

HEALTH PROFESSIONS EDUCATION (HPE)

Subject-area course lists indicate courses currently active for offering at the University of Louisville. Not all courses are scheduled in any given academic term. For class offerings in a specific semester, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>).

500-level courses generally are included in both the undergraduate- and graduate-level course listings; however, specific course/section offerings may vary between semesters. Students are responsible for ensuring that they enroll in courses that are applicable to their particular academic programs.

Course Fees

Some courses may carry fees beyond the standard tuition costs to cover additional support or materials. Program-, subject- and course-specific fee information can be found on the Office of the Bursar website (<https://louisville.edu/bursar/tuitionfee/university-fees/>).

HPE 650. Evaluation & Assessment in Health Professions Education 3 Units

Term Typically Offered: Fall, Summer

Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).

Description: Through a clinical model for the health professions, this course covers student assessment methods and measurements, feedback in the clinical learning environment, competency-based assessment, the use of simulated patients to assess clinical skills, and the evaluation of clinical teaching effectiveness. Coursework will be tailored to the interests and current role of the learner and will culminate in a scholarly project where learners demonstrate competence in assessment and evaluation for Health Professions Education. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

HPE 654. Well-Being in Health Professions Education 3 Units

Term Typically Offered: Summer Only

Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).

Description: This course is designed for professionals working in the academic healthcare setting who are committed to fostering a culture of well-being and resilience. Participants will gain the knowledge and skills necessary to recognize and support individuals in distress, understand the benefits of compassionate leadership, and implement organizational-level culture change efforts aimed at creating a wellness culture. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

HPE 658. Principles of Educational Leadership 3 Units

Term Typically Offered: Spring Only

Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).

Description: This course will introduce learners to key leadership concepts in health professions education. The course will help the learner develop their educator identity and be able to help their colleagues do the same in an academic health care center. This course will also apply culturally responsive teaching practices to engage learners through diverse strategies and prioritize inclusivity in teaching. The goal is to develop tools and skills to lead effectively at an academic center. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

HPE 660. Simulation in Health Professions Education 3 Units

Term Typically Offered: Spring Only

Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).

Description: This course explores the use of simulation as a powerful educational tool for healthcare providers. Participants will examine the principles, design, and implementation of both low fidelity and high fidelity simulations to enhance clinical skills, critical thinking, and decision-making in healthcare settings. The course will cover the theoretical foundations, practical considerations, and ethical implications of simulation-based education. Participants will engage in discussions, case studies, and hands-on activities to develop the skills necessary to design, implement, and evaluate effective simulation experiences. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

HPE 665. Teaching and Learning in Health Professions Education 3 Units

Term Typically Offered: Fall, Spring

Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HRODMS HPE, HPEDMS O, HLTHCGRO).

Description: This course empowers participants to integrate learning science into pedagogical approaches, enabling them to guide learners effectively in optimal study practices. Through a comprehensive exploration of educational theory, students gain the expertise to select and apply instructional methods tailored to diverse learner needs in both clinical and didactic settings. Emphasizing evidence-based strategies, the course equips individuals to identify and implement effective instructional approaches, fostering an inclusive and impactful learning environment for health professions education. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

- HPE 667. Advanced Leadership I** 3 Units
Term Typically Offered: Fall Only
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).
Description: This course is designed to empower individuals with the essential skills and knowledge needed to integrate emotional intelligence into both professional and personal spheres. Participants will explore the foundations of emotional intelligence and learn how to apply these skills to enhance relationships, communication, and overall team dynamics. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)
- HPE 668. Advanced Leadership II** 3 Units
Term Typically Offered: Fall Only
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).
Description: This course is designed for leaders in academic medical centers seeking to understand, influence, and innovate within the complex landscape of organizational culture. Participants will gain valuable insights into the factors that shape an organization's culture, learn to tackle ill-structured problems creatively using a design thinking approach, and develop leadership skills essential for achieving intended outcomes in the dynamic environment of academic medical centers. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)
- HPE 670. Effective Feedback Strategies in Health Professions Education** 3 Units
Term Typically Offered: Spring Only
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).
Description: This course is designed for educators, administrators, and anyone involved in fostering a dynamic learning environment. Participants will explore the art and science of feedback, learning to engage in challenging conversations that drive behavior change, solicit specific feedback to enhance personal growth, and advocate for the creation of a safe learning environment culture grounded in actionable feedback. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)
- HPE 675. Program Development in Health Professions Education** 3 Units
Term Typically Offered: Fall Only
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HRODMS HPE, HPEDMS O, HLTHCGRO).
Description: Explore the intricacies of health professions education through the lens of program development. This course equips learners with the knowledge and skills to apply course design concepts, articulate specific and measurable learning outcomes, develop educational plans spanning from individual courses to entire curricula, and practice the art of constructive developmental feedback, fostering a culture of continuous improvement in health professions education. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)
- HPE 676. Instructional Strategies in Health Professions Education** 3 Units
Term Typically Offered: Fall Only
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).
Description: This course is designed to facilitate understanding of instructional strategies and their effective application in the classroom and clinical settings. Through a hands-on approach to learning, participants will learn to apply effective strategies that stimulate critical thinking and creativity, and promote cooperative learning. Teaching methods to be covered include presentation and facilitation skills, teaching at the bedside, appropriate use of instructional technology, and assessment of teaching effectiveness. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)
- HPE 680. Interprofessional Education in the Health Professions** 3 Units
Term Typically Offered: Summer Only
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).
Description: This course is designed to introduce healthcare providers to the principles and practices of Interprofessional Continuing Education (IPCE). Participants will gain an understanding of the importance of collaborative learning across disciplines for improved patient outcomes and enhanced professional development. The course will explore the foundations of IPCE, strategies for effective collaboration, and the development and implementation of interprofessional educational activities. Participants will engage in discussions, case studies, and practical applications to enhance their skills in designing and delivering interprofessional education. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)
- HPE 682. Legal, Regulations and Accreditation in Health Professions Education** 3 Units
Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).
Description: This course is designed for professionals in health professions education who seek a comprehensive understanding of the legal and ethical dimensions that shape leadership within this dynamic field. Participants will explore the regulatory landscape governing health professions education, delve into ethical considerations inherent in educational leadership, and gain the skills to analyze constitutional provisions and statutory laws that impact decision-making and compliance. For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

