Master of Health Professions Education (30 credits)
Course Descriptions

Contact: Dr. Shruti Chandra
Shruti.Chandra@jefferson.edu

CORE COURSES	
Course	**Course Description**
HPE 510 Adult Learning in Health Professions Credits: **2** Format: **Online** Instructor: Dimitrios Papanagnou Semester Offered: **Fall** Department: **Institute of Emerging Health Professions** CRN Number: **79031**	Lifelong learning for adults is an increasingly important educational topics in health professions education. Rapid changes are transforming society and healthcare, making it critical to support clinicians and practitioners to continue to learn across the educational continuum. While formal learning often takes place in the classroom, much of the learning that takes place in the health professions occurs informally through interactions with patients and peers, engagement with the healthcare system, participation in social networks, and participation in workplace-based learning in the clinical environment. This course will prepare students to understand adult learning and development in the context of healthcare, as well as consider important factors when designing and deploying educational interventions.
HPE 520 Simulations for Health Professions Education Credits: **3** Format: **Online** Instructors: Shruti Chandra, Carol Okupniak, Jessica Parsons Semester Offered: **Fall, Spring** Department: **Institute of Emerging Health Professions** CRN Number: **79777, 87308**	Simulation based learning has become a major component of health professions education. This course enables the learner to utilize simulation as a tool in their educational repertoire through theory and practical knowledge of the elements of simulation. The learners will apply the fundamentals and theory of simulation into their educational practice with a focus on selecting the appropriate simulation modality to fulfill objectives including task trainers, high fidelity simulation and standardized patients; effectively using debriefing to provide formative and summative feedback; and designing (and garnering administrative support for) a simulation activity.
HPE 530 Higher Education Leadership Credits: **2** Format: **Online** Instructor: Mary Hanson-Zalot Semester Offered: **Spring** Department: **Institute of Emerging Health Professions** CRN Number: **79386**	This course is designed to expose students to an array of leadership theories along with an examination of the various lenses with which to view organizations. Students will explore viewing higher education organizations using a structural, human resource, political and symbolic lens. This strategy will serve to inform the emerging higher education leader about the value of examining the interrelationship between organizational culture and the development of administrative leadership acumen. Students will be able to analyze their personal alignment with various approaches to leadership and examine their own organization using the four frames approach.

HPE 540 Curriculum and Program Development Credits: **3** Format: **Online** Instructors: Shruti Chandra, Susan Toth-Cohen, Kyle Long Semester Offered: **Spring** Department: **Institute of Emerging Health Professions** CRN Number: **88123**	This course provides a comprehensive overview of curriculum and program development principles within health professions education. Students will explore key elements of the curriculum design process, including needs assessment, goal and objective formulation, instructional planning, implementation, and evaluation. Emphasis is placed on aligning curriculum with learner needs, educational outcomes, and institutional goals, while incorporating evidence-informed instructional strategies. Students will apply course concepts to develop a curriculum proposal suited to their professional context.
HPE 550 Assessment and Program Evaluations Credits **3** Format: **Online** Instructor: Shruti Chandra Semester Offered: **Summer** Department: **Institute of Emerging Health Professions** CRN Number: **72449**	This course prepares students to design and implement effective strategies for assessing learner performance and evaluating educational programs in health professions education. Grounded in evidence-based practices, students will explore the alignment of learning outcomes with instructional strategies, assessment methods, and feedback mechanisms. The course explores the development and application of effective evaluation methods to measure the impact of educational programs, ensuring continuous improvement and alignment with educational goals.

