

## MTN Ep 19 Transcript

01;00;00;01 - 01;00;29;14

Erin Hagar

Welcome to Moving the Needle. Casual conversations about ways big and small to impact student learning. Brought to you by the Faculty Center for Teaching and Learning at the University of Maryland, Baltimore. I'm Erin Hagar. Let's move the needle. Hi there. And welcome back to Moving the Needle. On today's episode, we're going to ask ourselves this question How can expert clinicians, doctors, nurses, Dennis Pitts?

01;00;30;21 - 01;01;00;26

Erin Hagar

How can they also become expert educators using the best evidence and teaching and learning to prepare the next generation of health care providers? Many of us teach the way we were taught, or we intuitively try out new approaches, hoping they'll be successful. But how can we know what research based education practices are proven to impact student learning? Well, one way faculty members or future faculty members can enhance their skills and knowledge is to take coursework in education.

01;01;01;14 - 01;01;30;14

Erin Hagar

Deepening one's knowledge about learning theory. Teaching Strategies, research based practices in assessment, program evaluation. All that good stuff. The Health Professions Education Program at UMD launched in fall 2020. This program provides faculty in all health care fields opportunities to dip their toes into the educational waters by earning a post baccalaureate certificate. Or they can dove in and work toward a master's or Ph.D..

01;01;30;28 - 01;01;53;16

Erin Hagar

Today, we'll hear from some of the faculty members and program directors about how this program came to be and the flexibility it provides its learners. We'll also hear about some of the exciting projects current students are undertaking and where this degree is headed. Let's welcome Dr. Christina Stone, Dr. Violet Khulu and Dr. Karen Gorgeous to the show. Cristina, let's start with you.

01;01;53;27 - 01;02;07;22

Erin Hagar

So the University of Maryland, Baltimore, recently launched a new program in health professions, education. Can you talk to us a little bit about why a program like this is important and why UMBC was the right home for it?

01;02;08;08 - 01;02;37;24

Dr. Christina Cestone

Thanks, Erin. That's a really great question. Yeah, AHP launched in 2020 and it's new to the campus, but it is a field of study that's been around for quite some time. Many listeners might know it under the auspices of medical education. And over the last 50 to 70 years, it's really kind of become its own field of study and brought in to be named health, professions, education.

01;02;37;25 - 01;03;17;18

Dr. Christina Cestone

And along with that has been a proliferation of programs. And I think UM B is a great place for an HPE degree because of the numerous health professions and human services field that exist on our campus. So specifically, health professions. Education is really an applied area of education where learners study the foundations of the learning sciences and they engage in this practical application of knowledge to research, advancing their teaching academic leadership posts and program evaluation to improve programs, learner experiences and outcomes.

01;03;18;18 - 01;03;30;24

Erin Hagar

That's great. So, Karen, you have a health professions background yourself as a as a physical therapist. Can you talk to us about what a degree in health professions education can provide clinicians?

01;03;30;26 - 01;03;56;02

Dr. Karen Gordes

Sure. Great question, Erin. Thank you. Many clinicians, they really they arrived to academia directly from the clinic. They're often driven by a passion for teaching, but routinely they have no formal background in education. So enrolling in an HB program or provide these faculty formal introduction to pedagogy, the underlying foundations and principles of teaching all within an evidence based context.

01;03;56;17 - 01;04;19;02

Dr. Karen Gordes

For me, it will give them the why of their teaching and the how of teaching, but grounded in educational research. I think in this way, clinical faculty will be able to then critically analyze their teaching methodologies for continuous improvement and perhaps through their own education research, evaluate their impact to contribute to the body of knowledge within health prevention and education.

01;04;19;22 - 01;04;35;03

Erin Hagar

Well, so how do we get there, Violet? Tell us a little bit about this curriculum. Like how how do we prepare these clinicians to go through that range of analysis and experience that? Karen, just Karen just described, how how do they move through this coursework to do that?

