Master of Health Professions Education

Program Policies

Vanderbilt University
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Master of Health Professions Education  
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The Master of Health Professions Education (MHPE) is a unique collaboration between three highly regarded and internationally recognized Vanderbilt entities:

- Vanderbilt University School of Medicine
- Vanderbilt University School of Nursing
- Peabody College of Education and Human Development

The MHPE degree is designed to help health education professionals develop the necessary skills to lead our educational enterprise through a rapidly changing health sciences environment. The program is founded on the premise that a systematic, scholarly approach is the most effective way to address educational challenges.

**Mission Statement**

The mission of the MHPE program is to train educational leaders and scholars who will contribute to the continuous advancement of health professions education and the health professions educator community.

**Attendance**

Attendance is mandatory.

If extenuating circumstances arise that prevent the student from attending a class session, the student must contact both the course director and MHPE office (615.936.8555; mhpe@vanderbilt.edu) as soon as possible. The student is responsible for all work required to be made up from an absence.

**Auditing**

In light of the cohort-based nature of the program, the MHPE does not support auditing of courses or individual course registrations by persons outside of the MHPE cohort.

**Grading Policy**

Students in the MHPE program will be evaluated in each course. Letter grades will be given by the course director, based on attendance, class work, assignments, test results and the final exam. Letter grades A, B, C or I will be awarded as follows:

- A = superior progress
- B = good progress
- C = failing grade
- I = incomplete
Tuition

Tuition for the 2013-2014 MHPE is set by the School of Medicine. Tuition for this program is based on a flat rate (18 hours of course work per academic year) and is currently $23,820 per academic year. The Office of Student Financial Services (https://medschool.vanderbilt.edu/financial-services/) is responsible for providing financial assistance to students enrolled in the School of Medicine.

Vanderbilt provides tuition discounts for full-time faculty and staff members. Vanderbilt staff may receive 70% tuition discount on courses taken for academic credit at Vanderbilt up to a maximum of one three-hour course each semester and three courses each school year. Vanderbilt faculty may receive 49% tuition discount under the same restrictions. Reimbursement only applies if the student receives a grade of “C” or better. More information is available on the Vanderbilt Human Resources site (http://hr.vanderbilt.edu/benefits/tuition.php).

Class Schedule

The program follows an Executive MBA weekend format, where each course meets one weekend per semester credit hour with approximately 12 contact hours per weekend (classes are held on Friday and Saturday; generally, the schedule is Friday, 4-8p.m., and Saturday, 8 a.m. - 4 p.m.). Courses earn between 2-4 credit hours and students enroll in two courses, 6 credit hours, per semester. A capstone project will be required for graduation.

These MHPE policies are to be used as a supplement to the University Student Handbook (http://www.vanderbilt.edu/student_handbook) and the catalog of the Graduate School (http://www.vanderbilt.edu/catalogs/grad/Grad01.html) (if applicable).
## Curriculum 2013-2015

### Year 1

<table>
<thead>
<tr>
<th>FALL</th>
<th>Pro Seminar in Health Sciences Education: Topics, Issues and Educational Scholarship (2 hours)</th>
<th>How People Learn: Learning Theories &amp; Research (4 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING</td>
<td>Curriculum Development and Improvement: Continuous Quality Improvement (3 hours)</td>
<td>Principles of Assessment: Measurement Theory, Assessment Principles and Tools (3 hours)</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Instructional Designs and Strategies for Learning (3 hours)</td>
<td>Survey Design and Research (2 hours)</td>
</tr>
<tr>
<td>SUMMER</td>
<td></td>
<td>Intro to Capstone (1 hour)</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>FALL</th>
<th>Logic of Systematic Inquiry / Intro to Experimental/ Quasi-experimental Designs (3 hours)</th>
<th>Quantitative and Qualitative Analytic Methods (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING</td>
<td>Leadership Theory and Behavior (3 hours)</td>
<td>Change, Leadership and Innovation (3 hours)</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Independent Study: Topics in Health Professions Education (2 hours)</td>
<td>Capstone Project (4 hours)</td>
</tr>
</tbody>
</table>

