



MGH INSTITUTE

OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital

Center for Interprofessional Studies and
Innovation



**Health Professions
Education**

Program Manual
Academic Year 2016-2017

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1. Introduction

1.1. Introduction to the Program Manual and Program Description

This Program Manual, for the Health Professions Education (“HPed”) Program (the “Program”) was created to facilitate learning in this post-professional program. The Program has three academic offerings:

- Certificate of Completion in Teaching and Learning
- Certificate of Advanced Study in Health Professions Education
- Master of Science in Health Professions Education

By defining program-level expectations, this manual enables scholars and faculty to work together in designing and navigating a course of study that fulfills the learning needs of the scholar, meets the program’s requirements, and aligns with the Institute’s mission and vision.

Institute-level policies can be found in the Institute’s Catalog.* Policies and procedures contained in this Program Manual supplement, but do not replace, Institute policies.

As a graduate school founded by the Massachusetts General Hospital, the MGH Institute of Health Professions (“Institute”) seeks to meet the needs of health professionals who have responsibility for teaching in academic and clinical settings. The Health Professions Education Program provides (1) unique interprofessional programs of study for clinician/educators to gain critical competencies as educators and as innovative leaders, who will lead health professions education reform and (2) an academic link to existing local leaders in health professions education including the Harvard Macy Institute at Harvard Medical School, the Center for Medical Simulation, and the Massachusetts General Hospital Learning Laboratory. In doing so, this Program furthers the Institute’s mission and vision.

Institute’s Mission: As an independent, interprofessional graduate school of health sciences, the MGH Institute of Health Professions prepares health professionals and scientists to advance care for a diverse society **through leadership in education**, clinical practice, research, and community engagement.

Institute’s Vision: The MGH Institute of Health Professions will be preeminent in:

- Educating graduates to be exemplary leaders in health care for a diverse society,
- **Advancing innovative models of health professions education** to improve health and health care, and
- Creating and translating knowledge to improve health through distinctive programs of research.

* The 2016-2017 Institute Catalog will be available in fall 2016. The [2015-2016 Catalog](#) is available for reference.

The Health Professions Education Program is also aligned with the Institute's 2014-2017 strategic priorities, specifically addressing:

- Adapt proactively to changes in higher education
- Create an exemplary interprofessional learning environment
- Implement and disseminate innovative models of curricula and teaching-learning
- Prepare students to be lifelong learners and engaged alumni
- Strengthen academic-practice partnerships across Partners HealthCare
- Expand global learning opportunities for faculty and students

To further the Institute's growth in alignment with its mission, this Program was established in July 2012 within the Institute's Center for Interprofessional Studies and Innovation (CIPSI) and became the academic home for the Teaching and Learning Certificate offerings as well as the Master of Science in Health Professions Education degree.

1.2. Program Outcomes

Consistent with the Program's purpose and the mission of the Institute, graduates of the Program will forward the educational agenda locally and beyond through expertise acquired in the eight program competency domains:

1. Create learning environments for the 21st century learner
2. Facilitate learner development and reflection
3. Integrate a variety of assessment and evaluation strategies
4. Design and evaluate curriculum and program outcomes
5. Lead change and innovation in health professions education
6. Model life-long learning for self and professional community
7. Engage in scholarship in an area of established expertise
8. Contribute to innovative interprofessional socialization and collaboration

The levels of competency attainment will differ between graduates of the certificate programs and the master's degree program. Each matriculated student will develop a program of study that supports progression toward appropriate outcomes. Each student will create a portfolio of artifacts from course work across the program of study, which evidences achievement of these competencies at the appropriate level.

Program outcomes include faculty and student scholarship and contributions to the field. Scholarly output expectations are congruent with level of study. Certificate of Completion (CoC -TnL) students will complete an assessment of an evidence-based teaching project. Certificate of Advanced Studies (CAS-HPed) students will complete a synthesis project based on principles of program evaluation systems-based assessment. Masters degree students will complete a translational project and produce a manuscript that is ready for submission for publication (See program specific requirements below).

1.3. Commitment to the Institute's core values and to adult learning principles

The following is a selection of the Institute's Core Values, which are applicable to this program:

- Productive partnerships among faculty, staff, and students that support learning and work and that allow for interprofessional and global collaboration,
- A connected and engaged learning community where students fulfill a passion for lifelong learning, and become graduates of choice for employers, and
- An environment that embraces and rewards inquiry, ingenuity, innovation, resourcefulness, and continuous learning.

These Core Values are congruent with adult learning principles that drive teaching and learning in the HPEd Program. As a result, we firmly commit to active and experiential learning, reflective learning, and leadership in increasingly interprofessional educational contexts. Program faculty and administrators act from the premise that adult learners:

- are most successful in environments that invoke student engagement through active and experiential learning, which are central to health professions education across the domains of knowledge, skills, and attitudes/behaviors.
- arrive with varying learning preferences and embrace life-long learning responsibilities.
- are self-motivated and take responsibility for their own learning.

