



# **University of Health Sciences, Lahore**

Syllabi and Courses of Studies

For

Masters (2½ -Years Program) in

# **HEALTH PROFESSIONS EDUCATION**

2013

# **INTRODUCTION**

## **An overview of the Program:**

This is a time of innovation in medical education when changes in health care delivery systems have profound implications for teaching and learning. There is public and professional demand for more relevance in educational programmes with funding bodies and government requiring accountability and quality in education. Throughout the world there is increasing recognition of the need for doctors who work in the health care system to obtain training for their teaching roles.

The Masters in Health Professions Education (MHPE) has been designed to meet the educator training needs of health professionals at a range of levels: both those new to teaching and existing staff wishing to improve their educational expertise.

## **Masters Course in Health Professions Education:**

Masters in Health Professions Education has been designed to provide students with an overview of key issues in medical education and to enable them to develop a basic level of educational competence and professionalism. The aim of the course is to equip health professionals to practice across the range of domains of teaching and learning in their own settings.

The core content of courses consists of learning opportunities in curriculum development, assessment, teaching and learning, and includes generic skills in teaching and facilitating learning in health professions. The integrated unit requirements are intended to enhance students' understanding of, and capability to reflect upon, the choices of teaching and learning models relevant to their students, subjects and situations. This includes the ability to:

- Teach and support learning
- Contribute to the design and planning of learning activities and/or programmes of study
- Assess students and trainees and give feedback to learners
- Develop effective learning environments and learner support systems
- Carry out reflective practice and personal development
- Self-evaluate and evaluate the programmes they teach

- Understand the processes of quality assurance and the professional values required of a teacher.

### **Course's Strengths:**

- A clearly articulated philosophy for the course and clear design principles
- A commitment to developing student-centred approaches to teaching
- Explicit attention to the linking of theory and practice including encouragement from early in the course for course members to identify issues and ideas that can be applied and investigated through their own teaching
- An emphasis on reflective practice.

In year 1 all students must undertake modules on teaching & learning, curriculum development, assessment and leadership, management & professionalism.

In year 2 all students must undertake modules in research approaches in HPE, community-based medical education (CBME) and current issues in HPE. They are then required to carry out an in-depth project researching one aspect of medical education and to submit this as a written dissertation.

### **Educational Strategy:**

A task-based learning approach is adopted, with activities suggested throughout the learning materials that encourage students to link educational theory to their every-day practice as health professions' teachers and to reflect on that practice. This approach enables students to individualize their learning and produces a student-centered program of courses that can, in part, be implemented in the work place. Reflective practice is emphasized in three ways through:

- Think points and activities in the units that ask students to apply specific parts of the learning material to their own practice
- Unit assignments that ask students to apply the educational principles and concepts presented in the unit to their own teaching practice and to critique what they have developed
- Feedback from tutors which not only encourages students but also prompts them to further update/improve their practice.

## **Statutes and Regulations for MHPE Program**

### **1. GENERAL REGULATIONS**

- (i) The MHPE program shall be of 2 ½ years duration.
- (ii) The academic requirements for the MHPE degree shall comprise course work and a thesis based on research.
- (iii) Each MHPE student shall follow the Syllabi and Courses of Studies as may be prescribed by the Academic Council from time to time with the approval of the Syndicate.
- (iv) The candidate shall be awarded the degree of Masters in Health Profession Education (MHPE) after successful completion of all courses of study, qualifying all examinations and fulfilling all other requirements of the degree (research work & thesis).

### **2. REGULATIONS FOR ADMISSION**

- (i) All the admission process will be coordinated and organized by the Department of Medical Education, UHS.
- (ii) There shall be an Admission Committee to supervise admissions.
- (iii) Admissions shall be made on the basis of merit in accordance with the following criteria:

Qualifications with previous academic record & relevant experience	60%
* Entry Test	10%
Interview	30%
- (iv) The Vice Chancellor shall finally approve the admissions only in the light of recommendations made by the admission committee.
- (v) To be eligible for admission to MHPE, a candidate shall possess an MBBS / BDS degree. Any other higher degree e.g., M.Sc. in relevant field can be recognized by the University as equivalent, to aforementioned degrees. This shall only apply to very distinguished or outstanding candidates.
- (vi) The number of students each year for admission in each discipline shall be decided by a committee comprising the Vice Chancellor (Chairperson), Director Medical Education and Head of the Department concerned.

