

8/20/2018

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



**CLSC 4273
Clinical Education**



Course Syllabus

Course Schedule: CLSC 4273 Clinical Education
Friday 10:00 A.M. – 12:00 A.M.
CHSC 135

Instructor: M. Lorraine Torres, Ed.D, MT(ASCP)
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Office hours: MW 3:00 – 4:00, Friday 2:00 - 3:00 or by appointment

Course Description

This course will cover entry-level requirements and basic teaching techniques and principles considered necessary the professional clinical laboratory scientist. Topics to be covered include qualities of the instructor, the learning environment, and aspects of clinical education, and Healthy People 2020

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.

Academic dishonesty

Absolute **honesty and integrity** are a critical aspect of your chosen profession. Confidentiality of patient information is another. These must be strictly observed. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable on whole or in part to another person, taking an examination for another person, **any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures (HOP)*, and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

STUDENTS WITH DISABILITIES

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. **Accommodations are not given in retrospect.**

Course Objectives*

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

1. Qualities of Instructor

1.1. Describe the characteristics and qualities of an effective instructor (Level 1)

2. Education Principles

2.1. Define basic educational terms (Level 1)

2.1.1. Competence or competency

2.1.2. Behavioral objectives

2.1.3. Curriculum as it applies to laboratory science programs

2.1.4. Articulation as it applies to laboratory science programs

2.1.5. Continuing education unit (CEU)

2.2. Compare and contrast the following and give an example of each (Level 2)

2.2.1. Accreditation

2.2.2. Certification

2.2.3. Licensure

2.2.4. Registration

2.3. Identify and compare the three domains of learning (Level 2)

2.3.1. Cognitive

2.3.2. Psychomotor

2.3.3. Affective

2.4. Summarize the content of the three modified/condensed taxonomy levels for the cognitive domain (Level 1)

2.5. State the purposes and uses of behavioral objectives (Level 1)

2.6. List the components of a well-written behavioral objective (Level 1)

2.7. Give an example of an objective, identify the domain, and if in the cognitive domain, identify the correct taxonomic level (Level 2)

2.8. Given an example of a learning activity and the educational level of the learner, construct objectives in the appropriate domain and at the appropriate taxonomic level (Level 3)

2.9. Define and compare and contrast the use of the following category of evaluation instrument (Level 2)

2.9.1. Criterion and norm referenced

2.10. Summarize the positive and negative aspects of evaluation tools that are used for each domain (Level 1)

2.11. Given an example of a behavioral objective, construct an appropriate test item or evaluation instrument (Level 3)

- 2.12. Analyze multiple choice questions to evaluate whether each item follows established guidelines and correct those that do not follow the guidelines (Level 3)
- 2.13. Construct multiple choice questions demonstrating a variety of taxonomic levels (Level 2)
- 2.14. When given examples, correlate various behavioral objectives (Level 2)
- 2.15. Compare instructional methods; include the use of each method together with positive and negative aspects of each (Level 2)
 - 2.15.1. Lecture
 - 2.15.2. Discussion/tutorial
 - 2.15.3. Demonstration
 - 2.15.4. Simulation/role playing/practice
 - 2.15.5. Individualized/self instruction/computer instructional unit
 - 2.15.6. Problem-based learning
 - 2.15.7. Cooperative learning

3. Learning Environment

- 3.1. Summarize briefly the use of instructional technology in the delivery of educational content (Level 1)
 - 3.1.1. Audio-visual programs
 - 3.1.2. Computer assisted programs
 - 3.1.3. Internet
 - 3.1.4. Distance learning methods

4. Clinical Education

- 4.1. Identify at least three elements necessary to create an effective environment for clinical education (Level 1)
- 4.2. Discuss the relationship of clinical methods as related to theoretical knowledge (Level 1)
- 4.3. Identify the legal requirement regarding storage of student records (Level 1)
- 4.4. Summarize the rights of students in relation to their records (Level 1)
- 4.5. Prepare and present in-service programs for patients and healthcare teams (Level 3)
- 4.6. Prepare and present teaching units for healthcare students, including colleagues (Level 3)
- 4.7. Identify at least three components of the Americans with Disabilities Act (ADA) as they relate to clinical education (Level 1)

*American Society for Clinical Laboratory Science. 2004. Body of Knowledge. Bethesda, MD.