The faculty provide course facilitation that fosters experiential and reflective learning in a student-centric manner and guide learners to analyze evidence-based educational best practices and to synthesize these into useful tools in the learners' own contexts.

As a dynamic and responsive learning organization, the HPEd Program expects faculty and students alike to participate in educational innovation and active inquiry and scholarship to further the field. Students and faculty partner in this educational endeavor and engage in dialogue to provide for the continuous improvement and innovative renewal of the courses, curricula, and the Program.

2. Program certificates and degrees

2.1. The HPEd program includes courses of study leading to three certificate or degree outcomes. Each provides a potential endpoint for a student's engagement in the Program or may serve as a foundation for continued study. They are:

- Certificate of Completion in Teaching and Learning
This 9 credit certificate is ideal for clinical instructors and junior faculty seeking to improve the effectiveness of their teaching practices.
- Certificate of Advanced Study (CAS) in Health Professions Education
As a 15 credit certificate that builds on the Certificate of Completion, the CAS adds an introduction to systems based assessment and synthesis project.
- Master of Science in Health Professions Education (MS-HPed)

The MS offers a comprehensive examination of evidence-based education, and provides opportunity for the clinician/educator to gain additional competencies in leadership and scholarship.

3. Program specific academic policies

3.1. Admission Requirements

Because this Program is uniquely designed for advanced learning in the context of health professions education, successful applicants will be post-professional or have a significant background in some aspect of health professions practice, care delivery, or education.

Certificate of Completion in Teaching and Learning:

The certificate of completion in Teaching and Learning is a non-degree program; as such it does not have admissions process or requirements. Those interested may register directly with the Registrar's non-degree coordinator.

Certificate of Advanced Study (CAS) in Health Professions Education:

Admission decisions for the Certificate of Advanced Study are based on the admission requirements listed in the Institute's Catalog.*

Master of Science in Health Professions Education (MS-HPed):

To qualify for admission into the master's degree program, prospective applicants should complete all admissions requirements listed in the Institute's Catalog.

3.2. Advisement

3.2.1. Assignment of academic advisor

Academic advisement is an important function of HPEd Program faculty. Master's and CAS students will be assigned an academic advisor prior to the start of the first course, but no later than the New Student Orientation. Academic advisors will partner with the student to develop a mutually agreed upon program of study and guide the student through learning at the Institute and through the program.

Students in the certificate of completion courses, who are not matriculated into a program at the Institute, will be advised by the faculty of the course in which they are enrolled.

3.2.2. Communication

* The 2016-2017 Institute Catalog will be available in fall 2016. The [2015-2016 Catalog](#) is available for reference.

Given the on-line and hybrid nature of the offerings, effective and efficient communication is essential. To this end, early face-to-face contact with the advisor is encouraged, preferably at the New Student Orientation. Faculty and students should discuss and agree upon preferences for communication. Students are encouraged to reach out to their academic advisors for academic or procedural questions about their studies and progression.

The Institute's email is the formal mechanism for communication between the program and the students. As an on-line community, faculty and students are encouraged to invest in updating their on-line profiles in the online learning platform, including a photo. Additionally, a student representative will be selected to join faculty meetings where appropriate. Students are encouraged to communicate with the faculty as a whole through this student representative.

3.2.3. Program of Study

CAS and master's students will meet with their academic advisors to develop a program of study. This document indicates the agreed upon progression through the program's courses and the planned date for graduation. A copy of the completed form will be filed with the Program Manager by the end of the first four weeks of the first class.

Programs of study may be revised as needed, as work and life circumstances change. A new program of study form, which has been approved by the academic advisor, must be filed within the first four weeks of the term in which there has been a change in course progression or planned graduation date.

All newly matriculated students will be automatically enrolled into the following courses. CAS students will be enrolled into HP712 Foundations of Teaching and Learning, and MS-HPed students will be enrolled in HE742 Innovations Seminar and HE744 Research Methods in Education.

3.2.4. Roles and expectations

Program leadership will provide centralized advisement prior to the beginning of the first class. In addition to publicly available materials and those included with the offer of admission, the Program will provide students with an orientation to the curriculum and course progression at the New Student Orientation.

The student is responsible for assuring completion and filing of the program of study and any other academic related documents with the Program Manager. Students are expected to acknowledge in a timely manner any faculty or program communication requiring a response. Likewise, the academic advisor will acknowledge student communications and provide consultation and guidance to the students in a timely manner.

Advisors will work with students in a broad spectrum of areas related to academics, progression through the program, and appropriate career guidance. Academic advisors

will specifically provide guidance around developing the program of study, planning for scholarly projects, and remedying any academic difficulties.

3.2.5. Petitions and appeals

Students maintain the right to petition the program director for any variance from program level policy or procedure. Any course level issues should be addressed with the course faculty directly first.

Petitions should be submitted to the HPEd Program Director through the academic advisor. Petitions should include the specific request, a complete explanation of why the request is being made, and must include supporting documentation to justify why the petition should be granted. Petitions should be submitted in the form of a letter addressed to the student's academic advisor or the program director. Petition letters attached to IHP emails are acceptable.