- (vii) The Heads of the Departments, each year, shall communicate for approval of the Admission Committee prior to the admissions, the total number of seats for students to be admitted. This number shall not be increased without the prior approval of the Department of Medical Education and the Vice Chancellor.
- (viii) Each candidate shall make an application for admission in response to advertisement, on a prescribed form along with documents specified in the admission form.
- (ix) In case a candidate who is in Government service is selected by the committee for the admission he shall obtain the deputation from his department. All these candidates will route their applications through proper channel.
- (x) All the candidates shall have to undertake a bond at the time of registration.
- (xi) Students dropped or struck off the rolls of the University Teaching Departments due to shortage of lectures or poor performance or non appearance in examination or non-payment of dues or on disciplinary grounds etc., shall not be granted re-admission.
- (xii) Any student, who was rusticated, expelled or whose entry in the University Campus was banned for any reason whatsoever, shall not be re-admitted.  
*\* As per requirements of HEC*
- (xiii) The following shall not be eligible for admission:
  - a) Anyone who has been rusticated or expelled by any University or College for misconduct or use of unfair means in the examinations or any offence involving moral turpitude.
  - b) Anyone who was admitted earlier to MHPE programme but later was declared to have ceased to be a student of the University under the prescribed regulations.
- (xiv) All admissions made in contravention of these Regulations shall be void.

### **3. REGULATIONS FOR REGISTRATION:**

At the beginning of each session an MHPE student shall have to register for the courses of study in the prescribed manner, within 30 days of the commencement of the academic session.

#### **4. REGULATIONS FOR EXAMINATIONS**

##### **(Total Marks=900)**

- (i) Each module will be assessed by one or more assignments, which are to be handed in by the end of the module. An earlier date may be set for draft submissions for formative feedback. In addition there will be an examination at the end of each year consisting of a choice of essay questions.
- (ii) A student shall be allowed to appear in the examination, provided that he/she has been registered by the University during the session and has attended at least 80% of the lecture/laboratory work and completed the course work to the satisfaction of the Department concerned.
- (iii) The candidates securing 90% marks or above shall be deemed to have passed with distinction, provided he/she has passed the examination in first attempt.
- (iv) A student who fails even after availing 2 chances shall cease to be a student of the University and shall not be eligible for another attempt.
- (v) The candidate shall have to pass the examination in a maximum of 2 attempts to enable him/her to continue his/her studies.
- (vi) Candidates who fail any aspect of the assessment will have one further opportunity to submit/take the assessment.
- (vii) The Pass Marks for each assignment in a module shall be 60%.
- (viii) The candidates who have passed all the Modules in year-1 shall be eligible to sit in the end of year theory examination. The Pass Marks in the end of year examination shall be 60%.
- (ix) Only candidates who have passed all Modules in Year 1 and Year 2 as well as the end of year theory examination of Year 1 shall be eligible to sit in the end of year 2 theory examinations.

#### **5. REGULATIONS FOR THE APPOINTMENT OF EXAMINERS IN THEORY**

- (i) Advanced Studies & Research Board shall approve a panel of internal and external examiners in the subject concerned.
- (ii) The Vice Chancellor shall appoint final paper setters from the panel.

- (iii) No person shall be appointed as paper setter who has a near relation i.e., father, mother, full and half brother and sister, paternal and maternal uncle, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, wife, son, daughter or husband appearing in the paper to be set or examined by him/her.
- (iv) A question paper will be set by the paper setter from the Bank developed by the UHS.
- (v) The date sheet to hold the examination shall be notified by the Controller of Examinations in consultation with the Heads of Departments and approved by the Vice Chancellor.
- (vi) Papers shall be assessed in the secrecy section of the examinations department of UHS by assessors appointed by the Vice Chancellor from the panel approved by the ASRB.
- (vii) The Controller of Examinations shall compile and declare the results on the basis of evaluation record in theory and assignments, submitted by the assessors strictly in accordance with the regulations.

