



Widener University

Program Proposal for
PhD in Health Professions Education
November 2019

Updated December 2, 2019 with SHSP Academic Affairs Feedback

Proposal for PhD in Health Professions Education

1. Title of Transcribed Academic Program – PhD in Health Professions Education

2. Statement of Justification and Suitability for the Offering

This proposal is to introduce an interprofessional PhD in Health Professions Education offering within the School of Human Service Professions. Studies of workforce trends document that the greatest areas of post-recession job growth have been and will continue to be the healthcare professions. Similarly, data support that health care professions and related services are the leading choice for college-bound seniors and will continue to be for the foreseeable future. The demand for OT, PT, and SLPs is increasing. Employment projections for the various health professions are optimistic, and universities are responding by adding programs in the health professions. However, there is a shortage of doctoral-prepared faculty to teach the next generation of health care professionals, which is further discussed in the national data section. The proposed program is congruent with the school's current professional graduate program offerings in physical therapy and occupational therapy as well as the planned growth to develop a speech and language pathology program and a program in physician assistant studies. The PhD in Health Professions Education will help meet a national need to equip health professionals with the academic doctoral training to educate our future health professionals.

2.1 Overview

The Widener University PhD in Health Professions Education develops the next generation of health professions educators through a hybrid class model with some of the courses fully seated and others offered online or a hybrid of both. The PhD in Health Professions Education has a foundation of three pivotal tenets through which tomorrow's health educators begin the process of becoming agents of change in an academic setting. These tenets serve to develop community-engaged practice with a social justice lens; foster leadership development at the level of community, classroom, and administrative levels; and promote interprofessional collaborative education, practice, and research through the exchange of ideas with other health profession students. The program integrates doctoral research development with classroom content to allow graduate students to effectively move through the dissertation phase. An emphasis is placed on authentic application of educational and research theory providing the opportunity for transformative growth of the students and the health professions they will impact by their teaching and research.

The proposed PhD in Health Professions Education consists of nine semesters; students take 6 credits/semester in order to complete the degree within the three-year course time frame. This PhD program is designed for students already possessing a master's degree or clinical doctorate in a health professions-related field. Students may elect to take up to 2 classes (6 credits) prior to matriculating into the program. Students may also elect to enroll in the 4-course certificate program in either research or teaching. Students enrolled in either certificate program would be eligible to apply to the PhD program upon successful completion of the certificate program. (Refer to the curricular ladder for courses in certificate in research or education). The program proposes to admit two students in the first year and grow to a cohort of 6 admitted in the seventh year.

A formal application to the PhD program must occur. For students taking non-matriculated coursework who desire to complete their PhD, a formal application to the program must occur prior to enrollment in their third course. For those students participating in the research or teaching certificate, students may apply to the PhD program at the completion of their certificate program. The coursework will typically be completed over a maximum of 12 semesters including summers and all coursework and successful dissertation defense must be completed by 10 years. Requirements for graduation would consist of successful completion of a minimum 57 credits inclusive of the doctoral dissertation credits as well as successful completion and defense of a doctoral dissertation. These 57 credits are reflective of taking 30 credits in the research track and 27 credits in the teaching track.

While the interprofessional PhD would require the creation of several courses specific to Health Professions Education, existing courses in the Center for Education, Center for Social Work, and School of Nursing would be cross-listed as courses for the PhD program; fostering increased interprofessional exchange and an efficient use of existing resources.

2.2 Alignment with School of Human Service Professions (SHSP) Mission

The proposed PhD Health Professions Education program closely aligns with the mission of SHSP. SHSP aspires to prepare individuals to become innovative scholars-practitioners-citizens. The disciplines of the School use dynamic teaching, active scholarship, personal attention, and community involvement in order to foster leadership, ethical and professional decision-making, interdisciplinary dialogue, responsiveness to the needs of a culturally diverse community, and a commitment to the value of lifelong learning.

Dynamic Teaching - The PhD offers rigorous coursework in which core faculty prepare the next generation of community, classroom, and administrative leaders in Health Professions Education. Interprofessional collaboration will occur throughout the didactic curriculum as a function of the cross-listed classes and through the admittance of students with backgrounds from various health professions. Students in the doctoral program will participate in coursework for both education and research content areas. Students will also engage in PhD boot camps which will foster an understanding of the key elements of being a faculty member, as well as practical matters such as syllabus and course design and establishing a research agenda.

Dynamic teaching methodologies will be utilized throughout each semester with students actively engaged in learning that includes a teaching practicum as the capstone element of the teaching track. As part of the teaching practicum, students will design and deliver components of a health professions education course with the guidance of a seasoned faculty member. Faculty advisors will work with PhD students to ensure that the capstone experience is both meaningful and formative. Capstone experiences have the potential to be conducted at Widener, within the interprofessional clinics at Widener, or within an institution of higher education of the student's choosing. If students are performing their capstone experience at an institution other than Widener, the student must obtain a letter from the other institute and approval must be received by the PhD program director. The teaching practicum can be supervised by any faculty member in health professions, social work, or educational fields. Faculty advisors will work with students to identify the optimal setting and scenario for the capstone.

