

## The UIC Master in Health Professions Education (MHPE) Program

*The mission of the UIC Master in Health Professions Education (MHPE) program is to produce exemplary leaders and scholars who will advance the field of health professions education in order to improve health care locally, regionally, and internationally.*

### Program Structure

Two nontraditional formats allow busy professionals to pursue the degree while keeping full-time jobs. An introductory on-campus course, required for students in both formats, provides opportunities for meeting and networking with faculty and other students. A variety of instructional methods, including both individual and group projects, are used in courses in both formats. Most courses include a final course paper in which students apply the course material to a problem in their own setting. Students in both formats complete a mentored thesis project structured as a work of scholarship suitable for publication.

#### On-campus Intensive Format

Courses are offered on campus at the Department of Medical Education (DME) from 9:00 a.m. until 5:00 p.m. Monday through Friday during the week(s) of the course. Core courses last two weeks and electives one week. During these courses you will be engaged in group research, debates, individual and group presentations, and other active learning activities, with little time given to formal lectures.

The program's core courses are offered on campus each year during the first two weeks of May and the first two weeks of August. A selection of elective courses is offered on campus in the week following the core courses and in a week in July.

#### Online Semester-long Format

As an online student you will participate in a regular schedule of weekly, asynchronous activities and discussions throughout your courses, which take 8-15 weeks to complete. Online students also attend an annual 3- or 4-day summer session on campus in Chicago, including a residency day for each core course taken the previous year and the Annual MHPE Summer Conference. The summer residency and conference provide an opportunity for integration of course material and for networking with faculty and fellow students.

Upon application for admission, students are asked to indicate either on-campus or online as their preferred participation format. Class size is limited; students are admitted to a given

format, and will be given registration preference for that format. Nonetheless, students may register for courses in either format as long as room is available. There is more flexibility for elective courses than for core courses.

## Degree Requirements

The Master of Health Professions Education (MHPE) program requires students to complete 32 semester credit hours, which are organized into three components: five core courses, electives, and a thesis. The core courses MHPE 501, 502, 503, and 504 each carry 4 credit hours and MHPE 505 carries 2 credit hours, for a total of 18 credit hours. Students accumulate 6-8 credits by completing three or four 2-credit electives, or via transfer of credits from a graduate program at another university (8 credit hours maximum). The remaining 6-8 credit hours are accumulated in thesis research, when students work with an advisor and committee to develop a mentored work of scholarship.

### Core Courses:

The core courses, MHPE 501, 502, 503, and 504, are offered in on-campus and online formats in alternate years, and can be taken in any sequence. MHPE 505 must be taken first, and is conducted on-campus for students in both formats. A brief description of the courses can be found below.

MHPE 501 Scholarship in Health Professions Education

MHPE 502 Instruction and Assessment in Health Professions Education

MHPE 503 Curriculum and Program Evaluation in Health Professions Education

MHPE 504 Leadership in Health Professions Education

MHPE 505 Introduction to Health Professions Education

### Elective Courses:

Elective courses may be selected from the following:

- Courses offered by the Department of Medical Education. See Course Descriptions below for a listing of available elective courses.
- Courses offered by other UIC schools, such as the School of Public Health or the College of Education.

- Independent Study: selected problems or issues in health professions education are investigated under the direction of a DME faculty member selected by the student.
- Transfer of credits to UIC from a graduate program from another university: up to 8 semester hours of graduate level credit which has not been applied toward another degree may be transferred if the student received an A or B grade and has the approval of the Director of Graduate Studies.

### Thesis:

The thesis is the capstone of the MHPE program, in which students apply what they have learned to produce a rigorous work of HPE scholarship suitable for publication (although publication is not required). The thesis is closely supervised by a DME major advisor with input from at least two other committee members; one committee member may be a faculty member at the student's home institution (the other is another DME faculty member). Typical thesis projects include educational research questions; the development, piloting and evaluation of instructional programs or learner assessments; and literature reviews. Theses often tackle actual problems in the student's own institutional setting, while at the same time addressing a gap in the broader field of health professions education.

