



**INSTITUTE OF HEALTH CARE MANAGEMENT AND DEVELOPMENT,
PESHAWAR**

IN

**COLLABORATION WITH HEALTH SERVICES ACADEMY ISLAMABAD (DEGREE
AWARDING INSTITUTE, GOVERNMENT OF PAKISTAN)**

Certificate in Health Profession Education (CHPE)

CHPE aims at introducing the basic and applied concepts of medical education to the Pakistani health sciences teachers and improving their skills to perform the basic functions of a teacher in health sciences institutes. Certificate in Health Professions is a teacher friendly program that helps teachers in health sciences to develop their basic teaching skills. All teachers must acquire basic teaching skills if they wish to adopt a teaching career in health sciences.

INTRODUCTION

Certificate in Health Professions Education program has been specially designed to introduce the basic concepts of teaching and learning to health professions education teachers in Pakistan.

CHPE program provides an opportunity for medical and allied faculty to learn basics of health professions education, that are required to make them effective teachers through introducing the basic concepts about teaching and learning, curriculum design, and assessment.

The program is intended for doctors, nurses, and allied health professionals involved in teaching and learning in medical, dental, nursing, and allied health institutes. The concept of the program revolves around Hardens' twelve roles of the medical teacher. The admission to this program is through an application process.



AIMS

CHPE aims at introducing basic and applied concepts of medical education to HPE teachers and improving their skills to perform the basic functions of a medical teacher in an HPE institute.

PROGRAM LEARNING OUTCOMES (POL)

By the end of the CHPE course, the participants will be able to:

1. Apply educational principles to develop teaching sessions for cognitive and psychomotor domains
2. Demonstrate effective face-to-face and online teaching skills
3. Apply principles of assessment in developing tests and examinations
4. Construct high quality test items by avoiding item writing flaws (including assessment of cognition and psychomotor skills)
5. Give constructive feedback to students
6. Apply educational principles for teaching learning and assessment of desirable professional behaviors

Total duration and Format:

6 months (24 weeks, including contact sessions, assignments and comprehensive examination).

Credit Hours:

18 (4 credit hours for 04 Contact Sessions and 2 credit hours for assignments and presentation covered by from the participants.

(The certificate course has a total of four modules; each course has 4-credit hours. So the total CHPE course has 18 credit hours.)

THE PROGRAM SPANS OVER SIX MONTHS.

IT IS DIVIDED INTO FOUR INDEPENDENT MODULES.

Table 1: Module I of the Certificate in Health Professions Education

(1st Contact Session)

| Course Code | Topics | Contents | Credit hours | Assessment |
|----------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|
| IHCMD/HS A/-CHPE-501 | Basics of Educational Psychology | <ul style="list-style-type: none"> • Introduction to Educational Psychology • Behaviourism • Cognitive Psychology • Socio-constructive Paradigm • Humanism • Implications of Educational Psychology on teaching and learning | 4 | |
| | Basics of Teaching methods for cognitive domain | <ul style="list-style-type: none"> • Taxonomies of Learning • Developing learning objectives for cognition • Microteaching • Large group teaching • Small group teaching • Problem-based learning • Task-based learning • Case-based learning • Team-based learning | | |
| | Basics of Teaching methods for Skills Domain | <ul style="list-style-type: none"> • Teaching psychomotor skills • Simulated & standardized patients • Visit to skills lab • Developing learning objectives for technical and non-technical skills • How to develop a skills lab | | |
| | Basics of Teaching methods for Affective domain | <ul style="list-style-type: none"> • Teaching and learning in clinical environment and workplace-based learning & teaching • Ambulatory care teaching • Teaching in out-patient department (OPD) • One-minute preceptor/ SNAPPS • Bedside learning & teaching • Teaching of behaviors & Role modelling • Teaching behaviors through lectures, small group activities, videos, and role-plays | | |

Table 2: Module II of the Certificate in Health Professions Education

(2nd Contact Session)

| Course Code | Topics | Contents | Credit hours | Assessment |
|-------------|--------|----------|--------------|------------|
|-------------|--------|----------|--------------|------------|

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|-------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IHCMD/HSA/- CHPE-502 | Basics of Curriculum Planning and Development | <ul style="list-style-type: none"> • Curriculum Perspectives • Diseases of curriculum and factors affecting curriculum • Approaches to curriculum development & curriculum navigator • Models of curriculum development (6-steps, 10 questions) • Curriculum change & change management • Types of curriculum (Outcome-based, system-based, SPICES, PRISM) | 4 | <ul style="list-style-type: none"> • Continuous assessment/internal assessment (20%) • Presentations (30%) • Assignments (50%) |
| | Quality Assurance in Curriculum | <ul style="list-style-type: none"> • Curriculum mapping • Curricular standards • Review of National and international standards • PM&DC, WFME, GMC, WHO, Scottish Doctors, CanMeds guidelines | | |

Table 3: Module III of the Certificate in Health Professions Education

(3rd Contact Session)

| Course Code | Topics | Contents | Credit hours | Assessment |
|-------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|
| IHCMD/HSA/- CHPE-503 | Principles of Assessment | <ul style="list-style-type: none"> • Types of assessment • Principles of assessment as per Miller's pyramid • Utility index • Concepts of Validity, reliability and psychometric Theories • Standard setting • Item analysis • Developing assessment blueprints | 4 | |
| | Assessment of Cognition | <ul style="list-style-type: none"> • Objective assessments • Multiple Choice Questions • Extended Matching Questions | | |

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|--|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | ('Knows' & 'Knows How') | <ul style="list-style-type: none"> • Subjective assessments and Types of essay questions • Short Answer questions • Modified essay questions | | |
| | Assessment of Skills and Behaviours ('Shows' & 'Does') | <ul style="list-style-type: none"> • Objective structured clinical/practical/teaching Examination (OSCE, OSPE, OSTE) • TOACS • Workplace-based assessments | | |

Table 4: Module IV of the Certificate in Health Professions Education

(4th Contact Session)

| Course Code | Topics | Contents | Credit hours | Assessment |
|---------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IHCMD/HSA/-CHPE-504 | Leadership & management | <ul style="list-style-type: none"> • Types and models of leadership & management | 4 | <ul style="list-style-type: none"> • Continuous assessment/internal assessment (20%) • Presentations (30%) • Assignments (50%) |
| | Professionalism | <ul style="list-style-type: none"> • Definition • Types • Approaches • Models | | |

ELIGIBILITY CRITERIA

- MBBS/BDS or 16 years of education in Health & Allied Sciences Discipline like MBBS, BDS, Nursing, Physiotherapy, Pharmacy etc.
- Computer literacy in MS Office and the internet is a MUST.

FEATURES

- One on One learning experience
- Flexible – learn from work or home
- Practical course outline
- Connect with people of similar interests



- Supportive online learning environment
- Easy access to recorded lectures & reading materials
- Certificate on completion of course

Program Fee: Rs 50,000/-

- **Address:** Institute of Health Care Management and Development, (Imperial Education System Building) Opposite Roots Millennium Schools System Gul abad, Phase-III Chowk Jamrud Road Peshawar.

For Further Detail Please contact.

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