## **6. RESEARCH WORK & APPOINTMENT OF SUPERVISOR**

- (i) A student shall select a topic of thesis which will be recommended by the supervisor by the end of 1<sup>st</sup> academic year of studies for approval of the Advanced Studies & Research Board.
- (ii) Each student shall perform research work in partial fulfillment of the requirements of the degree under the supervisor appointed for the purpose by the Advanced Studies and Research Board.
- (iii) The research supervisor must hold a postgraduate degree which shall not be less than Masters in the relevant subject with sufficient experience.
- (iv) Wherever necessary, a co-supervisor may also be appointed with postgraduate qualifications in the related field.
- (v) In case a student fails to complete the research and thesis requirements of MHPE within a period of 2 years, provided that he has passed his 2<sup>nd</sup> year examinations successfully, an extension of another one year may be granted on the recommendation of the supervisor.

- (vi) No extension beyond 12 months shall be granted under any circumstances. A student failing to submit his/her thesis by the end of the extension year shall cease to be a student of the University. He/she shall not be allowed any other chance.
- (vii) The student is required to submit 4 copies of thesis to the Controller of Examinations within the prescribed time limit.
- (viii) The thesis shall be printed on A4 size paper and initially be submitted in ring bound form along with soft copy on CD and finally be submitted as black hard binding with golden lettering on the front and the spine in prescribed manner.
- (ix) A copy of the thesis shall be sent to the library by the Controller of Examinations after successful completion of the requirements of the MHPE degree by the candidate.

## **7. REGULATIONS FOR THESIS EXAMINATION**

- a) A student shall be eligible for MHPE thesis examination provided:
  - (i) that he/she has been a student on a regular basis for the prescribed period, or allowed necessary extension as provided under Clause 7(v).
  - (ii) that he/she has successfully completed the prescribed courses, including seminars, and tutorials to the satisfaction of the supervisor and the Head of the Department concerned.
  - (iii) that he/she has completed a thesis on the basis of a research topic approved by the Advanced Studies and Research Board.
  - (iv) that after completion of the requirements stated above, the student shall submit an application on a prescribed form to the Controller of Examinations for admission to the thesis examination for MHPE.
- b) The Vice Chancellor shall appoint three external examiners for the thesis examination. One external examiner shall be appointed from abroad out of the panel approved by Advanced Studies & Research Board. The other two examiners shall be appointed from the universities/medical colleges from within the country excluding UHS.



- c) The thesis shall be sent for evaluation to the external examiners, well in time before the date of viva-voce examination and should be approved by all. The department of examination will send the hard as well as soft copies of the synopsis and thesis (via courier, surface mail as well e-mail) to all examiners with intimation that evaluation has to be completed and report send to the examination department within 3 weeks.
- d) When the reports are not received by the examination department within 3 weeks, a reminder shall be sent through courier surface mail and e-mail including a phone call with one week notice. An alternate evaluator shall be appointed when evaluator regrets or fails to submit a report within the designated period.
- e) Any observations received on the thesis shall be presented to the Observations Review Committee (ORC) of UHS. The ORC shall consist of 2 senior most professors of UHS, the supervisor of the candidate and a representative of the examination department.
- f) The ORC following deliberation over the observations shall determine the nature of the observations and recommend whether minor or major changes are required in the thesis. The thesis shall be represented again to the ORC following the changes certified by the supervisor in a tabulated form as a separate covering letter.
- g) The ORC shall recommend the thesis for defense or reevaluation by the original or alternate evaluator as the case may be. After the approval of thesis by all three evaluators and on recommendation by the ORC, the thesis viva-voce examination shall be held within the University campus on such date as may be notified by the Controller of Examinations.
- h) The Controller of Examinations shall make appropriate arrangement for the conduct of thesis/oral examination in consultation with the department and external examiners.
- i) The thesis viva-voce examination shall be conducted by two external examiners who shall submit a report on the suitability of the candidate for the award of degree. The supervisor shall act as coordinator.

