



INTERNATIONAL MEDICAL UNIVERSITY
MALAYSIA

POSTGRADUATE CERTIFICATE IN
HEALTH PROFESSIONS EDUCATION

MHPE 7004

**Educating The 21st Century Healthcare Professionals
(4 Credits)**

Module Guide

TITLE: EDUCATING THE 21ST CENTURY HEALTHCARE PROFESSIONALS**COURSE CODE: MHPE 7004****PROGRAMME: POSTGRADUATE CERTIFICATE IN HEALTH PROFESSIONS EDUCATION, POSTGRADUATE DIPLOMA IN HEALTH PROFESSIONS EDUCATION, MASTER IN HEALTH PROFESSIONS EDUCATION****CONTENT SYNOPSIS:**

There are various gaps and needs in the current practice of health professions education which may result in an ineffective 21st-century healthcare system. The module examines how changes can be made to ensure that healthcare practitioners are fit for purpose upon graduation. The module will address the role of educators in achieving the outcomes and addressing the current trends in health professions education. We will also reflect on our roles as educators and discuss the strategies to develop the educators and learners. The facilitators will guide the learners in planning the educational strategies to bridge gaps in educating 21st-century health professionals to equip them for rapidly changing healthcare systems. This will also include the aspects of morality, philosophy and equity, inclusivity and diversity in health professions education.

Module Learning Outcomes:

Upon completion of this module, the learner will be able to:

1. Discuss the needs and roles of 21st-century health professionals and health professions educators (C3, A3)
2. Reflect on the recent trends and development in health professions education (C5, A2)
3. Explain the concepts of professionalism and professional development of 21st-century health professions educators (C4, A4)
4. Construct educational strategies to bridge gaps in educating 21st-century health professionals to equip them for rapidly changing healthcare systems (C6, A2, P2)

MODULE COORDINATOR:

Ms Siti Suriani binti Abd Razak
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ASSOCIATED LECTURERS:

- i. Prof Vishna Devi Nadarajah
- ii. Prof Ian Wilson
- iii. Assoc Prof Pathiyil Ravi Shankar
- iv. Assoc Prof Heethal Jaiprakash

TEACHING AND LEARNING:

PROPOSED WEEK	TOPIC	TEACHING & LEARNING METHOD	DURATION	FACILITATOR
1 & 2	Module Briefing	Briefing (Online Synchronous)	1 Hour	Ms Siti Suriani
	Topic 1: The Needs of 21st-century Health Professionals and Health Profession Educators	Seminar (Online Synchronous) & Workshop (Online Synchronous)	2 Hours 3 Hours	Prof Vishna Devi Nadarajah Ms Siti Suriani
	Topic 2: The Roles of 21st Health Professions Educator	Seminar (Online Synchronous)	2 Hours	A/P Heethal Jaiprakash
3 & 4	Topic 3: Trends in Health Professions Education	Seminar (Online Synchronous)	3 x 2 Hours	Ms Siti Suriani
	Topic 4: Equity, Inclusivity and Diversity in Health Professions Education	Seminar (Online Synchronous)	2 x 2 Hours	Prof Vishna Devi Nadarajah
5 & 6	Topic 5: Morality and Philosophy of Health Professions and Education	Lecture (Online Synchronous) & Seminar (Online Synchronous)	2 x 1 Hour 2 Hours	A/P Pathiyil Ravi Shankar
	Topic 6: Personal and Professional Development	Lecture (Online Synchronous) & Workshop (Online Synchronous)	2 x 1 Hour 2 Hours	Prof Ian Wilson
	Topic 7: Developing Teachers and Learners	Seminar (Online Synchronous) & Workshop (Online Synchronous)	2 x 2 Hours 3 Hours	Prof Vishna Devi Nadarajah / Ms Siti Suriani
7	Topic 8: Principles of Reflective Practice (Seminar, tutorial)	Seminar (Online Synchronous) & Tutorial (Online Synchronous)	2 Hours 2 Hours	Prof Ian Wilson
8	Reflection, Evaluation and Feedback	Briefing (Online Synchronous)	1 Hour	Ms Siti Suriani

ASSESSMENTS:

- Formative:
 - Presentation

Task: Identify the needs and roles of 21st-century health professions educators. Propose your Individual and Professional Development Plan to show how are you planning to develop yourself as an educator.
- Summative
 - Presentation (30 %)

Task: Identify the current trends, needs, existing demands, and visible gaps in the health professions education system. Perform a structured analysis of the existing system and describe the impact of the gaps in the current context. Based on identified needs and gaps, construct strategies or innovative ideas to bring changes to the educational systems- professionals.
 - Written Assignment (70 %)

Task: Describe the importance and the transformative impact of equity, inclusivity, and diversity (EID) in health professions education. Identify the gaps in the implementation of EID in your context and propose strategies to close the gap.

