

GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
Division of Health and Human Services

Course Syllabus

COURSE TITLE: TOPICS IN CLINICAL LABORATORY SCIENCE EDUCATION
COURSE NUMBER: MEDT 435
UNIVERSITY PROFESSOR: Sharon Sibal, MHPE, MT(ASCP)SH
CREDIT: 2 Units
TRIMESTER: Fall 1988
TIME: Mondays, 9:30-11:20 a.m., and arranged hours
PREREQUISITE: Enrollment in Medical Technology or permission of the instructor

COURSE DESCRIPTION:

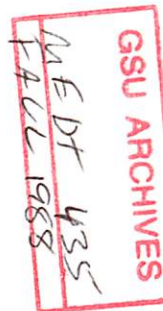
The body of knowledge of clinical laboratory science includes continuing education activities as well as educational techniques. Medical Technology students will have the opportunity to develop skills in teaching didactic and clinical, skills, and in developing cognitive, psychomotor, and affective evaluations.

Professional continuing education programs will also be examined.

TERMINAL COURSE COMPETENCIES:

At the completion of this course, the student should be able to perform all of the following based on sound educational theories and methods:

1. Construct behavioral objectives and competency statements.
2. Design a clinical experience and teach the necessary skills.
3. Give a class presentation.
4. Design a written assessment by developing a table of specifications and developing recall, interpretive, and problem-solving questions.
5. Design a psychomotor evaluation for a laboratory experience.
6. Design an affective evaluation that could be implemented in a student laboratory or in a clinical laboratory.
7. Examine the continuing education activities provided by health care employers and by professional organizations.



SUGGESTED BOOKS:

1. Beck, S.J. and LeGrys V.A.: Clinical Laboratory Education. Norwalk, CT, Appleton & Lange, 1988.
2. Foley, R.P. and Smilansky, J.: Teaching Techniques, A Handbook for Health Professionals. St. Louis, McGraw-Hill Book Co., 1980.
3. Gronlund, N.E.: Constructing Achievement Tests, 3rd ed., Englewood Cliffs, N.J., Prentice-Hall Inc., 1982.
4. Mager, R.F.: Preparing Instructional Objectives. Palo Alto, CA, Fearon Publishers, 1962.
5. Tyler, R.W.: Basic Principles of Curriculum and Instruction. Chicago, University of Chicago Press, 1949.

EVALUATION:

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| I. Design and teach a clinical skill | 30% |
| Requires a minimum of four hours of teaching time in junior laboratory. | |
| II. Psychomotor Evaluation | 10% |
| III. Affective Evaluation or case studies | 10% |
| IV. Written test with: | 15% |
| a) objectives | |
| b) table of specifications | |
| c) test items: two recall MCQs | |
| two interpretive MCQs | |
| two problem solving MCQs | |
| V. Presentation of Journal Article | 15% |
| Students may select from current articles provided by the instructor. | |
| See "Rating Your Lecture" for presentation criteria. | |
| VI. Participation in continuing education: | |
| Paper discussing: 1) <u>what</u> you attended, <u>where</u> , and <u>when</u> , 2) an evaluation of the c.e. activity itself, and 3) what new concepts you learned from the session. Attach certificate of attendance. | |
| Chicago Society for M.T. activity | 10% |

VII. Attendance and class participation
Two points will be deducted for every class missed.

10%

VIII. Creative Projects

Any of the above, except items VI and VII, may be substituted for a pre-approved alternate project. The scope and depth of the project will coincide with the assigned weight of the substituted component. Potential projects include:

- a) investigate curriculum design of M.T. programs
- b) report on program accreditation and self-study guidelines
- c) design a specific course
- d) write a lab manual, autotutorial unit, etc.
- e) report or presentation on interpreting test results
- f) investigate how consumers are educated about lab tests or the field of clinical laboratory science.
- g) design a recruitment campaign and carry it out.

NOTE: The intent of all projects is that the student research the content area and then design the evaluation or project. In some instances, students may wish to revise a current evaluation form or familiar test items rather than create an entirely new set of material. If revision is done, the original data must be properly referenced with clear indication of what is the author's work and what is the student's work.

When personal interviews are conducted or the literature is reviewed, sources must be quoted and referenced properly. Any deviation from this policy will result in an automatic "F" in the course.

CRITERIA FOR ALL WRITTEN WORK:

Grammar, punctuation, spelling, sentence structure.	15
Clarity of thought	15
Topic development.	50
Summary/conclusion	20

Topics in CLS Education
Class Schedule
Mondays, 9:30-11:20 a.m. and arranged hours

<u>DATE</u>	<u>TOPIC</u> (Subject to Change)
Aug.29	Introduction to policies of clinical rotations. Pre-tests administered.
Sept. 5	Holiday
Sept. 12	Course introduction Educational philosophies, theories, and methods.
Sept. 19	Behavioral objectives. Designing a skill lesson.
Sept. 26	Sign-up for teaching a clinical skill or describe alternate project. Psychomotor evaluation.
Oct. 3	Affective case studies. Selection of journal article for presentation.
Oct. 10	No class. (Aurora Blood Drive)
Oct. 17	Constructing a "paper & pencil" test. Students will bring in test questions for analysis.
Oct. 24	Discussion of Special Projects, MEDT 440.
Oct. 31	Presentations of journal articles.
Nov. 7	Presentations of journal articles.
Nov. 14	No class. (compensated time for attending continuing education activity).
Nov. 21	No class. (compensated time for teaching).
Nov. 28	Evaluation of clinical rotations. Current topics.
Dec. 5	No class. (compensated time for teaching).

DEADLINES*

- Sept. 26 Sign-up for teaching a clinical skill (instructor for whom you will be teaching, the skill you will teach, and anticipated date for teaching) or describe negotiated alternate project.
- Oct. 17 Bring in test questions for analysis and discussion. Psychomotor evaluations due.
- Oct. 24 Papers discussing continuing education.
- Oct. 31 or Present journal article
Nov. 7
- Nov. 7 Test items with specifications and objectives.
- Nov. 14 Special Projects proposal.
- Nov. 28 All remaining projects.
If clinical skill is taught in Winter term, this is the only project that may remain incomplete.

*All assignments are due at the beginning of class. No late assignments accepted.