The doctoral dissertation represents the culmination of the research track. Students will learn about research ethics, research design, and qualitative and quantitative analysis. Students will apply this knowledge directly to the development, execution, and defense of the dissertation. Students will receive mentorship on the dissemination process to successfully engage in peer-reviewed presentation and publication of their research.

Active Scholarship - Active scholarship within the PhD in Health Professions Education program will occur in through both faculty scholarship and the development and execution of the doctoral dissertation. The core faculty of the PhD program will actively infuse evidence-based analysis of the literature into their scholarship, practice and teaching. Core faculty are already a part of Widener University and thus engage in on-going scholarship in well-articulated research agendas in areas that include interprofessional education, the impact of service-learning on student learning and professional development, and social justice issues surrounding community health. The scholarly activities of the faculty will also support the curricular themes of evidence-based practice and advocating for the health and wellness of society in Health Professions Education. The faculty will foster the integration of these curricular themes into the doctoral dissertation through mentorship of students from the inception of the doctoral dissertation through defense. Scholarship will be broadly defined as per Boyer's *Scholarship Reconsidered*, and will include the scholarship of discovery, integration, application, teaching, and engagement.¹ Students will find support for doctoral projects that encompass any of these areas. The goal of the doctoral project will be to launch a sustainable research agenda and thus enable the students to be leaders within their respective health profession. The initial peer-reviewed presentations and publications arising from the dissertation will be the starting point for the student's life-long scholarship.

Personal Attention - There is much evidence to support the concept that strong professional mentoring is critical to student learning outcomes.^{2,3} The PhD program director will serve as the initial doctoral student advisor and mentor. As further cohorts are admitted and the program in Occupational Therapy and proposed graduate programs in Speech/Language Pathology and Physician Assistant Studies are established, a larger pool of advisors will be developed. The dissertation advisor will shepherd the student through each phase of the dissertation process, in conjunction with the dissertation seminars.

Community Involvement - High-impact interprofessional learning experiences in the community is a strong theme throughout the PhD in Health Professions curriculum. Interprofessional learning experiences will organically arise

from the curriculum structure through the exchange of ideas with classmates and professors. Students will take courses cross-listed with education, social work and nursing and will be admitted in cohorts from a range of health professions. These interprofessional learning experiences will approach working collaboratively with the community with a focus on issues of health education and health care as social justice issues.

Widener University is well-established in its pro bono clinics that serve the Chester community. Each of the disciplines through which courses are cross-listed have consistently engaged with the Chester community through the various pro bono clinics, the Widener Partnership Charter School, and the Widener Child Development Center. As such, core faculty can teach from a social justice lens, providing perspective on using evidence-based practice to impact local communities. Students will graduate as leaders within the communities in which they teach, with the ability to promote pro bono services that engage their students within their respective disciplines, and with the research background to use community engagement to foster their own scholarship agendas.

2.3 Alignment with 2021 Strategic Goals

The proposed PhD in Health Professions Education will fully support the University's 2021 strategic goals.

Rigorous Academic Expectations and High-Impact Educational Practices – Academic expectations in the PhD in Health Professions Education program are rigorous in order to prepare the next generation of doctoral-prepared health professions faculty. Students who wish to pursue the PhD should enter with the understanding that the program emphasizes research and educational theory with an interprofessional lens. This program will utilize coursework across multiple disciplines, including the graduate programs in education, social work, and nursing, with dissertation mentorship from faculty from interprofessional departments.

Institutional Agility and Innovation – Studies of workforce trends document that the greatest areas of post-recession job growth have been and will continue to be the healthcare professions. Similarly, data support that health care professions and related services are the leading choice for college-bound seniors and will continue to be for the foreseeable future. The demand for OT, PT, and SLPs is increasing. Employment projections for the various health professions are optimistic. The Bureau of Labor Statistics projects the following increases in employment between 2016 and 2026: physical therapy-28%, occupational therapy-26%, physician assistant-37%, and speech/language pathologists-18%.⁴⁻⁷ The expanding role of PT, OT, SLP as primary care providers,⁸ the ability for PA to ease the shortage of physicians⁹ and the increasing role of PT and OT in health and wellness promotion¹⁰ all are increasing demands for health professions programs. However, with the growing demand for these programs, comes an increasingly unmet need for doctorally-trained faculty to teach in these graduate programs.

