



Area -2- educational program

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Area 2- Educational program

- ▶ **Consists of :**
- ▶ **8 subareas. : 2.1 – 2.8**
- ▶ **40 standards : 21 basic (must)**
19 quality development (should)
- ▶ **Zone I**

Subareas :

- **2.1 FRAMEWORK OF THE PROGRAM**
- **2.2 SCIENTIFIC METHOD**
- **2.3 BASIC BIOMEDICAL SCIENCES [BBS]**
- **2.4 BEHAVIOURAL AND SOCIAL SCIENCES, MEDICAL ETHICS AND JURISPRUDENCE**
- **2.5 CLINICAL SCIENCES AND SKILLS**
- **2.6 PROGRAMME STRUCTURE, COMPOSITION AND DURATION**
- **2.7 PROGRAMME MANAGEMENT**
- **2.8 LINKAGE WITH MEDICAL PRACTICE AND THE HEALTH SECTOR**



2.1.1.

The medical college must define the **overall curriculum**.

- a statement of the intended educational outcomes
- the content/syllabus,
- learning experiences and processes of the program.
- The curriculum should set out what knowledge, skills, and attitudes the student will achieve.
- a description of the planned instructional and learning methods and assessment methods
- (define, state the principles, methods and practices used for assessment of its students,).
- models based on :
 - disciplines, organ systems,
 - clinical problems or disease patterns
 - spiral design

2.1.2. The medical college must use a curriculum and instructional/learning methods that stimulate, prepare and support students to **take responsibility for their learning process.**



- The more the curriculum depends on the students as center of learning, the more they will take responsibility for their learning process.
- **What do you think the evidences needed to verify this standard ?**



- The students must be active and participate in the learning process.

- **Present:**

- interactive lectures which stimulate critical thinking .
- small group discussion.
- problem-based or case-based learning.
- peer assisted learning.
- laboratory exercises.
- bed-side teaching, clinical demonstrations .

- **Applied :**

Timetables or any documents prove that the mentioned instructional / learning methods are applied to the ground.

- **Effective:**

- questionnaire or interviewing the students.
- Estimate the effectiveness of implementation by direct inspection or field inspection by the college's committee or the visiting team .

2.1.4. The medical college should ensure that the curriculum prepares the students for **life-long learning (LLL)** .



- Evidences :
- Verify types of learning that enhance (LLL);
Examples ??
- The teaching schedule which should indicate **the protective time** available to the students for the purpose of achieving LLL .
- Documents showing the time recorded by IT about the activities of students online .



➤ **Present :**

➤ verification of types of learning that enhance (LLL).

➤ **Applied and effective :**

- How curriculum prepare students to LLL , how the syllabus is applied .
- Documents showing the Learning/instructional methods used to deliver the curriculum. [small group learning , clinical problem solving , peer assisted learning, appraisal of articles*etc.*]
- The teaching schedule which should indicate the protective time available to the students for the purpose of achieving LLL.
- Documents showing the time recorded by (IT)about the activities of students online.... or any other methods suitable for the college.

2.2.1.3. The medical college must throughout the curriculum teach **evidence-based medicine(EBM)** .



- **Present:**
- syllabus of teaching (EBM) .
- **Applied :**
- how EBM is incorporated in the syllabus? This is achieved by verifying the learning objectives of some of the subjects where (EBM) is applied.
- **Effective :**
- ❖ feedback by Interview and/or questionnaire to students , academic staff.

2.2.2. The medical college should in the curriculum include elements of original or **advanced research**.



- Advanced researches which are published as original articles .
- or advanced researches which carry with it experimental work and scientific analysis .
- or advanced researches which enhance the students' ability to contribute to the development of medicine .



2.3.1.1. The medical college must in the curriculum **identify and incorporate** the contributions of the basic biomedical sciences to create understanding of scientific knowledge fundamental to acquiring and applying clinical science.

➤ Present :

- syllabus of (BBS), theory part .