All petitions will be reviewed by the program director, who may choose to convene an ad hoc faculty committee to review the petition. The program director will inform the student in writing of the outcome of the petition process within 14 days of its receipt. Students may choose to further appeal the outcomes of their petitions with the Director of CIPSI, who will retain final authority.

3.3. On-campus Attendance

Campus attendance, or residency, is not required for the Certificate of Completion and Certificate of Advanced Studies (CAS) students.

Students in the master's program are required to attend specified events on campus. These are the combined New Student Orientation and HE742 Innovation Seminar during the first term of the program and the annual HE743 Convocation Seminar, which is held every June. These activities are central to the program's effectiveness in fostering learner communities and in creating a forum for current issue discussions and student project presentations. Participants will arrange for their own travel and lodging while in the Boston area. Anyone requiring assistance should contact the Program Manager.

3.3.1. New Student Orientation

New Student Orientation is designed to acclimate the students to the Institute's many resources and faculty, and to introduce the Institute's on-line student services and on-line learning environments. Students should bring to this orientation the required laptop computer in order to assure compliance with security requirements and successful access to the online resources.

All admitted master's students are required to attend this orientation, which is held on campus in tandem with the HE742 Innovations Seminar, as they begin the program. Any CAS or certificate students wishing to attend the on-campus New Student Orientation should notify the Program Manager to reserve appropriate seats.

All deposited new students will be enrolled into their first term courses as described in section 3.2.3.

3.3.2. HE742 Innovation Seminar

As the first course of the master's degree program, HE742 Innovation Seminar sets the stage for the admitted cohort to become acquainted, define personal goals for the program, define researchable educational questions, launch the research methods course, and begin to think beyond their current understanding of education in the health professions. This on-campus activity features workshops, study groups, and keynote sessions.

3.3.3. HE743 Convocation Seminar and Health Professions Education Symposium

Scheduled annually in June, all master's students return to campus for this multiday seminar course focused on current topics related to educational scholarship and educational leadership.

The Health Professions Education Symposium, which is integrated into this seminar, is a selection of sessions that are open to the Institute community. During the Symposium, graduating students present their scholarly projects.

Alumni of the HPEd Program are encouraged to return to campus for these events. Any current or past CAS or certificate students wishing to attend should notify the Program Manager to reserve appropriate seats.

3.4. Registration

3.4.1. Requirements and Process

To be eligible to register for courses, master's and CAS students must be matriculated into their respective programs (see section 3.1), meet Institute conditions of enrollment, be of good academic standing, and meet specific prerequisite requirements for each course. Students will follow an agreed upon program of study, designed with their academic advisor.

Students will register for courses, as described in their program of study approved by their advisors (see section 3.2.3.) through [iOnline](#). See the Institute Catalog* regarding additional registration procedures and policies. Newly admitted students in the CAS and MS program will be automatically enrolled into their first courses as described in section 3.2.3.

Students taking courses toward the certificate of completion may register for HP712 Foundations of Teaching and Learning and HP713 Course Design as open courses and do not need to be matriculated or have a program of study in place. Policies related to registering for HE714 Teaching Practicum are discussed in Section 3.8.

* The 2016-2017 Institute Catalog will be available in fall 2016. The [2015-2016 Catalog](#) is available for reference.

3.4.1.1. Continuous enrollment

All CAS and master's students are expected to enroll in at least one Institute course per semester. While CAS students will enroll in at least three credits each term of fall and spring (excluding the summer), masters students will enroll in a minimum of three credits for fall and spring, and one credit for the summer. If a student is unable to do so, a request for a Leave of Absence must be completed according to the Institute's policies (see Institute Catalog).

3.4.1.2. FERPA training

Matriculated students at the CAS and Master's levels are required to complete FERPA Training prior to progression into the second semester. Certificate of completion students are required to complete the FERPA training prior to registering for HE714 Teaching Practicum.

3.4.2. Pass/fail Options and Grading

An 80 percent, or a grade of "B-" or higher is required in each course to progress in this program. Students are expected to take all eligible courses for grades, which will contribute to their overall GPA, evidencing readiness for progression and graduation. Grading follows Institute policies.

3.4.3. Open courses and Auditing

The following courses are open to non-HPEd students, non-matriculated students, and auditors:

- HP712 Foundations of Teaching and Learning
- HP713 Course Design and Student Outcomes Assessment

All prerequisites must be met. Students may inquire with the Program regarding instructor permission to access additional courses.

3.4.4. Electives and Concentrations

A student's program of study, developed and updated in partnership with the academic advisor (see section 3.2.3.), will include a plan for electives and concentrations. Concentrations in simulation-based education and research methods are available. Thus, the electives and concentrations require the advisor's guidance and approval and should align with the student's areas of educational interest and ideally with the intended topic of the Scholarly Project. Students are encouraged to look beyond the HPEd Program offerings and explore other schools, within the Institute and beyond, for relevant courses (see section 3.5. regarding transfer credits).