- j) The result shall not be declared until changes, if any, proposed by the examiners have been incorporated into the thesis and endorsed by the candidate supervisor.
- k) After the approval of thesis by all the evaluators, the thesis viva-voce examination shall be held within the University Campus on such date as may be notified by the Controller of Examinations. The Controller of Examinations shall make appropriate arrangement for the conduct of thesis/oral examination in consultation with the department and external examiners.
- l) The thesis viva-voce examination shall be conducted by two External Examiners who shall submit a report on the suitability of the candidate for the award of degree. The supervisor shall act as coordinator.

## **8. STUDENTS DISCIPLINE**

- (i) All the students shall abide by the Rules, Regulations and Statutes of the University and follow all directives issued from time to time.
- (ii) No student shall take part in political activities or form union, association or any other organized body or become a member of any other society/association within the University or outside.
- (iii) No students shall, through a document or by any communication, approach the press, in his own name or through an association.
- (iv) Violation of these rules shall entail rustication/expulsion under the provisions of the University Ordinance.

## **9. Fee and other dues**

Each student shall be required to pay registration and tuition fees, examination fee and such other charges as may be prescribed by the university from time to time.

## 10. MODE OF STUDY

Each module has one or more weeks of face-to-face contact. The remainder of the time will be a mixture of self-study and online contact. Assignments must be handed in by the end of each module. An earlier date may be set for draft submissions for formative feedback.

### Content:

Year of course	Module code	Title of unit/module	Contact and duration in weeks		Credits (=90)	UK Equivalence
			Contact	Total		
1	MHPE1	Teaching & Learning	2	14	10	20
1	MHPE2	Assessment in Medical Education	2	14	10	20
1	MHPE3	Curriculum Development and Evaluation	2	14	10	20
2	MHPE4	Research Methods and Approaches	2	14	10	20
2	MHPE5	Leadership, Management, Professionalism & Quality assurance	2	14	10	20
2	MHPE6	Community Based Medical Education (CBME)	1	8	5	10
2	MHPE7	Issues in HPE	1	8	5	10
3		Thesis	-	28	30	60
		<b>Total</b>		<b>114</b>	<b>90</b>	<b>180</b>

## 11. Assessment Strategy

Module	Type of assessment	Duration/length	Marks	Timing
<b>Year 1</b>				
MHPE1	Reflective assignment on own teaching Review of article 2 x teaching observations	c.5000 words in total	75	End of module
MHPE2	One or more assignments on aspects of assessment	c.5000 words in total	75	End of module
MHPE3	Assignment on an aspect of the curriculum	c.5000 words	75	End of module
All Year 1 modules	Examination: 3 questions to be answered	3 hours	75	End of Year
			<b>Total Year 1 = 300</b>	

<b>Year 2</b>				
MHPE4	Research synopsis Critical review of methodology of two research articles Short report on data-gathering exercise	c.5000 words in total	75	End of module
MHPE5	One or more assignments on aspect of QM or professionalism	c.5000 words in total	75	End of module
MHPE6	Short assignment on aspect of CBM	c.2500 words	35	End of module
MHPE7	Draft journal article	c.2500 words	35	End of module
All Modules MPHE4-6	Examination: 2 questions to be answered	2 hours	70	End of Year
			<b>Total Year 2 =300</b>	

Thesis (Year 3)			
Thesis and Viva Voce	c.40000words	300	End of Year

# **COURSE CONTENT AND LEARNING OUTCOMES**

## **Year-1**

### **Module 1. TEACHING & LEARNING (10 credits)**

#### **Aims of the module:**

This module is designed to take participants from a basic understanding of learning theory relevant to the students they teach and the learning outcomes they wish to achieve, through to a familiarity with learning and teaching methods which are central to medical education. The module aims to develop both theoretical understanding and practical skills in teaching and creating learning environments.

