

### Mission Statement

We are a Catholic institution of learning dedicated to advancing the frontiers of knowledge in the theoretical and applied fields through quality graduate education that is comprehensive and responsive to the needs of society.

We are committed to the formation of scholars and high-quality professionals who are ethical, competent, compassionate, and committed to the service of their respective professions, the church, the nation, and the global community.

### Vision Statement

We envision a Graduate School that stands for excellence and innovation and that is globally recognized for its distinct degree programs and quality research outputs.

### Goals and Objectives

The Graduate School commits itself to develop:

1. competent professionals who, inspired by the ideals of St. Antoninus of Florence, promote excellence in the production, advancement, and transmission of specialized knowledge and skills in the sciences, the arts, and community service;
2. scholarly researchers and creative thinkers who, kindled by St. Thomas Aquinas' ardour for truth, aspire to become founts of intellectual creativity and, in their quest for quality research, are proficient and critical in assessing and communicating information in various fields that impact the professions, the church, the nation, and the global community;
3. professional Christian leaders who, touched by St. Dominic de Guzman's apostolic fire and warmed by Mary's motherly care, articulate ethics and truth, high level of moral maturity in resolving issues and promoting social justice and compassion for the poor, and care for the environment;
4. globally engaged citizens who, with ardent advocacy for life, promote a deeper understanding of tolerance and justice as well as linguistic, religious, and cultural diversities as a result of precise evaluation of modern problems and inquiries;
5. committed scholars who, nurtured by the dogmas of Christian faith and values, are dedicated to the pursuit of truth through the promotion of an intellectual culture that values academic rigor and freedom of scientific investigations; and
6. lifelong learners who, empowered by St. Antoninus of Florence's zeal for learning, are committed to the advancement of a higher culture through a continuous search for intellectual inquiries and new knowledge as well as faithfulness to Catholic intellectual traditions.

### Program Intended Learning Outcomes (PILO)

Upon successful completion of the Master in Health Professions Education, the graduate will be able to:

1. Demonstrate updated and in depth professional and functioning knowledge of curriculum and instruction, development, concepts, theory models and processes and apply them in the challenges in health profession education.
2. Demonstrate skills of critical approaches in the conduct of research in health professions education in the area of curriculum and instruction challenges.
3. Demonstrate professional skills to lead as well as to work independently and collaboratively with others exercising ethical actions and truth in resolving curriculum and instructional challenges, issues and concerns in health professions education.
4. Demonstrate higher order level of skills in accessing analyzing and communicating ideas effectively in oral and written form as a professional and instructional leader in health profession education.
5. Demonstrate local and global awareness to values tolerance, linguistic and the ability to navigate and mediate between and among cultures.
6. Demonstrates initiatives and self-direction to advance ones knowledge and skills in curriculum and instruction using established sources and advanced information in the health profession education.

### MASTER IN HEALTH PROFESSION EDUCATION

#### PREREQUISITE COURSES: (6 UNITS)

#### GS 500 – St. Thomas and Critical Thinking

Principles of and skill in critical thinking according to St. Thomas Aquinas in the three areas of mental cognition simple appreciation, judgments and reasoning, and of common fallacies towards the acquisition of the art of organization.

#### GS 501 – Research Methods

Various research approaches, qualitative & quantitative, applied to generate new knowledge, validate theories & interventions and influence standards & policies affecting health through research outcomes.

#### CORE COURSES: (12 UNITS)

#### Philosophy of Education

Principles of Philosophy pertinent to education in the health professions that form the basis for adult teaching and learning. Analysis of the enduring philosophical theories from classical times to the present and implication to the educational practice in health education profession.

#### Psychology of Learning

Advanced course in the major theories of human growth and development relevant to childhood adolescent and adult learning its implication to health education practice.

#### Biostatistics

An outcomes based course which emphasizes both the theoretical and the practical aspects of biostatistics. This course presents fundamental concept in description and inferential biostatistics, non-parametric and parametric methods, graphical displays and data transformations.

