CUSTOMIZED. MENTORED. INSPIRED.

MASTER OF HEALTH PROFESSIONS EDUCATION
UNIVERSITY OF MICHIGAN
LETTER FROM THE PROGRAM DIRECTOR

Dear colleague,

More and more, health professions educators are recognizing the value of formal training in education, training that enables them to make better decisions, use educational evidence to guide change, and to pursue scholarship along with solving pragmatic problems. Our faculty at the University of Michigan have designed the Master of Health Professions Education (MHPE) program specifically to provide the practicing educator with practical skills that are grounded in solid scholarship.

The innovative, competency-based curriculum provides a rich, individualized, and meaningful learning experience. MHPE learners study through relevant, guided education-related activities, not by sitting through lectures. Learners engage with a community that includes mentors, subject matter experts, and peers. This community encompasses nurses, dentists, physicians, pharmacists, social workers, therapists, and other health professionals. Ongoing feedback verifies that learners achieve competence against rigorous assessment standards.

If you are a practicing educator in the health professions, it is important to consider a formal foundation in the learning sciences. I hope you will consider joining the community of learners in the University of Michigan MHPE.

Larry D. Gruppen, PhD
Faculty Director of the MHPE Program
Professor of Learning Health Sciences
University of Michigan Medical School

MHPE GOAL The Master of Health Professions Education program prepares practicing professionals in medicine, nursing, dentistry, pharmacy, public health, social work, kinesiology, and other health professions to become proficient scholars and future educator-leaders.
INNOVATIVE CURRICULUM

The MHPE program allows practicing health professions educators to leverage their current professional experience to demonstrate competence in health professions education. A Masters program unlike any other, the University of Michigan MHPE is unique as it focuses on learner competence rather than a program of fixed duration or set of courses. Learners make use of their existing responsibilities to implement work-based learning and rigorous real-world assessments. With the support of faculty mentors, subject matter experts, and the learning community, learners develop and execute customized plans of study aligned to their current and future professional development. The program is neither an online nor a residential program, rather it is specifically designed for busy professionals who want flexibility and personal attention.

Each learner is matched with a mentor to assist them in developing an individualized learning plan and to advise them throughout the duration of the program. Faculty guide learners through Entrustable Professional Activities (EPAs) that provide evidence of competence assessed through rigorous standards. Evidence of competence from prior experience has the potential to be applied towards the program. Learners design and complete projects with guidance via interactive online group discussions, face to face meetings, and conference calls.

“I chose the University of Michigan MHPE program to pursue a Masters degree with the flexibility that allows me to continue carrying out my current work responsibilities. My ultimate goal is to enhance my knowledge of research studies, leadership, teaching, presentation, scholarly writing, and curriculum design.”

JANE MILLER
MHPE LEARNER
LICENSED MEDICAL INTERPRETER TRAINER
UNIVERSITY OF MICHIGAN HEALTH SYSTEM
COMPETENCIES

The curriculum is based upon competency areas essential to the development of proficient scholars and future educator-leaders. Learners will demonstrate evidence in each competency through a combination of Entrustable Professional Activities (EPAs). EPAs provide a framework for reflecting on the theory, practice, and outcomes of the learner’s current professional responsibilities. Learners select appropriate EPAs as the means for achieving core competencies based up on their current and future professional expectations.

Each EPA is associated with one credit, for which the learner must provide appropriate documentation for assessment. Evidence takes various forms: papers, video presentations, slide presentations, grant applications, portfolios, etc. A minimum of 32 credits (maximum 39) and mapping to each competency at least twice is required to meet degree requirements.

5 COMPETENCY DOMAINS

1. Theory of Teaching and Learning
   • Education Theory
   • Health Education Context

2. Teaching Practice
   • Curriculum Development
   • Educational Methods
   • Educational Community

3. Assessment and Evaluation
   • Assessment
   • Evaluation

4. Research and Scholarship
   • Research Methods
   • Educational Scholarship

5. Leadership
   • Personal Leadership Skills
   • Leadership Theory
   • Organizational Leadership

As a learner in my early career who had been in the private sector of medicine more than academia, I have been looking for a credible bridge to help me transition between the two.

LOUITO EDJE, MD, FAAFP, MHPE LEARNER
PROGRAM DIRECTOR, FAMILY MEDICINE RESIDENCY PROGRAM
PROMEDICA TOLEDO HOSPITAL
COMMUNITY OF FACULTY

The Department of Learning Health Sciences has a long history of inter-professional education. Faculty collaborate closely with other health sciences schools and colleges across the university to facilitate sharing of pedagogical knowledge, best practices, and innovation. MHPE faculty are world-renowned scholars and leaders in the field of health professions education. Collectively, they have over 1,000 peer-reviewed publications.

MENTORS

Mentors guide learners through an individualized, adaptive experience, as they progress through the EPAs, achieving competency across the domains. These expert faculty coach learners one-on-one to design the learning plan, to select EPAs to be undertaken, and to serve as a liaison to the assessment committee.