The concentration in simulation-based education is available by taking two courses at the Center for Medical Simulation: The IMS Comprehensive Instructor Course and the Graduate Course on Advanced Debriefing Skills. Please register directly with them at HarvardMedSim.org.

The concentration in research methods includes the advance courses in quantitative and qualitative methods. Scholars planning on collecting data as part of their scholarly project should discuss potential human subjects protection and Internal Review Board (IRB) requirements with their academic advisor as early as possible.

3.5. Transfer of Credits

Transfer credit from external accredited institutions of higher education will be considered on a case-by-case basis. For elective courses, the academic advisor may approve such courses toward electives. For non-elective courses, syllabi will be examined by the Program Director for comparability in scope of content, course objectives, and assessment of student learning. Up to six credits will be accepted for transfer (see section 4.4. regarding specific articulation plans).

3.6. Use of Vouchers

Students are encouraged to use tuition vouchers received in exchange for precepting or instructing the Institute's entry-level students. Once matriculated, an HPEd student may take up to six credits using vouchers. Vouchers used for courses taken prior to matriculation do not count against this six credit limit.

3.7. Independent Study Guidelines

Independent study is embraced as an excellent way to align and advance one's specific area of inquiry with that of a particular faculty member. In most cases, independent studies augment a program of study and are counted toward a student's elective requirements. Approval of all Independent Study Proposals by the academic advisor in addition to the Independent Study faculty is required, and appropriate forms must be submitted to the Registrar as part of the registration process.

3.8. Practicum Policies

All HPEd students/participants complete a teaching practicum as a critical element of their studies. Putting into practice concepts and skills gained through academic coursework, students apply newly acquired understandings of educational best practices and are mentored by an expert educator as they practice teaching. To prepare for a successful learning experience, practicum participants will:

- Be in good academic standing,
-

- Be in email contact with the course coordinator at least eight weeks before the first day of the term.
- Submit a Site/Mentor Request Form to the course faculty at least six weeks in advance of the start of term.
- Successfully complete the FERPA Training prior to any contact with student/trainees, and
- Confirm with the course faculty that a site contract is in place. The site contract (Teaching Affiliate Agreement) defines the roles and responsibilities of the participant, faculty, mentor, and the affiliate site. This will be coordinated by the Program Manager once the Site/Mentor Request form has been submitted and approved.

All required forms must be completed and submitted in order to receive a passing grade. See the Institute's Catalog regarding grading policies for practicum courses.

4. Degree Requirements and Timelines

All students seeking to graduate must:

- Follow the Institute's policies and instruction regarding graduation,
- Be in good academic standing with no outstanding grievances, and
- Have met the certificate or degree requirements.
- Submit the required application for graduation by the 1st week in December prior to their graduation year. Reminders about this process will be sent from the Registrar's Office prior to the application period.

4.1. Certificate of Completion

4.1.1. Timeline for completion

Students must complete all course work for the certificate of completion within two years of registering for the first course. There is no requirement of continuous enrollment. These policies are designed to make the certificate accessible to busy clinical instructors.

4.1.2. Course and credit requirements

Teaching and Learning courses

HP712 Foundations of Teaching and Learning	3 credits
HP713 Course Design and Outcomes Assessment	3 credits
HE714 Teaching Practicum	3 credits

4.2. Certificate of Advanced Study in Teaching and Learning

4.2.1. Time for completion

CAS requirements must be met within three years of admission. All policies for graduation apply, and the HE716 Synthesis Project must be completed and submitted to the Program Office by the end of the final term of study.

Students wishing to continue to the master's degree may apply for admission into the MS-HPed program at any time provided that their earlier course work was completed within five years of the application.

4.2.2. Course and credit requirements

Teaching and Learning courses

HP712 Foundations of Teaching and Learning	3 credits
HP713 Course Design and Outcomes Assessment	3 credits
HE714 Teaching Practicum	3 credits
HE715 Program Design, Implement., and Eval.	3 credits
HE716 Synthesis Project	3 credits

Additional opportunities to join a cohort that meets face to face periodically are available: please inquire with the program.

4.3. MS-HPed

4.3.1. Time for completion

Master's degree candidates are expected to complete the following courses to total 33 credits. Duration of study may vary, up to a maximum of five years, according to the student's needs and will be reflected in the program of study.

Students are expected to be continuously enrolled until graduating (see 3.4.1.1.). When taking courses with collaborating organizations and not directly registered for any Institute courses, students should consult their academic advisor and complete a Leave of Absence (LOA) for that term only. Depending on the program of study, some students will file LOA's for multiple semesters while continuously progressing toward program completion.

Please review all graduation related Institute policies. Applying for graduation in iOnline is the student's responsibility.