## Course Descriptions

### Core Courses

#### **MHPE 505**

#### **Introduction to Health Professions Education**

This course provides an orientation to the entire MHPE Program – its mission, goals, and prototypical instructional methods of active and collaborative learning. It introduces each core course and key initial content for these courses, and provides an introduction to an important thread in the Program – completion of a thesis. Finally, it provides opportunities to meet faculty members, other students, and alumni, and to begin the process of becoming members of this community of leaders and scholars in health professions education.

## **MHPE 501**

### **Scholarship in Health Professions Education**

This course provides a broad introduction to scholarship in health professions education (HPE), including types of scholarship, standards for scholarship, and the use of conceptual frameworks for developing educational policies, programs and research. Students practice planning the initial stages of a research project, and analyze appropriate uses for quantitative, qualitative, and survey research.

## **MHPE 502**

### **Instruction and Assessment in Health Professions Education**

An introduction to the concepts, methods and issues of effective instruction and assessment in health professions education, including the examination of how effective instruction and assessment support student learning and faculty decision making.

## **MHPE 503**

### **Curriculum and Evaluation in Health Professions Education**

Examines methods and issues in planning and evaluation of educational programs in the health professions, including how institutional and social forces affect planning and evaluation.

## **MHPE 504**

### **Leadership in Health Professions Education**

An introduction to theories of organizational behavior that may be applied to leadership/organizational dilemmas, as well as the development of practical experience and provision of tools for assessing, leading, and managing individual and organizational change in health professions contexts.

## **Elective Courses**

### **Foundations: Curriculum, Instruction, Assessment, Evaluation**

- Cognition, Expertise, and Instructional Design
- Simulations in HPE
- Technology-Enhanced Instruction

- Instruction and Assessment with Standardized Patients
- Health Humanities
- Teaching about Disabilities
- Innovative Assessment Methods
- Assessment of ACGME Competencies & Milestones

### **Leadership**

- Leadership & Professional Identity
- Leading Change in Healthcare
- Admissions, Student Progress & Oversight
- Diversity in HPE

### **Scholarship and Grant Writing**

- Introduction to Quantitative Data Analysis
- Qualitative Methods
- Survey Research Methods
- Grant Writing
- The Elements of Persuasive Writing

### **Foundations: Curriculum; Instruction; Assessment; Evaluation**

#### **Cognition, Expertise, and Instructional Design**

This course addresses the implications of human cognition for instructional design in health profession education. It will involve a critical examination of research on expertise, expertise development, and instructional design.

Faculty: Jeffrey Cheung

#### **Innovative Assessment Methods**

This course explores assessment approaches not addressed in depth in MHPE 502, including standardized oral exams, the Key Features approach, situational judgment tests, programmatic assessment, assessment in mastery learning settings, and how assessment affects learning. The focus is on validity and threats to validity for each approach.

**Instructors:** Rachel Yudkowsky, Dorthea Juul

#### **Assessment of ACGME Competencies and Milestones**

This course will review a select number of assessment methods for each of the ACGME competencies and the CanMED roles, elaborate on the selection process of assessment

methods according to the milestones, select competency milestones from a pool of items and map to specialty milestones. Participants will critically review the assessment methods used at their home institutions and prepare a blueprint reflecting innovations that they want to introduce. This course is very interactive and includes a number of individual and group presentations. The outcome of this course will be the preparation of a manuscript for publication according to guidelines that will be provided.

**Instructor:** Ara Tekian

### **Simulations in HPE**

The purpose of this elective is to introduce the learners to the use of simulation technology in medical education. The scope is focused, not comprehensive, and addresses instruction and assessment at the level of individuals and teams. Participants are expected to design and present a clinical educational or assessment project that uses simulation technology.

**Instructor:** Ara Tekian

### **Instruction & Assessment with Standardized Patients**

This course provides a hands-on introduction to deploying standardized patients (SPs) to enhance instruction and assessment in HPE. Students will write an SP case, train an SP to portray the case, pilot the case, design an instruction program, and develop assessment instruments based on their case.

**Instructor:** Rachel Yudkowsky

### **Health Humanities**

This course focuses on the role of health humanities in instruction and assessment in health sciences curricula. Disciplinary perspectives are drawn from literature/narrative, history, and ethics.