HPE 601 Educational Research and Scholarship Credits **2** Format: **Online** Instructors: Juan Leon, Dimitrios Papanagnou Semester Offered: **Spring** Department: **Institute of Emerging Health Professions** CRN Number: **87307**	The purpose of this course is to teach skills and concepts needed to plan, conduct, and analyze educational research and scholarship. This course is designed for current healthcare professionals seeking to bridge the gap between their everyday practice and scholarly contributions. It empowers healthcare practitioners, educators, and leaders to leverage their practical experiences and insights into valuable scholarship that can enrich the broader field of health professions education.
HPS 620 Interprofessional Education & Collaborative Practice in Healthcare Credits: **3** Format: **Online** Instructor: Shoshanna Sicks, Amber King, Brooke Salzman Semester Offered: **Fall, Spring** Department: **Health Professions Studies** CRN Number: **78915, 88143**	Students will explore the rationale and evidence base for IPE/CP in health professions education and clinical practice using frameworks established by the World Health Organization, the Institute of Medicine (now National Academies of Medicine) and the Interprofessional Education Collaborative. Theories that underline the need for and mechanisms to create effective IPE/CP will guide class discussions, team and individual activities, and assignments. Course materials will emphasize the importance of interprofessional individual identity and team development as part of the lifelong learning of all healthcare professionals and in continually improving the quality of care delivered to patients.

HPE 700 Health Professions Educ. Capstone I Credits: **1** Format: **Online** Instructor: Shruti Chandra Semester Offered: **Fall, Spring, Summer** Department: **Institute of Emerging Health Professions** CRN Number: **79390, 87311, 72178**	The Capstone is an intensive project focused on the student's specific area of interest within Health Professions Education which requires the completion of two one-credit courses. HPE 700 is the first course in the capstone sequence and focuses on the Capstone proposal development. In this course students will apply knowledge and skills acquired throughout the entire program of study, to develop a scholarly project. With the guidance of a Faculty Mentor, students will make connections among concepts, ideas and experiences and apply them to design define objectives and formulate their Capstone study plan and delineate deliverables and milestones. Successful completion of HPE 700 is determined by a finalized study plan approved by the Program Director.
HPE 701 Health Professions Educ. Capstone II Credits: **1** Format: **Online** Instructor: Shruti Chandra Semester Offered: **Fall, Spring, Summer** Department: **Institute of Emerging Health Professions** CRN Number: **79391, 87312, 72174**	The Capstone is an intensive project focused on the student's specific area of interest within Health Professions Education which requires the completion of two one-credit courses. HPE 701 is the second course in the capstone sequence and focuses on the successful completion of the Capstone project. With the guidance of their Faculty Mentor, students will apply knowledge and skills acquired throughout the entire program of study, to implement the scholarship plan developed in HPE 700 Health Professions Education Capstone I and complete their project course.

Electives in HPE Department	
Course	**Course Description**
HPE 615 Principles and Practices for Equitable Learning Credits **3** Format: **Online** Instructors: Bernard Lopez, Karla Bell Semester Offered: **Summer** Department: **Institute of Emerging Health Professions** CRN Number: **72175**	How do identities, beliefs, and lived experiences impact equitable health education and clinical learning interactions and outcomes? How is community and belonging achieved to maximize trust, learning and outcomes? Through self-reflection, discussion, and the examination of identity, bias, and principles and strategies for facilitating inclusive health education and clinical learning experiences, participants will gain a strong foundation for inclusive engagement and an increased confidence in their ability to foster trust and belonging in educational interactions.