SUBJECT MATTER EXPERTS

Subject Matter Experts (SMEs) facilitate groups of learners pursuing a cluster of EPAs. SMEs identify project specific resources and bring learners together to share their experiences and successful strategies. They ensure that learners can articulate key constructs and apply EPAs to individual projects, offering feedback on draft EPA submissions and interfacing with the assessment committee.

FACULTY

Nancy Allee, MLS, MPH, Librarian, Taubman Health Sciences Library and Learning Health Sciences

John Burkhardt, MD, MA, Lecturer of Emergency Medicine and Learning Health Sciences

James T. Fitzgerald, PhD, Professor of Learning Health Sciences

Martha Funnell, MS, RN, CDE, FAADE, Associate Research Scientist of Learning Health Sciences, Adjunct Lecturer of Nursing

Larry D. Gruppen, PhD, Professor of Learning Health Sciences, Director of the Master of Health Professions Education Program

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Steven J. Kasten, MD, MHPE, Associate Professor of Surgery

Monica L. Lypson, MD, MHPE, Professor of Internal Medicine and Learning Health Sciences

Nandita Mani, PhD, MLIS, CST, Senior Associate Librarian, Taubman Health Sciences Library

Patricia B. Mullan, PhD, Professor of Learning Health Sciences

Deborah M. Rooney, PhD, Assistant Professor of Learning Health Sciences

Paula Ross, PhD, Project Manager, Office of Medical Student Education

Gurjit Sandhu, PhD, Assistant Professor of Surgery and Learning Health Sciences

Sally A. Santen, MD, PhD, Associate Professor of Emergency Medicine and Learning Health Sciences

F. Jacob Seagull, PhD, Assistant Professor of Learning Health Sciences

Kent J. Sheets, PhD, Professor of Family Medicine and Learning Health Sciences

Caren M. Stalburg, MD, MA, Assistant Professor of Learning Health Sciences and Obstetrics and Gynecology
COMMUNITY OF PEER LEARNERS

The MHPE program attracts learners from across the health sciences, from leading universities and medical centers. These experienced professionals form a community of learner-practitioners leading innovation in health professions education.

The MHPE community gathers twice a year on the University of Michigan campus for professional development retreats. Additionally, the MHPE program faculty and staff plan special events at major health professions education conferences and meetings. These events, though not required, are both social and formative. MHPE learners and faculty are supported by a professional staff who provide assistance with student affairs matters and connect learners to a broad array of technical and scholarly resources at the University of Michigan.

“This is a milestone in my professional education and growth. I want to become an even better teacher. After one year in this program, I feel I am making progress toward reaching that goal.”

KYRIAKI MARTI, DMD, MD, PHD, FEBOMFS, MHPE LEARNER ADJUNCT CLINICAL ASSISTANT PROFESSOR, SCHOOL OF DENTISTRY, UNIVERSITY OF MICHIGAN
ADMISSIONS

To be considered for admission to the MHPE program, applicants must:

• possess a degree in one of the health professions (i.e., medicine, nursing, dentistry, pharmacy, social work, public health, etc.),
• be practicing in a professional educator role or have a clear professional trajectory in health professions education,
• have support or acknowledgment from his/her home organization for participation in the program,
• be proficient with English language. Applicants whose native language is not English must demonstrate English proficiency through submission of English Language Test scores.

Applications can be submitted online through ApplyWeb via the MHPE website and require a cover letter and personal statement, curriculum vitae or resume, two letters of recommendation from supervisors or peers, and a letter of support from the department.

There is no deadline for applying to the program. Admissions is rolling, allowing applicants to apply throughout the year. The online application is followed by an interview and holistic review by the faculty of the admissions committee. Applicants are notified of their status within a few weeks of completing the application process.

Detailed instructions are available at the MHPE website at: http://mhpe.med.umich.edu

TUITION AND FINANCIAL ASSISTANCE

Tuition rates are determined annually by the Regents of the University of Michigan. Current tuition and fees can be found on the MHPE website. Though the program is not time-based, learners register and pay tuition for six semesters. Learners who do not complete the program within three years may incur additional tuition expenses.

Though the Department of Learning Health Sciences and MHPE do not offer scholarships or financial assistance directly, many learners obtain professional development support from their home institutions or departments. Learners may participate in the University of Michigan Payment Plan to pay in installments. Federal financial aid is also available through the University of Michigan School of Medicine Office of Financial Aid.
To ensure that you receive the most current information about the Master of Health Professions Education program and requirements, please review our website at mhpe.med.umich.edu. 

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Regents of the University of Michigan: Michael J. Behm, Mark J. Bernstein, Laurence B. Deitch, Shauna Ryder Diggs, Denise Ilitch, Andrea Fischer Newman, Andrew C. Richner, Katherine E. White, Mark S. Schlissel, ex officio.

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Accreditation: The University of Michigan is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504. Phone: (800) 621-7440 or (312) 263-0456; fax (312) 263-7462.