MS948-30 Foundations of Health Professions Education

26/27

Department
Warwick Medical School
Level
Taught Postgraduate Level
Module leader
Catherine Bennett
Credit value
30
Module duration
13 weeks
Assessment
100% coursework
Study locations
University of Warwick main campus, Coventry Primary
Distance or Online Delivery

Description

Introductory description

This module has been designed to equip students with the knowledge and skills to meet the challenges which helping others to learn inevitably brings. It aims to enhance the professional development of educators in healthcare learning settings, as well as assisting educators in thinking about their own role as a learner and teacher through emphasis on self-direction and on the need to relate theory to professional practice. Teaching, learning and assessment methods enable learners to reflect critically on their own practice. As the introductory module of the Postgraduate Certificate, Diploma and Masters in Medical Education, this module provides the foundations on which other modules build.

Module aims

The aim of this module is to enable students to begin to develop their understanding of education for healthcare settings and clinical practice, and to apply that understanding in the workplace. It forms the introductory module to the Masters in Medical Education, and is designed to provide the foundations on which other modules can build.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Principles of learning & teaching for health professions education, including an introduction to relevant educational theories and scholarship.
- Identifying learning needs.
- Supporting different ways of learning.
- Role of learning outcomes in designing and delivering education.
- Teaching & learning methods for health professions education, including learning in clinical settings.
- Learning technologies for health professions education.
- Empowering learners to maximise involvement in learning & teaching.
- Principles of formative & summative assessment.
- Formative & summative assessment methods for a range of health professions education contexts, including clinical settings and simulation.
- Creating an effective feedback culture.
- Methods & tools for providing effective feedback to learners.
- Principles of evaluation of teaching and common evaluation methods to enhance practice.
- Identity development as educators.
- Professional development for health professions educators.

Learning outcomes

By the end of the module, students should be able to:

- Design and deliver evidence-based educational interventions informed by theory that address identified learning needs in health professions education contexts.
- Critically analyse and apply evidence-based educational methods and technologies that effectively achieve learning outcomes and enhance learner participation in teaching.
- Critically evaluate the relative strengths and weakness of formative and summative assessment methods in particular clinical settings and educational contexts.
- Demonstrate effective feedback practices that enhance learning and promote learner self-awareness.
- Demonstrate the ability to systematically evaluate and improve educational interventions based on the collection and critical analysis of feedback from learners and teachers.
- Demonstrate identity development and evidence-based reflective practice as a health professions educator through application of educational theory, critical engagement with scholarship, and continued professional development.

Interdisciplinary

Health professions education is by nature interdisciplinary, drawing together learning theory, psychology, ethics, different professions contributing to healthcare, sub-specialty approaches in medicine etc. Learners will come from different disciplinary and professional backgrounds and

sharing of experiences to seek transferable solutions to problems is inherent in module design.

Subject specific skills

- Application of theory and literature to health professions education.
- Selection and application of relevant educational tools, methods and technologies to support effective learning.
- Application of formative and summative assessment methods for health professions education contexts.
- Application and evaluation of tools and models for providing effective feedback to learners.
- Application and evaluation of tools and methods for evaluation of teaching effectiveness.
- Critical reflection on educational practice.
- Application of personal evaluation approaches, evidence and theory to inform personal development as an educator, including the role of educator values.

Transferable skills

- Adaptability / Flexibility
- Communication – written and oral
- Critical thinking
- Digital literacy
- Ethical values
- Independence and initiative
- Information literacy
- Intercultural awareness
- Numeracy
- Organisation & time management
- Problem solving
- Professionalism
- Self awareness
- Teamwork
- Use of tools and technology.

Study

Study time

Type	Required	Optional
Tutorials	24 sessions of 1 hour 30 minutes (12%)	
Online learning (scheduled sessions)	(0%)	4 sessions of 30 minutes
Total	300 hours	

Type	Required	Optional
Online learning (independent)	12 sessions of 1 hour (4%)	
Private study	152 hours (51%)	
Assessment	100 hours (33%)	
Total	300 hours	

Private study description

After completing the taught days and set learning activities, students will be guided to follow up on module topics as they apply to their own teaching contexts. Through reading and application in the workplace, they will explore relevant healthcare education tools, theories and topics to enhance their own educational practice.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
Individual oral presentation on a (clinical) topic relevant to your educational practice.	20%	20 hours	No

Plan and deliver an effective 10 minutes presentation on a (clinical) topic relevant to your educational practice. This will be followed by a 5 minute question and answer session on your educational approach.

Reassessment component is the same

Assessment component			
Educational Portfolio Part 1	15%	15 hours	Yes (extension)

	Weighting	Study time	Eligible for self-certification

During the module, you will develop a portfolio of your educational practice. The first submission is:
A - A critical account of your identity and professional values as an educator.

By the end of the module, you will have completed all the portfolio items.

The portfolio is submitted in two parts to enable feedback on the first submission to inform the final submission.

Portfolios will be in the form of evidence of teaching practice (such as teaching observation forms), supported by reflective written accounts integrating educational theory and literature. As such, they will be suitable for submission as Word/pdf documents.

Reassessment component is the same

Assessment component

Educational Portfolio Part 2	65%	65 hours	Yes (extension)

During the module, you will develop a portfolio of your educational practice. The second submission includes the following components:
B – A teaching observation (as teacher).
C – Reflective case study: A use of educational technology to support learning.
D – A critical evaluation of a learner assessment relevant to your own educational role.
E – A critical reflection on giving effective feedback to your learners.
F – An evaluation of a teaching session you have delivered with actions for development.
G – A professional development plan for your development as an educator.

Portfolios will be in the form of evidence of teaching practice (such as teaching observation forms), supported by reflective written accounts integrating educational theory and literature. As such, they will be suitable for submission as Word/pdf documents.

Reassessment component is the same

Feedback on assessment

Written feedback is provided in line with WMS PGT procedures using an assignment-type specific rubric.

Availability

There is currently no information about the courses for which this module is core or optional.