HPE 625 Health Professions Education and the Law Credits **3** Format: **Online** Instructor: Julianna Despino Semester Offered: **Summer** Department: **Institute of Emerging Health Professions** CRN Number: **72176**	This course explores legal, ethical, and political issues governing graduate and health professions education institutions in the United States through a review of significant laws, policies, regulations, and judicial opinions that affect higher education institutions. It provides health professionals transitioning into or working in higher education with a basic understanding of legal concepts that directly apply to their work and student affairs. Topics of discussion will include student, staff, and faculty constitutional rights, privacy laws, employment law within the university and clinical setting, contractual obligations, and federal regulation of higher education issues including financial aid, civil rights, and more.
HPE 640 Writing Grants for Health Professional Education Credits: **2** Format: **Online** Instructor: Xiao Chi Zhang Semester Offered: **Fall** Department: **Institute of Emerging Health Professions** CRN Number: **79387**	Effective grant writing can be a crucial skill for healthcare professionals, especially in education. HPE 640 is an introductory grant writing course that aims to provide students with the knowledge and skills to write successful health professions education-based grant proposals. This course will cover developing grant ideas, reviewing institutional support, securing project mentors, and time management. We will also focus on identifying problem statements, refining project aims, practice effective writing strategies, budget allocation, and navigating grant-writing pitfalls. Most importantly, students will practice their grant writing skills.
HPE 650 Educating Graduate Medical Education Leaners Credits: **3** Format: **Online** Instructors: Robin Naples Semester Offered: **Fall** Department: **Institute of Emerging Health Professions** CRN Number: **79388**	This course is designed for educators in the graduate medical education (GME) space. Focus will be on workplace-based learning strategies and the unique needs of GME learners including the Clinical Learning Environment, competency based medical education and assessment, specific educational strategies, and the personal and professional development of trainees.
HPE 699 Residency/Fellowship PLA	**Prior Learning Assessment (PLA)**
Credits: **1-3** Format: Online Instructor: Shruti Chandra Semester Offered: **Fall, Spring, Summer** Department: **Institute of Emerging Health Professions** CRN Number: N/A	Our program is the first MS in Health Professions Education in the US to award academic credits for the work completed during a residency and/or fellowship program. Prior learning assessment (PLAs) credits for medical residents/fellows are calculated on an individual basis and can be used as elective credits. The number of credits will depend on the number of didactic hours completed during residency/fellowship that align with the master's competencies and objectives. We will require some basic documentation from you and your residency/fellow coordinator/director in order to award PLAs credits.

Here are course options from other programs and colleges that can fulfill elective credit for the program. To register for any of these courses, please contact Dr. Shruti Chandra (**Shruti.Chandra@jefferson.edu**) to coordinate your course registration.

Electives Offered Outside of the Program	
Course	**Course Description**
HPS 604 Scholarly Writing Foundations Credits: **2** Format: **Online** Semester Offered: **Fall, Summer** Department: **College of Health Professions** CRN Number: **78429, 72117**	This practical writing course will teach graduate students the foundations of scholarly writing through both exposure and practice. They will explore different writing products and practice skills necessary to write with confidence.
GC 615 Grants & Contracts Management Credits: **2** Format: **Hybrid** Semester Offered: **Spring** Department: **Jefferson College of Life Sciences** CRN Number: **81518**	This class addresses critical knowledge areas for research administrators including finance and accounting, compliance, legal issues and organizational behavior. Through participation in this course, the student will learn the leadership and administrative skills you need to effectively monitor, support, and facilitate research administration.
GC 740 Principles of Pedagogy Credits: **1** Format: **In-person** Semester Offered: **Fall** Department: **Jefferson College of Life Sciences** CRN Number: **71833**	Utilizing a combination of textbooks, journal articles, and case studies, the course is designed to expose students to important issues in the principles and practice of education, with a focus on higher education. The course will benefit those students engaged as teaching assistants as well as help to prepare them for careers where classroom education and/or other modes of teaching are involved. This course is designed for PhD students who have already passed their preliminary exams as well as post-doctoral fellows who are interested in pursuing careers that involve teaching. Prior or concurrent teaching experience is recommended but not required.
GC 741 Principles of Science Pedagogy Credits: **1** Format: **In-person** Semester Offered: **Spring** Department: **Jefferson College of Life Sciences** CRN Number: **81239**	Utilizing a combination of books, journals articles, and case studies, the course is designed to expose students to important issues in the principles and practice of education, with a focus of science higher education. The course will benefit those students engaged as teaching assistants as well as help to prepare them for careers where classroom education and/or other modes of teaching are involved.
GC 747 Teaching and Learning Online Credits: **3** Format: **Online Asynchronous** Semester Offered: **Spring** Department: **Jefferson College of Life Sciences**	Participants will analyze theoretical and evidence-based best practices in online course design, teaching, learning, and student assessment through course activities and virtual observations. They will compare traditional, hybrid, and fully online learning environments, examining information from course materials, online discourse, and observations to inform their

