**example 7: master educator**

**INNOVATIVE CURRICULUM DESIGN AND/OR ASSESSMENT WORKSHEET**

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| **Brief description of curriculum or assessment product** | **Curricular Development And Evaluation Certificate Program**: This is a multi-session certificate program designed to develop expert educators in curriculum design and evaluation. |
| **Co-developer(s)** | I collaborated with X |
| **Your role in development** | Co-Course Director, Co-Developer and core teaching faculty |
| **Intended Audience** | Internal medicine residents, fellows, junior and mid-level faculty members at MSSM |
| **Number of Learners Taught or Assessed**  **(Quantity)** | * Length: 2-hour sessions per week x 9 weeks * Total hours per year: 18 hours * Number of learners per 9 week session: 10-14 per year |
| **# Years this has been used** | 4 Years: Year X - present |
| **Goals/Objectives** | * Goal: To provide a practical experience and stepwise approach to curriculum development and evaluation * Objectives: At the end of the course, the learner will:   + Discuss the fundamental theories of learning   + Employ a 6-step approach to curriculum development using practice scenarios and an individual project   + Develop and pilot an individual educational project   + Select and develop learner and program evaluation strategies for the individual educational project   + Develop effective communication strategies when presenting curricula and evaluation projects |
| **Needs Assessment** | * Thus far, there has been no curriculum of its kind at the institution and feedback from medical education faculty here and across the country (at CME courses and national conferences) indicated a tremendous need for such professional development offerings. * We explored the literature and reviewed materials from continuing professional development courses and degree granting programs to design and develop the curriculum for this certificate program. |
| **Design** | * Teaching methods utilized in the course include interactive lectures, small group discussions, work-in-progress presentations, readings, and learning projects. * Interactive curriculum with participants designing and implementing their own curricular projects at the end of the course. * Materials selected for use in the course include: *Curriculum Development For Medical Education: A Six-Step Approach* by David E. Kern, several landmark articles in medical education and curriculum design and presentation slides developed by the course director. |
| **Evaluation Methods and Findings** | **Learner Assessment:**   * All learners are required to have piloted a curriculum in their area of expertise by the end of the course. This curriculum is developed iteratively during the course and learners present their ongoing work several times during the course and receive expert feedback. * In addition, a system is in place to follow-up with all participants on a yearly basis to determine new curricula development and application of skills in their work environment.   **Programmatic Evaluation:**   * End-of-course learner satisfaction ratings regarding the course content and structure.   The course has been conducted for the past 4 years and is universally well reviewed by participants who rate it as excellent to outstanding.   | **Year** | **Year 2** | **Year 3** | **Year 4** | | --- | --- | --- | --- | | **Quality of Course**  *Rating Scale (1-5, 5 Superior)* | N=10  Rating=4.29 | N=12  Rating=4.66 | N=14  Rating=4.85 | | **Quality of Individual Sessions**  *Rating Scale (1-5, 5 Superior)* | N=10  Rating=4.22 | N=12  Rating=4.28 | N=14  Rating=4.35 | | **Quality of Project Feedback Sessions**  *Rating Scale (1-5, 5 Superior)* | N=10  Rating=4.19 | N=12  Rating=4.26 | N=14  Rating=4.58 | | **The course assessed my understanding of important concepts stated in the learning objectives for the course.**  *Rating Scale (1-5, 5-Strongly Agree)* | N=10  Rating=4.08 | N=12  Rating=4.16 | N=14  Rating=4.52 |   In addition, the course has received tremendous support and approval from internal reviewers who are not part of the course, who meet with several attendees each year to assess whether their needs were met (post-course focus groups). |

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| **Evidence of Dissemination** | * The course directors have conducted workshops on curriculum design and evaluation at national and international meetings based on this certificate program offering.   + Society for General Internal Medicine in Seattle WA (Year X) and Miami, FL (Year Y)   + Association of Medical Education in Europe conference in Malaga, Spain (Year X) * An outline of the course as well as course content has been accepted for publication in MedEdPORTAL |