



## **Executive Summary**

The proposed Master of Health Professions Education (MHPE) is designed to provide a rigorous educational research foundation for addressing instructional problems and issues in health professions education. The MHPE focuses on the development of expertise in teaching, instructional design, program evaluation, assessment, leadership and educational research. The program, which is 36 credit hours, is interprofessional, designed for practicing educators across the health science fields. The MHPE is advanced by both the School of Education (SOE) and the School of Medicine (SOM), a collaboration that facilitates the development of strong instructional and assessment skills. This type of partnering, along with the interprofessional emphasis, advances excellence in health professions education.

The need for the MHPE is based on six factors. First, health care training programs have greatly expanded in all areas of the health sciences, and educational support initiatives have followed suit. Second, rapid advances in the health sciences mandate new and more effective ways of training, as do expanding accreditation guidelines. Third, health care educators need rigorous and theory-based training in areas such as teaching, learning, assessment, and educational research to effectively train health professionals and to meet accreditation guidelines. Fourth, the MPHE addresses cultural understanding and the richness of diversity as critical components for health education in a global society. Fifth, the MHPE is based on careful examination of the needs and interests of local health professions educators. Finally and perhaps most importantly, the School of Medicine has a long and rich history of educational innovation and research. As the School aims to maintain and expand this tradition, it is looking for avenues to enhance the knowledge, skills, and scholarship of its faculty focused on medical education at all levels of training.

Health professions schools are increasingly recognizing the importance of the educator career path. For health professions educators to be successful in their careers, they must be effective teachers, leaders and educational scholars. The proposed program is well-aligned with existing programs across the country, but is unique in its emphasis on educational research and its application to issues in the field. This emphasis speaks directly to the School of Medicine's strategic initiative in remaining an innovative leader in the field of medical education.

No additional funding beyond that provided by the School of Medicine and tuition revenues is needed for the proposed program. Core faculty within the program include Dr. Ellen Lavelle—Program Director, Dr. Jennifer Quaintance, Dr. Serkan Toy, Dr. Jill Moormeier, and Dr. Christine Sullivan. Drs. Moormeier and Sullivan are employed by University Physician Associates, Dr. Toy is employed by Children's Mercy Hospital, Dr. Quaintance is employed by the School of Medicine, and Dr. Lavelle is employed through the Office of Graduate Medical Education at the School of Medicine. The GA Stipend is also funded through the Office of Graduate Medical Education. In each instance, the employing institution will continue to support the entire salary of the faculty member. There will be no additional funding from the University for the teaching and administrative services of the program faculty.

## **Introduction**

The health professions have faced dramatic shifts both in the delivery of healthcare and in the education of health care professionals (Nora, 2010). Shaping factors include significant advances in medical science, technology, specialization, economic forces, multiculturalism, and accountability mandates. In response to these changes, health care education has evolved (Rabinowitz et al., 2001). Topics such as curriculum integration, more rigorous educational evaluation and research, leadership, social accountability, and the impact of new technology have been identified as key areas of concern across the health professions education domain (Skochelak, 2010). Similarly, educational and instructional reforms have been called for in Medicine (Cook, Irby & O'Brien, 2010), Dentistry (DePaola & Slavkin, 2004), Pharmacy (Blouin et al., 2009), and in Nursing (Emerson & Records, 2008). Given the importance of providing and documenting high quality training, a comprehensive and rigorous educational foundation for health education professionals is imperative.

The master's degree in health professions education is supported as the most specific method for health professions faculty to obtain credentialed grounding in educational theory and practice (Cohen et al., 2005). Participation in health education master degree programs has been linked to contributions in research in health professions education, promotion, and curricular development (Gruppen et al., 2003). Similarly, development of improved instructional and assessment skills for medical educators has been related to better teaching (Sarikaya et al., 2010) and to better patient care (Dieter, 2009). Additionally, accreditation agencies demand documented skills, particularly in curriculum development, assessment, and teaching. For example, the Accreditation Council for Graduate Medical Education mandates that six core competencies be clearly articulated in objectives and measured using reliable and valid assessments for all residency learning experiences. It further mandates that each residency and fellowship program have faculty with specific expertise in learner assessment. For existing health professions educators, master's degree training facilitates faculty promotion (Nora, 2010) and serves as a drawing card for incoming faculty and new recruits.

The School of Medicine has a particular interest in developing the educational skills of its faculty leaders. To maintain its reputation for innovative medical education, its faculty must have a background in educational theory, curriculum design, creative approaches to teaching and high quality assessment in both the classroom and clinical settings. In the School of Medicine, which is the sponsor of 47 graduate medical education programs, training over 500 residents and fellows at any given time, there are many faculty with interest and need to expand their education, administration and scholarly activity skills. The MHPE program provides a platform on which the School's faculty can gain the knowledge necessary to support the educational programs while developing collaborative relationships with like-minded individuals that can lead to productive scholarly careers.

Master's degree programs in health professions education have increased significantly over the last ten years (Appendix A). Specifically, 14 programs have been developed at major universities. Five of the most recent programs represent collaborations between the schools of medicine and education at their respective universities (i.e. Vanderbilt, Johns Hopkins, Baylor, University of Michigan and University of Cincinnati). Partnering with education serves to bring

cutting edge learning, instruction, and assessment theory to address the specific problems that health professions educators face, many of which are unique to the discipline and practice. For example, although team-based learning has become common in health professions education, knowing how to effectively design projects for teams, select team members, facilitate team development, and evaluate team performance may remain elusive, or based on anecdotal evidence. It is imperative that health professions educators have a firm understanding of educational theory and methodology to better facilitate and measure student learning. A review of the current master's programs shows the similarities and differences in the content and structure of the programs (Appendix B).

The UMKC School of Medicine and School of Education have partnered to design and deliver a new Master's in Health Professions Education (MHPE) extending the existing Graduate Certificate in Health Professions Curriculum and Evaluation (GCHPCE). Advancing a formally degreed program of study serves to elevate and professionalize training for highly skilled and educated health professionals. As part of the collaboration between the schools, a doctoral level educator with a background in health professions education and educational research was hired and appointed as senior faculty in the School of Education. Dr. Ellen Lavelle was given the responsibility of planning the new program and directing the existing GCHPCE, as well as teaching in the School of Education.

The MPHE Curriculum Committee was formed to develop the new program. Membership included faculty from the Schools of Medicine, Education and Dentistry. Based on the needs assessments and educational theory, the MPHE Committee advanced specific objectives, as well as an integrated, 36-hour program of study as an extension of the certificate program.

**Goals of the MHPE are as follows:**

1. Understand educational research and be able to interpret and use it in educational problem-solving.
2. Design evidence-based educational programs and materials with appropriate scope, sequence, and focus for learners.
3. Evaluate the effectiveness of programs, curricula and instructional events.
4. Understand basic principles of assessment and be able to apply these to health professions education to reflect student progress and to promote student learning.
5. Identify current issues in medical education and resources available for monitoring developments in the field.
6. Deliver effective, theory-based instruction in large group, small group or clinical settings.
7. Provide reflective and evidence-based leadership.
8. Develop cultural understanding and appreciation in all dimensions of health professions practice.
9. Contribute to educational research in the health professions.
10. Reflect on learning and practice and document the related applications in a systematic and rigorous fashion.
11. Join and contribute to the community of health professions educators.

The MHPE will provide inter-professional training for health educators to include physician, nurse, dental and pharmacy educators, allied health professionals as well as for many staff who

serve in educational roles such as program coordinator, curriculum director or assessment coordinator. The program will be inclusive and draw on the diverse perspectives of health educators across the fields. The program will be based on providing a strong background in educational research as springboard to problem-solving in health professions education.

## **1. Fit with University Mission and Other Academic Programs**

### **2.A. Alignment with Mission and Goals**

UMKC's mission includes emphasis on leading in life and health sciences, developing a professional workforce, collaboration regarding urban issues and education, and creation of a vibrant learning experience. The MHPE advances innovation and excellence in health sciences education by emphasizing applied research, leadership and application to current issues in the health professions. It also focuses on cultural understanding, a key part of the UMKC mission. The MPHE represents interdisciplinary collaboration between the Schools of Medicine and Education and contributes directly to the professional workforce.

The mission of the UMKC School of Medicine is to provide and foster excellence, innovation, scholarship in education, and to be a leader in academic medicine through innovative programs. The MHPE directly reflects this mission by providing a professional education program geared towards improving educational problem solving across the health professions for professional health educators. The MHPE is focused on the development of skill in educational research as linked to health professions education practice. The SOM has long had a tradition of excellence, and the MHPE serves to extend this tradition in its innovative and rigorous approach, and excellent faculty. The School of Medicine views the MHPE program as a cornerstone for its expanding emphasis on the development of its core medical education faculty. These faculty are and will become the leaders of its many and diverse educational programs, including the undergraduate degree, the many graduate medical education programs, the continuing medical education program and developing programs in allied health.

The mission of the UMKC School of Education is to recruit, prepare and support outstanding teachers, mental health professionals and administrators who will create lifelong learning opportunities through education for America's diverse urban communities. The mission is centered on six key values of academic excellence, strategic innovation, inquiry leading to reflective decision-making and problem-solving, collaboration among skilled professionals, democracy, and diversity and social justice.

The proposed MHPE supports the mission of the SOE by providing innovative, theory-based education for health professionals. The MHPE maintains academic excellence through the support of well-qualified faculty and high admission standards. In addition, the MHPE addresses diversity and application to practice in all course work.