CRN Number: **85637**	understanding. Key topics include student engagement strategies, discussion and collaboration methods, synchronous and asynchronous interactions, fostering an online learning community, effective online office hours, student reflection through journaling and blogging, online classroom management, and student learning and assessment. By the end of the semester, students will apply these best practices to develop one or more online learning modules or courses, receiving expert feedback throughout the process to refine and enhance their designs.

GC 748 Learner-Centered Education Credits: **2** Format: **Online Asynchronous** Semester Offered: **Spring** Department: **Jefferson College of Life Sciences** CRN Number: **87209**	Typical educational activities center around a teacher delivering content to student who respond to multiple-choice tests designed to assess their understanding of key concepts. In contrast, learner-centered education focuses on determining the students' current understanding and working with them through educational activities to achieve new levels of mastery. Working with the instructor and their peers, students construct new levels of understanding and are able to better able o synthesize new information, skills and attitudes. Learners will review evidence-based practices and instructional strategies related to "student engagement" and "active learning" that have demonstrative and positive impacts on learning outcomes. Students will evaluate instructional activities and redesign them for better outcomes. The course will make use of available and emerging educational learning technologies and reflect on its impact on learner engagement.
GC 749 The Science of Learning Credits: **2** Format: **Online Asynchronous** Semester Offered: **Fall** Department: **Jefferson College of Life Sciences** CRN Number: **76531**	Similar to evidence-based medicine there is a growing body of literature related to evidence-based educational practices and effectiveness. This course surveys the theoretical and empirical research in the study of cognitive, social, and emotional development as it relates to learning, memory and attention. Learners will examine the literature from multiple fields in the brain sciences, including cognitive science, experimental psychology, and neuroscience. Learners will review recent research on the effects of sleep, stress, and multitasking on brain development and learning. Through readings and group discussions students will examine modern day learning theories and apply the theories to a variety of learning experiences.
GC 751 Instructional Tech & Learning Credits **3** Format: **Online Asynchronous** Semester Offered: **Spring** Department: **Jefferson College of Life Sciences** CRN Number: **87208**	Through evidence-based research, learners will explore the computer's impact on classroom instruction and the modern educational environment that now includes online education, personalized and adaptive learning. This course explores the science around various instructional media components and it will survey different instructional design strategies used in developing educational activities. Finally, the need to develop new literacies, particularly, digital literacies in the educational landscape will be examined. Learners will apply evidence-based practices to a multi-media authoring tool in the development of