Widener University must respond to these workforce and higher education trends in order to remain fiscally viable and responsive to market demands. The proposed program will be an attractive option for applicants interested in pursuing a career in health professions education. The proposed program is innovative in its use of existing graduate courses across multiple disciplines to promote interprofessional collaboration. A national search for academic doctoral degrees in Health Professions Education programs found 18 programs. See Table 1. Eight are seated, residential programs, four are online, five are hybrid, and one has the option for either online or in-person programs. One offers a Doctor of Health Education Professions degree, two offer a Doctor of Health Science degree (DHSc), six offer a Doctor of Education degree (EdD), and eleven offer a Doctor of Philosophy degree (PhD). The PhD is the fastest growing advanced academic degree for health professionals and affords opportunity for equal emphasis on research and education. Students pursuing a PhD in Health Professions Education at Widener University will be equally prepared for faculty positions in graduate health education programs as well as researchers within their realm of clinical experience that extends beyond the field of education; thereby providing greatest flexibility. Our closest geographic competitor program is Drexel University, offering a Doctor of Health Science degree. Widener's PhD program will be unique to this area.

Culture of Leadership – Widener University, as a whole, aspires to provide a culture of professional and civic leadership that will inspire all students, faculty and staff to promote positive influences across their profession, the community and the globe. Within the proposed program, leadership is a theme that is woven throughout the teaching and research tracks. Widener University also emphasizes contributing to the well-being of the communities that faculty and students serve. Within the context of health professions, this well-being often emphasizes health care as

a human right for all individuals. Within the education track, students will learn educational theory, curriculum planning and assessment, and organization and program development. Students will apply this knowledge to the teaching practicum, in which students will design an experiential learning course that emphasizes the social justice aspects of health care and health education. The teaching track provides the foundation for graduates of the PhD in Health Professions Education to assume teaching positions and integrate easily into academic culture to become leaders within their disciplines and institutions.

The research track will provide students with a solid foundation in research ethics, design, and analysis. The goal of the dissertation process is to launch a sustainable scholarship agenda through which graduates can impact healthcare and health professions education.

Scholarship – The teaching and research tracks of the PhD in Health Professions Education will jointly serve as a foundation for doctoral student scholarship through the dissertation process. The goal beyond a successful dissertation defense is peer-reviewed dissemination and the establishment of a sustainable research agenda. This aligns with both the SHSP mission and to the University 2021 strategic plan.

2.4 Enrollment/Economic Indicators

National Data

The need for doctoral-trained health professionals is expanding as more health professions programs are created. At Widener University, Occupational Therapy (OT) will begin enrollment in 2019, with Speech/Language Pathology (SLP) and Physician Assistant (PA) programs to open in the coming years. Health professions programs are requiring a doctoral degree beyond a clinical doctorate such as a DPT or OTD for tenure-track faculty. However, a shortage of doctorally prepared faculty exist. The American Speech-Language Hearing Association reports that approximately half of all faculty positions are staffed with persons holding a PhD; and that the five-year average of filled faculty positions is 88%.¹¹ The American Occupational Therapy Association (AOTA) notes that both the number of open faculty positions and the number of current faculty retiring are increasing.¹² The AOTA also notes that having a PhD in a field other than occupational therapy increases doctoral students’ skill sets that then can be applied to occupational therapy.¹² A search on higheredjob.com found 110 open full-time physical therapy faculty positions. Physician assistant programs note increasing enrollment, with faculty positions going unfilled due to lack of qualified candidates.¹³

Additionally, Widener is competitively priced per credit for graduate tuition which will be viewed by perspective students positively. The average cost per credit for this proposed PhD program will be \$990. Table 1 includes a price and credit comparison (for tuition 2018-2019) at identified competitors. The number of credits of the proposed PhD in Health Professions Education as well as the tuition positions this program well in relationship to existing programs.

Table 1. Identified Competitors to PhD in Health Professions Education

Institution	Degree Offered	Program type	Number of credits	Tuition per credit hour
Drexel University	DHSc	Hybrid, primarily online	45-47	\$1265
University of Kentucky	PhD in rehabilitation sciences	100% online	44 credit minimum	\$1898 (out of state)
Allen College	EdD in Health Professions Education	Primarily online, with 4-day residency	60	\$2093
College of St. Mary	EdD in Health Professions Education	Online	87 (can transfer up to 36 from masters)	\$670 per credit hour
The George Washington University	DHSc in Clinical Practice and	Primarily online with 3	48	\$980 per credit hour