4.3.2. Course and credit requirements

Teaching and Learning courses

HP712 Foundations of Teaching and Learning	3 credits
HP713 Course Design and Outcomes Assessment	3 credits
HE714 Teaching Practicum	3 credits
HE715 Program Design, Implement., and Eval.	3 credits

Masters seminars (on-campus events)

HE742 Innovations Seminar	1 credit
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HE743 Convocation Seminar (1 credit twice) 2 credits*

Masters courses

HE744 Research Methods in Education 3 credits
HE741 Technology in Education 3 credits
HE746 Leadership and Organizational Change 3 credits
HE795 Scholarly Project 3 credits

Electives

Elective or concentrations 6 credits
Total 33 Credits

*All masters students will register for and participate in the annual HE743 Convocation Seminar on campus in Boston for every year until graduation requirements are met (see section 3.3.3.). For example, students completing the requirements in two years will be required to participate in HP743 twice for a total of two credits. For students taking longer to complete the graduation requirements, an additional one credit (and attendance) will be required for each additional year.

4.4. Articulation plans and requirements

The HPEd Program collaborates with the Harvard Macy Institute and the Center for Medical Simulation to offer comprehensive and robust learning experiences for its students. Work completed through participation in these programs will be evaluated for course waiver on an individual basis based on the quality of the final project. Students must demonstrate successful achievement of learning objectives comparable to those of the course(s) to be waived. Students interested in taking advantage of this option should consult the Program Director regarding the steps for submitting for evaluation a portfolio of work completed. A portfolio assessment fee will apply. Courses and credits that are waived through this process will not count against the number of credits that can be taken as non-degree students prior to admission.

4.5. Scholarly Project

The scholarly project is intended to be completed within the term of registration for the course, HE795 Scholarly Project. Projects that extend beyond one term will result in a grade of "Incomplete" for the initial term, and students must enroll in HE798 Scholarly Project Continuation Seminar for one credit for each subsequent term, excluding summers, until completion. Institute policies regarding continuation fees will apply. A public presentation of the scholarly project is a requirement for graduation. Specific requirements are described in the HE795 Scholarly Project course syllabus and guidelines.

4.6. Extension of time for degree completion

Students who anticipate difficulty in completing the certificate or degree requirements within the allotted time (See 4.3.1.) should petition for an extension with the program director (See 3.2.5.).

Continuous enrollment or approved Leaves of Absence are required, and students who do not register for any given semester and do not arrange for an LOA, may be administratively withdrawn from the program. Except during an approved Leave of Absence, annual attendance to the HE743 Convocation Seminar is required. Please consult Institute policies regarding seeking a Leave of Absence and automatic withdrawals.

In the end, it is the goal of the program's leadership and faculty to help scholars create meaningful learning experiences through thoughtful mentorship, exploration of innovative teaching methodologies, and engagement in rigorous scholarship to contribute to the field.

Curriculum Outline – Health Professions Education Program

	Certificate of Completion	Certificate of Advanced Study (CAS)	Master of Science in Health Professions Education	Harvard Macy Institute Courses	Center for Medical Simulation	Electives, Concentrations, and Alternatives
Master's Seminars			HP742: Innovations Seminar (1 ¹) (3.3.2. ²)			
Teaching and Learning Courses	HP712: Foundations of Teaching and Learning (3)			Educator Course		
	HP713: Course Design & Student Assessment (3)					
	HE714: Teaching Practicum (3) (3.8)					
	→	HE715: Program Design and Evaluation (3)		System Assessment Course		
		→	HE716: Synthesis ³ (3)			
MS-HPed Courses			HE744: Research Methods in Education (3)			
			HE741: Technology in Education (3)			
			HE746: Leadership and Organizational Change ⁴ (3)	Leadership Course		
			HE795: Scholarly Project (3)			
Electives			Concentration or Electives (6)			e.g. Simulation courses at the Center for Medical Simulation
Project Continuation						Scholarly Project Continuation Seminar (1)
Master's Seminars			HE743: Convocation Seminar ⁵ (1) (3.3.3)			
Total Credits	9	15	33			

¹ Notates number of credits.

² Notates location in Program Manual. Please consult the Program Manual for additional information.

³ CAS only.

⁴ Students will be required to take this course through Harvard Macy.

⁵ Students will participate in HE743 each year they are matriculated.



Master of Science in Health Professions Education

SAMPLE PROGRAMS OF STUDY

PROGRAM/TERM	TRADITIONAL TWO-YEAR PLAN	HARVARD MACY COLLABORATIVE TWO-YEAR PLAN	HARVARD MACY COLLABORATIVE 12-MONTH ACCELERATED PLAN
Prior to Matriculation		HMI Educator Course (6)	HMI Educator Course (6) HMI Systems Assessment Course (3) Elective/Concentration (3)
Fall Year 1	HE742 Innovations Seminar (1) HP712 Foundations of Teaching and Learning (3) HE744 Research Methods in Education (3)	HE742 Innovations Seminar (1) HE744 Research Methods in Education (3)	HE742 Innovations Seminar (1) HE744 Research Methods in Education (3) HE714 Teaching Practicum (3)
Spring Year 1	HP713 Course Design and Outcomes Assessment (3) HE741 Technology in Education (3) Elective/Concentration (3)	HMI Systems Assessment Course (3) Elective/Concentration (3)	HE741 Technology in Education (3) HE795 Scholarly Project (3) Elective/Concentration (3)
Summer Year 1	HE743 Convocation Seminar (1)	HE743 Convocation Seminar (1)	HMI Leadership Course (3) HE743 Convocation Seminar (1)
Fall Year 2	HE715 Program Design, Implementation, and Evaluation (3) HE714 Teaching Practicum (3) Elective/Concentration (3)	HE714 Teaching Practicum (3) Elective/Concentration (3)	
Spring Year 2	HE746 Leadership and Organizational Change (3) HE795 Scholarly Project (3)	HE741 Technology in Education (3) HE795 Scholarly Project (3)	
Summer Year 2	HE743 Convocation Seminar (1)	HMI – Leadership Course (3) HE743 Convocation Seminar (1)	
	33	33	32



