

CONTINUOUS EDUCATION PROGRAMS

Aalborg Academy of Science College of Medicine Diploma Program in Health Profession Education

Program Category: Education

College: Medicine

Program Level: Diploma

Teaching Methods: Full- time or Part- time.

Program Starting Date: Open

Teaching Language: English

Program Duration: Full-time 1 years; Part –time: 2 years.

Application Date: September, 2019

Credit Hours: 40

Program Code: AAS-COM

Program Degree: Diploma in Health Profession Education

Objectives of the program.

The program focuses on the acquisition of knowledge, skills and attitude relevant for a career in the field of medical education. Graduates will be able to:

- Critically evaluate the theoretical and empirical literature, as it relates to education for the health professions in particular.
- Plan, design, and implement a relevant course for health professionals based on rational principles of learning and instruction.
- Present scientific materials for educational purposes in an ideal manner.
- Design, plan and implement adequate program evaluation and students assessment strategies.
- Provide scientifically based advice and assistance to teachers, curriculum committees or management of a health professions education institution.
- Follow principles of scientific and critical thinking

Entry Requirement:

Candidates who at least hold a Bachelor degree in medical sciences, nursery, and science.

Program Description.

It is a professional, accelerated, feasible and affordable.

Professional; focuses mainly on professional skills, rather than abstract theories, highly needed for medical educators like teaching/learning skills, curriculum design, and students' assessment.

Accelerated; 44-week.

Feasible; The student may complete the program by a distance learning course that allows students to stay in their home institutions and learn interactively through e-learning.

Description of DHPE

- The DHPE is an annual 44-week credit-hour based program, conducted through distance learning.
- It is formed of 7 blocks, six weeks each. In each of the units, various contributing disciplines are organized around a central theme.

- The overall theme of the curriculum, which provides coherence to the program as a whole, will be ‘The competencies required for an educationalist in the health professions domain’.

Code	Course	Credit
DHPE-EHPER	Ethics in Health Profession Education and Research	6
DHPE-LMHC	Leadership and Management for Health Care Profession	6
DHPE-CDLE	Curriculum Development and Learning Environment	6
DHPE-NTME	New Trends in Medical Education	6
DHPE-MHPC	Measuring Health Professions Competencies	6
DHPE-TQMA	Total Quality Management and Accreditation	6
DHPE-ST	Scientific Thinking	6
DHPE-PE	Program Evaluation	6
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Units [Block] Description:

Unit 1: Ethics in Health Profession Education and Research.

Unit 2: Leadership and Management in Health Professions Education

This Unit enables the fellows to master the principles of health management in addition to the different leadership competencies.

General Objectives of this Unit:

By the end of this unit, the participant is expected to be able to:

1. Comprehend the importance of developing leadership capacity in improving performance in health organizations.
2. Analyze the vision and mission of his/her organization.
3. Develop a shared vision with his/her team members to mobilize them to make achievements.
4. Assess the situation of his/her organization in terms of strengths, weaknesses, opportunities, and obstacles.
5. Identify and overcome challenges through team work.
6. Lead organizational change through creating a permissive climate.

Unit 3: Learning Environment and Curriculum Development in Health Professions Education

In this Unit, the focus will be on designing a curriculum, understanding the process of students’ learning, learning theories, learning styles, educational psychology and the learning environments.

The general objectives of this unit are that the learners:

- Know the concept and components of learning environment.
- Understand the 6 step method for curriculum design.
- Apply methods for curricular needs assessment.
- Understand how to develop goals and objectives.

- Review the different educational strategies and the theory underlying their choice for a specific objective.
- Learn to identify the needs and barriers for successful curriculum implementation.

Unit 4: New Trends in Medical Education

In this Unit, trends of curriculum development, curriculum models, curriculum mapping, curriculum designs and educational strategies are learned in the context of different innovative approaches in medical education.

The main learning issues are:

- Community-Based Medical Education.
- Problem-Based Medical Education.
- Best Evidence Medical Education.

Unit 5: Measuring Health Professions Competencies

In this Unit, different methods of assessing knowledge, skills, and attitude will be learned.

The general objectives of this unit are:

To enhance the learners' capabilities in:

- Formulating proper and scientifically sound plan for student assessment
- Developing assessment methods and tools for different domains
- Interpreting test scores, judging its validity and estimating test reliability
- Communicating the test results to stakeholders

Unit 6: Towards Quality and Accreditation in Health Professions

This Unit aims at enforcing the concept of quality in performance. It addresses quality in higher education in general as well as accreditation of health professions education institutions in special.

Intended learning outcomes

By the end of this unit, the student will be able to:

1. Define "Quality" and describe its different approaches.
2. State the advantages and disadvantages of applying each of those approaches in higher education.
3. Judge the appropriateness of application of the recently developed models for quality management in higher education in his/her national context.
4. Compare the National Accreditation Standards with the WFME Global Standards and Regional Guidelines.
5. Identify the main requirements for accreditation of a HPEI by the national accrediting body ((National Authority for Quality Assurance and Accreditation of Education).
6. Identify the National Accreditation Reference Standards (NARS).
7. Plan and conduct, as a member amongst an affiliated team, the school self study and develop its document including an appropriate SWOT analysis.
8. Practice the role of an internal audit.
9. Act as a peer-reviewer for the self studies of other institutions.

Unit 7: Scientific Thinking and Presentation Skills

In this Unit, the focus will be on understanding the process of scientific thinking, its methods and principles in addition to the different presentation skills necessary to communicate thoughts and ideas effectively.

By the end of this unit, learners should be able to:

1. Define critical thinking
2. Recognize the benefits of critical thinking skills
3. Identify the barriers of critical thinking
4. Recognize the personal qualities associated with critical thinking

5. Outline the features of a good argument
6. Explain concepts applied to research evidence
7. Identify the characteristics of critical, analytical writing
8. Describe the different lecturing styles
9. Describe the proper use of instructor presence in the classroom setting
10. Recognize the criteria for successful classroom presentations
11. Outline the strategies that can be used for effective presentations
12. Construct an argument based on good quality criteria
13. Critique a written argument
14. Write a critical literature review
15. Evaluate a written critical review (in writing)
16. Prepare a power-point presentation
17. Critically appraise a presentation (in writing)

Unit 8: Program Evaluation

Program evaluation is essential for the management of any program, whether for profit or for non-profit.

Evaluation can help managers and subordinates understand the operability of their organization and trace the connecting lines between the goals, means and ends. This helps make the appropriate decisions whether it is extension, development, modification or change.

Objectives of the Unit:

At the end of this unit, participants should be able to:

18. Understand the basic steps and standards of program evaluation.
19. Construct a logic model.
20. Formulate evaluation questions
21. Define the various strategies of program evaluation and select the appropriate model to gather the information in question.
22. Differentiate between the different study designs and apply the appropriate design to the study project.
23. Select the study questions-matched data collecting tools
24. Summarising and writing a professional executive report.