	Education	weekends of residency		
Logan University	DHPE (Doctorate in Health Professions Education)	Online	60	\$650 per credit hour
Seton Hall	PhD in Health Sciences	Hybrid	48-57	\$1259 per credit hour
Simmons University	PhD in Health Professions Education	Hybrid	48	\$1235 per credit hour
University of Texas, El Paso	PhD in Health Sciences	Seated	60	\$1853 (out of state)
University of Rochester	PhD or EdD in Health Professions Education	Seated or Online	90 (up to 32 credits can be transferred)	\$1492 per credit
AT Still University	EdD in Health Professions	Online	55	\$671 per credit hour
Eastern Virginia Medical School	PhD or EdD in Medical and Health Professions Education	Seated	59	\$919 per credit hour
Kent State	PhD in Health Education and Promotion	Seated	72	\$1434 (out of state)
University of Alabama	PhD in Health Education and Promotion	Seated	72	\$1953 (out of state)
University of Toledo	PhD in Health Education	Seated	70	\$1002 per credit hour (out of state)
Emory	PhD in Behavioral Sciences	Seated	48	\$1100-2100 per credit, full-time receive a \$31000 stipend the first 2 years
University of Illinois	PhD in Curriculum Studies	Seated	64	\$1827 (out of state)
North Carolina State	EdD in Adult and Community College Education	Seated	60	\$1261 per credit out (out of state)

3. Specifications for the Qualifications of Faculty

3.1 Faculty Information

Qualifications of all core faculty teaching in the PhD in Health Professions Education will include a terminal doctoral degree. Some core faculty should have expertise in research and research design, educational pedagogy, and/or clinical experience. Core faculty will thus show evidence of contemporary expertise in the content addressed in their assigned courses. Faculty who are health professionals should be Pennsylvania licensed, or be eligible for Pennsylvania licensure. The Program Director will be appointed and promoted from within the School of Human Service Professions, Health Sciences Division. There will be no need to hire additional faculty, due to the cross-listing of courses.

3.2 Identification of Faculty currently at Widener

The curriculum design calls for interprofessional courses with cross-listing of courses in Education, Social Work, and Nursing. Letters of support from the respective Deans and support services have been placed in the Appendix of this document. The teaching practicum, dissertation advising, and the Values and Ethics in Interprofessional Healthcare Education and Research course will initially be the responsibility of the Program Director and supporting

Physical Therapy program faculty. At year 3, an additional full-time position will be added to alleviate some of the administrative workload of the PhD program. We anticipate that as the Occupational Therapy program and future Speech and Language Pathology and Physician Assistant Studies programs are enrolling students, faculty from those departments may share in dissertation advising.

3.3 Dissertation Committee Specifics

Dissertation committees will consist of 3 members. An interprofessional committee is encouraged. The dissertation chair will need to be a core faculty member with a terminal degree and with a record of active scholarship. Renumeration for committee members and faculty chair will be consistent with the protocol established in the Centers for Education and Social Work.

4. Statement of Primary Learning Objectives and an Overview of a Systematic Assessment Plan for the Program

4.1 Learning Objectives (for students/graduates)

The learning objectives of the proposed program will be reflective of the program’s unique mission. These student learning outcomes connect to the program’s five curricular themes and are complementary with the Institutional Learning Objectives (ILOs) for all students at Widener University. The table below provides the stated student learning outcomes and their relationship to program mission, curricular themes, and ILOs.

Expected Student Learning Outcomes

Principles from Program Mission	Expected Outcomes: Upon completion of the program, students/graduates will...	Relevant ILOs
Community-engaged Practice with a Social Justice Lens	1. Demonstrate the ability to create an experiential learning course within a social justice framework.	#1,3
	2. Devise and implement an educational experience which engages learners through high-impact practices.	#1,2,4
	3. Synthesize scholarship and clinical practice to advocate for the health and wellness of society.	#1,2,3
Professional Leadership Development at the Community, Classroom, Clinical Practice, and Administrative Levels.	4. Articulate and apply educational best practices within the classroom, community, and clinical settings.	#1,2,3,4
	5. Function as a positive change agent within academic and clinical settings.	#1,2,3,4
	6. Conduct robust research related to evidence-based teaching and/or clinical practice.	#1,2,3,4
Interprofessional Collaborative Education and Practice.	7. Value respectful interprofessional collaboration.	#1,2,4
	8. Demonstrate competency in interprofessional clinical practice and teaching for the health and wellness of clients and communities.	#1,2,4
	9. Function effectively as an interprofessional team member, connecting discipline-specific values and practices in education, research, and clinical practice.	#1,2,3,4

KEY: ILO (Institutional Learning Objectives): ILO#1 = competency in discipline; ILO#2 = verbal and written communication; ILO#3 = civic engagement; ILO#4 = leadership

4.2 Overview of Systematic Assessment Plan

In order to graduate students with the PhD in Health Professions education, the program must have an articulated program assessment that is a component of the program’s overall strategic plan. There will be no oversight from any health professions education accrediting body as this PhD program is a post-professional program.