Center for INTERPROFESSIONAL
STUDIES and INNOVATION

MGH INSTITUTE

BOSTON, MASSACHUSETTS

Health Professions Education Program Faculty

Deborah Navedo, PhD, CPNP, FNAP

Dr. Navedo is the founding director of the Health Professions Education Program, and Assistant Professor in Nursing at the Institute. With a PhD in education, her programs of research include evaluation of simulation-based learning in health professions education and reflective judgment development in health professionals. She serves as faculty/facilitator with the Harvard Macy Institute and is the Education Specialist for the Massachusetts General Hospital Learning Laboratory. Dr. Navedo consults in areas of simulation-based and interprofessional education at both the pre-licensure and post-professional levels. She is a Certified Nurse Educator with over 20 years of clinical and academic experience, and prior to her current position at the Institute was on the faculty at Yale University and University of Massachusetts-Worcester, where she led various program development initiatives. Her clinical background spans from inner-city emergency nursing through out-patient practice as a Pediatric Nurse Practitioner in both academic medical centers and the Department of Defense.

Alan Leichtner, MD, MS-HPed

Dr. Leichtner is the first alumnus of this master's program, and has joined the faculty as the Associate Director and liaison to the Harvard Medical School, from which he graduated as well. As a member of the Division of Gastroenterology, Hepatology, and Nutrition, and Clinical Vice Chair of the Department of Medicine at Children's Hospital Boston, he maintains an active clinical practice and has widely published in the in pediatric gastroenterology, especially in the areas of celiac disease and inflammatory bowel disease. As a member of the Partners in Development cohort for the Master of Science in Health Professions Education degree and as representative to the program planning committee, his insight helped shape this HPed program from the design phase. He is an integral member of the program's inter-professional leadership team. His primary area of interest in health professions education has been in faculty development and he is the founder and director of the Boston Children's Hospital Academy and continuing medical education office.

Mary Knab, DPT, PhD

Dr. Knab divides her time between the Institute's School of Health and Rehabilitation Sciences, where she serves as Interim Associate Chair for Curriculum and Assistant Professor in the Physical Therapy Department, and its Center for Interprofessional Studies and Innovation (CIPSI). Within CIPSI she leads interprofessional curriculum development for the Institute's entry-level professional programs and is a member of the leadership team and faculty for the Health Professions Education program. Dr. Knab has been a leader in curriculum and program development in physical therapy academic and clinical settings for over 25 years and, most recently, as part of the team developing the Health Professions Education program at the Institute. She also serves as an Education Specialist for the Physical and Occupational Therapy Services department at Massachusetts General Hospital where her focus is on instructional design of professional development resources with an emphasis on infusing technology to increase access and efficiency while maintaining excellence. Dr. Knab earned her PhD in Interdisciplinary Studies from the School of Education at Lesley University in Cambridge, MA. Her scholarly presentations and research included narrative medicine, health professionals' use of reflection to convert experience into expertise, and curriculum development and assessment.

Elizabeth Armstrong, PhD

Dr. Armstrong has held positions at Harvard Medical School since 1984, including Director of Curriculum 1988 - 1992 and Director of Medical Education 1992 - 2001. She played a leadership role in designing, implementing and expanding Harvard's New Pathway curriculum. In 1994 with funding from the Josiah Macy Jr. Foundation, she created and continues to direct the Harvard Macy Institute. The Institute offers professional development programs for healthcare educators and leaders of reform in healthcare

delivery and education worldwide. From 2001 until 2009, she served as the Harvard Medical International Director for Education Programs. She customized the Harvard Macy program model through collaborative efforts with several international medical education associations. As a member of the China Medical Board's Institute for International Education, she was instrumental in developing global minimum essential requirements in medical education. She was Co-Director of the United States Europe Medical Education Exchange program that created relationships among medical schools in Germany, Sweden, Denmark and the United States. She has lectured and written extensively on medical education and received an honorary doctor of medicine degree from the University of Lund Medical Faculty in recognition of her international contributions to medical education. She has authored a book on international healthcare systems published in 2010. She also serves as an Adjunct Professor of the MGH Institute for Health Professions. She received her Bachelor of Science degree from Cornell University; Master of Arts degree in Teaching from Harvard University; and PhD in Curriculum Design and Instruction from Boston College.

