HEALTH PRACTICE & MEDICAL EDUCATION RESEARCH (HPME)

HPME 801 FOUNDATIONS OF HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course presents the basic concepts and processes of curriculum and instruction, including learning theories, curriculum planning, teaching modalities, and curriculum evaluation. Topics are selected to give students a basic understanding of pedagogy. Evaluation is based on weekly discussion posts and papers.
Cross List: HPTT 601
Typically Offered: FALL/SP/SU

HPME 802 INSTRUCTIONAL DESIGN FOR HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course focuses on the fundamentals of instructional design for developing highly effective instruction. Topics include the science of how people learn, learning situations and characteristics, task and needs analysis, development of goals and objectives, principles of design process, assessment strategies (formative and summative), and concepts of design for a variety of environments and instructional modalities.
Cross List: HPTT 602
Typically Offered: FALL/SP/SU

HPME 803 INTEGRATING TECHNOLOGY INTO HEALTH PROFESSIONS CURRICULUM 3 Credit Hours
This course is intended to prepare the graduate student, professional student, health educators or health professional to integrate technology into health sciences curriculum. It is designed to help health profession educators to become confident with the practical applications of technology integration when constructing curriculum. This course will focus on integrating modern technologies in the traditional, online, hybrid and flipped classrooms.
Cross List: HPTT 603.
Typically Offered: FALL/SP/SU

HPME 804 MULTIMEDIA AND EMERGING TECHNOLOGIES FOR LEARNING IN THE HEALTH PROFESSIONS 3 Credit Hours
This course provides participants with an introduction to the use of multimedia and emerging technology for teaching and learning in the health professions. Participants will develop skills and apply knowledge using technology tools to enhance their profession. Participants will research, discuss and share current technology trends in health professions. They will engage with multimedia and telecommunication solutions, evaluate existing and emerging technology learning opportunities and articulate personal principles concerning technology for teaching and learning.
Cross List: HPTT 604
Typically Offered: FALL/SP/SU

HPME 805 EVALUATION AND ASSESSMENT OF TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course explores the nature, objective, and basic procedures of assessment and program evaluation as applied to the various aspects of health professions education settings. The course will examine technical characteristics of various assessment methods, including both traditional and alternative methods. In addition, the course will analyze and discuss various topics in assessment such as authentic assessment, large-scale assessment, formative assessment, and assessment for program evaluation. Additional topics will include accreditation, program review, benchmarking, and evaluation of teaching in health professions programs.
Cross List: HPTT 605
Typically Offered: FALL/SP/SU

HPME 820 DISTANCE EDUCATION IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
Distance education for the health professions is an asynchronous, online course which will focus on the practical aspects of developing and facilitating distance education courses in medical education. The course will cover various aspects of online course delivery and design including the creation and facilitation of interaction, the creation of assignments and assessments for on-line learning, course etiquette and ADA compliance. As part of the course, participants will have the opportunity to develop a distance course module grounded in distance education theory and instructional design principles.
Prerequisite: Enrollment in HPME 804 or instructor permission.
Cross List: HPTT 620
Typically Offered: SUMMER

HPME 821 FUNDAMENTALS OF ADULT LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
Fundamentals of Adult Learning for the Health Professions is an on-line course which will focus on adult learning in medical education. As part of this course, students will explore the evolution of adult learning theory including traditional and emerging views of the practice of adult learning, such as andragogy, self-directed learning, transformative learning, social and cognitive constructivism, and critical reflection. The goal of this course is to give the student an overview of these major theories and current research related to adult learning along with providing ideas on how to apply these concepts to practice.
Cross List: HPTT 621
Typically Offered: SPRING