01;04;35;20 - 01;04;55;24

Dr. Violet Kulo

We have a range of programs, so we have the PhD program. We have the master's program that started in the fall of 2022. And we have two certificates that will start in the fall of 2023, one in teaching and another one in educational leadership. So all the four degree programs have a fall start and the courses build on each other.

01;04;55;24 - 01;05;21;01

Dr. Violet Kulo

So they must be taken sequentially. And we begin with the foundational courses such as the theoretical Foundations of Learning and the foundations in statistics. The students take one course at a time in the fall and the spring semesters in two courses concurrently in the summer of year. Each one of the courses is eight weeks long and they lay the foundation for conduct conducting research for the students in year three.

01;05;21;12 - 01;05;32;25

Dr. Violet Kulo

So there's a focus on foundational knowledge and then the year three, the students try and transition into that doing dissertation and they have a mentor to help them through that process.

01;05;33;11 - 01;05;49;14

Erin Hagar

It's great that there's so many entry points to this degree so that people can start and decide if they want the certificate level or the master's level. And then if they decide they want to keep going to the Ph.D., they can just keep doing all those courses transfer into that higher level. Is that right?

01;05;49;21 - 01;06;04;28

Dr. Violet Kulo

That is correct. So they they such certificates at an onramp to the master's and the master's is an onramp to the page. So you don't lose credit for you're given credit for all the work you've done for the next degree should you choose to continue to the next level.

01;06;05;04 - 01;06;29;02

Erin Hagar

It's a wonderful way for people to get their feet wet in this discipline and see to what extent they they want to keep going. So, Kristina, there are a lot of higher education, Ph.D. and programs in education. So can you talk to us a little bit about how in each health professions, education, Ph.D., is different from those?

01;06;29;10 - 01;07;02;11

Dr. Christina Cestone

I think health professions, education, coursework and our curriculum and the field of at large differs because health professions is a unique work environment and a learning and teaching environment. And so the coursework is very multidisciplinary, it's interprofessional. And even though folks are coming from different training pipelines, they're all looking at education of those learners through their own disciplinary eyes.

01;07;02;11 - 01;07;41;13

Dr. Christina Cestone

So they're taking core educational knowledge, foundational research, and then they're applying it to what the pipeline is like for training in their own discipline. And so I think that they bring a nuanced understanding to education that if you are in a educational psychology program, for example, or just in a core college of education that you might not be exposed to because those programs, for example, could be very focused on K-through-12 education and what it's like to be in a classroom with reading and writing and all those things are foundational and important.

01;07;41;13 - 01;08;12;25

Dr. Christina Cestone

But the health professions and graduate education in the health professions is a unique animal, if you will, in terms of how education is used, how learners are assessed, how competency is measured, and the impact of learners coming out of those professions is also much different than someone who's graduating with a specific College of Education degree because they're not going out to practice health care on the public.

01;08;13;04 - 01;08;27;02

Dr. Christina Cestone

They may not have patients, and there's a very significant health impact to their. And I think that's the difference. And I don't know if my colleagues want to add anything to to this sort of a nuance to HPV.

01;08;27;02 - 01;08;51;02

Dr. Karen Gordes

I did have something to add to like how the cohort moves through together. I was going to say that, you know, Violet mentioned that the cohort moved through the program together. I really feel like this adds a richness to the experience for each learner within the program because they're having this great opportunity to talk with other faculty or other individuals interested in being in faculty from different medical professions.

01;08;51;14 - 01;09;17;22

Dr. Karen Gordes

And so this there's this sharing of knowledge from your own unique discipline, but then being able to compare and contrast it to other disciplines in the health professions, education world are experiencing the same content or design or delivery. So I think that that interprofessional collaboration in this program really adds a robustness to the degree that you might not find if everyone was coming from an education background.

01;09;18;02 - 01;09;40;20

Erin Hagar

Yeah, that makes a lot of sense. And I also think to the trend in health care is much is is really leaning toward this interprofessional practice in health care. And so to be trained as an educator in an interprofessional setting also models the way that that we want our health care providers to ultimately practice. So I think that's a great opportunity for everybody.

