Chapter 7

Curing the Common Curriculum:
Injecting Customized Learning Experiences Into Medical Education

Samantha Marina Lemus-Martinez
Florida International University, USA

Jessica M. Lewis
Florida International University, USA

Bridgette Cram
Florida International University, USA

ABSTRACT

Professional degree programs in higher education are increasingly under fire on matters of quality, proficiency, and cost. To address these issues and anticipated controversies, the authors of this chapter provide context to the process of developing a micro-credentialing system at the central university level at Florida International University (FIU) and how it was adapted at its medical school as an innovative tool for developing medical student skill sets. Through a use-case, the authors highlight examples of common challenges identified within professional degree programs, how they were addressed at FIU's Herbert Wertheim College of Medicine using the centralized micro-credentialing system, and the planning and implementation stages of a formalized micro-credential program in undergraduate medical education. Finally, the authors discuss the potential for micro-credentials to supplement or replace dual degree programs, enhance interdisciplinary collaboration, and influence the future of entrustable professional activities of professional practice in medical education.

INTRODUCTION

Cassuto (2015) calls for a reform of graduate education, citing that traditionally narrow curricula can limit student preparedness for the demands of the field they will eventually join. The issues of student readiness and unyielding curricula are generally associated with the quality of the education provided by a program of study and the ability to offer additional or supplemental instruction to meet the needs of students and employers. Together, these challenges prompt a need for new, progressive paradigms that enable education to take place in multiple formal and informal learning spaces. Micro-credentialing is at the forefront of this paradigm shift with significant implications for graduate education, specifically professional degree programs and competency-based programs of study.

This chapter provides a critical understanding of the processes of creating and offering micro-credentials for health care professional degree programs, specifically in undergraduate medical education (UME), using a centralized system developed and maintained through the main, central operations of a university. In this chapter, the authors outline the following objectives:

1. Evaluate gaps in professional degree programs, specifically in UME, that can be addressed through a micro-credentialing program
2. Identify how the implementation of micro-credentials can strengthen and support education programs through competency-based learning
3. Identify institutional goals that can be achieved through micro-credentialing
4. Discuss essential internal structures and policies for a micro-credential program for a college within a central university system that aligns with the broad institutional values and goals
5. Establish actions to engage stakeholders in the implementation of a new micro-credential program for optimum impact
6. Provide methods of assessment and evaluation to ensure proper program implementation and quality improvement, in addition to reporting programmatic outcomes and progress to maintain engagement of key stakeholders

The chapter highlights a case to illustrate an example of challenges identified within health care professional degree programs and how Florida International University's (FIU) Herbert Wertheim College of Medicine (HWCOM) addressed them using micro-credentials. First, background information emphasizes the role of micro-credentials in higher education to help illustrate the planning and implementation stages of a formalized micro-credential program. Next, an overview of FIU's centralized micro-credentialing system provides a foundation to demonstrate how HWCOM leveraged this resource to develop a micro-credentialing program to meet

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/curing-the-common-curriculum/292664

Related Content

Global Labor Market, "Re-Shoring" Dynamics, and Skill Mismatch: An Exploratory Study at a Job-Specific Level
Filippo Ferrari (2022). *Research Anthology on Vocational Education and Preparing Future Workers (pp. 158-176).*
www.irma-international.org/chapter/global-labor-market-re-shoring-dynamics-and-skill-mismatch/304483

Pedagogic Practice in Classroom and Workshop at Technical and Vocational Education Training Colleges
Folake Modupe Adelabu (2021). *New Models for Technical and Vocational Education and Training (pp. 136-161).*
www.irma-international.org/chapter/pedagogic-practice-in-classroom-and-workshop-at-technical-and-vocational-education-training-colleges/268445

Comparing Vocational Skills Development and Workplace Learning in Botswana, South Africa, and Zimbabwe, Which Way to Go?
Jerald Hondongaand Tawanda Chinengundu (2021). *New Models for Technical and Vocational Education and Training (pp. 183-213).*
www.irma-international.org/chapter/comparing-vocational-skills-development-and-workplace-learning-in-botswana-south-africa-and-zimbabwe-which-way-to-go/268448

Student's Perceptions of Assessment Legitimacy in TVET Sector in South Africa
Sylvia Manto Ramaligela (2022). *Research Anthology on Vocational Education and Preparing Future Workers (pp. 452-467).*
www.irma-international.org/chapter/students-perceptions-of-assessment-legitimacy-in-tvet-sector-in-south-africa/304499

Cultural Considerations in Postsecondary and Vocational Education: A Discussion on Equity and Accessibility
Aaron Perez (2022). *Research Anthology on Vocational Education and Preparing Future Workers (pp. 731-746).*
www.irma-international.org/chapter/cultural-considerations-in-postsecondary-and-vocational-education/304516