### **2.B. Extension, Duplication and Collaboration**

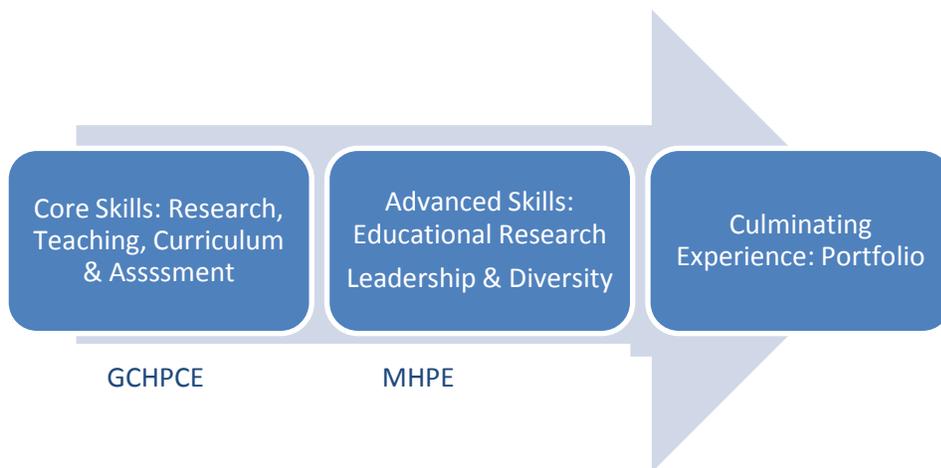
The SOE in collaboration with the SOM began offering the Graduate Certificate in Health Professions Curriculum and Evaluation (GCHPCE) in summer 2012, and currently enrolls two "formally enrolled" certificate students, one enrollment in process, and four students who take

courses as visiting/community students. Since the certificate program is designed to provide core skills in teaching, assessment, and instructional and program design, it consistently draws both formally-enrolled and visiting/community students who are anticipated to enroll at a later date. The proposed master's program will build on that foundation by providing emphasis in advanced educational research, leadership and diversity. The MHPE will also incorporate the portfolio as a capstone experience. The portfolio provides increased emphasis and documentation, application, and reflection, and serves as a measure of student learning.

There are no other Master of Health Professions Education or similar programs in Missouri or Kansas. The UMKC School of Nursing (SON) offers a Master of Science in Nursing (MSN) with a Nurse Educator track, and the School of Dentistry offers a Master of Science in Dental Hygiene (MSDH). While these are strong programs, they focus on clinical skills in their particular fields with less attention to educational theory, or applied educational research; both foci of the proposed program. Additionally, the existing programs do not incorporate strong educational research and learning sciences foundations as the basis for effective and efficient instructional practice. The MHPE also focuses on topical areas that other programs do not address such as instructional design, leadership, and the conduct and application of educational research in the field. The MSN Nurse Educator and the MSDH provide tailored, specialized options for students in those fields who seek an advanced clinical skills emphases. The MHPE, on the other hand, provides a rigorous and integrated curriculum in educational theory and methods as linked to program evaluation, teaching, instructional design, and assessment and approaching problems in the field. Both programs have been consulted in the development of this proposal and have provided input. As a result, the course Cultural Diversity and Values (NURSE 5527), an existing offering in the School of Nursing, will provide an important content area in the proposed program. Also, NURSE 5556, Program Evaluation may be taken in lieu of EDRP 5625, Program Development and Evaluation, although the former course has an educational research prerequisite.

MHPE would offer an in-depth and theory-based program of study designed to address instructional and assessment issues that health educators face. Based on a foundation in educational research, students will focus on educational problem-solving in their respective health disciplines to include focus on areas such as teaching, assessment, program evaluation, and leadership. The applied emphasis will be articulated in all courses and documented in the portfolio. For example, a physician educator might want to help pediatric residents develop skill in airway management but have only a vague idea of how to design or test the effects of a related instructional module. Well-honed skills in educational research, instructional design, and assessment of student learning are critical to the successful design, delivery and evaluation of the training. This project would then be included in the portfolio along with student reflections on their learning and its application. Since the MHPE approach is steeped in sound educational theory, collaboration with other institutions is not feasible because there are not existing courses that address MHPE goals and objectives.

The MPHE dovetails with the GCHPCE, allowing students direct entry into the master's, and the possibility of completing both programs in two years. The diagram below reflects the expected skills and outcomes for both the MHPE and GCHPCE.



### 3. Business-Related Criteria and Justification

#### 3.A.1 Market Analysis: Program Need

Even with the economic downturn, the health care sector continues to grow and thus has an impact on the demand for well-trained professionals. In response to the Association of American Medical Colleges (AAMC) call for a targeted 30% increase in the number of medical school graduates to address projected health care needs, several United States medical schools have expanded class sizes in recent years. In 2006, an AAMC survey found that current expansion plans would result in a 17% increase in matriculants from 2002 to 2012. By 2007, 85% of existing medical schools had increased class size, more than a dozen new medical schools had been established, and the AAMC projected that the targeted 30% increase in graduates would be reached by 2017 (Johns Hopkins University Master of Education in the Health Professions, 2009). The growing number of students implies a need for more teachers and administrators. Similar trends have been found in Dentistry (Guthrie, Valachovic, & Brown, 2009), Pharmacy (Walton, Mott, Knapp, & Fisher, 2010), and Nursing (Bartels, 2005).

Along the same line, the number of master's degrees in health professions education has significantly increased over the last ten years (Appendix A). In the last five years alone, seven new programs have emerged (Vanderbilt, Johns Hopkins, Southern Illinois University, Iowa, Baylor, University of Michigan and University of Georgia). The University of Illinois, the oldest program in the United States, provides both blended and online options and enrolls approximately 120 students (personal communication with Janet Settle, Director of Graduate Medical Education, University of Illinois, December 20, 2011).

Programs generally reflect an emphasis on foundations in educational theory, teaching, evaluation of learning, evaluation of program outcomes, and leadership in health professions education. Programs range from requiring 30 credits (University of Michigan) to 45 credits (University of Cincinnati). The proposed 36-hour MHPE is well in line with the most common credit requirements. Program costs ranged from \$1,018 per credit hour in-state (University of Michigan) to \$467 in-state (University of Iowa); the proposed MHPE offers the most reasonable tuition rate of \$339 per credit hour in-state and in the six-county metro area. Programs also

ranged from fully online (University of Cincinnati) to fully on-site (University of Michigan) to blended with a combination of online and in-class learning requirements (University of California Keck School). In response to potential student preferences, the MPHE was designed in blended format with regular class meetings supported by internet instruction. (Appendix C).

### **3.A.2 Market Analysis: Student Demand**

In order to determine student demand, surveys were conducted accompanied by personal interviews. Surveys measured not only interest in enrolling in the MHPE but also participants' opinions regarding important content or topical areas to be addressed by the program and delivery option preferences. Surveys were conducted among faculty in the Schools of Medicine (Appendix C), Dentistry, and Pharmacy (Appendix D).

Surveys of demand among faculty in the Schools of Medicine, Dentistry and Pharmacy indicated significant interest in participation in the MHPE. Twenty-seven health professions faculty indicated interest in participating in the MHPE, with approximately 12 participants indicating interest in taking individual courses ( $n=95$ ). All survey participants indicated a strong preference for mix of online and traditional instruction (i.e., blended instruction). Assessment, curriculum, program evaluation, teaching, educational research and leadership were rated as the more important topical areas across surveys (Appendices C and D).

The UMKC School of Medicine Teaching Scholars Program, a noncredit, three-course sequence focusing on teaching, research and curriculum development in medical education has enrolled 12-15 students per year over the past three years. This program, which is sponsored by the School of Medicine, is being phased out as the new GCHPCE certificate program begins, Summer, 2012. Several Teaching Scholars "graduates" have expressed strong interest in enrolling in the MHPE and the degree program will provide credit for completion of the Teaching Scholars Program.

Although survey data indicate significant interest in enrolling in the MHPE, the projected enrollments in Table 1 are conservative. It will take time for a program such as MHPE to become established and to develop a reputation for excellence in teaching and student learning. The program is expected to start by enrolling a small number of School of Medicine faculty who have expressed considerable enthusiasm for the program. It is also expected that some School of Medicine faculty will begin by "picking up" one to two classes of particular interest, which may then lead to enrollment in the degree-awarding program. Over time, the reputation for excellence of the program is expected to result in enrollment growth from surrounding health profession schools

Enrollment projections are based on approximately three students in the first year. This would be followed by an increase in two students in each consecutive year, with a total of 13 students enrolled in year five. Table 1 provides enrollment projections. It is important to note that the majority of students may enter as visiting/community students since the courses are skill-based and contribute directly to practice. Also, classes will include students who are enrolled in the GCHPCE and who may or may not elect to participate in the full degree. Visiting students and

GCHPCE students are not included in the projected estimates. Thus, the projected enrollments for MHPE courses are very conservative.