01;09;41;12 - 01;10;16;13

Dr. Christina Cestone

And I think it's important to say that a lot of what health professionals do educationally is done intuitively. It's done based on what they've seen their instructors, preceptors and educators do that may or may not be intuitive. It may not be accurate in terms of what we know works for learning effectively in academic environments. And so I think there's that intuitive piece that may be right, but it could also be wrong because sometimes learning is not what we think it is.

01;10;16;13 - 01;10;41;20

Dr. Christina Cestone

So this whole idea of rereading, rereading and rote memorization is often believed to be an effective form of studying, for example. And we know from the literature that there's other strategies and techniques like self quizzing and self explanation and questioning that are highly effective. And we don't see, you know, some educators don't know that. And so that's not being taught or shared with the learners in their curriculum.

01;10;42;03 - 01;11;03;00

Erin Hagar

Gass said. This whole process of teaching, the way that we've been taught is so common, I think, in all forms of higher education and health professions as well. And it sounds like this program is really an opportunity to question the ways that we have been taught and those practices that are effective keep them and those practices that may have better alternatives.

01;11;03;08 - 01;11;06;08

Erin Hagar

This is an opportunity to to learn in practice, those.

01;11;06;14 - 01;11;30;19

Dr. Karen Gordes

Just to follow. But both you said, Erin and Christina said one of the aha moments that students have

that's really such a pleasure to see is that many of them go, wow, I've been doing that. Say, for instance, reflective journaling as an assignment for their students and they did have this intuitive instinct about that. That would be a great structure for evaluating an experience in the clinic by a student.

01;11;31;00 - 01;11;56;10

Dr. Karen Gordes

And what's nice to see is now that they're actually reading the learning theories and the literature in the educational world, they now have the kind of the background for why they are doing what they're doing, so they better understand their selves in their teaching roles and through that then have the ability to further refine or iterate an assignment because they now have the foundational principles of what they were doing.

01;11;56;11 - 01;12;03;09

Dr. Karen Gordes

They had this intuitive instinct, but now they actually have the literature and the understanding to support what they were doing and how to make it better.

01;12;03;15 - 01;12;26;18

Erin Hagar

Yeah, that must be so validating when they, when they come across something and say, hey, I've been trying that and I do think it works well and now I know why that's so great. So the courses in the program are fully online and they're asynchronous, which means that these students are not meeting at a scheduled class time the same day of the week, all getting together Wednesdays at seven.

01;12;27;14 - 01;12;36;21

Erin Hagar

Can you tell us, Violet, a little bit about how this works? How do students engage and interact with each other if they're not on the same schedule?

01;12;37;01 - 01;13;09;13

Dr. Violet Kulo

So we use the Blackboard Learning Management system, so students log into Blackboard at their own time to access the course materials such as recorded lectures and readings, but they interact through Blackboard Discussion Board. Mostly they have discussions that might maybe do on Thursday or Wednesday. Then they then they interact with their peers responding back and forth and from the readings and any material they've been given from the activities, they also engage with their peers giving feedback.

01;13;09;27 - 01;13;34;10

Dr. Violet Kulo

And some courses also have projects that students work on collaboratively and they engage with that, giving feedback on those projects to help their peers to improve their their projects. The output opportunity that students have to engage and collaborate with each other is during the we have an in-person impact institute where they come on campus for four days.

01;13;34;10 - 01;13;59;28

Dr. Violet Kulo

And this is an intensive institute that is designed around the primary objectives of the program, such as interprofessional and cross-cultural education, teaching and research students, and give them give a presentation of their research projects. And they also give feedback, give, give chance, get a

chance to give feedback or constructive feedback and receive feedback from their peers and the instructors.

01;14;00;08 - 01;14;05;06

Dr. Violet Kulo

So we've built in quite a few areas where they interact and collaborate with each other.

01;14;05;22 - 01;14;32;18

Erin Hagar

Well, you mentioned their research, Violet, which is a perfect Segway. You're your first cohort in the PhD program is just beginning their research phase. So they've gone through their their coursework over the last two years and now they're entering the phase where their focus is on their independent research projects. So can you tell us a little bit about some of the things that your students are investigating and looking to explore?