	a learning experience, use a content management tool for lesson delivery.
GC 752 Curriculum and Instructional Design Credits: **2** Format: **Online Asynchronous** Semester Offered: **Fall** Department: **Jefferson College of Life Sciences** CRN Number: **79030**	Rarely is an academic program, curriculum or course examined and re-designed from the ground up. This course will look at strategies for approaching course development, change or transformation by focusing on the course as a microcosm of the curriculum. Learners will review models of course development and selectively apply different model components to develop a learning experience from the ground up. Learners will be asked to synthesize and apply educational principles, theories and research evidence to develop a curricular experience from scratch and will address articulation of a program philosophy and learning objectives, curriculum mapping, alignment and design of educational activities with the goals, and evaluation methods.
GC 753 Program Assessment and Evaluation Credits: **2** Format: **Online Asynchronous** Semester Offered: **Summer** Department: **Jefferson College of Life Sciences** CRN Number: **71677**	As calls for accountability in higher education become more pronounced, it is incumbent on learning institutions to collect, document and analyze its programs' effectiveness. This course provides an overview of key elements and topics related to program assessment and evaluation. Learners will explore evaluation as it relates to strategic planning, program enhancement and accreditation. Learners will vie assessment tools and methodologies to develop evaluation strategies for a variety of settings, including traditional and distance classrooms, clinical settings and professional development interventions. Students will create an assessment plan as part of the course.
JCRS 760 Introduction and Development Credits: **3** Format: **Online** Semester Offered: **Fall, Spring, Summer** Department: **Jefferson College of Rehabilitation Sciences** CRN Number: **Fall - 202601, Spring - 202502, Summer - 202504**	This course provides the foundation for employing professional coaching competencies in your professional roles. Core coaching concepts are learned using seminal evidence, models, including Coaching in Context, and theoretical frameworks. Students will demonstrate gradually increasing proficiency in developing coaching relationships and supporting clients in exploring their needs, wants, and values, all with the aim of creating meaningful coaching outcomes. Positive psychology and its application in coaching and "Coaching in Context" will be explored. Students will learn and practice coaching and learn through self-reflection and feedback. Students will begin to infuse coaching skills with their area of expertise to serve their constituents better. The course is designed for interdisciplinary professionals such as occupational therapy practitioners, physical and recreational therapists, social workers, nurses, managers, professionals in public health roles, physicians, and physician assistants.

NU 704 Philosophy, Foundations and Methods for Evidence-Based Practice Credits: **3** Format: **Online** Semester Offered: **Fall, Spring** Department: **College of Nursing** CRN Number: **Fall - 78495, 78368, Spring - 86854, 80197**	Introduces the concepts associated with evidence-based nursing practice models. The steps in implementing evidence-based practice are explored in depth. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence based practice both for individual and systems will be identified and barriers to evidence-based practice will also be identified. This course has a minimum practicum component of 40 hours.
NU 707 Leadership and Interprofessional Collaboration Credits: **3** Format: **Online** Semester Offered: **Summer** Department: **College of Nursing** CRN Number: **70317, 72278**	Focus on the knowledge and skills necessary to provide exemplary leadership of groups and interprofessional teams with an emphasis on relationship building and team building. The goal of this course is to further enhance the students' leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated healthcare delivery teams. This course has a minimum practicum component of 40 hours.
OT 782 Leadership: Moving Beyond Traditional Roles Credits: **3** Format: **Online** Semester Offered: **Spring** Department: **Jefferson College of Rehabilitation Sciences** CRN Number: **80258**	This course provides students with knowledge, skills, and practical tools to exercise exemplary leadership in Occupational Therapy in cross-sector contexts. Throughout the course, students will explore leadership theory and its application to occupational therapy, identifying their unique contributions to the profession as a leader. Students develop an understanding of leadership within the context of the wider health systems and social and political press and apply this knowledge to defined leadership roles in clinical practice.
OT 785 The Evidence Base of Teaching: Advanced Curriculum Development Credits: **3** Format: **Online** Semester Offered: **Fall** Department: **Jefferson College of Rehabilitation Sciences** CRN Number: **76258**	Gain a comprehensive introduction to course development, implementation and evaluation within the context of applicable standards, learning theory and college/university mission. Integrate educational theory, research and practice using a full range of delivery strategies including traditional lecture and laboratory formats as well as newer formats such as stimulations, asynchronous and synchronous online discussion, wikis, blogs and podcasts. Synthesize concepts and skills from previous courses in the Teaching Certificate (must be taken as the last course in the certificate)
PBH 512 Qualitative Research Methods Credits: **3** Format: **Online, In person** Semester Offered: **Fall, Spring** Department: **College of Population Health** CRN Number: **76272, 87846**	Introduces philosophy, techniques and uses of common forms of qualitative research with an emphasis on data collection and analysis. Addresses strengths and limitations of qualitative research and ethical issues surrounding its use. Students practice qualitative research methods through participant observation, fieldwork, in-depth interviewing, focus groups, and case studies. Note: Fall semester has online classes once per week. Spring semester has in person classes once per week (course day/time is TBD)