The structure for the assessment plan is outlined in the table below. The Program Director will create the initial plan, which will be enhanced and updated as needed. The overall assessment plan will include methods for determining faculty effectiveness in teaching that are aligned with current practices and procedures in SHSP, procedures for tracking student progression and achievement of expected learning outcomes, and processes for gathering and analyzing key graduate outcomes and indicators of program quality. Data collected for program assessment will include a balanced mix of direct and indirect measures, gathering both formative and summative information, and representing both quantitative and qualitative data. The responsibility for assessment will be with

the Program Director and select program core faculty, who will engage in periodic review of data, analysis of targets for success and thresholds signaling need for change, and the development of action plans to address areas of concern.

Example of Assessment Plan Framework

Program Goals - Students	Expected Outcomes*	Data and Measures	Indicators	Target and/or Threshold	Timeframe	Responsible Individuals
To create community-engaged practitioners with a social justice focus	<p>1. Graduates will be the ability to create an experiential learning course within a social justice framework.</p> <p>2. Graduates will devise and implement an educational experience which engages learners through high-impact practices.</p> <p>3. Graduates will synthesize scholarship and clinical practice to advocate for the health and wellness of society.</p>					
To foster professional leadership development at the community, classroom, and administrative levels.	<p>4. Graduates will articulate and apply educational best practices within the classroom, community, and clinical settings</p> <p>5. Graduates will function</p>					

	as a positive change agent within academic and clinical settings					
To foster interprofessional collaborative education and practice.	<p>6. Graduates will value respectful interprofessional collaboration.</p> <p>7. Graduates will demonstrate competency in interprofessional collaboration for the health and wellness of clients and communities.</p> <p>8. Graduates will function effectively as an interprofessional team member, connecting discipline-specific values and practices in education, research, and clinical practice.</p>					

*Numbers refer to the student learning outcomes presented in table listed in section 4.1.

As the curriculum is fully developed and syllabi are constructed, the table above will be fleshed out with more specific details of related to assessment data collection, measures to be used, and applicable targets and thresholds. All measures and data sources will be reviewed for achievement of targets and thresholds and faculty will routinely review trend data for the development of action plans to engage in ongoing program refinement.

5. Statement or List of Graduate/Employment Options

5.1 Number of Health Professions Faculty, Job Market and Earning Forecasts

As noted in section 2.4, there is a dearth of doctorally-trained faculty, and unfilled positions in Occupational and Physical Therapy, Physician Assistant, and Speech/Language Pathology programs. See Table 2.

Table 2. Salaries of Health Professions Education by Institution Type and Tenure-Track Faculty Rank

Program Type		Faculty (10-month contract)			Program Director (12-month contract)		
		Assistant Professor	Associate Professor	Full Professor	Assistant Professor	Associate Professor	Full Professor
Occupational ¹⁴ Therapy		\$69149-rank and type of institution unknown			\$87998-rank and type of institution unknown		
Physical Therapy ¹⁵	Public	\$75800	\$87657	\$98619	\$94786	\$118520	\$141272
	Private	\$70700	\$86207	\$98404	\$106000	\$118347	\$126000
Physician Assistant ¹⁶ *data reported as means		\$94601	\$101657	\$115873	\$122270	\$129321	\$140383
Speech/ Language Pathology ^{17*} *9-month salary, data from 2005	Public	\$53327	\$62351	\$84659	Data not available	Data not available	Data not available
	Private	\$55064	\$64262	\$81735	Data not available	Data not available	Data not available

5.2 Health Professions Education Work Setting Trends

Practice Areas- Graduates from the Widener PhD in Health Professions Education will be prepared for academic life in both teaching and research. Graduates will fill a range of health professions faculty jobs.

5.3 Employment

Given the expansion of health professions programs, the number of faculty retiring, and the Shortage of doctorally-prepared candidates, graduates from the PhD in Health Professions Education will be well-positioned to be hired for open faculty positions.

6. Description of Requirements for Awarding of Degree

To qualify for the degree of PhD in Health Professions Education, the candidate must:

- Comply with all general requirements of Widener University relating to the governance of graduate programs.
- Maintain a minimum semester grade point average (GPA) of 3.0 in all coursework.
- Have a cumulative overall 3.0 GPA.
- Complete at least 57 credits of graduate course work (to include a potential 6 transfer credits from prior coursework or 12 credits from the graduate certificates in either health professions education or health professions research) in the Widener PhD in Health Professions Education Program
- Complete all of the degree requirements within a total of ten calendar years from the date of first enrollment in the PhD program.
- Successfully complete the academic and teaching practicum portions of the curriculum.
- Successfully defend their dissertation

7. Description of Courses Constituting the Core Curriculum

7.1 Pre-requisite Requirements

All applicants should hold the minimum of a Master's degree in a healthcare related field.