➤ Applied :

- learning objectives of the (BBS) lectures or any other learning methods; which give an idea that the (BBS) are given mostly in an applied mode .

➤ Effective :

- Any type of assessment methods to verify the incorporation aspect between (BBS) and clinical sciences.(MCQ)



2.3.1.2. The medical college **must** in the curriculum identify and incorporate the contributions of the basic biomedical sciences to create understanding of concepts and methods fundamental to acquiring and applying clinical science.

➤ **Present :**

- ❖ syllabus of (BBS), the practical lessons.
- ❖ learning objectives of the practical lessons.

➤ **Applied:**

- ❖ Explain in few sentences how BBS help students to understand and apply clinical sciences through curriculum)

➤ **Effective :**

- ❖ feedback by Interview and /or questionnaire to students , academic staff.
- ❖ OSPE sheets or any other type of assessment methods to verify the incorporation between BBS and clinical sciences.

2.3.2.1. The medical college **should** in the curriculum adjust and modify the contributions of the biomedical sciences to the **scientific, technological and clinical developments** .



- *e.g., of scientific development : new disease / syndrome , genetic aspects of diseases, immunological aspect of diseases.....etc.*
- *e.g., of technology development: new medical devices used for diagnosis or investigation. Or modern methods of doing certain analyses to detect diseases.....etc.*
- *e.g., of clinical development: new clinical approach, new guideline, a modern way in surgical procedures....etc.*
- **Present :**
 - **determine the scientific , technology , clinical development**
- **Applied :**
 - **Meetings minutes showing the modification of the curriculum in light of developments in science and technology.**
- **Effective :**
 - **feedback by Interview and /or questionnaire**

2.3.2.2. The medical college should: in the curriculum adjust and modify the contributions of the biomedical sciences to the: current and anticipated needs of the society and the health care system.



➤ How do you generate the evidences ?



➤ Present :

- ❖ First, the college/ department / curriculum committee should determine the needs of the society and the health sector through meeting with representatives from both parties , and the curriculum is then modified considering these needs.

➤ Applied :

- ❖ Document required is/ are minute/s of the meeting show that the curriculum has been modified considering these needs of society and health system.
- ❖ Learning objectives of the subjects which underwent these changes .
- ❖ whether it is applied; is verified by checking the concerned teaching schedule/s and syllabus

➤ effective:

- ❖ feedback by Interview and /or questionnaire to academic staff, health alliance, other stakeholders.



- **2.4 BEHAVIOURAL AND SOCIAL SCIENCES, MEDICAL ETHICS AND JURISPRUDENCE**
- **Basic standards: The medical college must :**
- **2.4.1. in the curriculum identifies and incorporates the contributions of the:**
 - **behavioral sciences.**
 - **social sciences.**
 - **medical ethics.**
 - **medical jurisprudence.**



- **The behavioral and social sciences, medical ethics and medical jurisprudence would provide the knowledge, concepts, methods, skills and attitudes necessary for understanding :**
 - **socio-economic, demographic and cultural determinants of :**
 - **causes, distribution and consequences of health problems as well as knowledge about the national health care system and patients' rights.**
 - **This would enable analysis of health needs of the community and society, effective communication, clinical decision making and ethical practices.**

➤ Present:

- ❖ Syllabus of the 4 sciences with their learning objectives.

➤ Applied:

- ❖ Schedules of teaching such subjects with sample of lectures.
- ❖ Learning objectives of these lectures.

➤ Effective:

- ❖ feedback by Interview and /or questionnaire to students , academic staff..... Graduates , stakeholders.....

2.5.1.1. The medical college must in the curriculum identify and incorporate the contributions of the clinical sciences to ensure that students acquire sufficient **knowledge and clinical and professional skills** to assume **appropriate responsibility** after graduation.



- **Clinical skills include :**
- *history taking, physical examination, communication skills, procedures and investigations, emergency practices, and prescription and treatment practices.*
- **Professional skills would include :**
 - patient management skills.
 - **team-work / team leadership skills.**
 - **inter-professional training.**
- **Appropriate clinical responsibility would include activities related to**
 - health promotion.
 - disease prevention.
 - patient care.