Susan Farrell, MD, MEd

Dr. Farrell serves as faculty in the Department of Emergency Medicine at Brigham and Women's Hospital (BWH), where she is the director of student programs and the emergency medicine elective clerkship. She received her Doctor of Medicine from Tufts University School of Medicine in 1990. She completed her residency training in emergency medicine and fellowship training in medical toxicology at the Medical College of Pennsylvania. In addition to serving as an emergency medicine attending physician at BWH, she is the chair of the undergraduate education committee for emergency medicine at Harvard Medical School. She lectures on toxicology at the Harvard-affiliated hospitals and writes a monthly case-based newsletter in toxicology. She is a member of the 4th year comprehensive objective structured clinical examination (OSCE) steering committee, a co-coordinator for the BWH Principal Clinical Experience pilot, a member of the HMS peer review of teaching project, and a curriculum consultant with Harvard Medical International. Her Rabkin Fellowship project was an evaluation of the effects of Federal Health Care Financing Administration (HCFA) documentation guidelines on academic physicians' perceptions of their clinical teaching effectiveness in emergency medicine.

Alex Johnson, PhD, CCC-SLP

Dr. Johnson is the Provost and Vice President for Academic Affairs and Professor of Communication Sciences and Disorders (CSD) at the Institute. He is a speech-language pathologist and was formerly Chair of CSD at Wayne State University, a large urban institution in Detroit. Johnson has involved in educational initiatives since the late 1980s when he oversaw a large student training program at Case Western Reserve University. Later, Johnson launched the clinical program in speech pathology within the Department of Neurology at Henry Ford Hospital in Detroit. During his tenure at Henry Ford, Johnson developed the first two year medical speech-language pathology fellowship program. In 2006, Johnson served as the President of the American Speech-Language-Hearing Association, an organization with over 130,000 members. He has been named a Fellow of ASHA and also has received the national Honors of the National Student Speech-Language-Hearing Association. Johnson has completed the American Council on Education program for Chief Academic Officers. His educational interests include interprofessional education, leadership development in the health professions, and curricular innovation and development. Clinically, Johnson's work has focused on neurological communication disorders after stroke, measurement of outcomes, and fluency (stuttering) disorders. He received his BS and MA degrees from Kent State University and his PhD (Speech-Language Pathology) from Case Western Reserve University.

Peter Cahn, PhD

Dr. Cahn joined the Institute in July 2012 as Associate Provost for Academic Affairs, and Interim Director and Professor in the Center for Interprofessional Studies and Innovation at the Institute. He trained as a cultural anthropologist with a focus on contemporary Latin America. His research interests include religion in everyday life, cultural competence, qualitative research methods, and faculty development. Dr.

Cahn started his career in the Department of Anthropology at the University of Oklahoma in 2002, where he became Associate Professor and Director of Graduate Studies. Before coming to the IHP, Dr. Cahn served as Director of Faculty Development and Diversity in the Department of Medicine at Boston University. At BU, he designed a structured, longitudinal mentoring program for early career faculty as well as workshops on academic writing and grant proposals. He received his undergraduate degree from Harvard University, a master's degree from the University of Cambridge, and a PhD in anthropology from the University of California, Berkeley.

Robert Simon, EdD

Dr. Simon is an educator with more than 35 years experience. For nearly 25 of those years he has specialized in research, development, and training for high performance, high stress teams in aviation and medicine. He was the Principal Investigator for the US Army's Aircrew Coordination Training Program, the US Air Force's Crew Resource Management Program, and for the MedTeams program, a joint civilian and military program to transition lessons-learned from aviation crew resource management to healthcare. He joined the Center for Medical Simulation as Education Director in December of 2002 and continues in that capacity. Beginning in 2004, he established himself as the Director of the Center's Institute for Medical Simulation which is intended to foster high quality simulation-based healthcare education through training clinical educators to use simulation as a teaching tool. Dr. Simon is on the faculty of the Massachusetts General Hospital, the Institute of Health Professions, Harvard Medical School and the University of Cantabria. He received his baccalaureate from Washington University, masters degrees from Smith College and the University of Massachusetts, and holds a doctorate in education from the University of Massachusetts, Amherst.

Janice Palaganas, PhD

Dr. Palaganas is an emergency nurse and nurse practitioner with two masters in nursing from the University of Pennsylvania and a doctorate of philosophy from Loma Linda University where she studied healthcare simulation as a platform for interprofessional education. She was the implementing director of accreditation and certification for the Society for Simulation in Healthcare and continues as a member of the Board of Review for the Council for Accreditation of Healthcare Programs. Dr. Palaganas has experience as faculty for schools of nursing, public health, business administration, emergency medicine and medicine. She has been involved nationally and internationally researching healthcare simulation for interprofessional education and has been an invited speaker on topics related to interprofessional education, healthcare simulation, program development, patient safety, and accreditation.