Legend:
- **Core Courses / Capstone**
- **Learning & Instruction Thread**
- **Research Methods Thread**
- **Leadership Thread**
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>532-5511</td>
<td>Pro Seminar in Health Professions Education: Topics, Issues and Educational Scholarship</td>
<td>J. Shatzer</td>
</tr>
<tr>
<td>532-5512</td>
<td>How People Learn: Learning Theories &amp; Research</td>
<td>D. Moore</td>
</tr>
<tr>
<td>532-5521</td>
<td>Curriculum Development and Improvement: Continuous Quality Improvement</td>
<td>H. Davidson</td>
</tr>
<tr>
<td>532-5515</td>
<td>Principles of Assessment: Measurement Theory, Assessment Principles and Tools</td>
<td>TBA</td>
</tr>
<tr>
<td>532-5520</td>
<td>Instructional Design and Strategies for Learning</td>
<td>A. Van Schaack</td>
</tr>
<tr>
<td>532-5514</td>
<td>Survey Design and Research</td>
<td>T. Rokas</td>
</tr>
<tr>
<td>532-5510</td>
<td>Introduction to Capstone Project</td>
<td>J. Shatzer</td>
</tr>
<tr>
<td>532-5513</td>
<td>Logic of Systematic Inquiry: Introduction to Experimental and Quasi-experimental Designs</td>
<td>W. Doyle</td>
</tr>
<tr>
<td>532-5516</td>
<td>Qualitative and Quantitative Analytic Methods</td>
<td>M. Davidson</td>
</tr>
<tr>
<td>532-5522</td>
<td>Leadership Theory and Behavior</td>
<td>C. Doyle / D. Savage</td>
</tr>
<tr>
<td>532-5523</td>
<td>Innovation and Leading Change</td>
<td>C. Doyle / D. Savage</td>
</tr>
<tr>
<td>532-5530</td>
<td>Independent Study: Topics in Health Professions Education</td>
<td></td>
</tr>
<tr>
<td>532-5525</td>
<td>Capstone Project</td>
<td></td>
</tr>
</tbody>
</table>
Course Descriptions

Fall 2013

Pro Seminar in Health Sciences Education: Topics, Issues and Educational Scholarship (2)
Course Director: John Shatzer, Ph.D.
This course is designed to introduce students to current issues facing health professions education in preparation for a topic for inquiry for the program capstone project, and as elaborated by the ideas of educational scholarship of Boyer & Glassic.

How People Learn: Learning Theories and Research (4)
Course Director: Don Moore, Ph.D.
A survey of selected theories and principles of learning and the research that informs them as they address the active engagement of students, their learning for deep understanding, the demonstration of their competence and our best practices of teaching that support learning.

Spring 2014

Note: These courses will be taken in sequence during the semester.

Curriculum Development and Improvement: Continuous Quality Improvement (3)
Course Director: Heather Davidson, Ph.D.
A systematic approach to developing courses, programs and other curricula by starting with outcomes and impact desired and working backwards to specify results, learning activities and resources required. Also introduces the principles of sustained curricular improvement through a continuous quality improvement process.

Principles of Assessment: Measurement Theory, Assessment Principles and Tools (3)
Course Director: TBA
Examination of the comprehensiveness, validity, precision, feasibility and educational considerations of select assessment methods of learners in health professions education; a survey of tools and their appropriate application to determining the outcomes of learning. Normative and mastery models of learning and implications for the quality of assessment tools under each model will be discussed.

Summer 2014

Instructional Design and Strategies for Learning (3)
Course Director: Andy Van Schaack, Ph.D.
A critical examination of various instructional designs and strategies that give students the opportunity to learn and practice to achieve the results desired from instruction.

Survey Design and Research (2)
Course Director: Tracy Rokas, Ph.D.
This is an introductory course on survey research methods, with an emphasis on surveys in organizations. The objective is to provide students with the knowledge and tools necessary to design survey tools, conduct survey research and interpret survey results.
Intro to Capstone Project (1)
Course Director: John Shatzer, Ph.D.
The capstone project serves as a demonstration of competency in the program and is required for graduation. Proposal possibilities will ordinarily be completed in a cohort team and assigned from a list of approved projects solicited from health professions schools. The project will be developed in collaboration with a faculty mentor/advisor, who will serve to guide the student(s) through the completion of the project during the summer semester, Year 2. Students will continue to meet with mentors throughout the program to sustain sufficient project progress to ensure completion by the end of the Year 2 summer semester to receive the full 5 hour credits. The project must be of suitable scholarship to stand for critical analysis to a local, regional or national peer group.

Fall 2014

*Note: These courses will be taken in sequence during the semester.*

Logic of Systematic Inquiry / Intro to Experimental and Quasi-experimental Designs (3)
Course Director: William Doyle, Ph.D.
Focus on both experimental and quasi-experimental research methodologies and threats to valid conclusions from these designs. The course will also address the critical evaluation of reports, library research skills, and organizing an integrative review of existing theory and research.