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**STUDENT ENROLLMENT PROJECTIONS**

**Table 1. Student Enrollment Projections Based on Market and Student Demand**

Year	2013-14	2014-15	2015-16	2016-17	2017-18
First Year Students	3	4	5	6	7
Second Year Students	0	3	4	5	6
Total in Program	3	7	9	11	13

*Note: All students are part-time students.*

**Form FP**

**FINANCIAL PROJECTIONS**

**3.B. Financial Projections - Table 2. Financial Projections**

1. Expenditures					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Instructional Costs					
Faculty and Administrator Salaries	97,000	140,760	143,575	146,447	149,376
Benefits	31,040	45,043	45,944	46,863	47,800
GA Stipend	12,000	12,000	12,000	12,000	12,000
Travel and Misc.					
Operating Expenses	3,000	3,000	3,000	3,000	3,000
<b>TOTAL EXPENDITURES</b>	143,040	200,803	204,519	208,310	212,176

2. Revenues					
State Aid – CBHE					
State Aid – DESE					
Tuition/Educational Fees	15,398	29,075	38,120	47,683	57,784
Institutional Resources	140,040	197,803	201,519	205,310	209,176
<b>TOTAL REVENUES</b>	155,438	226,878	239,640	252,993	266,960
<b>NET REVENUE</b>	12,398	26,075	35,121	44,683	54,784

### 3.B.1 Additional Resources Needed

The MHPE does not require new faculty, equipment or library resources. Current faculty in the SOE, SOM and SON will teach in the MHPE as part of their regular assignments.

#### Faculty and Administrator Salaries:

- 0.2 FTE Director of the MHPE Program
- 0.9 FTE Faculty Teaching Assignments for the nine courses that are specific to the MPHE degree. In the first year, only the six Masters/Certificate courses will be taught. In subsequent years, all nine courses will be taught. Given that the courses Cultural Diversity and Values (NURSE 5527), Intermediate Statistics (EDRP 5555) and the elective course exist outside the program, their instructional costs and tuition revenue are not included in the calculations.
- 1.0 FTE GA Stipend

### 3.B.2 Revenue

The major revenue sources are tuition and institutional support.

#### Tuition Revenue:

Students will not enroll full time in the MHPE, but will take a maximum of two courses per semester to include summer semester, allowing them to graduate in two years. The budget is based on a formal program enrollment of three students in the first year, and increasing at the rate of one student per year to yield a total of 13 students in year five. It is important to note that the courses are open to visiting/community students who may formally enroll at a later date.

#### Institutional Resources:

Core faculty within the program include Dr. Ellen Lavelle—Program Director, Dr. Jennifer Quaintance, Dr. Serkan Toy, Dr. Jill Moormeier, and Dr. Christine Sullivan. Drs. Moormeier and Sullivan are employed by University Physician Associates, Dr. Toy is employed by Children’s Mercy Hospital, Dr. Quaintance is employed by the School of Medicine, and Dr. Lavelle is employed through the Office of Graduate Medical Education at the School of Medicine. The GA Stipend is also funded through the Office of Graduate Medical Education. In each instance, the employing institution will continue to support the entire salary of the faculty member. There will be no additional funding from the University for the teaching and administrative services of the program faculty.

### **3.C. Business and Marketing Plan: Recruiting and Retaining Students**

The market for the MHPE includes physicians, nurses, fellows, residents, program directors, allied health faculty and program coordinators, assessment specialists and faculty developers. These individuals may be affiliated with any one of a number of local institutions such as UMKC, University of Kansas Medical School and School of Health Professions, Kansas City University of Medicine and Biosciences, Johnson County Community College, Metropolitan Community College, Avila University, and Rockhurst University. Marketing strategies will include a full range of tactics geared toward each of these populations. Strategies include an extensive webpage with application information and printable brochure, email campaigns, listserv announcements, presentations at professional meetings, and a newsletter. Drawing students nationally is not likely at this time because the program is based on blended instruction and requires regular on-campus meetings for most courses. Presently, the GCHPCE employs many of these marketing strategies and maintains an extensive email list of health professions faculty at area colleges and universities.

The most wide-reaching marketing tool is the website since it can be accessed by all potential students. Links to the website will be included in all marketing emails. The website will be ongoing, up to date, and accessible at all times. Currently, the Graduate Certificate in Health Professions Curriculum and Instruction maintains a site at <http://www.med.umkc.edu/hpce/>, and the MHPE site will be patterned after this.

Emails campaigns will be twice per semester and include all UMKC Health Schools as well as other area universities and community colleges. Email advertising will include both the MHPE program and the upcoming courses.

The newsletter will go to all email addresses once per semester. It will feature current courses, student projects, announcements, testimonials and pictures.

Announcements will be sent to two major listservs at least once per semester. DR-ED enrolls approximately 1600 medical educators across the United States and CGEA, the Central Group on Educational Affairs, a local chapter of AAMC, American Association of Medical Colleges also maintains an extensive listserv.

### **4. Institutional Capacity**

The Schools of Medicine and Education have long had a history of offering high quality, innovative programs and will extend this tradition with the implementation of the MHPE. The MHPE is fortunate to have five Ph.D. level faculty members, representing schools across campus, along with M.D. faculty who also hold advanced degrees in education and administration. No new faculty will be hired.

Program evaluation will be both formative and summative to monitor effectiveness and satisfaction.

**To summarize the benefits of the program, the MHPE will:**

- Provide a credentialed grounding in evidence-based instruction for health professions educators.
- Provide a strong foundation in educational research as the key to effective teaching, assessment, curriculum development, and leadership.
- Emphasize the sociocultural nature of learning and practice in the health professions.
- Improve the quality of teaching and student learning and, as a result, the quality of patient care.
- Facilitate contributions to the research literature in health professions education.
- Address instructional problems across the health sciences.
- Extend foundational basis offered by the Graduate Certificate in Health Professions Curriculum and Evaluation to include increased emphasis on practice, educational research and leadership.
- Support accreditation.
- Provide a cadre of well-trained professional educators for the health professions.

**Form PG**

**PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

**5. Program Characteristics**

**5.A.-5.B. Program Structure and Outcomes**

The curriculum was designed based on review of similar programs to include charting of frequency of courses (Appendix B), faculty needs assessment as per topics of importance (Appendix C), and on current educational and assessment theory in the field. Program objectives (labeled a – k) are linked to course content in the 36-hour course sequence in the table and key below.

MPHE and GCHPCE Program Structures and Objectives				
	Summer	Fall	Spring	Program
Year 1	Current Issues in Health Professions Education (HPRE 5530) <i>e, h, I, k, l</i>	Assessment in Health Professions Education (HPRE 5550) <i>d, k</i>	Instructional Design (EDRP 5514) <i>b, k</i>	GCHPCE
	Principles and Methods of Research (EDRP 5508) <i>a, j, k, l</i>	Educational Psychology: Focus on Teaching in Higher Education (EDRP 5639) <i>f, k</i>	Program Development and Evaluation (EDRP 5625) <i>c, j, k</i>	GCHPCE

Year 2	Intermediate Statistics (EDRP 5555) <i>a, k **</i>	Cultural Diversity and Values (NURSE 527) <i>f, h, k</i>	Elective, <i>k</i>	MHPE
	*Leadership and Administration in Health Professions Education (HPRE 5570) <i>g, I, k, l</i>	*Advanced Research in Health Professions Education (HPRE 5590) <i>a, i, j, k, l</i>	Individual Study (EDRP 5590) <i>b, c, e, f, h, I, k, l</i>	MHPE

*New Course Syllabi for new courses are available in Appendix E.*

### **Program Outcomes**

- a. Understand educational research and be able to interpret and use it in educational problem-solving.
- b. Design evidence-based educational programs and materials with appropriate scope, sequence, and focus for learners.
- c. Evaluate the effectiveness of programs, curricula and instructional events, using both formative and summative methods.
- d. Understand basic principles of assessment and be able to apply these to health professions education to reflect student progress and to promote student learning.
- e. Identify current issues in medical education and resources available for monitoring developments in the field.
- f. Deliver effective, theory-based instruction in large group, small group or clinical settings.
- g. Provide reflective and evidence-based leadership.
- h. Cultural understanding and appreciation across health professions practice.
- i. Join and contribute to the community of health professions educators.
- j. Contribute to the research literature.
- k. Reflect on learning as linked to practice in the health professions education and document this in a rigorous and systematic manner.
- l. Join and contribute to the community of health professions educators.

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### Program Structure

#### Required Courses (36 hours)

Course Name	Course Number	Credit Hours
Current Issues in Health Professions Education	HPRE 5530	3
Assessment in Health Professions Education	HPRE 5550	3
Principles and Methods of Research	EDRP 5508	3
Educational Psychology: Focus on Teaching in Higher Education	EDRP 5639	3
Instructional Design	EDRP 5564	3
Program Development and Evaluation	EDRP 5625	3
Intermediate Statistics	EDRP 5555	3
Cultural Diversity and Values	NURSE 5527	3
Leadership and Administration in Health Professions Education*	HPRE 5570	3
Advanced Research in Health Professions Education *	HPRE 5590	3
Elective	Elective	3
Individual Study (Portfolio)	EDRP 5590	3

#### \*New Course

#### Possible Electives (3 credit hours)

Course Name	Course Number	Credit Hours
Advanced Health Economics	ECON 5565	3
Colloquium in Advanced Health Economics	ECON 5665	3
Curriculum Design	EDUC C&I 5506	3
Lifespan Development	EDRP 5513	3
Advanced Educational Psychology	EDRP 5502	3
Apprenticeship and Conference in College Teaching	EDRP 5640	3
Qualitative Research Theory and Design Educational Setting	EDRP 5615	3
Qualitative Data Collection and Analysis in Educational Settings	EDRP 5615	3
Health Policy in the United States	HLTH-ADM 5581	3
Seminar in Health Care Leadership	PSYCH 5638	3
Advanced Biopsychology	PSYCH 5518	3
Adult Development and Aging	PSYCH 5543	3
Theoretical Foundations of Health Psychology	PSYCH 5631	3
Health Psychology Interventions	PSYCH 5632	3

## 5.C. Program Content and Design

The major focus of the MHPE curriculum is bringing educational theory to bear on decision making for effective practice, and for educational research in the health professions. In line with this goal, MHPE curriculum was designed based on the review of key sources of data including:

- Needs assessment regarding content structure and possible modes for delivery (Appendix C).
- Review of the curriculum at existing programs (Appendix B).
- Examination of accreditation standards across the health professions.