HPE 685. Evidence Based Practice in Health Professions Education**3 Units****Term Typically Offered:** Fall Only**Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** Through a clinical model, this course covers evidence-based decision-making as it applies to assessment of teaching effectiveness, action research, scholarly research, and program evaluation. Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)**HPE 686. Applied Statistics for Health Professions Education** **3 Units****Term Typically Offered:** Summer Only**Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** This course covers common data analysis strategies in the context of common HPE research methods. Participants will learn best practices for designing research questions, study design, data collection, and data management. Through applied coursework, participants will learn how to use various statistical software to complete basic statistical analyses, interpret output, and develop appropriate data visualizations. Participants will practice describing statistical analyses and placing the outcomes in the context of the wider HPE literature.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)**HPE 687. Survey Design for Health Professions Education** **3 Units****Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** This course will cover techniques for constructing evaluation instruments for health professions education, including surveys and questionnaires to assess attitudes and opinions. Coursework will cover survey design best practices and sampling methods. Topics of inter-rater reliability, test-retest reliability, and internal consistency will be examined. Participants will design and pilot a survey or questionnaire for their own application.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)**HPE 688. Qualitative Data Analysis for Health Professions Education****3 Units****Term Typically Offered:** Fall Only**Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** This course will explore the skills and software tools required to collect and analyze qualitative data. Various qualitative approaches to research design and methodologies will be explored. Coursework will allow participants to practice both qualitative data collection through common methods in HPE like interview or focus group methods and data analysis through common HPE frameworks such as grounded theory and phenomenological approaches.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)**HPE 689. Scholarly Writing in Health Professions Education** **3 Units****Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** This course is geared toward learners who have completed health professions education research or scholarly project. Through applied coursework, participants will analyze their own project dataset and develop scholarly writing skills to draft a complete HPE manuscript. Additional course topics will cover searching the HPE literature, best practices for conducting HPE literature reviews, working with research librarians, and peer review of HPE scholarship.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)**HPE 690. Independent Study in Health Professions Education** **3-6 Units****Term Typically Offered:** Fall, Spring, Summer**Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** This course provides training and development to students for special investigations into areas not currently examined in existing courses.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)**HPE 694. Diversity in Health Professions Education** **3 Units****Term Typically Offered:** Fall Only**Prerequisite(s):** Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO).**Description:** The purpose of this course is to explore the relationships among major forms of diversity (e.g., religion, class, race, ethnicity, gender, ability, age, sexual orientation, nationality, nativism) and education in the health professions. Specifically, students will consider how diversity has shaped and continues to impact various healthcare domains (e.g., healthcare practice, training and student education, faculty practice, organization and structure) and how leaders in health professions education can be positive change agents regarding the diversity agenda.For class offerings for a specific term, refer to the Schedule of Classes (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>)

HPE 697. Organizational Improvement in Health Professions Education

3 Units

Term Typically Offered: Fall, Spring

Prerequisite(s): Enrollment limited to students in a Health Professions Education graduate program (academic plan codes HPEDMS O, HLTHCGRO); this course must be completed within the last 6 credit hours of the MS program.

Description: In the HPE Capstone course, students will master the art of devising improvement plans for their home institutions, with a specialized focus on effective assessment strategies. Delving into the intricacies of health professions education, participants critically evaluate the roles of institutional agents and stakeholders, examining potential disparities in impact. Through the integration of acquired knowledge and skills from previous HPE courses, students actively apply their expertise to drive meaningful enhancements in health professions education, ensuring a comprehensive understanding of the purposes, processes, and outcomes of educational improvement efforts.

Note: This course must be completed within the last 6 credit hours of the MS program.

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