

## **Reviewer Credentials**

### **Dr. Eric Carver**

Dr. Carver began his academic career working as a Financial Aid and Veteran Services peer counselor at the University of South Florida St. Petersburg. Currently, Dr. Carver serves as Provost of the Caruth Health Education Center at SPC. Prior to his current appointment, Dr. Carver served in the role of Academic Director (formerly Lead Faculty Associate) for the Center of Excellence for Teaching and Learning. In addition to his academic roles, Dr. Carver has participated in various events and forums in collaboration with the Applied Ethics Institute and the Healthcare Informatics program at St. Petersburg College. He has presented on several topics throughout west central Florida to include Biotechnology, Genetic Engineering, Healthcare Informatics and Codes of Ethics for Healthcare Professionals. Prior to joining St. Petersburg College, Dr. Carver performed nursing and administrative duties in critical care, emergency services, drug rehabilitation, and immunology. Dr. Carver is also a decorated veteran with over twenty years of government service, and has studied at the U.S. Air Force School of Bio-Medical Science. Dr. Carver currently teaches courses for the Health Informatics program at the Health Education Center and the Applied Ethics Institute at SPC. He has had several academic appointments at various colleges and universities throughout the U.S., at the undergraduate and graduate level. He has supported several local and national professional organizations to include the Wounded Warrior Foundation, American Society for Bioethics and Humanities, U.S.F. Alumni Association, and BayCare Health System's Institutional Review Board (IRB) and Leadership Pinellas.

### **Education:**

#### *Graduate:*

D.H.Sc. *Doctor of Health Science*, College of Allied Health and Nursing - Nova Southeastern University  
M.A.B.M.H. *Bio-Ethics & Medical Humanities*, College of Medicine - University of South Florida

M.P.A. *Masters of Public Administration*, College of Government and International Affairs - University of South Florida

Graduate Certificate: *Health Informatics*, Department of Biomedical Science - University of Illinois at Chicago

Graduate Certificate: *Health Leadership & Management*, College of Public Health - University of South Florida

#### *Undergraduate:*

B.A. I.S.S., University of South Florida, St. Petersburg

A.A. Associate of Arts, Northwest Florida State College

A.S. Aerospace Technology, Community College of the Air Force

A.S. Industrial Management Technology, Northwest Florida State College

A.S. Allied Health Sciences, Community College of the Air Force

#### *Certificates:*

Six Sigma Black Belt, Engineering Technology - St. Petersburg College

Licensed Practical Nursing - University of the State of New York

E.M.T. (B) - National Registry of Emergency Medical Technicians

# Subject Matter Curriculum Review Form

## RX Tennessee Grant

**College:** Volunteer State Community College  
**Program:** Medical Informatics  
**Course Title:** MGT 200 – Project Design and Management  
**Reviewed By:** Dr. Eric Carver  
**Date:** 4.03.2016

### Review Scale Definitions

- Exceptional: Review component is a “best practice” and represents a model for replication.
- Very good: Review component is complete and effective.
- Good: Review component is adequate but presents opportunities for improvement.
- Ineffective: Review component is weak and in need of significant improvement.

Student Learning Outcomes and Curriculum Map	Exceptional	Very Good	Good	Ineffective
Effective course structure.			X	
Outcomes aligned to occupational focus (professional skills and standards).			X	
Outcomes clearly stated.		X		
Outcomes introduced/reinforced effectively.			X	
Comments or recommendations: <ul style="list-style-type: none"> <li>See evaluator notes for this course as attached.</li> <li>Course structure could benefit from integration of assignments for discussion</li> <li>Outcomes for occupational focus are evidenced, but not programmatically specific. Health IT or “Medical Informatics” projects integrate different tools. Perhaps instructor can discuss concepts associated with the integration of EHRs as illustrated from: <a href="https://www.healthit.gov/providers-professionals/faqs/EHR-implementation-plan-steps">https://www.healthit.gov/providers-professionals/faqs/EHR-implementation-plan-steps</a></li> <li>Outcomes are adequate, however only two modalities exist for evaluation (Quiz and question submission). I would suggest adding in various modalities to assess and “reinforce” outcomes. Drop box questions, discussions, quizzes, and project collaborations should be considered.</li> </ul>				

Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level and deliver desired outcomes.		X		
Clearly stated from student perspective.		X		
Measurable.			X	
Address/support one or more outcome.			X	
Comments or recommendations: <ul style="list-style-type: none"> <li>Evaluate “Other Goals” and integrate other assessment tools. Students should have three to four assessment tools to evaluate performance. Group project participation, quizzes, discussions that are instructor led, and individual assignment submissions are among the few.</li> <li>How can course objectives infuse into “Medical Informatics”? The course objectives are aligned with the book, however the course should be aligned and measured through program standards and outcomes. The book supports project management, however I'm looking to see if the Project Management course supports Project Management for Medical Informatics. If the course is “general” for many programs, it is understandable that the language would be general. If the course is integrated and designed for a Medical Informatics program, the course should integrate Medical Informatics cases, assignments, and be contextualized to fit the program model.</li> </ul>				



Module or Unit Objectives	Exceptional	Very Good	Good	Ineffective
Clearly linked to course objectives.		X		
Address one or more course objective.		X		
Clearly stated from student perspective.		X		
Measurable.		X		

\* No issues with how module objectives are illustrated or linked to course objectives as these are pulled from the book (publisher).

Instructional Materials, including Media (videos, presentations, handouts, etc.)	Exceptional	Very Good	Good	Ineffective
Support stated course and module or unit learning objectives.			x	
Meet/reflect current professional practices and standards.			x	
Provide options for multiple learning styles.				x
Resources/materials are cited properly.			x	
Evidence of innovation to support adult learner success.				x

Comments and recommendations:

- Course does not meet current "Quality Matters Standards" which is an industry recognized standard: <https://www.qualitymatters.org/>
- Due to the lack of video, audio, and interactive opportunities for students, this course supports limited learning styles. Students who read text (visual) and write (comprehension) assignments are best prepared for this course. Consider adding in video/audio (visual, auditory) and discussions (social exchange) to assess skills other than quizzes and written assignments. Social interaction and integration is key to learning and project management. As is, no "social" infrastructure is set up in the course.
- Innovation is absent as course materials are integrated from the publisher. Materials that are gathered from journals, external websites, videos, and content specific materials for Medical Informatics are not integrated.

Learning Activities	Exceptional	Very Good	Good	Ineffective
Promote achievement of stated module or unit objectives			x	
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare settings.				x
Provide opportunities for interaction and active learning				x
Provide options for multiple learning styles				x
Linked to current professional practices and standards			x	
Evidence of innovation to support adult learner success				x

Comments and recommendations:

- Did not see materials/resources that are specifically integrated for "healthcare setting" as stated in rubric.
- No interactive components with peers or instructor other than assignment feedback (one way assessment)
- Absence of videos, original content, audio, and interactive tools (apps, wikis, blogs, virtual chats) do not support multiple learning styles.
- Current professional practices are observed in project management, however "Medical Informatics" project management is absent
- Textbook was published in 2010, which means content is most likely from 2009. In terms of technology, some components of this book may be outdated. I would engage publisher to see if author has an updated edition.

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to professional standards			X	
Align with course activities and resources			X	
Include specific and descriptive criteria for evaluation of student work/participation			x	
Sequenced throughout instructional period to enable students to build on feedback			X	
Varied and appropriate to content				x
Provide opportunities for students to measure their own learning progress			X	

Comments and recommendations:

- Consider integrating multiple assessment tools that address project management in the scope and contextualization of Medical Informatics.
- Align quizzes, discussions, group work, assigned papers, projects, and question submissions to project management as applied to Medical Informatics.

Innovative or enhanced strategies	Exceptional	Very Good	Good	Ineffective
Evidence professional input/standards in course design.			x	
Evidence of program enhancements to support adult learner				x

Comments and recommendations:

- Content is integrated from the publisher. No "enhancements" such as integrated chapter videos, instructor lecture, instructor lead discussion, wikis, RSS feeds, or integrative technologies added. Consider adding in original content that supports "Medical Informatics" and supports program goals.