Based on this review, the committee created the program objectives and designed a sequence of courses to reflect these. Two new courses were designed (Leadership and Administration in Health Professions Education—HPRE 5570, and Advanced Research in Health Professions Education—HPRE 5590). See Appendix E. Courses outside of the program include Intermediate Statistics (EDRP 5555), Culture and Diversity (NURSE 5527) and the elective course.

The MHPE program is not a cohort model and is based on individualizing learning and mentoring. As such, learners may enter the program at any point. Advanced courses in the second year are also open to all health professions education students, but Intermediate Statistics (EDRP 5555), Advanced Research in Health Professions Education (HPRE 5590) and Individual Study (EDRP 5590) have prerequisites. Along the same line, visiting students may enroll in any course at any time, providing they meet the prerequisites.

### Courses and Descriptions

**Current Issues in Health Professions Education (HPRE 5530)** – Consideration of the major social, historical, educational, professional and cultural issues that affect health professions education as linked to learning and teaching across the health sciences. *Blended*

**Principles and Methods of Research (EDRP 5508)** – Introduction to the analysis of research literature including types of research, methodology, design and data analysis. Focus on contributing to the research body through publication and presentation. (This section focuses on research in health professions education.) *Blended*

**Program Development and Evaluation (EDRP 5625)** – Program evaluation is an applied research area that focuses on providing summative and formative data about the progress of an organization or program. All students will develop a comprehensive evaluation plan for a program of their choice. (This section focusses on addressing evaluation in the health professions education.) *Students may substitute NURSE 5556 Program Evaluation with the approval of the program director. Blended*

**Intermediate Statistics (EDRP 5555)** – A systematic development of the logic and practice of selected statistical methods used in educational research. Included are analysis of variance and regression analysis. *Online. Prerequisite is course work in basic statistics. Students may substitute MEDB 5501 or a related course with the approval of the director.*

**Leadership and Administration in Health Professions Education (HPRE 5570)\*** – Current approaches to academic leadership within the context of health professions education: strategic planning, communication, group dynamics, teamwork, interpersonal skills, and legal and budgeting issues. Focus on individual, group, and organizational performance. *Blended*

**Educational Psychology: Focus on Teaching in Higher Education (EDRP 5639)** – An introduction to theories and principles from educational psychology as they relate to learning, motivation, assessment and instruction in higher education. (This section focuses on teaching in the health professions to include mentoring, tutoring, bedside teaching, ambulatory, simulation, and e-learning.) *Blended*

**Instructional Design (EDRP 5514)** – Brief survey of learning theories and pedagogical models (information processing and cognitive models) as related to the principles and methods of instructional design. Emphasis on the planning, design, implementation and evaluation of instructional systems including focus on technology integration. *Blended*

**Cultural Diversity and Values (NURSE 5527)** – This course explores how each individual's life context and social, cultural, political, historical, and economic influences shape individual values, beliefs and behaviors. Core concepts include cultural awareness, cultural knowledge, cultural skill, cultural encounter, values clarification, ethical analysis, and conflict resolution strategies in health professions education. *Online*.

**Advanced Research in Health Professions Education (HPRE 5590)\*** – Examination of current research trends across the health professions with focus on advanced qualitative, quantitative and mixed methods. Attention to the writing research, publication process, and presentation of research results. Students will be expected to submit a research article or poster for publication or presentation at a national conference. *Blended. Prerequisite: Principles and Methods of Research (EDRP 5508) or related course as approved by the instructor.*

**Assessment in Health Professions Education (HPRE 5550)** – Focus on the design, implementation and evaluation of tools for assessing student learning and performance in health professions education and on the development of assessment systems. 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. *Blended*

**Individual Study (EDRP 5590)** – The portfolio serves to provide integration and reflection on educational experiences throughout the program. Portfolios provide a bridge between learning and application of new knowledge to practice. Components include philosophy of teaching and educational research, self-evaluation and reflection pieces, planning tools, accomplishments, teaching and advising documents, assessment strategies, and the personal journal. *Prerequisite: Enrollment in the Masters of Health Professions Education.*

*\*New course syllabi are available in Appendix E*

## **Instructional Features**

### *Interprofessional Education*

The MHPE draws on the skills, interests and experiences of health educators across the health sciences.

### *Educational Research Foundation*

The MHPE emphasizes both applied and basic research in health professions practice. Courses include both introductory and advanced educational research, program evaluation, statistics, and evidence-based practice is primary in all coursework.

### *Application: Problem Solving in the Health Professions*

The MHPE is focused on addressing “real world” instructional and assessment problems that students encounter in their educational practice. Students articulate these issues and design and test interventions.

### *Portfolio: Bridge to Practice*

The portfolio serves as a primary tool of learning as it provides the opportunity for students to integrate, reflect and articulate learning experiences in relation to practice. (Appendix F)

## **5.D. Program Goals and Assessment Strategy**

### **Program goals include:**

- Understand educational research, interpretation and application in educational problem solving across the health sciences.
- Design evidence-based educational programs and materials with appropriate scope, sequence, and focus for learners.
- Evaluate the effectiveness of programs, curricula and instructional events using both formative and summative methods.
- Understand basic principles of assessment and be able to apply these to health professions education to reflect student progress and to promote student learning.
- Identify current issues in medical education and resources available for monitoring developments in the field.
- Deliver effective, theory-based instruction in large group, small group and clinical settings.
- Provide reflective and evidence-based leadership.
- Promote cultural understanding and appreciation across health professions practices.
- Contribute to the research literature.
- Reflect on learning and practice and document related applications in a systematic and rigorous way.
- Join and participate in the community of health professions educators.

Outcomes will be documented in the portfolio, by formative and summative surveys, interviews, and through course completion and grades. All courses will advance specific learning objectives

that directly reflect program goals. The portfolio, student feedback, grades, and teaching evaluations will serve as formative and summative markers of program effectiveness.

Specifically, the assessment strategy ensures that:

- Multiple assessments are used at different points in each course
- Students are evaluated fairly and consistently
- Course assignments encompass timely feedback for students as well as indicators for adjustments in teaching
- All courses will be reviewed and revised by faculty on an ongoing basis
- Teaching evaluations will address both course goals as well as teaching performance and student learning
- Annual program evaluation will include both faculty and student feedback as well as that from graduates and employers

### **5.E. Student Preparation**

Students applying for admission to MHPE must complete the required application procedures. In addition to filling out the application form, students must also submit the following for a complete application:

- College or university transcripts.
- A one-page goal statement.
- Physicians in residency or fellowship are required to submit a letter of recommendation from the director of their program.
- Curriculum vita.
- Additionally, applicants accepted to the master's program must submit to a criminal background check before beginning the program.

Applicants must meet the following minimum requirements in order to be considered for admission:

- A professional degree in health professions (e.g. MD, DDS, DO, RN, Pharm.D, MS, MPA, MA) or a Baccalaureate degree (e.g. BA, BS) and at least five years of experience in health professions education.
- International applicants whose native language is not English must submit scores from the TOEFL.
- A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the IBT TOEFL is required.

Applicants who have completed the Teaching Scholars Program at UMKC may waive two required courses: Principles and Methods of Research (EDRP 5508) and Educational Psychology: Focus on Teaching in Higher Education (EDRP 5639). Applicants who have completed similar courses of study may petition to obtain up to two course waivers by submitting pertinent course syllabi for consideration by the director. Applicants who have not completed coursework in basic statistics may be required to take EDRP 5505, Statistical Methods I, or a similar course as approved by the director.

## **5.F. Faculty and Administration**

The MHPE is led by the Director, who is currently coordinating the Graduate Certificate in Health Professions Curriculum and Evaluation and will assume leadership of the MHPE upon approval. The Director is responsible for recruiting faculty (as warranted over time), overseeing the curriculum committee, marketing, reviewing and approving student applications, developing and monitoring course evaluations, and directing online elements of the program. The Director will report to the Associate Dean of Graduate Medical Education and to the Chair of the Division of Counseling and Educational Psychology. General qualifications for the director include having a Ph.D. in Educational Psychology or Educational Research, extensive experience in medical or health professions education, significant teaching experience and publications in the field.

### **Teaching Faculty:**

Carolyn Barber, Ph.D., Assistant Professor, School of Education  
EDRP 5639

Jennifer Hunter, Ph.D., R.N., Assistant Professor, School of Nursing  
NURSE 5527

Ellen Lavelle, Ph.D., Associate Research Professor, Schools of Medicine and Education,  
Director of the Masters in Health Professions Education, Director of the Graduate Certificate in  
Health Professions Curriculum and Evaluation  
HPRE 5590, HPRE 5530, EDRP 5625

Jacob Marszalek, Ph.D., Associate Professor, School of Education  
EDRP 5555

Jill Moormeier, M.D., M.P.H., Associate Dean Graduate Medical Education  
HPRE 5550

Jennifer Quaintance, Ph.D., Assistant Professor, School of Medicine  
EDRP 5508, EDRP 5590

Christine Sullivan, M.D., Associate Professor, School of Medicine  
HPRE 5570

Serkan Toy, Ph.D., Assessment Director, Children's Mercy Hospital  
EDRP 5514

## **5.G. Alumni and Employer Survey**

The MHPE will carefully monitor graduate performance and graduate satisfaction by disseminating both graduate and employer surveys. Graduate surveys will include an "immediate" exit survey upon graduation designed to evaluate students' perceptions of program efficacy as related to their present careers or career goals. An additional, "six month" measure

will reflect students' perceptions of the program and specific courses as linked to the skill set required in their current position. Employer surveys will also garner employers perceptions of graduates' skills.

