

## **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:** MPM 101 – Intro to Medical Practice 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 attached evaluator notes for details</li> <li>• Course objectives align with learning outcomes and are reinforced in each module.</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>• Various assessments support measurable outcomes</li> <li>• Outcomes clearly illustrated in each module</li> <li>• Resources align with content and material is contextualized to support Medical Informatics professionals</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	

- See evaluator notes on each module
- Assignment objectives align with publisher material and are measurable.
- Consider having measurable unit objectives that are assessed through instructor feedback other than discussions.

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:

- See evaluator comments
- Multiple assessments included such as discussion, group project, and quizzes. Consider aligning naming conventions throughout the course
- Videos are included as well as supplemental learning materials.
- PDF and PPT documents are included as well as terms.

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:

- See evaluator notes.
- Consider adding in assignments that incorporate weekly feedback. Learning activities solicit opinions and perspective in certain areas, however it may benefit the student to provide feedback on assignments and share real-world experiences.
- Consider adding in current community and industry trends in practice management. Also, consider discussing how local health organizations such as Roane Medical Center (or another) are using current practice standards to achieve success and support population health as well as economic development. This way, you actually "connect" conceptual and theoretical content with "real world" applications.

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to professional standards				
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: <ul style="list-style-type: none"> <li>Feedback is limited other than discussion assignments. Consider adding in group work earlier to build on knowledge and feedback</li> <li>Consider adding in rubric to detail expectations for discussion assignments.</li> <li>At the 100 course level, students may benefit from scaffolding. You could begin with review questions to gain knowledge, discuss specific components of practice management in discussions, assign an individual assignment with great points, incorporate the mid-term (as you have already done) and start with a larger group/team assignment that you coach groups through (you can set up group chat in D2L).</li> </ul>				

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: <ul style="list-style-type: none"> <li>Consider input from workforce professionals in the Tennessee RX service area. These professionals will help you create a relevant and supportive course that shows students what is expected when they seek jobs.</li> <li>Consider adding in job descriptions, identification of large health systems within Tennessee, and or large outpatient/group practices that would potentially employ an RX Tennessee program graduate. This way, informal and formal internships could be aligned in this course. Also, experiential opportunities could be integrated into the group assignment.</li> </ul>				