HPME 822 COGNITIVE PSYCHOLOGY APPLIED TO HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course will explore the construct of cognitive psychology as it relates to both personal experiences and pedagogical implications for the health care professional or educator. A foundation of cognitive psychology, relationship to neuroscience, perception, attention, working memory, long-term memory, visual imagery, language, metacognition, problem solving, reasoning, and decision making are key elements related to cognitive psychology that will be examined throughout the course. A connection to how these foundational elements of cognitive psychology are impacted by the unique environment of the healthcare professional or educator will be a central theme of the course.
Cross List: HPTT 622
Typically Offered: SUMMER
HPME 830 RESEARCH ANALYSIS AND DESIGN FOR HEALTH PROFESSIONS EDUCATION 3 Credit Hours
The purpose of this course is to provide an introduction to research methods likely to be encountered during a health professions teaching and technology career. Learners will demonstrate the steps of scientific research. This course will cover topics including formulation of a research problem, sampling and research design, dissemination of research findings, and research proposal writing. These topics will be discussed in detail and result in the learners demonstrating the application of newly acquired skills through critical review of peer-reviewed scientific articles. Research ethics is large component of the course. Learners will complete the Collaborative Institutional Training Initiative (CITI) training program as well as learn about the Institutional Review Board (IRB) processes and applications. Through an iterative process of group feedback and project refinement, each learner will develop a research/grant proposal which can be included in an e-portfolio.
Typically Offered: FALL/SP/SU

HPME 831 DIGITAL PORTFOLIO CAPSTONE: PART 1 1 Credit Hour
This course provides participants with an introduction to professional digital portfolios that will be utilized by the graduate candidate wishing to complete the requirements for graduation with the Master of Health Professions Teaching and Technology degree. An electronic portfolio will be developed during the graduate candidate’s experience in the MHPTT program. Cross List: HPTT 631
Typically Offered: FALL/SP/SU

HPME 832 DIGITAL PORTFOLIO CAPSTONE: PART 2 2 Credit Hours
This course provides students with the time and focus to complete their digital portfolio, which was introduced in MHPTT 631/831 Digital Portfolio Capstone: Part 1. The portfolio will include artifacts that are exemplary examples of the graduate candidates work. Cross List: HPTT 632
Typically Offered: FALL/SP/SU

HPME 850 FOUNDATIONS OF QUALITY IMPROVEMENT 3 Credit Hours
Learners will explore foundational principles of the field and science of quality improvement. Topics covered will lay the groundwork for students to understand the complexity of quality improvement in practice including policies and regulations that affect quality, quality metrics and reporting, frameworks to conceptualize quality issues, quality improvement models, data management and analysis methods, considerations for adopting change to improve and sustain performance, and organizational and social influences on improvement. Pre-req: Admission to the Master of Healthcare Delivery Science program and/or permission from the instructor.
Typically Offered: FALL/SP/SU

HPME 851 SYSTEM AND SOCIAL INFLUENCES IN QUALITY AND SAFETY 3 Credit Hours
Learners will explore system and social influences that influence quality improvement and safety initiatives in healthcare settings. Topics covered include strategic alignment of improvement initiatives with organizational strategy, safety culture, high-reliability and learning organizations, leadership for improvement, interprofessional teams and teamwork, individual behavior change and performance management, system design and human factors, and health information technology and informatics in quality improvement. Pre-req: HDS 650/850 Foundations of Quality Improvement, Admission to the program or permission of the instructor.
Typically Offered: FALL/SP/SU

HPME 852 DESIGN OF QUALITY IMPROVEMENT INITIATIVES 3 Credit Hours
Learners will explore and apply strategies and tools from the science of improvement to define, measure, and analyze quality problems in healthcare settings. Topics covered include methods to identify improvement needs and set improvement aims, strategies to evaluate the strength of evidence, selection of the data collection and analysis tools and strategies, selection of appropriate measures and metrics for evaluation and comparison, prioritization of improvement activities, assembly of improvement teams, and justification of improvement goals and efforts. Pre-req: HDS 650/850 Foundations of Quality Improvement, Admission to the program or permission of the instructor.
Typically Offered: FALL/SP/SU

HPME 853 IMPLEMENTATION AND EVALUATION OF QUALITY IMPROVEMENT INITIATIVES 3 Credit Hours
Learners will explore and apply strategies and tools from the science of improvement to implement and evaluate the effectiveness of quality improvement initiatives and to manage and spread improvements in healthcare settings. Topics covered include development and improvement implementation strategies and action plans, strategies and tools to analyze and evaluate implementation efforts and impacts on metrics of interest, approaches to change management with an emphasis on the spread and sustainment of change, financial analysis and return on investment activities, and the integration of a portfolio of improvement projects under a larger quality improvement program. Pre-req: HDS 650/850 Foundations of Quality Improvement, HDS 652/852 Design of Quality Improvement Initiatives, Admission to the program or permission of the instructor.
Typically Offered: FALL/SP/SU