Health Professions Education

Graduate Certificate in Health Professions Education

CERTIFICATE CODE - CG34

“Orientation to HPE” Module - To be completed before or during first semester
Professional Development Plan - To be posed on the Health Sciences program portfolio site during the first course

HPE Core Content

Must maintain a 3.0 GPA for all coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 600</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 640</td>
<td>Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>EDP 612</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>EDP 617</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

PROGRAM FEATURES FOR GRADUATE CERTIFICATE IN HEALTH PROFESSIONS EDUCATION

The Certificate in Health Professions Education consists of the following major features: (1) Required online orientation module: This online “Orientation to HPE” module provides an overview of the Certificate program, opportunities in the HPE field, and educational/medical education terminology. This module, housed on Health Science’s SOLE platform, must be completed before or during the semester in which the first course is taken. (2) Professional Development Plan: This written document helps to identify a student’s HPE career interests and goals, learning products developed through each course, and how each product meets the student’s career goals. (3) 4 three-credit hour courses from CEHS: Educational Psychology (see table above). (4) Capstone experience: An educational plan and program evaluation plan to address a health care need is developed in EDP 617, Program Evaluation.

Certificate Learning Outcomes

HEALTH PROFESSIONS EDUCATION

Upon completion of the certificate, students should be able to:

• Use a systematic process to conduct a needs assessment of learners in healthcare education, design educational interventions and materials, integrate emerging technologies.
• Design face-to-face, blended, and online learning environments incorporating research-based learning principles that address teaching and assessment decisions.
• Evaluate the efficiency, effectiveness, and appeal of healthcare learning environments.
• Design studies and disseminate impacts of designed learning environments to prepare healthcare professionals to translate skills and knowledge for benefit of patient care and healthcare systems.
• Develop an educational intervention plan for a healthcare environment.