7.2 PhD Health Professions Education Curriculum

RESEARCH TRACK (30 credits)								
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
HPE 701 PhD Bootcamp Seminar*	HPE 801 Values & Ethics in Interpro- fessional Health Profes- sions Education & Research* †‡	ED703 Intro Research Studies†	ED714 Qualitative Research Methods†	ED850 Quantitative Research Methods I†	HPE 851 Applied Research Methods†*	HPE 901 Dissertation Seminar I (proposal defense – IRB)	HPE 902 Dissertation Seminar II	HPE 999A Dissertati on Research
		ED730 Academic Writing†‡#			ED730 Academic Writing†‡#			
TEACHING/EDUCATION TRACK (27 credits)								
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
HPE 702 Faculty Bootcamp Seminar*	NURS 720 Curricu- lum & Theory†	ED 691 Service- Learning & Civic Engagement in Higher Education†#	HPE 710 Delivering Online Education†* OR NURS 820 Current Issues in Higher Education Organiza- tions#	NURS750 Assessment Measurement and Evalua- tion†	NURS853 Evidence- based Teaching	HPE 875 Teaching Practicum*† (Presentation prep & delivery)	HPE 876 Teaching Practicum*† (Create a course)	
					ED 691 Service- Learning & Civic Engagement in Higher Education†#	NURS 820 Current Issues in Higher Education Organiza- tions#		

*Indicates a new course in development

† Indicates courses that are accepted for the Graduate Certificate in Health Professions Research

‡ Indicates courses that are accepted for the Graduate Certificate in Health Professions Education

Indicates a course can be taken in the first or second year

7.3 PhD in Health Professions Education Course Descriptions

Research Track (30 credits)

***HPE 701 PHD BOOTCAMP:** This PhD Bootcamp is a course designed either as a stand-alone course or as the first course in the Research Track. Students could take this course without acceptance or matriculation into the PhD program. The PhD Bootcamp will present an introduction to doctoral study & research, discuss how to format a dissertation, provide a brief introduction to academic writing, guidance in conducting a literature review, exposure to various referencing styles, and an introduction to the IRB application. Students in this course will complete IRB training and a writing module. 3 semester hours

ED 703 INTRODUCTION TO EDUCATIONAL RESEARCH STUDIES AND PROCESS: This course provides students with the basic concepts and principles of educational research methods. The course teaches students to understand the research process and learn major types of research used in education and to become critical consumers of educational research. The course has a conceptual focus and encourages students to find applications for the concepts taught in class into everyday practice of education, especially with respect to research-based teaching and learning. 3 semester hours

ED 714 QUALITATIVE RESEARCH METHODS: This course is designed to clarify and explain some of the different approaches and methods by which qualitative research in education is being conducted, and to develop a sense of what is meant by the term ‘qualitative.’ The course is also designed to provoke discussion and further elaboration of the issues and methods that are represented—e.g., ethnography, historiography, content analysis, conceptual analysis, and grounded theory. 3 semester hours

ED 730 WRITING FOR ACADEMIC RESEARCH PURPOSES The writing done in graduate courses, culminating in dissertations, presents unique and specific challenges. This course explores the richness and variety of writing done within graduate courses, making connections to the writer’s past experiences and focusing on the new rhetorical tasks required by various kinds of academic discourse. Topics include genres of academic discourse, such as summary, critique, analysis, literature review, comprehensive examination essay, proposal, and dissertation; use and documentation of sources; plagiarism; rhetorical tasks; structure and organization; and style. Besides discussing these topics and analyzing models, students serve as peer readers and confer individually with the instructor as they evaluate and revise their work. 3 semester hours

***HPE 801 VALUES AND ETHICS IN EDUCATION** This course examines in detail how one justifies ethical choices and the nature of controversy resulting from differences in ethical perspective. It examines values and behavior, conflict in diversity, and policies within the health professions. Professional healthcare ethics are examined from frameworks of social justice, community focus, and interprofessional education and practice. 3 semester hours

ED 850 ADVANCED QUANTITATIVE RESEARCH METHODS I: This course begins with the fundamental steps in the educational research process, including developing research questions and conducting literature review. It also provides an overview of basic research concepts, including sample and sampling approaches, validity and reliability of measurement results, and types of quantitative research designs. ED 850 mainly focuses on non-experimental designs and survey research, as well as commonly used statistical methods for studies that utilize these designs. The course provides opportunities for students to learn statistical software such as SPSS. 3 semester hours

***HPE 851 APPLIED RESEARCH METHODS:** This course is the continuation of ED 850. The class begins with a discussion of legal matters and ethics in research. The focus of the course is research methods and statistics that are used for group comparisons. Experimental studies along with causal comparative studies are the research designs to be investigated. Statistics covered in this course are mainly parametric inferential statistics used for analysis of group comparison studies. This course also covers internal/external validity of research findings and control techniques of extraneous variables. The course provides opportunities for students to learn statistical software such as SPSS. Prerequisite: ED 850. 3 semester hours