#### **5.H. Accreditation for this program is not available, so none will be sought.**

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## Appendix A: Master's Program in Health Professions/Medical Education

School	Degree	Where Housed	Program Format	Credit Requirements	Designed for:	Costs (per credit unless specified)
University of Pittsburg	M.S. in Medical Education	ICRE	Traditional	30 cr Thesis	MD, PharmD, DMD	\$761 in state \$1277 out of state
Nova Southeastern University	M.S. in Medical Education	Fischler School of Education & Human Services	Online	36 cr	Any HP field, P.A., Nursing faculty	\$645
University of Iowa	Master's in Medical Education (MME)	OCRME	Traditional	30 cr	MD required	\$467 in state \$1,268 out of state
University of Southern California	Master's of Academic Medicine	Keck School of Medicine	Hybrid	32 cr	Med. and HP Mixed	~\$1,420
University of New England	M.S. in Medical Education Leadership (MMEL)	College of Osteopathic Medicine, Office of Med Education	Online	33 cr	Mixed	\$630
LECOM	M.S. in Medical Education	College of Osteopathic Medicine	Hybrid	32 cr	D.O., Pharm.D, M.D.	~\$1,827
Southern Illinois University (SIU)	Master's in Education (Ed.M)	School of Medicine	Online	36 cr Core: 16 cr	Mixed HP	\$1,816 per course
University of Illinois (Chicago) (U of I)	Master of Health Professions Education (MHPE)	College of Medicine, Dept. of Medical Education	Hybrid	32 cr Thesis	Mixed HP	\$740
University of Cincinnati	Master of Education in Curriculum & Instruction - Medical Education	College of Education	Online	45 cr (Certificate:15 cr)	Mixed HP	\$717 in state \$727 out of state
Vanderbilt University	Master of Health Professions Education	School of Medicine School of Nursing College of Education	Hybrid	36 cr	HP	\$1,250
Baylor College of Medicine	Master of Education in Teaching – Health Sciences Emphasis	School of Medicine School of Education	Hybrid	36 cr	Medical Educator	\$250 in state 560 out of state
Johns Hopkins University	Master of Education in the Health Professions	School of Education	Hybrid	32 cr	HP Educators &	\$577

University of Georgia	Master of Ed. in Adult Education: HP Emphasis	Colleges of Education and Public Health	Online	33 cr	Research ers	
					HP	\$575
University of Michigan	Master of Arts in Higher Education: Medical and Professional Education	School of Education School of Medicine	Traditional	30 cr	HP educator s, Mixed HP	\$1,018 in state \$2,099 out of state

**HP = Health Professions**

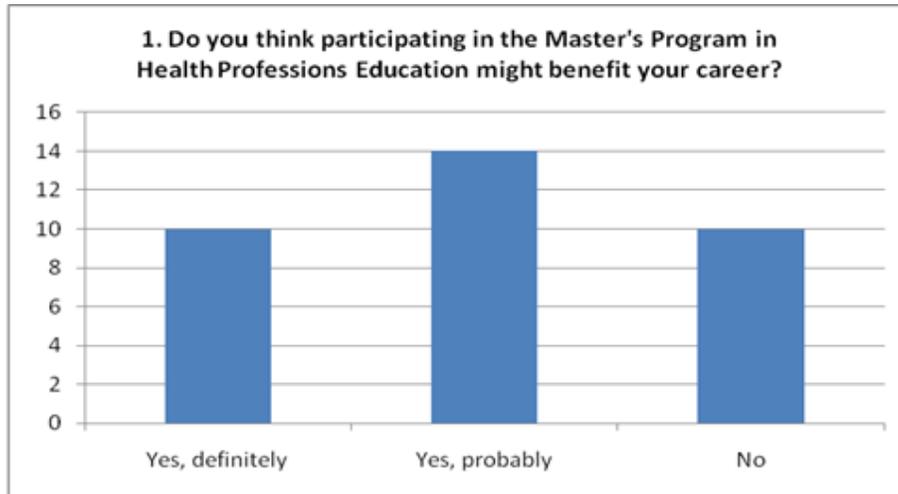
## Appendix B: Master's Programs in Health Professions Education Course Topics

	Univ. of Pittsburg	Nova Southeastern	Univ. of Iowa	USC	Univ. of New England	LECOM	Southern Illinois	Univ. of Illinois Chicago	Univ. of Cincinnati	Vanderbilt Univ.	Johns Hopkins	Univ. of Michigan	Univ. of Georgia
Learning / Adult Learning	X			X			X		X	X	X	X	X
Instructional Design / Educational Technology		X	X					X	X	X		X	
Teaching Skills / Competency	X	X	X	X	X	X			X		X	X	
Leadership / Organizational Development				X	X	X	X	X		X	X	X	
General Research Courses	X	X	X	X		X	X	X	X	X	X	X	X
Qualitative Research	X			X						X	X		
Statistics	X								X		X		
Medical/Scholarly Writing	X					X					X		
Curriculum Design / Program Development	X				X	X	X		X	X	X		X
Program Evaluation				X	X	X	X	X	X		X	X	X
Professional Development	X			X	X								
Multiculturalism / Diversity									X				
Ethics													
Practica /Field Work /Applied Study		X		X	X				X			X	X
Faculty Development											X		
Medical-Legal Issues						X							
Adult Development		X					X						
Thesis/Capstone	X						X	X	X	X	X		
Medical Education History/Policy/Issues	X		X	X		X	X						
Assessment / Measurement	X	X	X	X			X	X	X	X	X	X	
Portfolio			X		X								X
Medical/Health Related Topics										X		X	

**X signifies required courses - Shaded areas represent courses that are required in at least 8 programs**

## Appendix C: Survey of UMKC School of Medicine Faculty

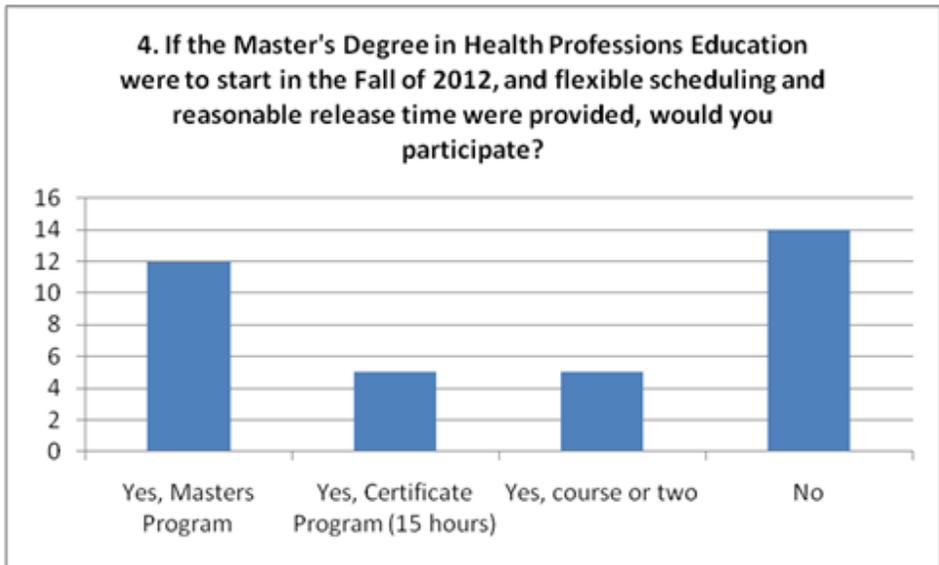
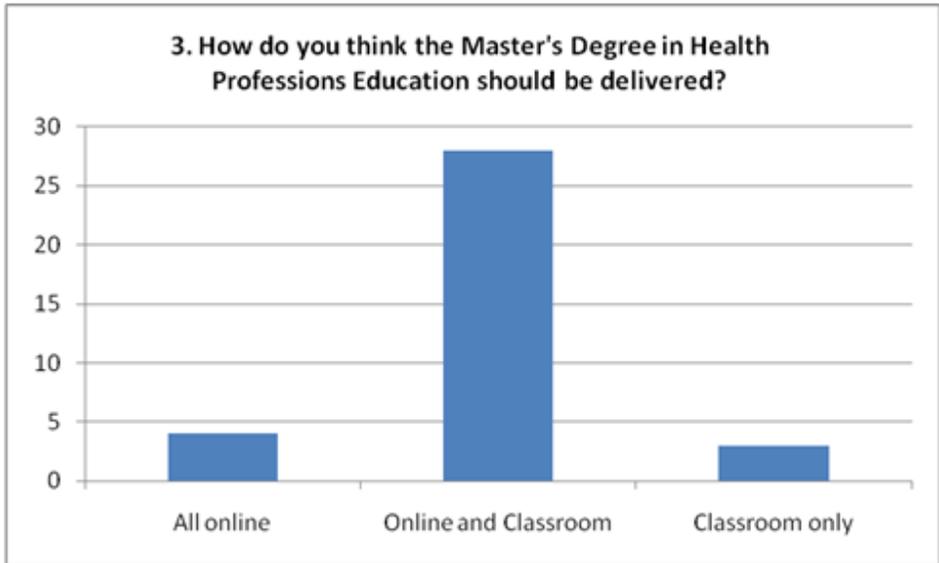
December, 2010