TEXTBOOK – NONE

EXAMINATIONS:

Three exams and a comprehensive final will be given. Exams are worth 30% of the total grade and the final is worth 20%. **No make-up exams will be given.** If an exam is missed (0%) the final grade will be based on the average of 3 exams. None of the test grades will be dropped.

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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	30%
Final	20%
Class attendance	10%

INSTRUCTIONAL STRATEGIES:

All exams and homework will be taken and or uploaded in the assessments and assignments folder found on the Blackboard website. In order to be successful in this class, please follow the **“What Do I Do”** instructions on the next page. After completing three 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). During the first day of class the student will inform the instructor of the date and venue 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.

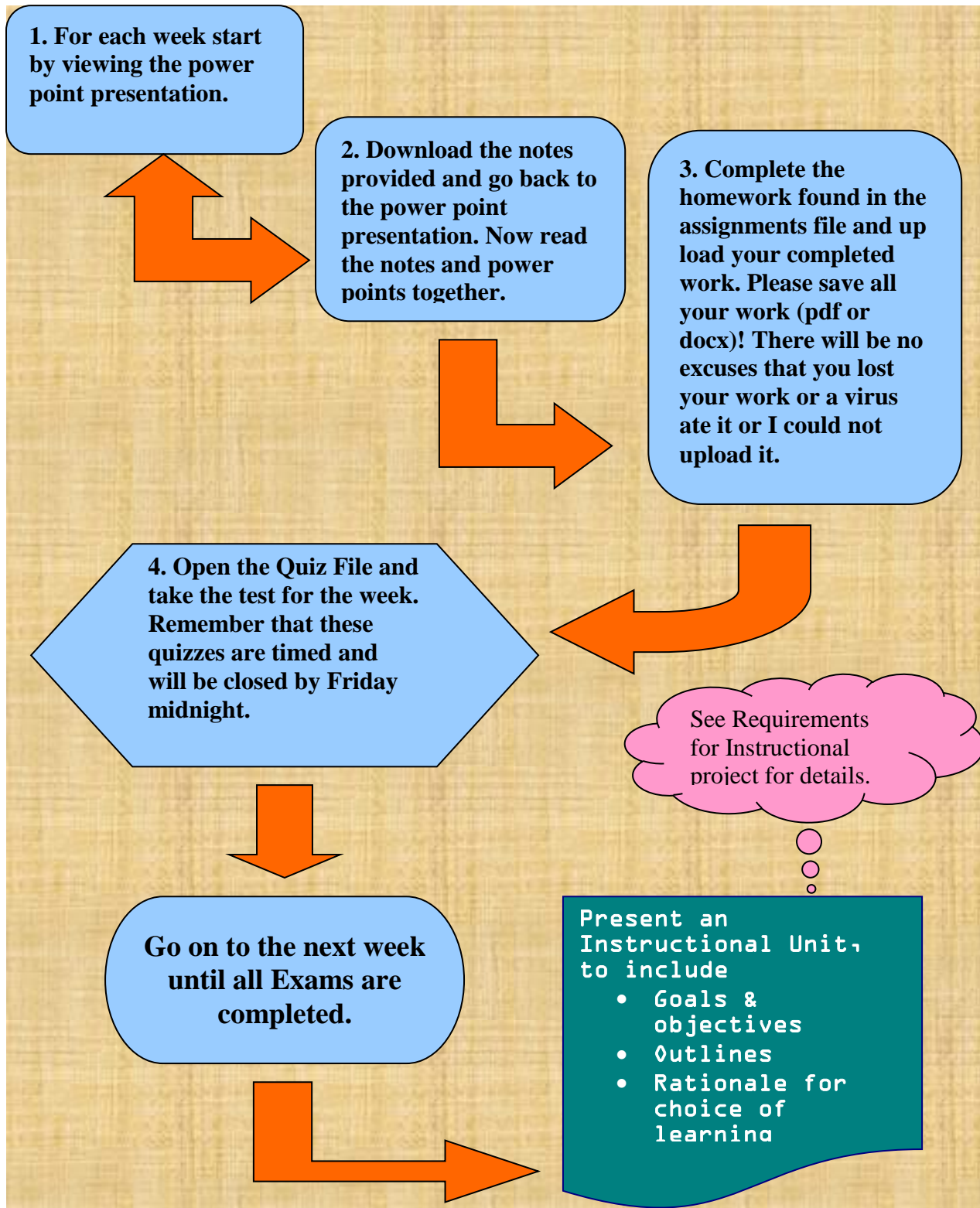
Requirements for Education Instructional Project (Capstone Project)

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

1. Must state Goals of instructional unit
2. Must state at least 9 objective 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).
3. Must include a rationale for your choice of learning activity.
4. Must include an examination, at least **25 questions**, using different methods, i.e. multiple choice, true/false, matching, etc. and 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 30% of your Final Grade for the course, CLSC 4273

What Do I Do?



