>• Outline the contributions to education theory by Kolb, Pavlov, Vygotsky, Knowles, Maslow, Piaget, Lave &amp; Wenger.</li> <li>• Discuss how understanding of learning theory might improve practice.</li> <li>• Define the role and purpose of a curriculum.</li> <li>• Discuss learning outcomes versus learning objectives.</li> <li>• Discuss aspects of curricula.</li> <li>• Describe a curriculum blueprint.</li> <li>• Outline the RCGP curriculum framework.</li> <li>• Think about their own views of small and large group teaching.</li> <li>• Outline different methods of teaching and facilitation.</li> <li>• Discuss the role of the tutor.</li> <li>• Use triggers to create a teaching activity.</li> <li>• Explain the educational principles behind Problem Based Learning.</li> <li>• Think about what makes a good presentation.</li> <li>• Outline the necessary planning for a presentation.</li> <li>• Comment on good and poor PowerPoint slides.</li> <li>• Describe the dos and don'ts of PowerPoint presentations.</li> <li>• Identify needs and opportunities in the clinical workplace.</li> <li>• Discuss various teaching options.</li> <li>• Discuss methods of feedback and helping students in difficulty.</li> <li>• Explain the basic principles of fair assessment.</li> <li>• Discuss how to make assessments valid and reliable.</li> <li>• Explain the importance of sampling, blueprinting and standard setting.</li> <li>• Discuss the pros and cons of multiple choice questions for the assessment of knowledge.</li> <li>• Describe the characteristics of a good single best answer question.</li> <li>• Outline the characteristics of extended matching questions, short answer questions and modified essay questions.</li> <li>• Define an OSCE and explain how it works.</li> <li>• Explain why OSCEs are used to assess clinical skills.</li> </ul>				

	<ul style="list-style-type: none"> <li>List the domains tested in an OSCE.</li> <li>Describe types of OSCE stations in use.</li> <li>Outline how an OSCE is blueprinted.</li> <li>Address some frequently asked questions about OSCEs.</li> <li>Define and explain the purpose of workplace based assessments.</li> <li>Describe the features of the Case Based Discussion, Mini Clinical Evaluation Exercise, Direct Observation of Procedural Skills and Consultation Observation Tool.</li> <li>Outline ways of assessing professional behaviour.</li> <li>Discuss reflective practice.</li> <li>Define and give examples of Quality Improvement Activities.</li> <li>Discuss the development of leadership skills in contemporary medical practice.</li> <li>Describe the importance of research and integrity in clinical academic practice.</li> </ul>												
Learning Outcomes	<p>After completion of the module students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Develop the basic competencies of teaching and assessment necessary to become reflective teacher practitioners.</li> <li>Understand core principles of teaching, learning and assessment and develop their abilities to apply these to their own educational contexts.</li> <li>Develop important transferable academic skills (e.g. reflection, critical thinking, academic writing, information literacy and autonomous study skills).</li> <li>Commit to core values for medical educators: quality of patient care; respect; integrity and scholarship.</li> </ul>												
Prerequisites	None	Required	None										
Module Content	<ul style="list-style-type: none"> <li>An Overview of the Learning and Teaching in Healthcare: Educational Theory, Curriculum Planning, Large and Small Group Teaching, the Art of Good presentation, Teaching in the Clinical Setting</li> <li>Assessment and Scholarship in Medical Education</li> </ul>												
Teaching Methodology	<p>This programme is delivered via distance learning (online) and includes recorded lectures, interactive online tutorials (Webinars) and discussion forums, as well as online exercises and other activities.</p>												
Bibliography	<p><b>Required Textbooks / Reading:</b></p> <p>PowerPoint presentations with relevant references and articles will be provided each week. There is no pre-required bibliography.</p> <p><b>Recommended Textbooks / Reading:</b></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Author(s)</th> <th>Publisher</th> <th>Year</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>How we think</td> <td>John Dewey</td> <td>New York: D.C. Heath and Company</td> <td>1933</td> <td>-</td> </tr> </tbody> </table>			Title	Author(s)	Publisher	Year	ISBN	How we think	John Dewey	New York: D.C. Heath and Company	1933	-
Title	Author(s)	Publisher	Year	ISBN									
How we think	John Dewey	New York: D.C. Heath and Company	1933	-									

	The Adult Learner: A Neglected Species	Malcolm Knowles	Gulf Pub Co; 4 <sup>th</sup> edition	1990	978-0884151074
	Experiential Learning: Experience as the Source of Learning and Development	David A. Kolb	Prentice-Hall. Englewood Cliffs	1984	-
	Learning Styles Questionnaire	Peter Honey, Alan Mumford	King of Prussia, PA: Organization Design and Development	1989	-
	The Adult Learner: The definitive classic in adult education and human resource development	Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson	Routledge	2014	978-0415739023
	Situated Learning: Legitimate Peripheral Participation	Jean Lave, Etienne Wenger	Cambridge University Press	1991	-
	Toward a Psychology of Being	Abraham Maslow	Van Nostrand Reinhold	1968	-
	The Child's Conception of the World	Jean Piaget	London. Routledge and Keegan-Paul	1926	-
	The Reflective Practitioner: How Professionals Think in Action	Donald A. Schön	London: Temple Smith	1983	-
	Mind in Society: The Development of Higher	L. S. Vygotsky	Harvard University Press; Revised	1978	978-0674576292

	Psychological Processes		ed. edition		
	Essential Skills for a Medical Teacher: An Introduction to Teaching and Learning in Medicine	Ronald M Harden, Jennifer M Laidlaw	Churchill Livingstone; 1 edition	2012	-
	How to Present at Meetings	George M. Hall	BMJ Books; 2 edition	2007	978-1405139854
	Effective Medical Teaching Skills	Pervinder Bhogal, Guaraang Bhatnagar, Maninder Bhogal, Tom Conner, Shvaita Ralhan, Jane Young, Matt Green	BPP Learning Media	2011	978-1445379555
	Making Sense of Clinical Teaching: A Hands-on Guide to Success	Samy A Azer	CRC Press; 1 edition	2013	-
	Essential Skills for a Medical Teacher: An Introduction to Teaching and Learning in Medicine	Ronald M Harden, Jennifer M Laidlaw	Elsevier	2017	978-0702069581
	How to Teach in Clinical Settings	Mary Seabrook	Wiley	2014	978-1118620939
	Educating the Reflective Practitioner	Donald A. Schön	Jossey-Bass	1987	-

	Curing Health Care: New Strategies for Quality Improvement	Donald M. Berwick, A. Blanton Godfrey, Jane Roessner	Hoboken: Jossey-Bass	1990	-
	Escape Fire: Designs for the Future of Health Care	Donald M. Berwick	Jossey-Bass	2007	-
	Emotional intelligence.	Daniel Goleman	Bloomsbury Publishing	1995	-
	Doing your research project a guide for first-time researchers in education, health and social science	Judith Bell	Maidenhead McGraw-Hill Open University Press	2010	978-0335235827
	How to Do Your Research Project: A Guide for Students in Medicine and The Health Sciences	Caroline Beardsmore	Wiley-Blackwell	2013	-
	The Pocket Guide to Critical Appraisal. A Handbook for Health Care Professionals	Iain Crombie	BMJ Books	2011	-
Assessment	• 1 Assignment				
Language	English				