***HPE 901,902, 999 DISSERTATION SEMINARS:** Students meet on a regular basis with their faculty advisors to develop appropriate research strategies, review ongoing research ideas, and develop a formal proposal for the doctoral dissertation. Students are continuously enrolled in dissertation credits for a minimum of 12 semester hours. The completion of the dissertation occurs through guidance in the dissertation seminars. Minimum of 12 semester hours

Healthcare Professions Education Content Track (27 credits)

ED 691 SERVICE LEARNING AND CIVIC ENGAGEMENT IN HIGHER EDUCATION This course introduces students to current theory, practices, and trends associated with civic engagement and service learning initiatives in higher education. The course examines how faculty and students approach the design and implementation of student learning in response to community-identified concerns within the context of institutional university or college mission. Students explore the relationships between academic course work, student service-learning and development of citizenship skills. The role of federal and state policy, institutional mission and strategic planning, faculty engagement, curriculum, and societal trends are discussed. 3 semester hours.

***HPE 702 ACADEMIC FACULTY BOOTCAMP:** This Academic Faculty Bootcamp is a course designed either as a stand-alone course or as the first course in the Education Track. Students could take this course without acceptance or matriculation into the PhD program. The Academic Faculty Bootcamp will present an introduction to academic culture, promotion and tenure, and Boyer's scholarship categories. This course will be taught from an interprofessional lens and cover the Interprofessional Education Collaborative (IPEC) core competencies. Additionally, content will include an overview of syllabus development, learning objectives and student assessment, as well as exposure to accreditation standards and criteria. Students in this course will create a syllabus incorporating IPEC core competencies as well as create a personal academic professional development plan. 3 semester hours

HPE 710 DELIVERING ONLINE EDUCATION This course provides students with an overview of distance education and discusses its use in health professions education. The content will cover both multi-media and web-based instruction. Students will learn advanced techniques in instructional design, how to develop effective online assessment, and strategies for building online communities. 3 semester hours (Can be substituted for NURS 820)

NURS 720 CURRICULUM THEORY IN NURSING The development and evaluation of nursing curricula are explored in the context of current institutional, regulatory, and sociopolitical environments. Curriculum models are explored in relation to the approach to student learning and implications for faculty and institutions. Current research on curriculum design, implementation, and evaluation is analyzed. 3 semester hours

NURS 750 ASSESSMENT, MEASUREMENT & EVALUATION. Emphasis is on measurement theory related to norm-referenced and criterion-referenced evaluation methods. Students will explore measurement tools for evaluation of cognitive, affective, and psychomotor domains, and gain experience in computer analysis of measurement tools. Uses and interpretation of standardized tests will be explored. Current issues and research related to educational measurement will be discussed. 3 semester hours

NURS 820 CURRENT ISSUES IN HIGHER EDUCATION ORGANIZATIONS This course focuses on preparing the nurse educator scholar for leadership in academic organizations. Internal and external threats and opportunities for higher education and nursing education are explored. There is an emphasis on the organizational environment in academia including analysis of systems, roles and processes. Nursing education policies and their impact on academia are discussed and analyzed. Theoretical and empirical literature is examined to support the preparation of leaders in nursing education. 3 semester hours. (Can be substituted for HPE 710)

NURS 853 EVIDENCE-BASED TEACHING PRACTICE This course focuses on evidence-based teaching strategies that can be used in a variety of learning environments. These teaching strategies are based on philosophy, learning theories, and research. Current research and teaching innovations are analyzed and evaluated. 3 semester hours

***HPE 875 TEACHING PRACTICUM I** (presentation development & delivery): Students will create and deliver a 3-hour educational experience. This could include lecture, laboratory or professional education content. 3 semester hours

***HPE 876 TEACHING PRACTICUM**

II Students will apply knowledge gained through the teaching track to create a course. Elements of the course will include 1) a complete syllabus that includes lecture topics, assigned readings, and course project, 2) two sample lectures with handouts and sample readings, 3) in-class activities for the two sample lectures that engage students and provide formative assessment and 4) sample test questions for the two lectures. 3 semester hours

ALTERNATIVE CLASSES

Courses may be substituted for the above courses at the discretion of the PhD program director.

8. Overview of Anticipated Start-up Costs

The proposed budget is provided as an Appendix to this document. This budget provides an estimate of the personnel and operations costs for the first three years of program.

