

EIDT-6910-1 Course Project

Project Statement

Neville Fernandez

Walden University

American University of Antigua College of Medicine (AUACOM) is a medical school in the beautiful twin island nation of Antigua and Barbuda, in the Eastern Caribbean. The school aims to provide students a high quality medical education, particularly those from underrepresented minorities who could not make it into mainstream medical schools for various reasons. It caters to graduates from science, technology, engineering, and mathematics (STEM) and non-STEM backgrounds, and hopes to be able to contribute to addressing the shortage of primary care physicians in the United States. As the students who move from the basic sciences in Antigua to the clinical sciences in the United States, the university also strives to maintain standards comparable to the LCME in the organization and function (Mission and History - American University of Antigua (AUA), n.d.).

Assessment drives learning, and that's the unavoidable truth (Wormald, Schoeman, Somasunderam, & Penn, 2009); examinations have an impact on students' motivation towards learning. At AUACOM, students face at least one assessment every two weeks, and these have to be administered in an environment that simulates as closely as possible, the conditions that they will encounter in their board examinations. The tasks a proctor will have to perform include prepping the computers and rooms for the examination, screening candidates at the door, starting the examination, dealing with any queries from the examinees, looking out for cheating and malpractice, handling examination disruptions, and closing the examination session. The proctors at AUACOM are external contractors who are compensated for every examination proctored, and their educational qualifications range from those who have finished high school to those having an associate's degree. All of them have minimum computer skills, some exhibiting

greater proficiency than others. Given the large class sizes of 200 students and more, and the NBME (National Board of Medical Examiners) requirement of one proctor for every 20 to 30 students, we typically have at least 10 in-room proctors on any testing day (Arranging for and Administering an NBME Web-Based Examination, 2015).

Training helps employees learn specific knowledge or skills to improve performance in their current roles (AllenComm, 2015). The proctor training program I propose will help AUACOM codify and standardize the set of behaviors and skills that an AUACOM proctor should possess. The program will begin with a pretest being delivered online through a learning management system (LMS), followed by an instructor led session, and a posttest on the LMS. In the instructor led session, learner activity will be modelled by the instructor. According to Morrison, Ross, Kalman, and Kemp. (2013), the initial presentation strategy for psychomotor procedures is modeling or demonstrating a task. The trainees will then participate in a role playing exercise designed simulate scenarios one might encounter during the course of an examination, such as the angry student, the student caught cheating, etc. This will enable them to learn hands-on, in a safe environment, as to how the examination policies and procedures are put into practice, and will go a long way in ensuring uniform interpretation and implementation of the university and NBME examination policies. At the end of the training, the proctors will be certified for a period of one year as an AUACOM proctor, with recertification being required every year. This annual recertification process will help the proctors keep abreast of changes in the university and NBME examination policies, and any technological or procedural advancements in examination administration.

References

Arranging for and Administering an NBME Web-Based Examination (2015). Retrieved from National Board of Medical Examiners:
<http://www.nbme.org/PDF/SubjectExams/QuickStartGuideToWebBasedExamDelivGeneric.pdf>

Mission and History - American University of Antigua (AUA) (n.d.). Retrieved March 11, 2017, from <https://www.auamed.org/about/mission-and-history/>

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing effective instruction* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

What is Employee Training & Development - AllenComm (n.d.). Retrieved December 17, 2016, from <http://www.allencomm.com/resource/what-is-employee-training-development/>

Wormald, B. W., Schoeman, S., Somasunderam, A., & Penn, M. (2009). Assessment drives learning: an unavoidable truth? *Anatomical Sciences Education*, 2(5), 199-204.