

HEALTH PROFESSIONS (ONLINE), MASTER OF EDUCATION

The 34.5-credit Master of Education (M.Ed.) in the Health Professions (MEHP) and the embedded post-master's certificate (see Post-Master's Certificate in Evidence-Based Teaching in the Health Professions (<https://e-catalogue.jhu.edu/education/programs/evidence-based-teaching-health-professions-post-masters-certificate/>) for more information) is offered through a partnership among five JHU schools: Education, Medicine, Nursing, Public Health, and Business. The goal of the master's program is to develop interprofessional leaders and change agents who will globally transform health professions education.

The program consists of interprofessional educational experiences designed and delivered by faculty teams from the five partner schools. The master's program includes an educator portfolio built through the various courses of the program and a capstone experience in either educational leadership/professional development or educational research. MEHP Fellows are provided opportunities to engage in deep discussions, team projects, and group presentations in an interactive online community. The course schedule and online format is designed to complement the lives of busy health professionals who want to advance their competence as educators.

This program is designed to serve accomplished health professionals with advanced degrees in medicine, nursing, public health, pharmacy, dentistry, and other allied health fields. The curriculum prepares participants (MEHP Fellows) to become effective educators, educational leaders, and educational researchers. Applicants are required to hold an advanced degree (terminal degree preferred) in a health professions related field. All courses are offered in an online format. MEHP Fellows can complete the post-master's certificate within one-to-two years, and the masters' degree within two-to-four years, depending on whether they complete one or two courses per semester.

MEHP Fellows take the first 18 credits focused on evidence-based teaching as the core for the 34.5-credit MEHP program or as a stand-alone post-master's certificate. The emphasis of the core/certificate is on preparing health professionals to teach effectively. Participants examine learning theories, adult learning and development theories, hypotheses-driven education-based practice, curriculum development, assessment and feedback, instructional strategies, educational scholarship, cultural competence and humility, and artificial intelligence and technology integration. MEHP Fellows create an educational philosophy to guide their work, conduct curriculum development and assessment projects, and begin to focus on an agenda for their educational scholarship.

Program Requirements

Master's Degree Tracks

To earn the full 34.5-credit master's degree, MEHP Fellows complete the core and one of two 16.5-credit track specialty options—in educational leadership or in educational research. Both options include the continued development of educator's portfolio and a mentored capstone project/research study. The capstone project is designed, implemented, analyzed, and presented in a manuscript aligned with the guidelines for a selected target journal. The manuscript is reviewed and feedback provided in preparation for journal submission.

In the educational leadership development track, MEHP Fellows develop skills in program design, advocacy, and evaluation, leadership skills, program management and faculty evaluation, with elective options in faculty development and grant/proposal writing.

In the research track, MEHP Fellows develop skills in educational research methodology, mixed methods research, educational research design, with elective options in statistics or writing grants and proposals.

Requirements (34.5 credits for the MEHP; 18 credits for the Post-Master's Certificate)

(All courses are three credits unless otherwise indicated.)

Post-Master's Certificate in Evidence-Based Teaching in the Health Professions

(Taken either as a standalone program or as the first part of the 34.5-credit MEHP program.)

Code	Title	Credits
ED.610.600	Introduction to Teaching, Scholarship, and Research in Health Professions	
ED.610.610	Foundation to Innovation: Adult Learning	3
ED.880.629	Evidence-Based Teaching	3
ED.880.631	Ensuring Learning through Assessment and Feedback	3
ED.880.633	Curriculum Development	3
ED.880.635	Instructional Strategies I	1.5
ED.880.637	Instructional Strategies II	1.5
ED.880.661	Educational Scholarship: Design	1.5
ED.880.662	Educational Scholarship: Implementation	1.5
Total Credits		18

Educational Leadership/Professional Development Track for the MEHP

Code	Title	Credits
Required Courses		
ED.880.639	Development, Management, and Evaluation of Health Professions Education Programs	3
ED.880.641	Leadership Essentials for Health Professions Educators	3
ED.880.642	Leadership Theory in Action for Health Professions Educators	3
ED.880.672	Leadership Capstone in Health Professions Education I: Problem, Gap, Hook, and Methods	1.5
ED.880.673	Leadership Capstone in Health Professions Education II: Implementation and Results	1.5
ED.880.674	Leadership Capstone in Health Professions Education III: Analysis, Discussion, Conclusion, Dissemination	1.5
Electives (Select three credits from the following courses.)¹		3
ED.880.610	Writing Grant and Contract Proposals for Health Professions Education	
ED.880.643	Mentoring in Health Professions Education Programs	

ED.880.644 & ED.880.652	Advanced Simulation Strategies and Survey Design for Research in Health Professions Education
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Total Credits **16.5**

Educational Research Track For The MEHP

Code	Title	Credits
Required Courses		
ED.880.639	Development, Management, and Evaluation of Health Professions Education Programs	3
ED.883.510	Understanding Educational Research	3
ED.880.665	Mixed Methods Research	3
ED.880.676	Research Capstone in Health Professions Education I: Problem, Gap, Hook, and Methods	1.5
ED.880.677	Research Capstone in Health Professions Education II: Implementation and Results	1.5
ED.880.678	Research Capstone in Health Professions Education III: Analysis, Discussion, Conclusion, Dissemination	1.5
Electives (Select three credits from the following courses.)¹		3
ED.880.610	Writing Grant and Contract Proposals for Health Professions Education	
ED.880.667	Applied Statistics	
ED.880.644 & ED.880.652	Advanced Simulation Strategies and Survey Design for Research in Health Professions Education	

Total Credits **16.5**

¹ Electives may be selected from either track to satisfy elective requirement.

Learning Outcomes

Core/Certificate Program Goals

As part of the core/certificate, participants will:

- Apply evidence-based strategies and methodologies to teach in a variety of settings.
- Use the assessment of learner needs in order to differentiate instruction.
- Effectively plan instruction and teach from an interprofessional perspective.
- Effectively teach as a member of an interprofessional team.
- Provide interdisciplinary learning experiences.
- Incorporate their knowledge of standards and standards-based instructional approaches to teaching.
- Demonstrate collaborative and clinical teaching models.
- Effectively assess learning.
- Effectively integrate technology into instruction.
- Demonstrate understanding of learning principles, theory, and development.
- Function as reflective practitioners.
- Demonstrate how to design, implement, and evaluate curriculum.
- Demonstrate cultural competence with colleagues and learners.
- Advise students effectively.

Educational Leadership/Professional Development Track

MEHP Fellows in the educational leadership/professional development track will:

- Serve as a mentor to others in their institution.
- Build and evaluate professional development programs.
- Evaluate professional development opportunities to improve them.
- Be a change agent in their organization.
- Incorporate the contributions of various health professions.
- Demonstrate negotiation skills.
- Apply cultural competence to educational program development and delivery.

Educational Research Track

MEHP Fellows in the educational research track will:

- Experiment to determine the effectiveness of knowledge transfer.
- Design and implement a scholarly project that uses appropriate methodology to evaluate programs or plan curricula.
- Review the appropriate literature and state the problem to be examined.
- Analyze data from quantitative and qualitative sources.
- Interpret data from quantitative and qualitative sources and identify limitations.
- Disseminate findings.