**2. Which topical areas do you consider important for a master's degree in health professions education?**

	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
<b>Assessment of Student Learning</b>	94.3%	5.7%	0.0%
<b>Clinical Teaching</b>	91.4%	8.6%	0.0%
<b>Curriculum Design</b>	85.7%	14.3%	0.0%
<b>Teaching Strategies</b>	80.0%	20.0%	0.0%
<b>Program Evaluation</b>	71.4%	28.6%	0.0%
<b>Presenting</b>	71.4%	25.7%	2.9%
<b>Faculty Development</b>	71.4%	25.7%	2.9%
<b>Adult Learning</b>	62.9%	34.3%	2.9%
<b>Educational Technology</b>	62.9%	34.3%	2.9%
<b>Writing for Publication</b>	60.0%	34.3%	5.7%
<b>Educational Research</b>	60.0%	34.3%	5.7%
<b>Leadership Models</b>	60.0%	37.1%	2.9%
<b>Professionalism</b>	58.8%	41.2%	0.0%
<b>Test Questions</b>	57.1%	40.0%	2.9%
<b>Classroom Teaching</b>	54.3%	34.3%	11.4%
<b>Lifelong Learning</b>	54.3%	40.0%	5.7%

<b>Accreditation</b>	48.6%	48.6%	2.9%
<b>Professional Career</b>	45.7%	42.9%	11.4%
<b>Cultural Competence</b>	42.9%	45.7%	11.4%
<b>Statistics</b>	40.0%	51.4%	8.6%
<b>Survey Design</b>	28.6%	65.7%	5.7%
<b>Teaching Portfolio</b>	28.6%	60.0%	11.4%



***Selected Comments***

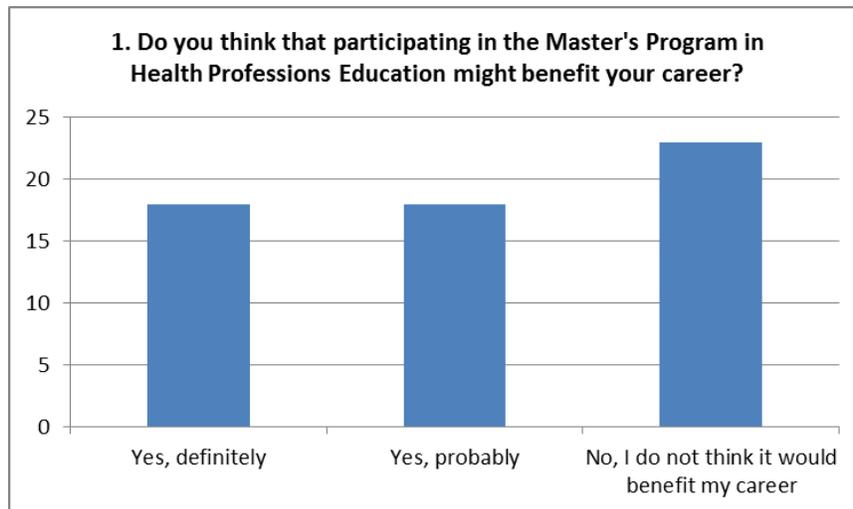
1. This opportunity should be **STRONGLY** emphasized to PhD candidates (or their mentors)--say in the school of pharmacy or the interdisciplinary PhD--who go into academic teaching on graduation at a school of pharmacy or nursing. Our science PhDs lack this kind of important training which they need in case the research or industry job doesn't materialize.
2. Very interested in participating, completion of program would need to be very flexible to accommodate clinical schedules.
3. Let me know as soon as possible when this will evolve so my fellow (and future fellows in training) can consider.

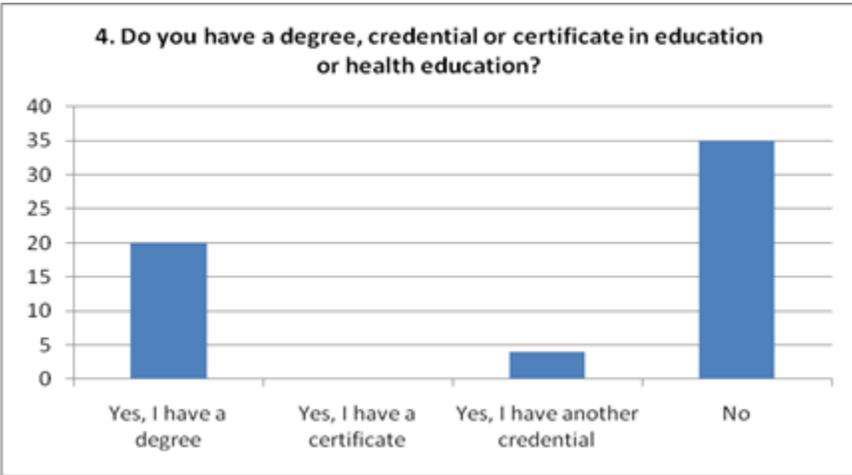
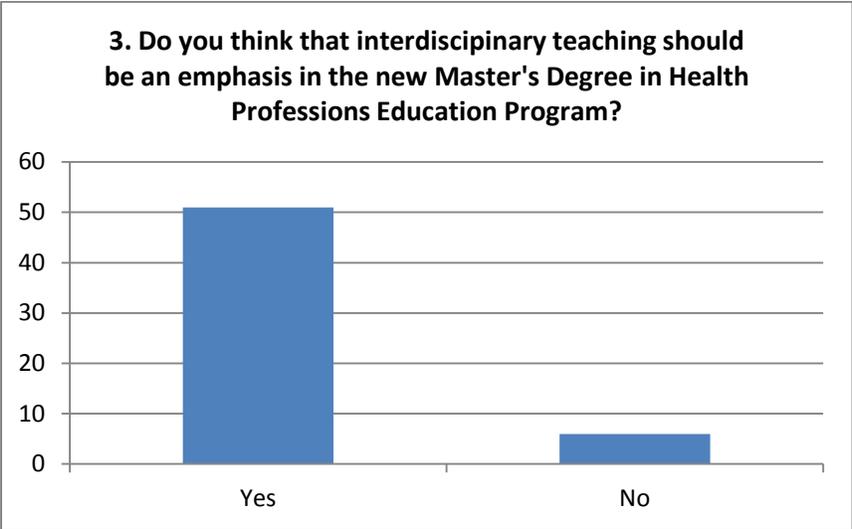
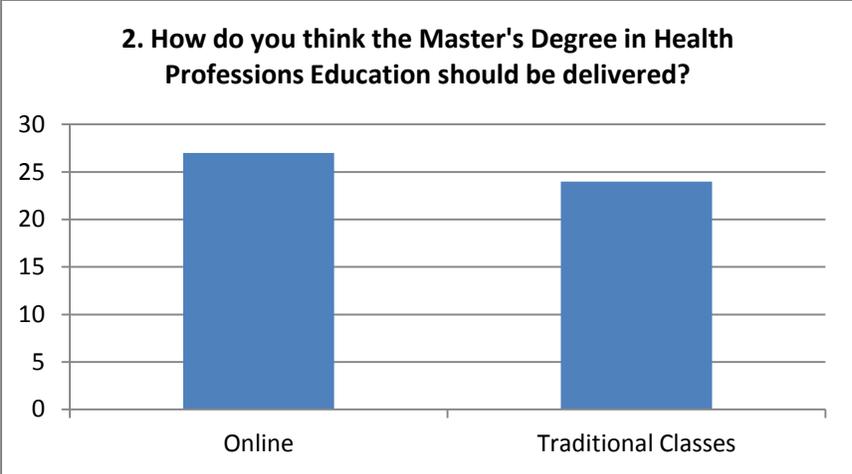
Number of Respondents: 36

Survey results are limited to the School of Medicine. The email address list that was used is very broad and includes many potential respondents who do not teach, and many who do not read email via this platform. It is difficult to estimate the response rate based on these factors. A response rate of 5-10% with two mailings would be typical for this population.