#### **Learning outcomes:**

On completion of this module the student should be able to:

- Demonstrate an understanding of the theories of learning appropriate to adult learning and skill development with particular reference to medical education
- Design and deliver teaching/learning sessions. Selecting from a range of teaching methods as appropriate to specific learning outcomes e.g. knowledge, conceptual understanding, clinical and diagnostic skills, professional values and behavior.
- Identify, develop and use effectively appropriate learning resources to support student learning including a range of technology-based resources
- Demonstrate an understanding of the role of feedback in student learning and identify appropriate feedback strategies

#### **Content: (over two weeks)**

- Theories of learning and skill development
- Student-centred learning, active learning, deep learning, collaborative learning
- Conditions of learning: characteristics of powerful learning environments
- Strengths and weakness of different teaching methods e.g. lectures, small group teaching, independent/resource-based learning
- Using reflective practice to promote learning
- Using technology to enhance learning
- Evaluating teaching sessions
- Educational principles and theories related to clinical teaching and learning
- Trends in clinical teaching: bridging the 'theory-practice gap'
- Teaching communication skills in clinical settings
- Strengths and weakness of simulation in clinical learning
- Teaching skills of problem-solving and clinical diagnosis
- Ward- and theatre-based teaching

#### **Assessment:**

Reflective assignment on own teaching Review of journal article on an aspect of learning and teaching 2 x teaching observations	c.5000 words in total	End of module
Examination question	1	End of year

## **Module 2. ASSESSMENT (10 credits)**

### **Aims of the module:**

This module aims to familiarize participants with the principles of assessment and current best practice in HPE assessment. It will both develop the skills to design and implement appropriate assessment techniques, and also the breadth of understanding to critique the assessment strategies of programmes and modules.

### **Learning Outcomes:**

On completion of this module the participant should be able to:

- Use assessment principles to describe and critique own and institutional assessment practices and strategies
- Develop assessment strategies in line with tables of specification
- Design assessment tasks appropriate to a range of learning outcomes
- Link feedback to assessment to enhance learning

### **Content: (over two weeks)**

- Principles of assessment: validity/reliability/fairness
- Setting standards in assessment: norm-referencing/criterion-referencing/ ipsative assessment
- Purposes of assessment: formative/summative
- Strengths and weaknesses of assessment methods, e.g.
  - 'Objective' assessment: MCQ/SEQ/EMI etc.
  - Discursive assessment: essays, reports etc.
  - Clinical assessment tools: mini-CEX, DOPs, OSCEs etc.
  - Portfolio-based assessment
- Designing high-quality assessment tasks
- Feedback tools and strategies
- Self- and peer-assessment
- Assessing reflection

### **Assessment:**

2 assignment on aspects of assessment, topics to be agreed with module leader	c.5000 words in all	End of module
Examination question	1	End of year

### **Module 3. Curriculum Development and Evaluation: (10 credits)**

#### **Aims of the module:**

This module is designed to give participants the tools to analyse, critique and contribute to the improvement of curricula in HPE. It covers basic principles of curriculum design and the programme (course) and module (unit) level; external factors which shape curricula; an introduction to specific trends and issues for medical curricula in the modern world.

#### **Learning outcomes:**

On completion of this module the participants should be able to:

- Identify different approaches to curriculum development and their underlying philosophies
- Identify local, national and international drivers which shape curricula in medical education
- Design and critique programmes (courses) and modules (components of courses) in medical education
- Design and critique evaluation strategies and models for programmes and modules

#### **Content: (over two weeks)**

- Principles of curriculum development
- Current trends in curriculum development: outcomes-based and competence-based curricula, constructively aligned curricula
- The influence of technology-enhanced learning in medical education
- Integrating clinical and theoretical components in medical curricula: 'vertical' and 'horizontal' models
- Integrating the behavioural and basic sciences in medical curricula
- Models for the development of professional skills, values and behaviour
- The influence of stakeholders on medical curricula: students, patients; professional bodies
- Designing an effective module/unit component of the overall curriculum
- Evaluation strategies and designs
- Sources of evaluation data
- Evaluation tools and techniques
- Meta evaluations

#### **Assessment:**

Assignment on an aspect of the curriculum	c.5000 words	End of module
Examination question	1	End of year

## **Year-2**

### **Module 4. RESEARCH APPROACHES, METHODS AND TECHNIQUES (10 credits)**

#### **Aims of the module:**

This module aims to introduce students to the range and variety of educational research methods appropriate to research in the medical/health professional field. Students will be made aware of the different ways of conceptualizing research in medicine and education and consequent tensions inherent in research in the medical education field. The module aims to develop the confidence and skills to undertake research in this field, recognizing and aspiring to international standards in the presentation and publication of such research.

