

Developing, implementing, and disseminating an adaptive clinical reasoning curriculum for healthcare students and educators

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D3.4 Development of a course certificate - Summary of deliverable

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1. Quality criteria

- Meets the needs of the target groups
- Fulfills local and national requirements
- Automatically created for end-users
- DID-ACT layout

2. Introduction

In this deliverable we describe the development of the course certificate for participants in the train-the-trainer courses. The certificate is available in all partner languages and based on local and national requirements for continuing professional education and faculty development programs / courses. It can be downloaded from our DID-ACT train-the-trainer section in Moodle and can be used by stakeholders to further translate and adapt it.

3. Methods

3.1 Survey to identify local and national requirements

During our regular meeting in May 2022 we developed a questionnaire to approach faculty development program coordinators and get more information about the requirements of programs and details about the certification process. The survey questions are published on the [DID-ACT website](#). The main question we evaluated as part of this deliverable is **"Are there specific requirements for a course certificate so that the participants can get credit for their participation? If yes, could you please describe them?"** The other

questions are mainly intended to be evaluated as part of our integration guideline (D7.3) and results will be reported as part of this deliverable.

During June 2022, we distributed the online survey to experts in faculty development within and outside of our consortium. One partner (JU) decided to conduct semi-structured interviews instead, to get more in-depth information.

In parallel, we also collected certificates that are used in the faculty development programs of partner institutions and reviewed websites in search for recommendations and examples of how faculty development certificates are implemented.

3.2 Development and publication of the certificate

Based on the results of the survey and our internet search, we developed an English certificate that was then translated into the partner languages. The certificate can serve as a template for other institutions in the partner countries and is published in the train-the-trainer section of the DID-ACT Moodle. If needed, it can also be translated into further languages.

The implementation of the certificate included the following steps

- Search and analysis of details for an automatic certificate provision in our learning management system Moodle.
- Design of the draft certificate in Adobe Illustrator as PDF
- Review round with all partners and associate partners
- Partner to provide the terms to translate in Google spreadsheet.
- Creation of the translated certificates in Adobe Illustrator and Acrobat with form elements and provision as editable pdf documents.

4. Results

4.1 Survey results

Overall, we collected 10 responses from different partners, associate partners, and external institutions.

Nine respondents reported that they do have a faculty development program/courses at some level (school, faculty, or university), only one does not have such a program. Some partners also provided links to programs (e.g., [Örebro](#), [Krakow](#), [Augsburg](#)).

Six respondents stated that there are no specific requirements for a course certificate. The other four responses were as follows:

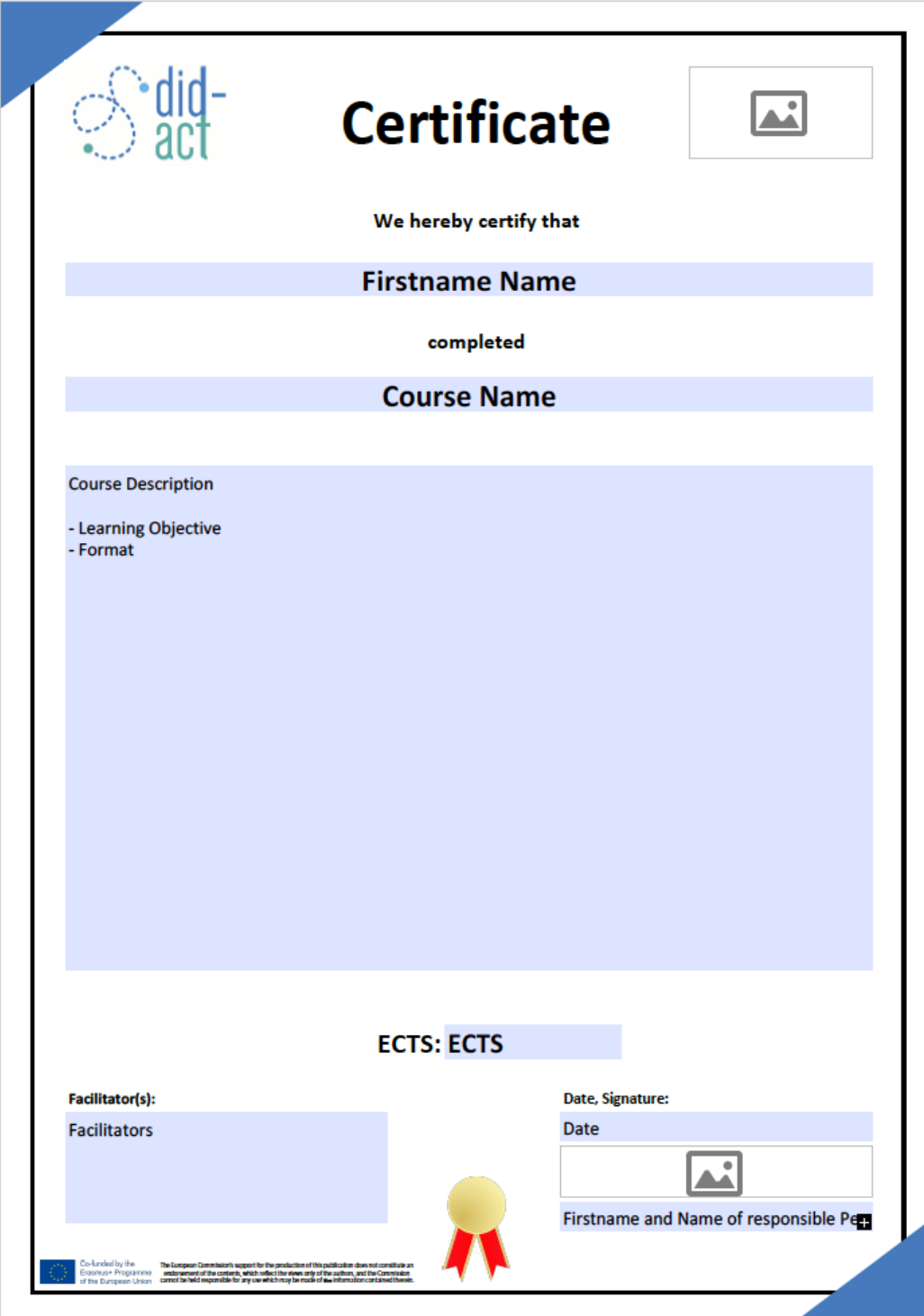
- "(1) University / Logo (2) Course title (3) Title, name, firstname participant (4) Number of working units (1 working unit = 45 min) (5) optional: ECTS (6) documentation of preparation / follow-up (7) Title, name, firstname facilitator (8) Content of course (9) format of course (10) place, date (11) name & signature (& stamp) of responsible person" (see [consensus paper](#))
- "These courses give the learner credits/ECTS which mean that the courses are given at the 'university level' following regulations about courses in higher education."
- "Participants have examinations in each course and get a certificate."

