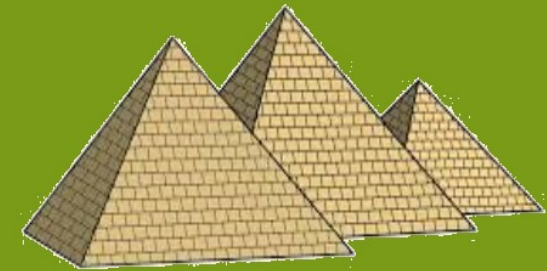




Diploma of Health Professions Education (DHPE)



**“A Distance
Learning
Program”**





The Faculty of Medicine, Suez Canal University (FOM-SCU) was established as the first community-oriented/based, problem-based, student-centered medical school in Egypt and a pioneering innovative school in the Eastern Mediterranean Region. FOM-SCU has been designated as a WHO Collaborating Center for health manpower development since 1978 and till now. FOM-SCU is one of the founding members of the “Network: Towards Unity for Health” (TUFH).

In 2001, the Medical Education Department at the Faculty of Medicine, Suez Canal University (MED-SCU) was established. It is the first academic department of its kind to be founded in all the Egyptian Universities and the Middle East. MED-SCU addresses the challenges and threats to the delivery of proper medical education and hence, the promotion of better health care and service. The foundation of MED-SCU has opened a new horizon to produce specialists and experts in the field of health professions education through offering Diploma, Master,



Preparation and execution of a distance learning Health Professions Education Program, targeting potential leaders in medical education in Egypt to promote their administrative and technical skills and prepare them to better perform their roles as medical educators.

Qualifying a cadre of trained faculty members from Egyptian Health Professions Education Institutions to contribute to the advancement of medical education in Egypt and to cope with the era of academic accreditation in the next ten years.

Mission

Vision



Why Study Health Professions Education ?

The quality of life of human beings is, among others, dependent on their physical and psychological well-being. Health professions play an important role in helping people to restore health or prevent disease. Does the training of these people, physicians, nurses, physiotherapists and other health professionals have the quality that enables graduates to deliver high standard services? And do those who teach and train these professionals have the vision, the knowledge and the skills to plan, deliver and improve their education? The quality of this whole process, developing education for health professionals, educating these professionals and ensuring health care delivery deserves the full attention of both professionals and educators. The diploma of health Professions Education (DHPE) aims at qualifying leaderships with the intellectual means and potentials essential to attain this goal.

Why DHPE in Suez Canal University?

In 2005, the Joint Master of Health Professions Education through distance learning between Suez Canal and Maastricht Universities was established. Scholars from the national, regional and international levels were granted this degree but it did not fill the ambition of qualifying a suitable percentage of Egyptian faculty members in the field of HPE because of its expensive fee. The DHPE is more affordable for scholars at the national level.



Objectives of the DHPE Program

The program focuses on the acquisition of knowledge, skills and attitudes relevant to the career of the field of medical education. Upon completion of this program, graduates will be able to:

- Critically evaluate the theoretical and empirical literature, as it relates to education for the health professions in particular.
- Plan, design and implement a relevant course for health professionals based on rational principles of learning and instruction.
- Present scientific materials for educational purposes in an ideal manner.
- Design, plan and implement adequate program evaluation and students assessment strategies.
- Provide scientifically based advice and assistance to teachers, curriculum committees and management of health professions education institutions.
- Follow principles of scientific and critical thinking.

Graduates of the DHPE



Graduates of the first batch (2007-2008)



Graduates of the 3rd batch (2009 -2010)

Graduates of the DHPE



Graduates of the 8th batch (2015-2017)



Graduates of the 9th batch (2016-2017)

Description of DHPE:

- The DHPE is an annual 44-week program, conducted through distance electronic learning.
- It is consisted of 7 units, six weeks each. In each of the units, various contributing disciplines are organized around a central theme.
- The overall theme of the curriculum, which provides coherence to the program as a whole, will be ‘The competencies required for a Health Profession Educationist.
- Interaction between students and staff is web-based. Books and booklets are also provided for current and future use and to stand as a nucleus for a personal medical education library.
- The Diploma annual course starts on October of each year.