Evidences:

Present :

- ▶ learning objectives of various theoretical and clinical lessons .

Applied :

- ▶ Training schedule in various clinical aspects.
- ▶ Log-book.

Effective:

- ▶ Interview the students, health staff .
- ▶ OSCE .

2.5.4. The medical college must organize clinical training with appropriate attention to **patient safety**.



- *Patient safety would require supervision of clinical activities conducted by students.*
- It includes wide range of methods starting simply with, hand hygiene / wearing gloves , mask, maintain confidentiality of information, privacy during examination, drug dispensaries , training under supervision ,to more complicated issue.



➤ Present :

- ❖ lectures' notes and /or the syllabus of the clinical sessions which must demonstrate objectives about patients' safety.

➤ Applied:

- ❖ **Learning objectives** of clinical sessions.
- ❖ **Interview** with patients , health staff .
- ❖ **Log-book** to demonstrate the training of students on patient safety methods.

➤ effective:

- ❖ asking the student
- ❖ Observation during clinical training.
- ❖ OSCE stations .

2.5.5 The medical college should ensure that every student has **early patient contact** gradually including participation in **patient care**.

- *Early patient contact would*
 - *partly take place in primary care settings .*
 - *would primarily include history taking, physical examination and communication.*
- *Participation in patient care would include*
 - *responsibility under supervision for parts of*
 - *investigations and/or*
 - *treatment to patients,*
 - *which could take place in relevant community settings.*



➤ Present :

- ❖ Curriculum map .
- ❖ Syllabus of early training .

➤ Applied :

- ❖ Well scheduled relevant settings in the PHCCs or community settings.
- ❖ The settings supervised by the responsible seniors .
- ❖ List of students' attendance to the sessions.

➤ Effective:

- ❖ Interview or/ and asking students about the benefit as well as about the adherence to the stated schedule and objectives.

2.7.1. The medical college must have a curriculum committee, which under the governance of the academic leadership (the dean) has the **responsibility** and **authority** for planning and implementing the curriculum to secure its intended educational outcomes.





Present:

- An official order to form the curriculum committee (CC).
- Documents of job description and authority of the (CC).

Applied :

- Meeting minutes showing the recommendations and plan of actions [POA] concerning curriculum.

Effective:

- Documents showing the impact of meeting minutes (recommendation) i.e. implementation of the (POA).
- Documents showing **allocation of the granted resources** to planning and implementing methods of teaching and learning methods.
- The Curriculum Committee addresses to the Dean .

[in which it requests to take advantage of the resources granted for the development of the educational process or the educational system, for example: assigning teaching staff, developing classrooms or laboratories, or developing the method of examinations.]



2.8.1 The medical college must ensure **operational linkage** between the educational program and the **subsequent stages** of **education** or **practice after** graduation.

- ***Operational linkage:***
- *This requires clear definition and description of the elements of the educational programs and*
- *their interrelations in the various stages of training and practice,*
- *paying attention to the local, national, regional and global context.*
- *It would include mutual feedback to and from the health sector and*
- *participation of teachers and students in activities of the health team.*
- *also implies constructive dialogue with potential employers of the graduates as basis for career guidance.*

Cont:2.8.1.....

➤ *Subsequent stages of education* would include postgraduate medical education:

- ❖ *preregistration education,*
- ❖ *vocational / professional education and*
- ❖ *specialist / subspecialist or*
- ❖ *expert education, and*
- ❖ *continuing professional development (CPD) /*
- ❖ *continuing medical education (CME).]*

Note: CPD includes all activities that doctors undertake, formally and informally, to maintain, update, develop and enhance their knowledge, skills and attitudes in response to the needs of their patients

- Suggest evidences for standard 2.8.1 on the bases of
 - Present
 - Applied
 - Effective





Thank you