- “It very much depends on the facilitator. Sometimes a pre/post knowledge test is enough. This is actually the standard when it comes to faculty development courses. Every course, especially those funded by the EU, has a pre/post test. But there are also courses where the teachers simply complete a task during their training and they deliver us those assignments after the training and this is a form of passing the course. What we also really want is for the teachers to feel that they didn't just come to listen to a lecture, but to use the time in their busy schedule to create something. They should feel that the training was effective for them. If we have virtual patient training, we put the teachers in front of the computers and they create the virtual patient cases together with [name of the facilitator]. If we have training in test questions, they write the test questions. If we have curriculum development training, they don't create syllabuses in the system, because it's not always possible, but they get an assignment sheet from us and they write learning goals and objectives, choose assessment methods, so they already have a kind of complete blueprint, which they later simply transfer into the system”.

4.2 Certificate

The certificate includes the following data:

- Name of participant
- Title of attended course(s)
- Date, name, and signature of course facilitator
- ECTS credits
- DID-ACT and partner institution logo (optional)
- EU logo and disclaimer



did-act

Certificate

We hereby certify that

Firstname Name

completed

Course Name

Course Description

- Learning Objective
- Format

ECTS: ECTS

Facilitator(s):

Facilitators

Date, Signature:

Date

Firstname and Name of responsible Person

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Figure 1: Screenshot of the editable pdf certificate in English

Despite our initial plan to publish the certificates on the DID-ACT website, we agreed that this could foster misuse as it can easily be downloaded and filled out. Therefore, the certificates are available in the DID-ACT Moodle train-the-trainer area to which all course facilitators have access.

Moreover, course participants who work through the learning units on their own without being part of an institutional course, will receive a certificate that is automatically created in

Moodle. This is not only implemented for the train-the-trainer courses, but also available for all student courses.

4.3 Implementation

There are two ways to use the certificates:

- (1) Students and educators who work through our DID-ACT learning units on our learning management system Moodle in a self-directed way will automatically receive a certificate when participants reach a defined Moodle activity at the end of a course/module. A finer granular evaluation based on more sophisticated course criteria is not available in the standard version of Moodle, but is exclusive for Moodle workplace edition.
- (2) Participants of institutional courses that also include the asynchronous learning phases will receive the certificate in their language signed by their course facilitator. For that purpose, facilitators can download the certificate template from the [train-the-trainer area in the DID-ACT Moodle](#) and complete and further adapt it if needed.

5. Conclusions

With this deliverable we address the need for incentives for completing courses on clinical reasoning teaching and assessment, which was expressed in our initial needs analysis [Kononowicz 2020, Sudacka 2021]. Although such a certificate cannot replace incentives provided by the institutions, it is an important step to acknowledge clinical reasoning teaching explicitly.

6. References

- Kononowicz AA, Hege I, Edelbring S, Sobocan M, Huwendiek S, Durning SJ. The need for longitudinal clinical reasoning teaching and assessment: Results of an international survey. *Med Teach.* 2020;42(4):457–62.
- Sudacka M, Adler M, Durning SJ, Edelbring S, Frankowska A, Hartmann D, et al. Why is it so difficult to implement a longitudinal clinical reasoning curriculum? A multicenter interview study on the barriers perceived by European health professions educators. *BMC Med Educ.* 2021;21(1):575.