Requirements for prospective Fellow Applicants

- The program is open to Egyptian learners who have acquired a bachelor degree from one of the health professions education institutions (e.g. health sciences, medicine, nursing, physiotherapy, dentistry, pharmacy and veterinary medicine).

DHPE in a few lines

It is: professional, accelerated, feasible, and affordable.

Professional; focuses mainly on professional skills, rather than abstract theories, highly requested for medical educators like teaching/learning skills, curriculum design, and students' assessment.

Accelerated; 44-week program.

Feasible; a distance learning course that allows students to stay in their home institutions and learn interactively through e-learning.

Affordable; costs only \$ 2,000 which covers the tuition fees, books, evaluation, practical training and certification costs completion of the course.

DHPE Units

Unit 1: Leadership and Management in Health Professions Education

This unit enables the fellows to master the principles of health management in addition to the different leadership competencies. The main learning issues are:

- Formulation of institutional Vision & Mission in the field of HPE.
- Leadership competencies.
- Different characteristics of a leader and the different leadership styles.
- Principles of management.
- Change management.
- Principles of communication.
- Motivation & coaching for effective performance.

Unit 2: Learning Environment and Curriculum Development In Health Professions Education.

In this unit, the focus will be on designing a curriculum, understanding the process of students' learning, learning theories, learning styles, educational psychology and the learning environments. The main learning issues are:

- Learning Environment.
- Curriculum Theory.
- Curriculum Planning.
- Curriculum Implementation.

Unit 3: New Trends in Medical Education

In this unit, trends of curriculum development, curriculum models, curriculum mapping, curriculum designs and educational strategies are learned in the context of different innovative approaches in medical education. The main learning issues are:

- Community-Based Medical Education.
- Problem-Based Medical Education.

Unit 4: Measuring Health Professions Competencies

In this unit, different methods of assessing knowledge, skills, and attitude will be learned. The main learning issues are:

- Taxonomy of Educational Objectives.
- Intended learning outcomes.
- Preparation of a blueprint for assessment.
- Validity and reliability of assessment tools.
- Different formats of assessment.
- Assembling, administering, and appraising the test.
- Grading, scoring, interpreting and reporting.

Unit 5 :towards Quality and Accreditation in Health Professions

This unit aims at enforcing the concept of quality in performance. It addresses quality in higher education in general as well as accreditation of health professions education institutions in special.

The main learning issues are:

- Quality in higher Education: definitions, instruments and procedures.
- Quality approaches applicable in the field of HPE.
- WFME global standards for quality improvement and accreditation in HPE.
- Main requirements for HPEI accreditation by an accrediting body.
- Planning and conduction of school self-study.

Role of internal auditing and external peer-reviewing.

Unit 6:Scientific Thinking and Presentation Skills

In this unit, the focus will be on understanding the process of scientific thinking, its methods and principles in addition to the different presentation skills necessary to communicate thoughts and ideas effectively. The main learning issues are:

- Scientific thinking concepts and process.
- Role of scientific thinking as a system for collecting ideas.
- Stages of making a speech/presentation.
- Basics and concepts of communication skills necessary for speech/presentation delivery.

Unit 7: Program Evaluation

- Program evaluation is essential for the management of any program, whether for profit or for non-profit. Evaluation can help managers and subordinates understand the operability of their organization and trace the connecting lines between the goals, means and ends. This helps make the appropriate decisions whether it is extension, development, modification or change.
- The main learning issues in this unit are:
 - Basic steps and standards of program evaluation.
 - Various strategies of program evaluation
 - Formulation of evaluation questions.
 - Different study designs used in program evaluation.
 - Writing a professional executive report.

Contact Information

Egypt

Faculty of Medicine, Suez Canal University, Round Road, Ismailia 41111,
EGYPT



Tel (direct): +2 (064) 3229 129

Mobile: +2 (010) 3487 678

Tel (local): +2 (064) 3382028

Fax: +2 (064) 3227 426

Website: <http://www.dhpescu.com>

E-Mail: watalaat@gmail.com / medfomscu1@gmail.com