#### Ethics in Health Care Delivery (Bioethics)

Designed to make the graduate student recognize the significance of the discipline of Bioethics or Ethics in Health Care Delivery the management of health care institution especially Hospital. It should stimulate and encourage them as health care professionals and executives as health care practice is essentially an ethical practice. It is expected that they develop ethical consciousness and reasoned analytical judgment as necessary part of health caring, thus making them conscientious health professionals with moral standing.

#### SPECIALIZATION COURSES: (15 UNITS)

#### Teaching Models and Methodology

An in-depth study of traditional, current and innovative teaching models and methodologies designed for health profession instruction. Emphasis is on the application of the models to field practice in teaching health profession education.

#### Instructional Design

A theory and practice based courses in health profession education that deals with both macro and micro level of instructional designs in both formal education and in service training settings in health professions.

#### Theories and Practice of Test Construction

An outcomes based designed to provide health professionals an in-depth understanding of contemporary theories, principles

and systematic strategies of test construction. It also explores the continuous trends towards authentic performance and portfolio assessment in health profession education.

#### Leadership and Governance

The course examines basic concepts principles and theories and system approval of supervision in health profession and educators as a critical influence affecting organizational performance and change. Explores the wide range of new development, innovation challenges affecting critical areas of management including finance and cost management, risk management, strategic planning in quality assurance.

#### Medical/Health Informatics

This course examines the dynamics of biomedical computing from legal, ethical, social and research perspective. Provides health professional with grounding in the fundamentals of scientific and professional practices including the evolution and implementation of architectures & networks, the design and theory of record-keeping systems, therapeutic devices, clinical decision-making techniques, the digital laboratory and integrated health management system.

#### COGNATE: (6 UNITS)

Any related education courses in the Master of Education major in Curriculum and Instruction and Hospital Administration.

#### OTHER REQUIREMENTS: (3 UNITS)

Graduate Research Seminar

**Total = 42 Units**

### Summary of Program Requirements

| Degree Requirements        | units     |
|----------------------------|-----------|
| Prerequisite Courses       | 6         |
| Core Courses               | 12        |
| Specialization Courses     | 15        |
| Cognate Courses            | 6         |
| Written Comprehensive Exam | --        |
| Graduate Seminar Paper     | 3         |
| <b>TOTAL</b>               | <b>42</b> |

#### UST Graduate School Administration Officials and Faculty Set-up

MARILU R. MADRUNIO, Ph.D.  
*Dean*

FR. JOSÉ ANTONIO E. AUREADA, O.P., S.Th.D.  
*Regent*

ALEJANDRO S. BERNARDO, Ph.D.  
*Faculty Secretary*

GRECEBIO JONATHAN D. ALEJANDRO, Dr.rer.nat.  
*Director for Graduate Research*

MARILYN D. YAP, Ph.D., Ed.D.  
*Program Lead*  
Nursing, Hospital Administration,  
Health Professions Education

#### PROFESSORIAL STAFF

Fr. Jose Antonio E. Aureada, S.Th.D.

Fulceda Cabanos, Ph.D.

Allan B. De Guzman, Ph.D.

Armando F. De Jesus, Ph.D.

Marcela J. Leus, Ed.D.

George A. Lu, Ph.D.

Fr. Jerry R. Manlangit, O.P., M.A.

Victoria Edna G. Monzon, M.D.

Geraldine E. Tria, Ph.D.

Marilyn D. Yap, M.A.N., M.H.A., Ph.D., Ed.D.



University of Santo Tomas  
THE CATHOLIC UNIVERSITY OF THE PHILIPPINES  
MANILA, PHILIPPINES  
**The Graduate School**

**MASTER IN**  
**HEALTH**  
**PROFESSION**  
**EDUCATION**  
**Non-Thesis Track**

AY 2014 - 2017