01;14;32;24 - 01;15;00;29

Dr. Violet Kulo

Absolutely. And this is very exciting to see that the first cohort is year three and they're doing the independent research and some of them are already at or progressed onto like a candidacy. So just to share a few projects that our students are working on, one of them is the House Students Achievement Goal Orientation in a team based learning classroom differs with great that's great advisors and graded individual readiness assurance tests.

01;15;00;29 - 01;15;29;04

Dr. Violet Kulo

And then the other research project is barriers impacting interprofessional collaboration between physical therapists and dentists who treat patients with orofacial pain. And this project is also looking at those students who have had AP training, who had AP training in their in their graduate training. Then the other project is exploring the landscape of design and delivery of sexual health education in the doctor physical therapy curriculum.

01;15;29;13 - 01;15;42;03

Dr. Violet Kulo

So these are these are just a few examples, but they can see a wide range of projects ranging from curricular design to pedagogy to interprofessional education and how it translates to practice.

01;15;42;19 - 01;16;02;06

Erin Hagar

That's so interesting. It's going to be fun to see the ways that these students make an impact in in what we know about HPV and if in in a few years time when their research is completed. So, Cristina, going forward, how do you see this program evolving and how do you see your graduates making an impact on these professions?

01;16;02;24 - 01;16;31;25

Dr. Christina Cestone

Yeah, Erin, you know, that's an interesting question because it is so early in the program and so I can only look to other HP programs nationally and internationally and see where those learners have made an impact in their field and so as Violet describes the number of different research projects, it's really also representing the number of professions that are represented in this program.

01;16;31;25 - 01;17;00;19

Dr. Christina Cestone

So we currently have eight professions represented from the Allied Health Medicine, Nursing,

Pharmacy pay fields, and we think that's only going to grow in terms of numbers and diversity of professions. So I would say first, that's where I see it going. I think we're we're at about 30 students right now at the third year of the curriculum. I think we see enrollment expanding well beyond this.

01;17;00;19 - 01;17;32;07

Dr. Christina Cestone

Once we have these other degree offerings in play in terms of the certificate and the we move into the second year of the master's program, I also feel like we will grow our faculty. They'll be increased opportunities for research. And as we build our research portfolio, it's sort of like research begets research and projects. We get projects and students, we get students because there's just more known about our program over time.

01;17;32;21 - 01;17;50;11

Dr. Christina Cestone

And we really feel that that's the growth areas, is the research impact that you and be will have on the health professions, education, landscape and then the growth of the program overall, both in terms of representation and profession and numbers of learners.

01;17;50;22 - 01;18;17;13

Dr. Karen Gordes

Kind of in response to what Cristina was saying, another impact that I see is that these graduates can be change agents in their own educational program. Many of them are faculty currently in their discipline, and they are now expert educator. So they have the capacity to change or evolve the educational program in which they are delivering their clinical content.

01;18;17;13 - 01;18;49;25

Dr. Karen Gordes

And so they came as clinical experts, but now they also are education experts. And that infusion of those two genres and one faculty member is really such an enhancement to the educational program that those individuals are now serving as faculty. And I think the other benefit is, is that they have the capacity to increase the amount of literature that's being produced under the umbrella of education with their within their specific discipline.

01;18;50;08 - 01;19;18;01

Dr. Karen Gordes

So I think there's a lot of clinical research that's being generated in these various disciplines and a lot of times the education research is on the side and now they can be individuals that are are kind of pushing the envelope that we need to have that same amount of dedication in time and distribution of literature that's in the educational side of health professions, education.

01;19;18;12 - 01;19;34;07

Dr. Karen Gordes

So I see kind of two impacts of these graduates change agents in the delivery of the educational curriculum within their discipline, but also primary conscious contributors to the literature within their field, but under the umbrella of education. Yeah.

01;19;34;23 - 01;20;01;25

Erin Hagar

And I could see where that would be so important because the volume of clinical information that is being produced is, I think, rapidly outpacing the the ability to teach it. All right. So educators really need to know what kind of skills can we impart in our students so that the students themselves can make sense of this clinical literature and all of these new treatments and things like that.