9. Name, Location, Phone Number and Email of Primary Contact for Questions

Name: Kerstin Palombaro, PT, PhD, CAPS

Office Location: Cottee Hall/Room 122

Office Phone: 610-499-4270

Email: kpalombaro@widener.edu

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August 30, 2019

To Whom It May Concern,

As Director for the Center for Education, at Widener University, I am writing in support of the School of Human Services Profession proposal for a PhD program in Health Professions Education. In addition to my collegial support, I would like to articulate and commit our direct academic involvement with the proposed PhD program in Health Professions Education by offering to cross-list the following, currently offered courses at the doctoral graduate-level in the Center for Education. These doctoral level courses would constitute the research and writing component of the proposed PhD degree program in Health Professions Education, and are currently offered by full-time faculty at the Center for Education, also housed in the School of Human Services Professions. These five courses include:

ED703 Intro Research Studies

ED714 Qualitative Research Methods

ED850 Quantitative Research Methods I

ED851 Quantitative Research Methods II

ED730 Academic Writing

We look forward to an intellectual collaboration with the participants of this proposed PhD program, and we are excited to expand and nurture our interdisciplinary partnerships here at Widener University. Our ultimate goal is to be active participants in this project, committed to ensuring quality instruction for all doctoral candidates, as we collectively support them in completing their PhD degree in Health Professions Education.

With best wishes,

Dr. Carol Ann George
Director, Center for Education
Associate Professor of Education

Robin L. Dole, PT, DPT, EdD, PCS
Dean, School of Human Service Professions



August 30, 2019

As the program directors for the campus-based MSW program and the PhD in Social Work program, we are writing in support of the School of Human Service Professions' proposal for a PhD program in Health Professions Education. Specifically, we are prepared to engage in a partnership to cross-list our current graduate-level course – Organization and Program Development (SW 636) – with the PhD in Health Professions Education program.

Our current number of SW 636 sections could accommodate up to ten (10) additional students in a given semester. However, should enrollment of PhD in Health Professions Education students reach ten (10) or more in any given semester, we would need to discuss sharing the costs of opening an additional section and/or creating a doctoral-level version of the Organization and Program Development course that could be cross-listed with our PhD in Social Work program.

We look forward to continued expansion of interdisciplinary projects and course offerings at Widener University. We have asked that the Dean co-sign indicating her approval as well.

Sincerely,

Linda Houser, PhD
Associate Professor and PhD Program Director

Patricia Fletcher, PhD
Associate Professor and MSW On-Campus Program Director

Robin L. Dole, PT, DPT, EdD, PCS
Dean, School of Human Service Professions



September 9, 2019

To Whom it May Concern,

We are writing in support of the School of Human Services Profession proposal for a PhD program in Health Professions Education. Specifically, we are prepared to engage in a partnership to cross-list the following current graduate-level courses in nursing with the PhD in Health Professions Education program:

NURS705 Psychology of Learning

NURS720 Curriculum Theory in Nursing

NURS853 Evidence-Based Teaching

We look forward to continued expansion of interdisciplinary projects and course offerings at Widener University. Should you have any questions, or wish further information, please contact me at bjpatterson@widener.edu or 610.499.4222.

Sincerely,

Barbara Patterson, RN, PhD, ANEF
Distinguished Professor, Director PhD Program

Mary Powell, PhD, CRNP, CDE
Associate Dean of Graduate Nursing

Anne Krouse, PhD, MBA, RN-BC
Dean, School of Nursing



Widener University

Wolfgram Memorial Library

Deb Morley, Director

September 23, 2019

Jill Black, PT, DPT, EdD, FNAP
Associate Dean & Program Director
Associate Professor & Pro Bono Services Coordinator
Institute for Physical Therapy Education

Dear Dr. Black,

Thank you for the opportunity to review the proposal for a PhD program in Health Professions Education at Widener University and to comment on the potential impact this new program will have on the Library. Due to the interdisciplinary nature of this program Affiliate Librarian Kayla Van Osten, liaison to the Center of Education collaborated with Librarian Jill Borin and Assistant Librarian Susan Tsiouris in the library collection assessment review.

The Wolfgram Memorial Library resources include over 100 research databases, 8,000 electronic journal titles, and 170,000 ebooks. In addition, the library holds thousands of books, physical journals and audiovisual materials in the collection. Our liaison librarians also have created curated subject guides detailing subject specific databases, reference books, ebooks, and other resources.

Of these resources, the Library subscribes to 36 subject-related databases, including four ebook databases (containing thousands of ebooks), a vast collection of over 3,000 subject related electronic journal publications and two video streaming databases, which will support this proposed program by providing access to thousands of scholarly, peer-reviewed resources. The Library also participate in a consortium of university and college libraries that offer Interlibrary Loan services for quick access to materials from other academic libraries.

We have assessed that the Library's current collection is adequate to support a Doctoral Health Professions Education program with the additional of a few new book titles that can be acquired as part of the usual book selection process conducted by liaison librarians.

In addition to the library's collection of scholarly materials, Wolfgram Memorial Library has a team of capable library faculty who assist the teaching faculty of the academic departments with their research, publishing, and incorporating the development of information literacy skills into teaching and classes. As the liaison librarian to the Center of Education, Kayla Van Osten would be the library partner for this newly proposed program.

Sincerely yours,

Deb Morley
Director of the Wolfgram Memorial Library