#### **Learning outcomes:**

At the end of this module the participants should be able to:

- Relate theoretical perspectives to qualitative and quantitative research approaches
- Critically evaluate published educational research from both a theoretical and methodological perspective
- Identify and select relevant and feasible research questions and problems
- Identify a range of research methods, recognizing their strengths, weaknesses and appropriate applications
- Carry out data collection and analysis using at least two different methods.
- Develop a research proposal for a small piece of educational research, selecting and justifying data sources (primary and secondary), methods to be used and potential ethical issues and concerns raised

#### **Content: (over two weeks)**

- Research methodologies and approaches in medical education
- Characteristics of research questions/problems in medical education
- Selection and definition of a researchable question
- Reviewing the literature
- Data collection and analysis: problems and pitfalls
- Preparation of a research plan
- Using SPSS and other research software tools

#### **Assessment:**

Research synopsis Critical review of methodology of two research articles Short report on data-gathering exercise	c.5000 words in total	End of module
Examination question	1	End of year



## **Module 5. LEADERSHIP, MANAGEMENT, PROFESSIONALISM AND QUALITY ASSURANCE**

### **(10 credits)**

#### **Aims of the module:**

Building on the skills learned in Module 3, this module aims to give participants the confidence and skills to develop plans for improvement or change and to take leadership initiative for such changes. The emphasis is on relating principles of educational management to practice in the participants' own institutions and helping them to reflect in order to become more effective leaders. The unbreakable link between leadership and management and a sound understanding of professionalism and medical ethics will inform the whole module.

#### **Learning Outcomes:**

By the end of this module participants should be able to:

- Develop a vision, mission and strategic plan for educational management and leadership
- Initiate and sustain organisational change
- Mobilize and effectively manage the necessary resources
- Select and justify the use of an appropriate evaluation model/approach for evaluating change
- Identify ethical concerns and dilemmas from the perspectives of both patients and doctors and relate these to professional values and standards

#### **Content: (over two weeks)**

- Vision and mission
- Developing the skills and attributes of the effective leader/manager
- Initiating and sustaining organisational change
- Mobilizing and managing institutional resources
- Evaluating organisational change
- Principles of quality assurance
- Concepts involved in quality assurance
- Quality assurance and implications for teachers
- Educational development, accreditation
- Standard-setting in assessment
- The role of a teacher as a manager
- Principles of medical ethics
- Hippocratic Oath
- Confidentiality
- Informed consent
- Ethical dilemmas in a doctor's life
- Duties and responsibilities of a doctor
- Rights and responsibilities of a patient

#### **Assessment:**

One or more assignments as agreed with module leader on aspects of QA or professionalism	c.5000 words in total	End of module
Examination question	1	End of year

## Module 6. COMMUNITY-BASED MEDICAL EDUCATION (5 credits)

### Aims of the module:

This module's focus is the training of health professionals to respond to the health needs of the populations they serve.

### Learning outcomes:

By the end of this module participants should be able to:

- Identify community health problems
- Appreciate the influence of cultural and socioeconomic factors in determining health and disease patterns in society
- Develop, justify and communicate rational and realistic solutions for identified issues

### Content: (one week)

- Identifying community health problems
- Training students for service in the community
- Cultural and socio-economic influences on the health of a community
- Health education/health promotions strategies

### Assessment:

Assignment on an aspect of CBM	c.2500 words	End of module
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**Module 7. ISSUES IN HPE (5 credits)**

**Aims of the module**

This module aims to broaden participants' understanding of current issues in medical education and to increase their confidence in participating in debate around such issues. Some of these will build on issues introduced in previous modules. Participants will have the opportunity to focus on issues of most interest to them but will benefit from the contributions of the whole group. The module aims to develop both research and communication skills.

**Learning outcomes:**

At the end of this module the participants should be able to:

- Identify a range of current issues in medical education in a local, national and international context
- Access and critically review literature relevant to such issues
- Identify the relevance of such issues to his/her own professional context
- Propose feasible strategies relevant to own professional context aimed at the resolution or amelioration of such issues
- Present and debate analysis and proposals clearly and confidently both orally and in writing.