Qualitative and Quantitative Analytic Methods (3)
Course Director: Mario Davidson, Ph.D.
Focus on the basic tools of analysis from both quantitative and qualitative design perspectives. The course will include a critical analysis of commonly used quantitative methods, an introduction to qualitative methods, and mixed methodologies for combining these two often dissimilarly held approaches.

Spring 2015

Leadership Theory and Behavior (3)
Course Directors: Corbette Doyle, EMBA, and Dayle Savage, Ed.D.
An overview of the theories and best practices correlated to effective leadership. The major foci will be an examination of leadership competencies; customization of leadership strategies based on individual, team and organization dynamics; and how leaders maximize personal and organizational effectiveness.

Innovation and Leading Change (3)
Course Directors: Corbette Doyle, EMBA, and Dayle Savage, Ed.D.
An examination of the role of leadership in the disruptive nature of innovation; including vision building, strategies for managing barriers to change, engaging champions, and preventing change fatigue from derailing initiatives.

Summer 2015

Independent Study: Topics in Health Professions Education - (2) Selected readings designed for the learner to bring together the full spectrum of the program goals to reflect upon the ways in which leaders act as change agents within teams.

Capstone Project (4) An opportunity for learners to address a substantial issue related to their professional work and to design and implement a scholarly approach towards its solution. A single credit hour is also awarded in year 1 to start learners on project possibilities and requirements. All learners are required to present their work in a Capstone Project Presentations Day to complete their degree requirements.
About the Capstone Project

Description
The capstone project represents an opportunity for students to synthesize and apply the principles and concepts from the MHPE to a workplace project. It is experiential by design, where students will work in teams to complete the capstone project from an academic health care institution, program or course.

The project work will formally begin in the second year of the program, but 1 hour of credit is given in the first semester of year 1 in order for students to become oriented to the project goals and to purposefully link their course work to a workplace project.

Outcomes
Each completed project will provide the demonstration of teamwork, leadership and scholarly effort directed to solving an educational problem in health care. The project will focus on curriculum design, instructional strategies and/or assessment plans, requiring the design and development implementation and evaluation of the project topic. The project may also produce a scholarly research study to create new knowledge regarding solutions to the educational problem. It must be either submission-ready or accepted for publication or presentation.

Faculty Advisor
Each team will be assigned a faculty member with expertise and experience in the capstone project area. Their purpose is to help guide the team to meet project goals and criteria of project to its completion. Teams will meet with the advisor on a regular basis and submit all required reports to the advisor, as described elsewhere in this document, but including a meeting summary and action plans to be met by the next meeting date.

Project Assignment
Projects will be solicited from health care entities that submit proposals to the program. Those that are chosen by a capstone committee will best meet our MHPE program goals and are feasible within the structure of the capstone year. The project could originate from the home institution or program of a participant, but careful consideration would have to be given to the team’s commitment to such a project where there might appear to be an imbalance of ownership of completing the project. Alternatively, the project could be crafted as a simulated project. While this might constitute a substantial amount of front-end work to construct such a simulation, it might help ensure that more program goals will be met.

Milestones
A series of dates will be chosen to act as milestones in the project completion. These will typically take the form of reports to the faculty advisor. These may include, but are not limited to: scope of work declaration, student effort reports, status reports, interim reports and draft reports.

Project Presentations Day
A presentation date will be chosen, possibly in conjunction with the Vanderbilt Health Professions Education Research Day (held in the fall semester) that includes all research projects completed by our faculty in the Great Ideas in Vanderbilt Medical Education (GIVME) award process, or other completed projects from faculty who presented their results elsewhere. This is meant to serve as an opportunity to present work in a public forum and to, in part, celebrate our students’ accomplishments in the MHPE program.
Project Assessment

1. A 360º evaluation process will be required that involves peer- and self-evaluation, and evaluation from the project recipient as well as the faculty advisor.
2. Three reviewers will evaluate each project to determine its suitability for public dissemination and scrutiny.
3. Results of these assessments will determine the grade.

Grading
Projects will be graded accordingly:

A. Pass with distinction – Submitted and approved for publication to a journal or presentation at a national meeting.
B. Pass – Meets all requirements for project and capable for public dissemination.
C. Does not meet requirement – Redo based on recommendations.