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Tentative Schedule – subject to change

DATE 2018	TOPIC	Assignments Due
August 31	<ul style="list-style-type: none"> •Course Overview & what is expected for Capstone •Introduction •Goals and Objectives 	
September 7	<ul style="list-style-type: none"> •Learning Activities •Test Development 	Topic for Capstone Project & Goals and objective of Capstone project Exam 1 and HW due
September 14	<ul style="list-style-type: none"> •Evaluating Performance •Continuing Education 	Learning Objectives and Preliminary Outline for Capstone project Exam 2 and HW
September 21	I will be out of Town – no class	Test Blueprint for Capstone Project due Exam 3 and HW
September 28		
October 5		
October 12		
October 19		
October 26		
November 2		
November 9		
November 16		
November 23	THANKSGIVING HOLIDAY NO CLASS	
November 30		
December 7		
Dec 9 - 15	On-line Final	

Presentation opportunity:

Dr. Dominguez is organizing Antibiotic Resistance Week activities. Some of the activities will be presenting to high schools and middle schools. The dates will be Nov 12 – 16th. Please contact Dr. Dominguez if you are interested in presenting during this event.

Where can I present? Here are some examples

Going to your high school and presenting on the UTEP CLS program. Presenting at a library about a topic of Health interest, Presenting at your clinical site, presenting at a community center, etc. and of course, in class.

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Name _____

CAPSTONE PROJECT RUBRIC

Requirement	% of Total Grade	Comments	Score
Stated Goals (2 minimum) of instructional unit	5% 5 points maximum		
State 9 objectives of the instructional unit (3 Cognitive, 3 Affective, and 3 psychomotor). Objectives must be written in the 3 taxonomic levels.	10% 10 points maximum		
Included a rationale for choice of learning activity	3% 3 points maximum		
Include a Blue Print of the exam.	10% 10 points maximum		
Included an examination, at least 25 questions, using different methods, i.e. multiple choice, true/false, matching, etc. and written to match your objectives and written at different taxonomy levels.	20% 20 points maximum		
Evaluation Grade from evaluation rubric	52% (Points from rubric X 52%) 52 points maximum		
TOTAL POINTS			

CLS 4273 Oral Presentation Rubric

Presenter's Name _____

Date _____

TOTAL SCORE _____

A total score of 90 or above MUST be justified under the comments section below.

	Distinguished	Intermediate	Novice
Volume 10	Presenter is easy to hear. 10	Audience is able to hear as a whole, but there are times when volume is not quite adequate. 5	Presenter is difficult to hear. 0
Rates 10	Rates of speech are appropriate. 10	Speaker may at times seem like s/he is rushing or exaggerating pauses. 5	The rates of speaking are too slow or too fast. 0
Eye Contact Mannerisms 10	Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture. 10	Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content. 5	Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present. 0
Engagement 10	Presentation involves audience, allowing time for audience to think and respond. 10	Audience is involved but inadequate processing or response time is provided. 5	Speaker does not involve audience. 0
Organization 20	Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions. 20	Speaker loses train of thought, does not stay with the proposed outline, or connections are attempted but not made clear for the audience. 10	Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions. 0
Content 20	Information is complete and accurate. Clear evidence of research. 20	Research component is less evident than in distinguished category or resources are present but less than adequate for assignment. 10	Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of research. 0
Visual Aids/Handouts 10	Visual aids are well done and are used to make presentation more interesting and meaningful. 10	Visuals are adequate but do not inspire engagement with the material. 5	Very little or poor use of visual materials. No handouts provided. 0
Timing / Summary 10	Appropriate length. Clear summary is provided. Audience is involved in synthesizing the information. Speaker handled questions well and did not bluff. 10	Time is appropriately used, but may run slightly over or under allotted time and/or information is not tied together or conclusion is inadequate. 5	Presentation lacks conclusion and/or time is not appropriately used. Speaker could not answer questions and/or bluffing. 0

Comments: How can the speaker improve his/her future presentations? If the total score is 90 or above you must justify the score here. Use the back of this sheet for your comments if necessary.