

MHPE Competencies

Upon completion of the MHPE, students will be able to:

SCHOLARSHIP AND RESEARCH

1. Critically review and evaluate scholarship in the fields of health professions education (HPE), higher education, health systems, and/or other academic disciplines that can usefully inform educational inquiry;
2. Use contemporary theory and research methods (qualitative and quantitative) to inform educational inquiry;
3. Characterize the principles of systems and their relevance to the scholarship of HPE (e.g., patient safety, quality, interprofessional collaboration, etc.);
4. Design and implement an educational research study and disseminate results at meetings and in the peer-reviewed literature;

LEADERSHIP

5. Participate in the formation and collaboration of HPE groups;
6. Apply leadership theories, principles, and strategies to instructional contexts and to other educational settings;
7. Engage in reflective practice that supports teamwork and continued scholarship;
8. Employ negotiation, conflict resolution, and other leadership skills within relevant HPE systems and other professional settings;

TEACHING, LEARNING, AND ASSESSMENT

9. Develop a personal philosophy of learning and instruction with reference to theoretical and empirical evidence;
10. Apply relevant contemporary theories to specific educational contexts (these theories may include, but are not limited to, theories of learning, motivation, health systems, assessment, and instruction);
11. Acquire fluency with information and communication technologies to support educational activities (e.g., online learning);
12. Employ contemporary methods of measurement, evaluation, instruction, and assessment to individual learners and educational programs;

COMMUNICATION

13. Communicate effectively both orally and in writing; and
14. Interact with superiors, peers, and trainees in a multidisciplinary setting, and in a professional and ethical manner.

MHPE Core Faculty

Steven Durning, MD, PhD, Professor & Director
Anthony Artino, PhD, Professor & Deputy Director
Sebastian Uijtdehaage, PhD, Professor & Associate Director
Lara Varpio, PhD, Associate Professor & Associate Director
Dario Torre, MD, PhD, MPH Associate Professor & Associate Director
Lauren Maggio, PhD, Associate Professor & Associate Director
Michelle Yoon, PhD, Assistant Professor & Assistant Dean
Alexis Battista, PhD, Assistant Professor
Holly Meyer, PhD, Assistant Professor
Ting Dong, PhD, Research Associate Professor
Katherine Picho, PhD, Research Assistant Professor
William Gilliland, MD, MHPE, Professor & Associate Dean
Louis Pangaro, MD, Professor & Chair of Medicine (MED)
Paul Hemmer, MD, MPH, Professor & Vice Chair of MED

MHPE Program Web Pages

For more information about the MHPE program:
<https://www.usuhs.edu/hpe>

To apply for the MHPE program:
<https://www.usuhs.edu/graded/application.html>

Contact the MHPE Program

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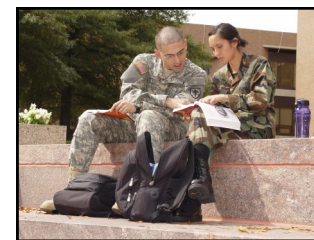
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Department of Medicine

Master of Health Professions Education (MHPE)



Our Vision:
To be the premier provider of health professions education for the Military and Public Health Systems through leadership in teaching, research, and innovation.



UNIFORMED SERVICES UNIVERSITY
of the Health Sciences

F. Edward Hébert School of Medicine

About the MHPE Degree Program

In keeping with the Uniformed Services University's mission, the Master of Health Professions Education (MHPE) is designed to be the premier provider of health professions education for the Military and Public Health Systems. Through leadership in teaching, research, and innovation, the MHPE provides direct benefit to the uniformed services and other federal agencies by producing a cadre of leaders with expertise in the field of health professions education.

The overarching goal of the MHPE is to educate practitioners who will serve as academic leaders (e.g., deans, program directors, department heads) and will contribute to the continuous advancement of health professions education and research. Graduates of the program are uniquely situated to take major leadership roles within the Military and Public Health Systems.

The MHPE contains both a didactic and a research phase. The first year of study is composed of 5 academic “quarters” totaling approximately 60 credit hours. During this year, students engage in an in-depth study of health professions education, including topics such as teaching and learning; curriculum development; evaluation and assessment; research methods; and leadership and management. The second year of the program consists of a practicum that provides hands-on experience in health professions education and leadership. During this phase, practicum mentors, students, and core faculty team up to provide a customized educational experience that meets not only the requirements for graduation, but also the professional development needs of each individual student. In addition, during the second year, students embark on a major research project (the thesis) that culminates in two manuscripts accepted for publication in peer-reviewed journals. Thesis projects focus on original research and may also contain practically oriented educational design and development projects (i.e., educational innovations).

Throughout the MHPE program, faculty place special emphasis on the theory, research, and practice of health professions education, and on theoretically grounded scholarship that is fit for dissemination in referred outlets.

For further information, please visit:
<https://www.usuhs.edu/hpe>

Program Overview

Throughout the first year of the MHPE program, the content of each course builds upon the knowledge and skills learned in previous courses. Students take a series of required courses and choose from a list of electives.

Year 1 Courses

Pre-Fall Courses

Seminar in Health Professions Education (HPE)
Leadership Roles in HPE
Theory to Practice in HPE I: Learning Theories
Philosophy and Epistemology

Fall Courses

Seminar in HPE
Biostatistics I
Theory to Practice in HPE II: Instructional Methods

Winter Courses

Seminar in HPE
Principles of Instruction
Quantitative Research Methods in HPE

Spring Courses

Seminar in HPE
Qualitative Research Methods in HPE
Principles of Online Instruction
Theory to Practice in HPE III: Measurement, Assessment, and Evaluation

Summer Courses

Seminar in HPE
Theory to Practice in HPE IV: Curriculum Development
Leadership for Sustainability

Sample Elective Courses

Survey Design
Biostatistics II and III
Rhetoric and Academic Writing
Program Planning and Development
Practice of Assessment of Competence

Year 2

A portion of the second year is spent at a practicum site and emphasizes the application of coursework from year 1. During year 2, students also complete and defend a theoretically grounded research project (the masters thesis).

Why Get a MHPE Degree?

There is a growing demand for educators who are formally trained in health professions education. Some of the most common reasons for this growing demand include:

1. Career tracks (e.g., clinical educator/scholar)
2. Institutional requirement for certain positions
3. Accreditation bodies
 - Accreditation Council for Graduate Medical Education (ACGME; competencies)
 - Liaison Committee on Medical Education (LCME; review criteria)
4. Unique demand by health professions (depth and breadth of knowledge/skills required to educate)
5. Professionalization of health professions education

Who Would Typically Enroll?

It is projected that MHPE students would include:

- Physician educators
- Nurse educators
- Dental educators
- Allied health professionals
- Program directors
- Department heads
- Institutional leaders

What Do Students Learn in the MHPE?

Through coursework, the practicum, and the masters thesis, MHPE students gain foundational knowledge and skills focused on the theory, research, and practice of education as it applies to the health professions. These knowledge and skills are often divided into the following five domains:

Teaching and Learning

- e.g., theories of learning and motivation, feedback, simulation, small and large-group teaching methods

Curriculum Development

- e.g., needs assessments, course goals and learning objectives, blueprinting, curriculum evaluation

Evaluation and Assessment

- e.g., assessment methods, psychometrics, reliability and validity, standard setting, measurement theory

Research Methods

- e.g., quantitative and qualitative methods, mixed-method designs, grant writing, types of scholarship

Leadership and Management

- e.g., leadership and management theory, organizational structures and culture, conflict resolution