Subha Ramani, MBBS, MMed, MPH

Dr. Ramani is a general internist and faculty in the Department of Medicine at Brigham and Women's Hospital (BWH), where she is the Director of Educational Innovations and Scholarship for the Internal Medicine Residency Program. She received her medical degree from Stanley Medical College, University of Madras, India; completed residency training in Internal Medicine in India and the US. She went on to complete a fellowship in General Internal Medicine at Boston University School of Medicine and received a Masters in Public Health degree from Boston University School of Public Health. Her extensive training in Medical Education includes: the Stanford faculty development program in Clinical Teaching; the Harvard Macy Programs for Educators in the Health Professions, Leaders in Health Professions Education and A Systems Approach to Assessment in Health Professions Education; and a Masters in Medical Education from the University of Dundee. She is currently enrolled in a PhD in Health Professions education at the University of Maastricht, Netherlands. As a core educator in the Medicine residency program, she leads initiatives in residency assessment and feedback, organizes bedside physical diagnosis rounds and chairs an education innovations grants committee that funds educational projects in the Department of Medicine. Finally, she has served as a core faculty in the Harvard Macy Program for educators since 2005.

Molly Cohen-Osher, MD

Molly Cohen-Osher, MD, MMedEd joins the institute as the Course Coordinator for the Teaching Practicum Course. Molly is also the Director of Medical Student Education and the Clerkship Director for Family Medicine at Boston University School of Medicine where she is also the Chair of the Clerkship Curriculum Committee. Prior to this, Molly was the Associate Fellowship Director for the Master Teacher Fellowship at Tufts University Family Medicine Residency Program at Cambridge Health Alliance where she was also core residency faculty. Molly attended medical school at UMDNJ-Robert Wood Johnson Medical School and completed her residency at MacNeal Family Medicine Residency Program. Following this, she completed a Master Teacher Fellowship at Tufts and her Masters in Medical Education from the University of Dundee.

Emil Petrusa, PhD

Roger Edwards, ScD

Dr. Roger Edwards joined the faculty of the MS-HPed program in the Center for Interprofessional Studies and Innovation at the Institute in fall 2015 to teach the Research Methods in Education course. He brings over three decades of experience in academia, government, and the private sector related to the diffusion and implementation of health-related innovations. Over the course of his career, he has taught graduate public health students, undergraduate pharmacy students, medical students, physicians, and nurses in a range of public health administration, policy, economics, and research/evaluation topics. He has supervised a variety of students individually and in groups for scholarly projects including 15 MPH individual student capstones and over 75 PharmD student group capstones as well as physician fellows at Harvard Medical School and Tufts Medical School. He has also led continuing professional education for various health professionals including development of free, online tutorials related to breastfeeding in collaboration with the Massachusetts Department of Public Health and the Massachusetts Chapter of the American Academy of Pediatrics. Over 5,000 physicians and nurses have completed these tutorials for credit and the sites have had over 30,000 unique visitors during the past two years. His recent scholarship includes an Innovations in Education Intramural grant from Tufts and assessment of teaching challenges to motivate educational innovation in pharmacy faculty. He also has been active in college-level curriculum committees, self-studies for accreditation, and scientific program planning for a number of professional societies as well as a grant reviewer for multiple cycles of Patient Centered Outcomes Research Institute (PCORI) grants. He holds an A.B. in Human Biology from Stanford University (University Distinction and Departmental Honors) as well as an M.S. in Health Services Research from Stanford University based on an individually designed, multidisciplinary curriculum with coursework from the School of Medicine, School of Engineering, and School of Humanities and Sciences. He received a Sc.D. in Health Policy and Management from the Harvard School of Public Health including a minor in quantitative methods. He has 32 peer-reviewed publications and over 100 professional conference presentations in a variety of fields spanning, rehabilitation, technology, health services research, health policy, public health, various health professions and specialties.

Sandhya Venugopal, MD, FACC, MS-HPed

Dr. Sandhya Venugopal is a noninvasive cardiologist and specialist in the use of frontline assessments — the stress test, electrocardiograms and echocardiography— to determine cardiac health. She is passionate about educating students, residents and fellows in all medical fields about the importance of heart disease prevention and knowing when a cardiac specialist should be added to a patient's health-care team. Dr. Venugopal joins the Institute of Health Professions from the University of California (Davis) Medical Center where she held key positions including Director of the Heart Station/ECG lab, Associate Director of the Cardiology Fellowship Training Program, and Founder and Coordinator of the Adult Congenital Heart Disease Clinic. She is also the director of multiple courses in undergraduate medical education and considered as a talented lecturer, leader, and respected member of the UC Davis School of Medicine; dedicated to the interrelatedness of teaching, student learning and development,

research and scholarship, and applied clinical skills. As a result, she was an inaugural member of the Master Clinician Educator's Academy, recipient of the Dean's Excellence Award in Teaching, and committee chair overseeing curriculum reform. Dr. Venugopal endeavors to constantly search and continually strive to reshape the role of the clinician educator. She completed her residency training in Internal Medicine at Oregon Health Sciences University where she was awarded the OHSU Rose Award for outstanding service recognized by patient, visitor or colleague. She completed her cardiology training at Rush University Medical Center and is a recent graduate of the Masters in Health Professions Education from MGHHP.

Health Professions Education Program Advisory Committee

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