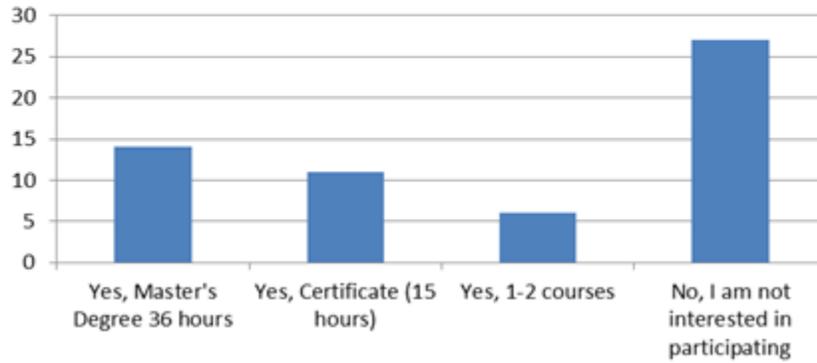
**Appendix D:**

**Survey of Faculty Members from UMKC Schools of Dentistry and Pharmacy  
January – February, 2011**

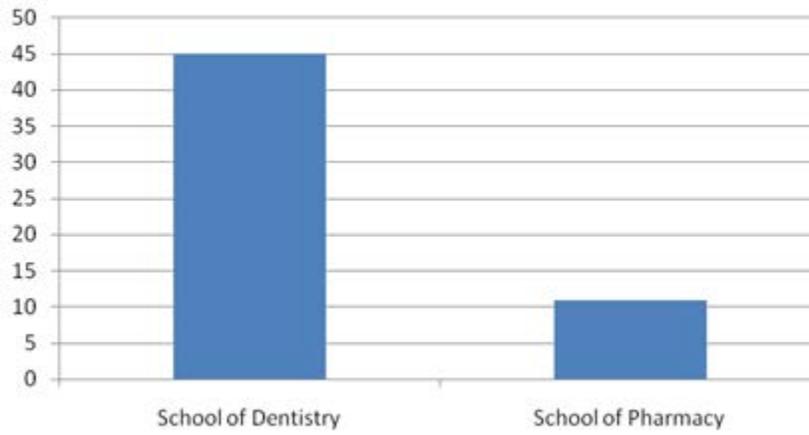


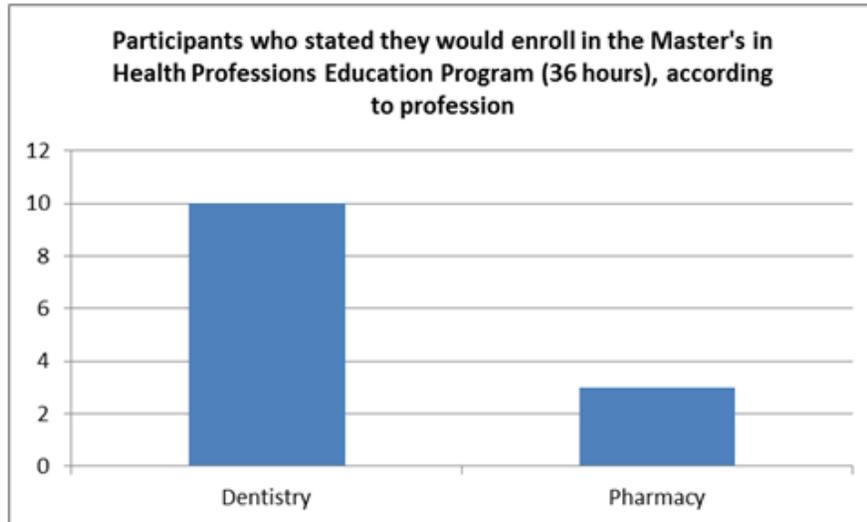


**5. If the Master's degree in Health Professions Education were to start in the Fall of 2012, and flexible scheduling and reasonable release time were provided, would you participate?**



**6. I am a faculty member in...**





**Selected Comments:**

1. When is the PhD program coming?! Actually, I would be very interested in talking to you about being on the teaching faculty for the Master Degree Program.
2. I have not totally decided on the MS or certificate program - need to see curriculum.
3. Not sure if I would be given release time, but would like to get the Master's.
4. I am interested, but would have to consider all choices.
5. I would definitely consider this perhaps a bit further down the road, I am still trying to establish my practice site and fear that I would not be able to give enough of my time to the Master's program as would be needed.
6. I have a Doctor of Pharmacy degree and would like to take this as a current faculty member! Given that many have a Doctor of Pharmacy degree with no Bachelor's, would this be open to others in this same situation?

Number of Respondents: 59

Survey results are limited to the School of Pharmacy and School of Dentistry.

Survey was administered via Survey Monkey in January and February of 2011.

**Appendix E:  
New Course Syllabi**

<b>Advanced Research in Health Professions Education</b>	<b>HPRE 5590</b>
<b>Leadership and Administration in Health Professions Education</b>	<b>HPRE 5570</b>
<b>Advanced Research in Health Professions Education</b>	<b>HPRE 5590</b>

**Description:**

Consideration of advanced strategies for inquiry in health professions education. In-depth analysis of both advanced qualitative, quantitative and mixed methods approaches. Emphasis on publication, grant writing and presentation processes.

- Learning Objectives:

- Learners will understand and utilize advanced research methodologies in addressing problems in health professions education.
- Learners will display skill in developing a theoretically-driven research agenda.
- Learners will conduct and submit a research study for publication or presentation.
- Learners will develop skill in grant writing and understand the funding process.
- Learners will be knowledgeable regarding current research trends within their respective health professions education disciplines.

### **Course Topics:**

Advanced Quantitative methods

Advanced Qualitative methods

Narrative research

Phenomenology

Grounded theory

Ethnographic research

Case study research

Mixed methods research and models

Research tools: Surveys, questionnaires and interviews

Writing for publication

Grant writing

Working with editors and reviewers

Presenting research

Being part of the research community in health professions education

### **Format:**

This course is blended.

### **Required Readings:**

Creswell, J. W. & Plano, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). Thousand Oaks, CA: Sage.

### **Suggested Readings:**

Fink, A. (2009). *How to conduct surveys: A step-by-step guide* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*. London: Sage Publications Ltd.

Huck, S. J. (2008). *Reading statistics and research* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Leech, N. L., Barrett, K. C., & Morgan, G. A. (2008). *SPSS for intermediate statistics: Use and interpretation*. New York: Erlbaum, Taylor and Francis Group.

Morgan, G. A., Gliner, J. A., & Harmon, R. J. (2006). *Understanding and evaluating research in applied and clinical settings*. Mahwah, NJ: Lawrence Erlbaum Associates.

Nicol, A. A. M., & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

Nicol, A. A. M., & Pexman, P. M. (2003). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington, DC: American Psychological Association.

## **Leadership and Administration in Health Professions Education HPRE 5570**

**Description:** 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.

- **Learning Objectives:**

- Understanding the evolving nature of health professions organizations and the importance of competent managers.
- Develop skill in managing personal stress.
- Develop proficiency in solving problems creatively and analytically.
- Developing effective communication skills.
- Expanding power and influence.
- Motivating others.
- Managing conflict.
- Empowering and delegating.
- Building effective teams.
- Leading positive and culturally sensitive change.
- Developing competence in presenting, interviewing and conducting meetings.

**Course Topics (suggested):**

Organizations and structures  
Self – awareness  
Leadership skills and practice  
Personal stress  
Solving problems  
Building relationships  
Gaining power and influence  
Motivating others  
Managing conflict  
Building teams and teamwork  
Project management  
Leading for positive change  
Faculty development

Conflict resolution  
Empowering and delegating  
Diversity  
Legal and ethical issues  
Presenting, interviewing and facilitating meetings

**Format:**

This course is a blended class, incorporating both traditional class meetings and online instruction.

**Texts:**

Whetten, D. A. & Cameron, K. S. (2011). *Developing Management Skills*. Pearson, Prentice Hall.

Dye, C. F. *Leadership in Health Care: Essential Values* (2010). ACHE Management Series.

Ledlow, G. R. & Coppola, M.N. (2010). *Leadership for Health Professionals*. New York: Jones and Bartlett Publishers.

## Appendix F: Portfolio Guidelines

### Portfolio in Health Professions Education

Proposed Master's Health  
Professions Education  
UMKC

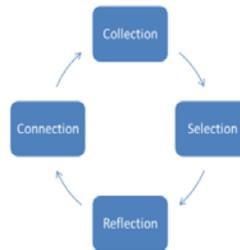
### Definition

- An integrated collection of professional materials and reflections that documents learning, application and reflection as linked to program objectives.

### Goals of the MHPE Portfolio

- Demonstrates the breadth and quality of learning
- Highlights specific skills, showcases accomplishments
- Evaluates the achievement of intended outcomes
- Reflects program and personal goals
- Reflects one's own educational experience
- Connects where you are now and where you want to be
- Illustrates the learning process
- Portfolio evolves over time with multiple revisions
- Documents developing expertise
- Portfolio is public and shared

### Portfolio Process



### MHPE Program Outcomes

- Understand educational research and use it in educational problem-solving
- Competence in the design of instructional programs
- Skill in evaluating the effectiveness of programs, curricula and instructional events
- Understanding and applying the basic principles of assessment
- Understanding current issues in medical education
- Deliver effective instruction in large group, small group or clinical settings
- Provide reflective and evidence-based leadership.
- Cultural understanding
- Participation in the community of health professions educators
- Contribute to the research literature

### Portfolio Components

- Personal theory of learning and teaching
- Curriculum development and instructional design
- Direct teaching
- Assessments of student learning
- Program evaluation activities
- Advising and mentoring
- Educational leadership and administration
- Educational Research
- Self-reflection

## Portfolio Evaluation Rubric

	Developing	Proficient	Expert
Breadth and quality of learning and application			
Quality of artifacts			
Quality of reflection			
Level of integration			
Achievement of intended outcomes			
Focus			
Organization			
Creativity			
Flow			

## Levels of Performance

### *Developing*

Portfolio is organized, most components are included, quality of work and reflection is adequate.

### *Proficient*

Portfolio is well-organized, all components are included, work and reflection is of a high quality.

Portfolio is integrated, all parts fit together.

### *Excellent*

Artifacts and reflections are of very high quality. Portfolio is highly integrative, highly reflective and creative. Portfolio represents a personal perspective throughout.

