

Master of Health Profession Education

Unit contents

Unit 1: Introduction to Health Professions Education

Three weeks in Academy of Medicine, Singapore

The first unit delineates the major issues in health professions education that are covered by the MHPE programme and introduces the students to the principles and theories of student centred learning and how these are related to educational design. Academic writing and critical reading are also included in this unit. But most importantly staff and students will be intensively interacting during this period and the basis for 2 years of collaborative learning will be laid here.

Unit 2: Learning and Cognition

Eight weeks distance learning

Coordinator: Willem de Grave, PhD

The allocated time for this unit is eight weeks part time distance learning (five ECTS). Analyzing and designing learning environments requires students to acquire competencies with respect to theories about learning and the application of these theories in different learning environments. In unit one some Basic knowledge about learning theory is acquired but in unit two participants should acquire more in-depth knowledge. This knowledge is necessary for and must be used in the other units of the MHPE program. In unit two specific learning environments such as work based learning and technology based learning, which have become more and more important, have to be analyzed and suggestions for improvement have to be formulated. By doing this assignment cooperatively participants can get a broader view about the influence of context on learning processes. Furthermore in assignment 1, participants do not only acquire knowledge about learning theory but also learn research skills focusing on how to write an introduction for a research article. So learning research skills in integrated in this unit.

Unit 3: Curriculum and Instruction

Eight weeks distance learning

Coordinator: Daniëlle Verstegen, PhD

A teacher or professional health educator will be confronted with the task of instructional design. He or she may be involved in (re)designing instructional materials, lessons, courses, or an entire curriculum. In this unit students focus on the curriculum level. They analyze an existing curriculum and identify strong and weak points. Most students choose a curriculum that they are currently involved in. Subsequently, they develop (a concept of) a design to improve a particular aspect or a specific part of the curriculum.

Unit 4: Assessment and Evaluation

Eight weeks distance learning

Coordinator: Joost Dijkstra, PhD

Two related themes are central in this unit: The first concerns quality assurance within educational organizations. In this, (program) evaluation is placed in a larger framework of concepts of quality and quality assurance on the basis of literature. The second theme is about student assessment, in which we focus on modern assessment methods and how they can be used in (integrated) curricula.

Unit 5: Organisation and Management

Eight weeks distance learning

Coordinator: Mohammed Meziani, MSc

This unit deals with the organizational context of professional work, and in particular with the leadership's role in organizing, managing and improving health professions education. The unit focuses on selected issues and practices of organization and leadership common to people processing organisations in general, and those involved in health professions education in particular.

Unit 6: Parallel Unit Academic Research Skills I

Parallel unit – Distance learning

Coordinator: Fred Stevens, PhD

The unit consists of a set of assignments to develop basic academic research skills. These assignments are integrated in year 1 units 1 to 4. In each of these units students acquire specific academic research skills, subsequently learning how to: a) critically read and evaluate scientific literature, b) write an introduction section to a scientific paper/report, c) review literature, d) specify a research purpose and research questions, e) write a (draft) research proposal.

Unit 7: Quantitative and Qualitative Research

Three weeks in Academy of Medicine, Singapore

This is a campus-based unit in which the basics of quantitative and qualitative educational research are acquired, including statistics and qualitative methods. Topics include: a) identifying a research problem, b) identifying and interpreting the literature, c) formulating a research question, d) selecting a research design.

Unit 8: Learning Environments

Eight weeks distance learning

Coordinator: Willem de Grave, PhD

The students learn theories about how to design powerful learning environments for complex learning tasks. They acquire knowledge about an effective instructional design process, how to avoid pitfalls in this process, and factors influencing this process. The students explore in depth how specific learning environments can be useful in their own context, and how to use design principles related to their personal learning context. In doing this they have to integrate knowledge from previous units, literature about instructional design in the own learning context, and literature about whole-task instructional design models.

Important concepts such as complex learning, transfer of learning, learning task analysis, design of supportive information, procedural information, practice, and factors influencing implementation and management of change are explored. Acquiring knowledge about theory and application of design-based research is integrated with working on the assignments. Different learning environments for students or teachers can be studied or designed. Also the role of the instructional designer is explored.

Unit 9: Advanced Assessment and Evaluation

Eight weeks distance learning

Coordinator: Marjan Govaerts, PhD

The unit is structured around two central themes: evaluation of educational quality and student assessment. The focus is on a comprehensive approach to educational quality, addressing total quality management, accreditation and external review procedures. The unit furthermore focuses on new modes of assessment and changing perspectives on assessment in educational programmes –in line with principles of competency-based education. In this unit, learning activities and assignments include teamwork and collaboration with peers (fellow-students).

Unit 10: Parallel Unit Academic Research Skills II

Parallel unit – Distance learning

Coordinator: Fred Stevens, PhD

Similar to Unit 6, selected assignments from units 8 and 9, together with particular assignments of Unit 10 make up this parallel unit. Topics include: choosing alternative research designs and how to evaluate the quality of your study.

Unit 11: Master Thesis

Sixteen weeks distance learning

Coordinator: Diana Dolmans, PhD

The allocated time for the Master Thesis is 16 weeks part time distance learning (12 ECTS). Producing a Master Thesis helps students to acquire competencies to conduct, interpret and/or apply conclusions from scientific research. Before students start working on their Master Thesis, they are trained in scientific methods and techniques (units 6, 7 and 10). A sound preparation is crucial when writing a master thesis. Students start writing a draft proposal in year 1.

This proposal is presented and improved during unit 7 when students receive feedback from their master thesis supervisor, peers and another staff member. Students work on further improving the proposal at a distance after they have participated in unit 7 and collect data in their own setting.

Students analyze the data and write a thesis. The supervisor is available to assist students in writing the Master Thesis. A scientific publication that may be acceptable for publication in a peer reviewed educational journal is a format for a thesis that is allowed. The master thesis is presented and defended after it has been approved by the supervisor and a second examiner in Maastricht and/or within the own setting.

Unit 12: Parallel Unit Advanced Quantitative and Qualitative research

Eight weeks distance learning

Coordinator: Arno Muijtjens, PhD

The student is provided with assignments, each consisting of a data set and several (research) questions. To answer the questions the student develops an analysis plan, performs the analysis and interprets the results. The student writes a report describing the analysis, the results and the conclusions. A teacher will provide feedback. The presented assignments will require the application and interpretation of multiple regression analysis and exploratory factor analysis. Furthermore, the methods for collecting and analysing data for several qualitative research methodologies, such as grounded theory, phenomenology and ethnography, are included.