Master of Education (MEd) programme in Health Professions Education

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This joint specialism delivered by both the Faculty of Education and the Bau Institute of Medical & Health Sciences Education (BIMHSE) of the LKS Faculty of Medicine aims to advance the field of Health Professions Education (HPE) in Hong Kong and internationally. This specialism is for educators in the health sciences disciplines who are looking to enhance clinical supervision, lead educational change and transform students' lives. It will support innovation in educational design and delivery in light of the latest research on learning and teaching. Graduates will also have the capacity to develop and evaluate educational quality in healthcare organisations. The MEd (HPE) will also provide a recognised platform from which graduates could pursue research at doctoral levels (EdD or PhD).

Who would benefit from this specialism?
- Clinical supervisors for undergraduate and postgraduate students on field/practice-based placements
- Medical, nursing and allied health professionals in hospitals, clinics and educational settings
- Early career academics teaching in health professions programmes
- Health care providers in the Greater Bay Area (Hong Kong, Shenzhen, Macau etc) and internationally

Mode of study:
The specialism is available in part-time and full-time modes (for 2-years (up to 4-years) of part-time study or 1-year of full-time study).

Outline of the Four Specialist Courses:

Course 1: Foundations of Health Professions Education

This course is foundational to the specialism and will be informed by research from the field of the learning sciences with a central focus on learning in health professions education. We will discuss a variety of approaches to curriculum (e.g. outcomes and competency-based education) and the design of courses and learning activities (from large class to small group pedagogies).

Course 2: Assessment and Evaluation in Health Professions Education

In this course participants will be introduced to key concepts in assessment as they apply to health professions education including continuous assessment, formative and summative assessments, validity and reliability, and calibration and moderation. Participants will critique the relative strengths and weaknesses of a wide range of common written and practical assessment methods used in health professions education and appraise how quality assurance and quality enhancement are considered in curriculum design.
Course 3: Clinical Teaching and Supervision

This course is aimed at developing healthcare professionals' knowledge of clinical supervision models and practice and the key role supervision plays in training healthcare professionals. The course will survey historical and contemporary approaches to clinical supervision, including the increasingly important role of simulation in clinical training. The course is also aimed at helping clinical educators to facilitate students' use of evidence-based practice and development of reflective practice skills.

Course 4: Effective Student-Supervisor Relationships in Health Professions Education

Whether teaching in a large lecture theatre, a small tutorial group or one-on-one in a clinical setting, there is potential for the supervisor-student relationship to transcend beyond the acquisition of clinical skills and knowledge. This course will take a case-based approach to explore the modern roles of the teacher as a supervisor, mentor and role model. It will also introduce useful skills to enable participants to facilitate better inter-professional and inter-personal communication, give and receive feedback, and implement effective strategies to help support learner wellbeing.

In addition to the four specialist courses, students must also complete:
- a research methods course "Methods of Research and Enquiry" (12 credits); plus
- either an option of one elective course and a DISSERTATION (18 credits),
  or an option of three elective courses and a PROJECT (6 credits each).