**Appendix G:**  
**Letters of Support**

- I. Dr. Wanda J. Blanchett, Ph.D.  
Dean and Ewing Marion Kauffman/  
Missouri Endowed Chair in Teacher Education  
School of Education  
University of Missouri Kansas City
- II. Dr. Thad Wilson, R.N., Ph.D., F.A.A.N.  
Associate Dean and Professor  
School of Nursing  
University of Missouri Kansas City
- III. Dr. Betty M. Drees, M.D.  
Dean and Professor of Medicine  
School of Medicine  
University of Missouri Kansas City
- IV. Dr. Russell B. Melchert, Ph.D.  
Dean and Professor  
School of Pharmacy  
University of Missouri Kansas City
- V. Dr. Giulia Bonaminio, Ph.D.  
Associate Dean for Medical Education  
School of Medicine  
The University of Kansas Medical Center



School of Education  
Office of the Dean

January 27, 2012

Dr. Gail Hackett  
Provost and Executive Vice Chancellor for Academic Affairs  
University of Missouri Kansas City  
Kansas City, MO 64110

Dear Provost Hackett:

The UMKC School of Education is eager to partner with the UMKC School of Medicine in offering and delivering a Master's degree program in Health Professions Education. The program focuses on development of skills in the areas of curricula, teaching, assessment, diversity, program evaluation, educational research and leadership; all within the context of health professions education. Competence in these areas impacts the quality of student learning, the delivery of health care, and fosters compliance with accreditation standards.

The program is based on the defined needs of area health educators, review of similar programs, and review of the literature on health professions education. The approach is competency-based and includes several innovative dimensions such as the portfolio and *spiral* curriculum, both of which will provide a high degree of integration and application. While most participants will be health care professionals, the program is designed to also accommodate well qualified students who have not yet entered health professions education. Letters of support from our medical profession colleagues and recent job descriptions in DR-ED and the Chronicle of Higher Education call for "master's qualified" applicants who display the exact skills that our collaborative program addresses. Contact with similar programs, such as those at Vanderbilt and USC, found strong support for the proposed curriculum and delivery modes. Also, a letter of support from the University of Kansas Medical Center validates the need for a Master's degree program in Health Professions Education in our region.

The Masters of Science in Health Professions Education reflects the School of Education mission as it seeks to *"recruit, prepare, and support outstanding teachers, mental health professionals, and administrators who will create lifelong opportunities through education for America's diverse urban communities."* This new degree program is also designed to advance the School's values of academic excellence, strategic innovation, inquiry leading to decision-making and problem solving, skilled and knowledgeable professionals working collaboratively, democracy, diversity and social justice, and creating caring and safe environments. Collaboration with the School of Medicine allows educators in the field of education to bring their expertise in instruction and assessment to a new domain, and provides health educators the opportunity to develop strong instructional, assessment and educational research skills. The program also supports the mission of the University in providing an innovative and interdisciplinary graduate program as a key component of the modern research university.

**UNIVERSITY OF MISSOURI-KANSAS CITY**

347 School of Education | 5100 Rockhill Road | Kansas City, MO 64110-2499 | phone 816 235-2260 | fax 816 235-5270  
campus location: 615 E. 52nd St. | [www.umkc.edu/education](http://www.umkc.edu/education)  
an equal opportunity/affirmative action institution

It is with enormous pleasure that I support this exciting collaborative opportunity. Thank you for your attention and review. If I can be of further assistance, please contact me.

Regards,

A handwritten signature in black ink, appearing to read 'W. Blanchett', with several horizontal strokes extending to the right.

Wanda J. Blanchett, Ph.D.  
Dean and Ewing Marion Kauffman/  
Missouri Endowed Chair in Teacher Education



February 6, 2012

Ellen Lavelle, Ph.D.  
Counseling and Educational Psychology, School of Education  
Graduate Medical Education, School of Medicine  
University of Missouri Kansas City  
Kansas City, MO 64110

Dear Dr. Lavelle;

I am writing this letter in support of the proposed Master of Health Professions Education (MHPE) program designed to provide a rigorous educational research foundation for addressing instructional problems and issues in health professions education. This collaborative effort, sponsored by the Schools of Education and Medicine, will facilitate the development of strong instructional, assessment, and research skills.

While the School of Nursing houses a master's level degree in Nursing Education (NE), the focus of the NE is very nursing centric and must remain so to meet accreditation standards. The NE program would not be appropriate for medicine, pharmacy or other clinical health professions. We do agree that some of the content will be overlapping and have enjoyed working with you on cooperative classes and content. The focus on educational research found within the MHPE is critical in today's climate of evidence-based education.

I support the development and implementation of the MHPE and look forward to continuing our work together. If you have any questions, please don't hesitate to contact me.

Sincerely,

*Thad Wilson*

Thad Wilson, RN, PhD, FAAN  
Associate Dean



School of Medicine

January 17, 2012

Gail Hackett, PhD  
Provost and Executive Vice Chancellor for Academic Affairs  
University of Missouri-Kansas City  
Kansas City, MO 64111

Dear Provost Hackett:

The UMKC School of Medicine is pleased to submit a preliminary proposal for a Masters Degree in Health Professions Education in collaboration with the UMKC School of Education. This Masters Degree program builds upon an existing certificate program in an area of high need for the School of Medicine and other regional health profession schools.

The UMKC School of Medicine was founded on innovative medical education programs, and is nationally recognized for its research in medical education. Medical education has undergone tremendous changes in the past decade, requiring that our faculty educators develop new skill sets in curriculum development, program assessment, and education leadership. This new proposed Masters Degree in Health Professions Education will provide support for faculty at our school and regional health science schools to develop the expertise needed for the future of medical education. It will provide support to develop a faculty to keep UMKC at the national forefront in innovative medical education. Up to this time, our faculty who are developing careers in scholarship of medical education have been seeking this training at other institutions at significant time and expense.

This program is closely aligned with the mission, vision and goals of the UMKC School of Medicine to continue leadership in innovative medical education programs. The partnership with the UMKC School of Education is unique, and allows the program to develop with synergy of expertise and efficiency of resources. Together, the UMKC Schools of Education and Medicine can become a much needed regional resource to enhance the education and training of the health sciences workforce.

Thank you in advance for your review of this preliminary proposal. Please feel free to contact me for any additional information needed to facilitate the review process.

Sincerely,

Betty M. Drees, MD  
Dean and Professor of Medicine

UNIVERSITY OF MISSOURI-KANSAS CITY

<http://www.med.umkc.edu>  
an equal opportunity/affirmative action institution

# The University of Kansas Medical Center

School of Medicine  
Office of Medical Education

January 9, 2012

Gail Hackett, Ph.D.  
Provost and Executive Vice Chancellor for Academic Affairs  
University of Missouri-Kansas City  
Kansas City, MO 64111

Dear Provost Hackett:

I am very excited to endorse the collaborative proposal for a Master's Degree in Health Professions Education at the University of Missouri-Kansas City. As Associate Dean for Medical Education at the University of Kansas School of Medicine and Director of the Office of Medical Education, I see a need across the region for such a program. Although we offer a Certificate in Health Professions Education here at the University of Kansas Medical Center, we do not offer a Master's Degree. Fellows in our Sunflower Faculty Development Grant Program often comment that while we encourage enrollment in degree programs such as the Master's in Public Health and Master's in Health Sciences Administration, we do not offer a Master's Degree in Health Professions Education which limits those interested in the Education Track of the grant.

This expanded study of health professions teaching, assessment, leadership and scholarship will provide a much needed program that is attractive to individuals in multiple health care disciplines. Individuals interested in expanding their knowledge and skills in health professions education will not have to travel and incur significant expense to pursue their degree.

I heartily endorse this program and will enthusiastically promote it to my colleagues at KUMC as well as to colleagues in the region.

Sincerely,



Giulia Bonaminio, Ph.D.  
Associate Dean for Medical Education  
Research Professor, Department of Family Medicine



January 25, 2012

**School of Pharmacy**

Health Sciences Building  
2464 Charlotte Street  
Kansas City, MO 64108-2718

<http://pharmacy.umkc.edu>

Ellen Lavelle, PhD  
UMKC Schools of Education & Medicine  
615 E. 52<sup>nd</sup> St.  
Kansas City, MO 64110

RE: Health Professions Education Program

Dear Dr. Lavelle:

I am pleased to support the proposal for the Masters in Health Professions Education.

As you and I have discussed, pharmacy graduates who are interested in an academic career as a clinical faculty member must first complete post-doctoral education typically in the form of a clinical residency or fellowship. Some will go on to pursue graduate degrees which can also be a very successful path to a career pharmacy academia depending upon students' interests. For those students who chose the residency/fellowship pathway, they often must seek additional education in instructional methodology to be successful for academic positions. Minimally, this might come in the form of certificate programs or workshops. However, some might choose more formal education in instructional methodology in addition to their residency or fellowship, and for those that do I would anticipate a significant advantage in obtaining academic positions.

Pharmacy residents or fellows, or even post-PharmD graduate students, should be very attracted to the Masters Program in Health Professions Education. As designed, I believe the program can offer them advanced education in teaching, learning, assessment, and educational research. In addition, the program would be well-suited for working pharmacists. Pharmacy graduates with advanced residency or fellowship and the Masters of Health Professions Education would be well suited for academic positions in pharmacy where they can lead assessment, curricular development and reform, and the scholarship of teaching.

In short, I am very supportive of the Masters of Health Professions Education program. I would like to see this as an option for our graduates who are interested in academic careers. If there is any additional supporting information you need from me, please feel free to contact me anytime.

Sincerely,

Russell B. Melchert, Ph.D.  
Dean and Professor  
UMKC School of Pharmacy