01;20;01;25 - 01;20;24;08

Erin Hagar

So it I could see how teaching is very much going to be impacted by the sheer volume of of clinical information that we have now and change a lot because of that. So what would you say to a clinician who's listening, who is debating whether or not this this is the right path for them. They're maybe thinking about becoming an educator.

01;20;24;08 - 01;20;34;06

Erin Hagar

Maybe they're a preceptor, right now. How would you how would you encourage them to think about a decision like this to to get a new new training in health professions, education.

01;20;34;24 - 01;21;01;21

Dr. Karen Gordes

For those that are interested in pursuing a career, in teaching, in health professions, education. This provides the missing link. Again, you are an expert clinician and you know how to engage in evidence based practice under the umbrella of health professions. But you also or should be engaging in evidence based education if you're going to pursue teaching within health professions.

01;21;01;21 - 01;21;07;26

Dr. Karen Gordes

And so this is that missing link that you don't have from your educational background that got you to where you are.

01;21;08;05 - 01;21;16;16

Erin Hagar

That's great. Is there anything else about this program or about the field of health, professions, education that anyone would like to share?

01;21;17;00 - 01;21;48;22

Dr. Violet Kulo

Yes. One of the things that we've we've had we hear time and time again in the program is their immediate application that the students are doing. They learn something and they immediately applied in in their classrooms. So it's really gratifying to know that they're there. They there's an impact right away. And then we also have projects with which we try our best to make projects that for them to do projects or to applicable to whatever they're doing in their programs.

01;21;48;29 - 01;22;12;21

Dr. Violet Kulo

So if they're doing like a program evaluation project, they might do a project that is that will help them to evaluate their program. Then when they're doing like a literature review, they also can present that at a conference. So we up a project that will they can use them in not only as an assignment, but also they can get scholarship out of it.

01;22;13;12 - 01;22;20;10

Erin Hagar

That's great. So it's very practical and very applied in addition to the depth that they're getting and the exposure to the literature.

01;22;20;21 - 01;22;53;04

Dr. Christina Cestone

And also to add, you know, it's important to emphasize and a lot of the learners we interview and who apply and expressed an interest in the program, ask this question. You're can I do it? Can I do

it? Well, I'm a practicing health professional, and I am here to say absolutely it is a manageable program for all of our students are currently full time employed in their health profession and or as faculty in addition to clinical practice.

01;22;53;04 - 01;23;19;05

Dr. Christina Cestone

And so it's a very different kind of program than their primary training. Yet at the same time it's manageable while working full time. And that is the beauty of the curricular design, the mentorship that they receive as well as the asynchronous nature of coursework. And so it is designed for flexibility and it's not, you know, a piece of cake.

01;23;19;15 - 01;23;27;13

Dr. Christina Cestone

It's obviously a lot of work. But what we're hearing from our learners is that it is manageable and doable while maintaining full employment.

01;23;28;02 - 01;23;49;13

Erin Hagar

Well, I can't wait to have the three of you on maybe in a couple of years. And we can hear about all of the exciting projects that have crossed the finish line from your PhD students. We can hear more about students who have started at the certificate level, in the master's level, and hear how how those curricula have affected them and their professional development.

01;23;49;22 - 01;24;09;14

Erin Hagar

So thank you for sharing this. I hope folks listening who are interested will consider this program. It's a wonderful opportunity to merge the fields of health care and education and really just advance our understanding and training the next generation of health professionals. So thank you all for the work you do and thanks for the time you spent today.

01;24;09;29 - 01;24;10;10

Dr. Violet Kulo

Thank you.

01;24;10;18 - 01;24;13;25

Dr. Karen Gordes

Thank you, Aaron.

01;24;13;25 - 01;24;30;13

Erin Hagar

Thank you for joining us today on moving the needle visit us at U. Maryland dot edu slash FC tell all to hear additional episodes. Leave us feedback or suggest future topics. We'd love to hear from you.