

MASTER OF EDUCATION IN HEALTH PROFESSIONS EDUCATION



College of Education
and Public Affairs

In collaboration with



MISSION

To prepare professionals for excellence in various educational roles related to the health professions.

The two-year curriculum for a cohort of healthcare professionals is designed to develop and refine skills in the areas of adult learning, curriculum design and instruction, learner assessment, program evaluation and educational scholarship. This program is designed for health professionals who have current roles or responsibilities in health professions education so that they can apply what they learn to their ongoing professional activities and bring real-world experience to the educational setting.

Competencies	Performance Standards
<p>Curriculum Design and Implementation <i>Demonstrates effective methods to design and develop programs to train health professionals.</i></p>	<ul style="list-style-type: none"> ✓ Appropriately implements a variety of instructional strategies based on adult education principles that encourage learners to integrate and apply knowledge. ✓ Establishes goals and learning objectives based on adult education principles and theories and applies them appropriately for student/trainee learning programs and activities. ✓ Recognizes goals, trends, and key issues related to health professions education.
<p>Learner Assessment <i>Demonstrates ability to design, develop and analyze appropriate methods to assess learners in the health professions.</i></p>	<ul style="list-style-type: none"> ✓ Compares and contrasts assessment methods to promote learning, monitor learner progress, and inform decision-making. ✓ Demonstrates ability to give useful feedback to guide others' learning.
<p>Professionalism <i>Demonstrates knowledge and behavior that represents the highest standards of professionalism as an educator.</i></p>	<ul style="list-style-type: none"> ✓ Reflects on educator role and develops strategies to extend personal knowledge and skills. ✓ Describes how one's worldview impacts values and assumptions when working with others. ✓ Demonstrates respectful and ethical behavior. ✓ Demonstrates the continuous growth and self-improvement behaviors of a life-long learner.
<p>Program Evaluation <i>Demonstrates ability to design and critique evaluation plans intended for courses and programs.</i></p>	<ul style="list-style-type: none"> ✓ Compares and contrasts evaluation models common in health professions education. ✓ Designs appropriate evaluation of a course/program in health professions education.
<p>Interpersonal and Communication Skills <i>Demonstrates effective verbal, nonverbal and written communication skills in planning, developing, implementing, and evaluating programs to train health professionals.</i></p>	<ul style="list-style-type: none"> ✓ Demonstrates ability to write coherently and effectively for colleagues and students/trainees. ✓ Demonstrates ability to work effectively in groups. ✓ Identifies and applies appropriate individual and group negotiation methodologies and strategies. ✓ Demonstrates effective speaking and presentation skills.
<p>Scholarship <i>Demonstrates understanding of the knowledge base, theoretical frameworks, and critical thinking to critique literature and inform planning and improve courses and programs to train health professionals.</i></p>	<ul style="list-style-type: none"> ✓ Recognizes ethical issues in the conduct of educational research. ✓ Utilizes a systematic approach to critique health professions education literature. ✓ Applies knowledge of educational research literature to inform effective professional practice.

CURRICULUM: YEAR ONE

All classes are held virtually and have a synchronous and asynchronous component. The synchronous classes are held on **Tuesday evenings**, from **5:30 pm to 9:00 pm**, and follow one of two formats: A|B, B|A or AB|AB. Where A is Course 1 in any given semester and B is Course 2 of said semester; each set of letters represents the weekly pattern to be followed throughout the semester.

A|B means A is Synchronous and B is Asynchronous

B|A means B is Synchronous and A is Asynchronous

A|B, B|A means the courses alternate between synchronous and asynchronous delivery each week

AB|BA means both courses are synchronous and asynchronous every week. That is, a 1 ½ hour block is given to each course for synchronous delivery and the other 1 ½ hour block is delivered asynchronously.

Fall Semester

Course ID	Title	CH	Modality
EDB 601	Educational Research in Health Professions Education	3	AB BA
ALD 605	Adult Learning & Development Theories and Practice	3	BA AB
Semester Credit Hours		6	
Total Degree Credit Hours		6	

Spring Semester

Course ID	Title	CH	Modality
ALD 664	Teaching Methods for Adult Learners	3	A B, B A
ALD 511	Educational Technology in Health Professions	3	B A, A B
Semester Credit Hours		6	
Total Degree Credit Hours		12	

Summer Semester

Course ID	Title	CH	Modality
ALD 588	Health Professions Education Capstone Seminar I	3	A
Semester Credit Hours		3	
Total Degree Credit Hours		15	

CURRICULUM: YEAR TWO

Fall Semester

Course ID	Title	CH	Modality
ALD 510	Learner Assessment in Health Professions Education	3	AB BA
ALD 663	Planning Programs for Adult Learners	3	BA AB
Semester Credit Hours		6	
Total Degree Credit Hours		21	

Spring Semester

Course ID	Title	CH	Modality
ALD 545	Program Evaluation	3	A B
Electives	HSC 505 Culture and Health Care HSC 513 Outcomes Assessment HSC 541 Environmental Health HSC 544 Social Issues in Health Care ALD 645 Organizational Change and Development ALD 631 Group Dynamics for Educational Leadership ALD 690 Seminar in Special Topics (Independent Study)	3	B
Semester Credit Hours		6	
Total Degree Credit Hours		27	

Summer Semester

Course ID	Title	CH	Modality
ALD 589	Health Professions Education Capstone Portfolio Seminar 2	3	A
Semester Credit Hours		3	
Total Degree Credit Hours		30	

Graduation: Total Semester Credit Hours to Degree = 30