

OVERVIEW

The Master in Health Professions Education is designed for teachers with background and interest in the teaching of health or biomedical sciences and who are strongly motivated to improve their competence as educators in the health professions with manifest Christian values.

OBJECTIVES

General:

To improve learning in Health Professions Education by strengthening the Competence of the teachers.

Specific:

1. To develop skills in
 - a. developing, implementing and evaluating programs/ courses/ unit of instruction
 - b. assessing student achievement
 - c. effective teaching
 - d. research methods
2. To manifest Christian values in teaching

ADMISSION REQUIREMENTS

1. Baccalaureate or Professional degree in the health sciences.
 2. Teaching experience of at least 2 years in the health sciences or at the 3rd year level of a residency program in a specialty in an accredited training hospital.
- A. Complete application consists of:
1. Graduate School Application Form
 2. Transcripts from the Baccalaureate or Professional degree program.
 3. Letter of endorsement and certificate of teaching experience by dean of his/her educational institution or medical director of the teaching hospital
 4. Two reference letters

(Note: Application requirements are to be submitted to the Graduate School.)

DURATION

The program is conducted on a semestral and summer basis. A full time student will be required to take at least 12 units per semester and 6 units in summer.

REQUIREMENTS FOR GRADUATION

Non-thesis track option leading to Master in Health Professional Education (MHPEd.). (Terminal Masters degree program). Holders of the MHPEd degree cannot proceed to any Ph.D. programs, however MHPEd holders may upgrade their master's degree by writing and defending a master's thesis which will qualify them for admission to the desired Ph.D. program.

1. Course Work
 - Required – 6 units
 - Core – 12 units
 - Major – 15 units
 - Electives – 6 units
2. Two Written Comprehensive Examinations
3. A General Weighted Average of 2.0
4. Graduate Research Seminar – 3 units

TOTAL UNITS – 42

FACULTY SET-UP

ANGELES TAN-ALORA, M.D., M.A.Ed.
Consultant

GIL GONZALES, M.D.
Program Coordinator

JOCELYN F. AGCAOILI, RPT, MHPEd.
CONCEPCION CHENG, Ph.D.
LOURDES CUSTODIO, Ph.D.
ALLAN de GUZMAN, Ph.D.
PRAXEDES de la ROSA, Ed.D.
FLORINA ESTRADA, M.D., Ph.D.
EVA IRENE MAGLONZO, M.D., MHPEd.
JERRY R. MANLANGIT, O.P., M.A.
OLIVE TAN, M.S.
ANGELES TAN-ALORA, M.D., M.A.Ed.
INNOCENCIA TIONKO, R.N., MHPEd.
MARY ANN VARGAS, Ph.D.

PROFESSORIAL STAFF **Health Professions Education**

CURRICULUM

Required Subjects (6 units)	
Research Methodology	3
St. Thomas on Critical Thinking	3
Core Subjects (12 units)	
Philosophy of Education	3
Values Formation & Evaluation	3
Measurement & Evaluation	3
Biostatistics	3
Major Subjects (15 units)	
Psychology of Adult Learning	3
Curriculum Planning	3
Instructional Design	3
Ethics in the Health Profession	3
Organization & Management	3
Evaluation in Education	5
Problem Based Learning	3
Electives (6 units)	
Changes in Health Profession Education	3
Philosophy of Health Profession Educ.	3
Learning & Evaluation of Skills	3
Medical Informatics	2
Other Requirements	
Graduate Research Seminar	3
Two (2) Written Comprehensive Exams	

COURSE DESCRIPTION

REQUIRED SUBJECTS: 6 UNITS

Research Methodology (3)

General strategies of health professions education research making including a) design, b) basic statistical techniques, c) writing d) evaluation and e) ethics. Submission of an approved proposal is required.

St. Thomas on Critical Thinking (3)

Principles of and skill in critical thinking according to St. Thomas Aquinas in the three areas of mental cognition: simple apprehension, judgment and reasoning; and of common fallacies towards the acquisition of the art of argumentation.

CORE SUBJECTS: 12 UNITS

Philosophy of Education (3)

Principles of Philosophy pertinent to education in the health professions that form the basis for adult teaching and learning.

Values Formation and Evaluation (3)

The role of values in the health profession. It examines the present values, desired values and the constraints of various methods of value development and evaluation.

Measurement and Evaluation (3)

Principles of Evaluation pertinent to Health Professions Education. Construction and implementations of Evaluation tools to assess knowledge, and interpretation and utilization of the results.

Biostatistics (3)

Common statistics used in health research.

MAJOR SUBJECTS: 15 UNITS

Psychology of Adult Learning (2)

The principles of psychology pertinent to education situations in the health professions that form the basis for adult teaching-learning.

Curriculum Planning (2)

The principles and strategies for planning of new curricula and modifying existing ones. Perceptive teachers may accept underlying principles of curriculum design, or develop their own theories about the way how to teach and what to teach.

Instructional Design (2)

The principles and steps in the development of a unit of instruction. It emphasizes the context where instructional design is to be implemented, to ensure appropriateness of methods and tools for evaluation.

Ethics in the Health Profession (3)

Moral behavior focusing on the health care delivery and teaching professions.

Organization and Management (3)

Applies the principle of organization and management in the administration of a health profession education institution.

Evaluation in Education (5)

Purpose and methods for assessing health educational and health care delivery programs, for improving the faculty, and for determining efficiency and cost effectiveness of learning resources.

Problem Based Learning (3)

Philosophy and application of PBL in health professions education. How a Problem Based Curriculum is developed and evaluated.

ELECTIVE SUBJECTS: 6 UNITS

Philosophy of Health Profession Education (3)

Combines the Philosophy of Education, Psychology of Adult Learning, Development of Skills and Attitudes into a Philosophy for Teaching-Learning Health Profession.

Changes in Health Profession Education (3)

Emphasizes recent changes in the delivery and education of learning – use of simulated patients, patient management problems, OSCE etc.

Learning and Evaluation of Skills (3)

Development of strategies to acquire skills particularly technical and clinical skills, construction and implementation of evaluative instruments to assess it, interpretation and utilization of their results.

Medical Informatics (2)

Researching for and retrieval of medical information from internet.

SUMMARY OF PROGRAMS

Requirements	MHPed
Required	6
Core Subjects	12
Major Subjects	15
Electives	6
Graduate Research Seminar	3
Two Written Comprehensive Exams	
TOTAL Units	42

SCHOOL CALENDAR

The University of Santo Tomas follows an Academic Year Calendar of two semesters and a summer term.

Summer Term: April-May

**For further information, please call,
Tele-Fax: (632) 740-9732 or
Tel. No. (632) 786-1611 loc 8247; 731-5396
Web-<http://graduateschool.ust.edu.ph>
E-mail: odgs@mnl.ust.edu.ph
or write to:
The Dean/Faculty Secretary
UST Graduate School
España, Manila, Philippines 1008**

University of Santo Tomas

GRADUATE SCHOOL
&
FACULTY OF MEDICINE & SURGERY



GRADUATE

PROGRAM

AY 2002 - AY 2004

MHPed
Master in Health
Professions Education
(Non-Thesis Option/
Terminal Master's Degree)

España, Manila