

HEALTH PROFESSIONS EDUCATION (HPRE)

Courses

HPRE 5500 Leadership and Administration in Health Professions Education Credits: 3

Current approaches to academic leadership within the context of health professions education. Topics include management skills, problem solving, communication, group skills, motivation, managing conflict, and delegating. Attention to developing skill in presenting, interviewing and in facilitating meetings. Focus on application within the context of health professions education.

HPRE 5508 Principles and Methods of Research Credits: 3

Investigate the role and importance of quantitative, qualitative and mixed-methods research in the health professions. Primary goals are to develop the knowledge and skills to read and interpret educational research in the health professions and to develop a plan to conduct research projects.

HPRE 5522 Curriculum Design in Health Professions Education Credits: 3

Examination of the theory and strategies for the development, implementation, and evaluation of of curricula in health professions education. Focus on contextual factors, learner needs, current models, outcome-based approaches, leadership, and faculty development for design and delivery.

HPRE 5530 Current Issues in Health Professions Education Credits: 3

Consideration of the major social, historical, educational, professional, and cultural issues that affect health professions education today. Focus on investigation of various topics as linked to learning and teaching in the health professions. This course will provide the foundations for the Certificate in Health Professions Curriculum and Evaluation.

HPRE 5540 Independent Study Credits: 1-3

Focused readings and/or special research project in an area selected by the graduate student in consultation with the advisor.

HPRE 5550 Assessment in Health Professions Education Credits: 3

Focus on the design, implementation and evaluation of tools for assessing student learning and performance in health professions education. Consideration of validity, reliability, writing test items, survey design, checklists, observational assessment, simulations and rubrics. Emphasis on best practices, assessment challenges, and on the effective implementation of comprehensive assessment programs in health professions education.

HPRE 5557 Culturally Competent Health Professions Education Credits: 3

When implicit bias is neither recognized nor managed in health professions education, it can negatively impact students' future success in the field, as well as the health and well-being of the students' future patients. In the clinical realm, implicit bias refers to physicians and health professions students automatically stereotyping patients on the basis of race, gender, weight, disability, among other factors. Students gain competence in, creating inclusive learning environments, avoiding bias in curriculum and teaching practices, and developing assessment measures for curricular bias.

HPRE 5560 Teaching in Health Professions Education Credits: 3

This course places an emphasis on learning and teaching theories and current research in health professions education as applied to instructional methods, delivery, student characteristics and learning contexts. The course also focuses on the role of the teacher, individual differences, mentoring and tutoring, technology enhanced instruction, and on teaching in clinical, small group and large group situations in health sciences education. The content will be presented within the context of current research, practice, and educational theory. Participants will be expected to identify, critique literature, and prepare instructional activities that link research and theory to practice.

HPRE 5565 Simulation for Health Professions Education Credits: 3

This course is designed to assist learners in developing the skills necessary to teach with simulation. Simulation is an educational methodology that leads to knowledge gains, which are transferrable to patient care settings. This course will focus on the core pedagogical principles and best-available evidence in simulation-based health professions education. The course is designed for adult learners with the goal of assisting each participant in expanding their existing knowledge base and learning to apply it in a meaningful way to everyday teaching and curriculum needs.

HPRE 5580 Program Evaluation in Health Professions Education Credits: 3

This course equips students with conceptual, theoretical, and methodological tools necessary to formatively and summatively evaluate services, policies, products, and intervention programs in health care and health professions education through a systematic use of empirical information and applied research. Topics include evaluation paradigms, methodologies, data collection, data analysis, reporting findings.

Prerequisites: HPRE 5508

HPRE 5588 Learning Portfolio in Health Professions Education Credits: 3

Learning Portfolio in Health Professions Education (HPRE) is an individualized course which provides the opportunity to document and reflect on academic and applied work related to the learning outcomes of the Master of Health Professions Education program. Students engage in a process of selection, documentation, reflection, and collaboration with the goal of developing deeper understandings regarding their educational development, accomplishments, and application. The course may be taken for 1-3 credit hours per semester, although the full three credit sequence is required.

Prerequisites: Enrollment in the Master's in Health Professions Education program.

HPRE 5599 Summer Conference in Health Professions Education Credits: 3

The Summer Conference in Health Professions Education provides an opportunity for second year students in the Masters in Health Professions Education program to design, deliver and assess a one day, 'mini' conference for area health professions educators. Students will work collaboratively, under faculty guidance, to design objectives, organize resources, develop timelines, publicize, deliver and evaluate a conference designed to reflect a particular theme in health professions education. The conference will consist of educational research presentations, hands-on, skill-based workshops, consultations, and literature/resource dissemination. It will serve to showcase student accomplishments and skills and be open to the public.

HPRE 5899 Required Graduate Enrollment Credit: 1

Required enrollment for students who will graduate during a term when they are not enrolled in a course. Option for students who will complete assignments in order to be eligible for graduation.