SYLLABUS:

TOPIC
Topic 1: The Needs of 21st century Health Professionals and Health Profession Educators – Seminar: 2 Hours, Workshop: 3 Hours
a) The generic competencies of 21st century health professionals b) The gap analysis of current health care education system in meeting the current demands of health care c) The impact of technology on health professionals education and healthcare system
Topic 2: The Roles of 21st Health Professions Educator – Seminar: 2 Hours
a) The role of 21st century health professions educator b) The difference between the “sage on the stage” and the “guide by the side” c) The FAIR principle in the role as a 21st healthcare educator
Topic 3: Trends in Health Professions Education – Seminar: 3 x 2 Hours
a) Outcome vs Competency-based health professions Education b) Artificial Intelligence c) Inter-professional education d) Emerging Trends
Topic 4: Equity, Inclusivity and Diversity in Health Professions Education – Seminar: 2 x 2 Hours
a) Transformational influence of EID on higher education and the health professions education b) Role of cultural competency in healthcare services c) Promoting EID in Health Professions Education
Topic 5: Morality and Philosophy of Health Professions and Education – Lecture: 2 x 1 Hour, Seminar: 2 Hours
a) Healthcare and education as social good b) Relationship between ethical and legal aspects in healthcare c) Current themes in medical ethics d) Interdependence and trust in health professions education
Topic 6: Personal and Professional Development – Lecture: 2 x 1 Hour, Workshop: 2 Hours
a) Dimensions of professionalism b) Professional as an expert practitioner c) Teachers as professionals d) Concept of professional development
Topic 7: Developing Teachers and Learners- Workshop: 3 Hours, Seminar: 2 x 2 Hours
a) Designing Comprehensive Faculty Development Programme b) Establishing Learners development Programme c) Establishing Culture of Learning
Topic 8: Principles of Reflective Practice - Seminar: 2 Hours, Tutorial: 2 Hours
a) Definition and models of reflective practice b) Process of reflective practice c) Skills in “reflection in”, “reflection to” and “reflection on” d) Evaluation of reflection

REFERENCES

Books:

1. Swanwick, T. (Ed.). (2019). Understanding medical education: Evidence, theory and practice. John Wiley & Sons ([Link to e-book](#))
2. Dent, J., & Harden, R. M. (2021). A practical guide for medical teachers. Elsevier Health Sciences.
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4. Ormrod, J.E. (2013). Human Learning: Pearson New International Edition. Pearson Higher Ed.

Articles:

1. Harden, R. M., & Laidlaw, J. M. (2013). Be FAIR to students: four principles that lead to more effective learning. Medical teacher, 35(1), 27-31. Tassoni, D., Kent, F., Simpson, J., & Farlie, M. K. (2022). Supporting health professional educators in the workplace: A scoping review. Medical Teacher, 1-9. ([Link](#))
2. Lomis, K., Jeffries, P., Palatta, A., Sage, M., Sheikh, J., Sheperis, C., & Whelan, A. (2021). Artificial intelligence for health professions educators. NAM perspectives, 2021.
3. Breslin, E. T., Nuri-Robins, K., Ash, J., & Kirschling, J. M. (2018). The changing face of academic nursing: Nurturing diversity, inclusivity, and equity. Journal of Professional Nursing, 34(2), 103-109.
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5. Brown, J. D., & Brown, J. D. (2019). Reflective Practice Framework. Reflective Practice of Counseling and Psychotherapy in a Diverse Society, 1-15. Nair, P. (2020). Preparing 21st Century Teachers for Teach Less, Learn More (TLLM) Pedagogies. In Preparing 21st Century Teachers for Teach Less, Learn More (TLLM) Pedagogies (pp. 1-9). IGI Global
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to more effective learning. *Medical teacher*, 35(1), 27-31.

9. Tassoni, D., Kent, F., Simpson, J., & Farlie, M. K. (2022). Supporting health professional educators in the workplace: A scoping review. *Medical Teacher*, 1-9.
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11. Aretz, H.T. (2011). Some thoughts about creating healthcare professionals that match what societies need. *Medical Teacher*, 33(8), 608-613.
12. Carraccio, C., Wolfsthal, S.D., Englander, R., Ferentz, K., & Martin, C. (2002). Shifting paradigms: from Flexner to competencies. *Academic Medicine*, 77(5), 361-367.
13. Challis, M. (2000). AMEE medical education guide no. 19: Personal learning plans. *Medical teacher*, 22(3), 225-236.
14. Frank, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., ... & Kistnasamy, B. (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet*, 376(9756), 1923-1958.
15. Frank, J. R., Snell, L. S., Cate, O. T., Holmboe, E. S., Carraccio, C., Swing, S. R., ... & Harden, R. M. (2010). Competency-based medical education: theory to practice. *Medical teacher*, 32(8), 638-645.
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