**Instructors:** Sandra Sufian, Kristi Kirschner, Michael Blackie

### **Teaching about Disabilities**

Despite the prevalence of disability in the population (~20%) and in health care settings, education about disability is not a routine component of health professions curricula. Nor are people with disabilities proportionately represented in the health professions. As a result, health professionals are unusually susceptible to cultural bias and stigma, and often poorly informed about the health issues facing people with disabilities. This elective will discuss how to teach health professions students about the following topics:

- Conceptual frameworks for addressing disabilities in the health professions
- Disability in health care settings including ADA, language, universal design
- The effects of ignorance, negative attitudes and bias on medical decision-making and health care outcomes
- The critical role of learning from and incorporating people with disabilities
- Disability inclusion in the health professions (including reasonable accommodations, technical standards, and movement toward competencies)

**Instructors:** Kristi Kirschner & Ray Curry

## **Leadership**

### **Admissions, Student Progress and Oversight**

This course focuses on policies and practice related to oversight for student assessment and progress in health science curricula.

**Instructor:** Tim Murphy

### **Leading Change in Healthcare**

This course looks at the increasingly rapid pace of change and the factors; political, economic, social, technological, environmental, and legal that impact change along with how to lead individuals and organizations through the process.

**Instructor:** George Vukotich

### **Diversity in HPE**

This course focuses on issues related to diversity in health professions education – diversity of students and of faculty; and diversity of disciplinary perspectives.

**Instructor:** Jorge Girotti

### **Leadership and Professional Identity**

This course provides an introduction to social science theories that focus on professional identity formation in leadership contexts. We explore: how leaders in the health professions learn the social norms associated with leadership; how these norms are affected by various identities, such as gender, race, nationality, disability, and clinical specialty; and the impact of these types of identities on inter-professional groups.

**Instructor:** Laura Hirshfield

## **Scholarship and Grant Writing**

### **Introduction to Quantitative Data Analysis**

Introduction of students to a variety of techniques for analyzing behavioral science or educational data and provides hands-on experience performing these analyses with statistical software. Students will gain a sense of the breadth of techniques available for understanding and exploring relationships in data. The ulterior motive of the instructors is to free students from the tyranny of fear of quantitative analysis.

**Instructor:** Alan Schwartz

### **Qualitative Methods**

This course is designed to introduce students to the logic and practice of qualitative research. After discussing various theories of research design, we will examine several methods of qualitative data collection used by researchers in health professions education, discuss the

advantages and disadvantages of each, and talk about how social scientists decide which methods are appropriate for particular research questions and in particular research contexts. These methods include in-depth qualitative interviews, focus groups, participant observation/ethnography, and qualitative content analysis. We will also focus on how to analyze qualitative data once it has been collected. Finally, students will have the opportunity to practice these methods through in-class activities and homework assignments, and the coursework will culminate in the development of a proposal for a rigorous qualitative research study.

**Instructor:** Laura Hirshfield

### **Survey Research Methods**

This course will focus on the basics of quantitative survey design, administration, scoring, and statistical analysis for use in research and evaluation settings. Topics include: strengths and limitations of survey research methods; writing effective questionnaire/survey/rating scale items; designing survey research instruments; sampling; survey administration; collecting and analyzing data; validity; reliability/reproducibility; and reporting the results. The course emphasizes quantitative methods and does not cover qualitative survey methods.

**Instructor:** Alan Schwartz

### **The Elements of Persuasive Writing**

As the title of the course suggest, there are various elements that go into composing persuasive writing – from a strong thesis statement and a well-reasoned argument to voice or tone and a “so what” – which is a reason for readers to keep reading, to be interested in what you’ve written.

Persuasiveness is important in all kinds of writing, from high-stakes projects like a thesis proposal, grant application, and an article to more common, everyday writing such as letters of recommendation and emails. We will look at all these different forms during the course and engage in various writing activities. Students are expected to come to class with a writing project, in any stage of development, that will be the focus of workshops and a final presentation.

**Instructor:** Michael Blackie

### **Grant Writing**

This course provides a hands-on experience writing an educational, non-research grant. Students will have the opportunity to create a grant application for a curriculum or evaluation project that matches their interests, and receive individualized feedback throughout the course.

**Instructor:** Alan Schwartz

*The rigorous curriculum, intensive mentorship, and international networking provided by the UIC MHPE program prepares you to be a true leader and scholar in Health Professions Education. We look forward to learning together!*