**Content: (one week)**

Topics are likely to vary, reflecting the interests of the Faculty involved in delivery, but could include:

- The public/private divide in medical education
- Gender issues in medical education
- Professional ethics and their regulation
- Serving the local community or international workforce: medical education for what?
- Prevention or cure? The importance of health education issues in the general medical curriculum
- Cultural and socio-economic influences on health and disease patterns
- Continuing Medical Education and the revalidation of doctors
- Interprofessional health teams: how to make them effective

**Assessment:**

Draft journal article	c.2500 words	End of module
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## **RESEARCH PROJECT - THESIS (Compulsory):**

The research project should be according to the following guidelines:

1. The synopsis of the research project should be submitted during the first six months of Year 2 of the course to the University of Health Sciences, Lahore on the Synopsis Proforma available from [www.uhs.edu.pk](http://www.uhs.edu.pk).
2. The thesis should be submitted following approval by the supervisor within a maximum of 2-years after the approval of the synopsis.
3. The research project should be based on an independent inquiry of Best-Evidence Medical Education (BEME) practices in our context.

## **PROPOSED FACULTY**

### **Local Faculty**

Prof. Junaid Sarfraz Khan

Prof. Shakeela Zaman

Prof. Suhail Khursheed Lodhi

Prof. Rubina Suhail

Prof. Tanzeela Khalid

Prof. Brig Luqman

Prof. Abdul Majeed Chaudhry

Prof. Seema Daud

Dr. Brekhna Jamil

Dr. Sahibzada Mahmood Noor

Dr. Shahid Ayub

Dr. Rehan Ahmed

Brig. Mowaddat Hussain Rana

Prof. M.H. Mubbashar

Prof. Shazia Ibne Rasa

Dr. Shahla Haroon

Prof. Nabeela Shamsi

### **Foreign Faculty**

Prof. Janet Strivens

Prof. Ian Willis

Prof. Anne Qualter

Prof. Helen O' Sullivan

Dr. Martin Muller, King College, London

Prof. Singh, Principal, Christian Medical College, Ludhiana, India

Dr. Martina Mitchell, Bern University, Switzerland

Dr. Dason Evans, St. Barts, London

Prof. JSG Biggs

Dr. Zubair Amin, Singapore

Prof. Gohar Wajid

Prof. Martin Muller

## **MODULE MODERATORS**

<b>Module Code</b>	<b>Module Moderators</b>
MHPE1	Prof. Janet Strivens
	Prof. Ian Willis
	Prof. Usman Khalil Yousafzai
	Prof. Sajid Mehmood
	Prof. Gohar Wajid
	Dr. Rehan Ahmed
	Prof. Brig Luqman
MHPE2	Prof. Junaid Sarfraz Khan
	Prof. Suhail Khursheed Lodhi
	Dr. Brekhna Jamil
	Prof. Nabeela Shamsi
MHPE3	Prof. Junaid Sarfraz Khan
	Prof. Rubina Suhail
	Dr. Shahid Ayub
	Prof. Shazia Ibne Rasa
MHPE4	Prof. Shakeela Zaman
MHPE5	Prof. Mohammad Iqbal Khan
	Prof. Arif Rasheed Khawaja
MHPE 6	Prof. Abdul Majeed Chaudhry
	Prof. Seema Daud
	Prof. Memoona Nasim
MHPE7	Prof. Malik Hussain Mubashar
	Prof. JSG Biggs
	Prof. Abid Bashir
	Dr. Sahibzada Mahmood Noor

## **RESOURCE MATERIAL**

Anderson, G. (2000). *Fundamentals of Educational Research* (2<sup>nd</sup> ed.). London & New York: Routledge Taylor & Francis Group.

Angelo T.A., & Cross, K.P (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2<sup>nd</sup> ed.). USA: Jossey-Bass.

Bruning R.H., Schraw, G.J., & Norby, M.(2011). *Cognitive Psychology and Instruction* (5<sup>th</sup> ed.). Boston: Pearson.

Dent, J.A., & Harden R.M. (2005). *A Practical Guide for Medical Teachers* (2<sup>nd</sup> ed.). London: Harcourt Publishers.

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