Health Professions Education

Gazette

VOLUME 4 | ISSUE 1 | OCTOBER, 2022

Inside this issue

Welcome by Editorial Team

Welcome to the first issue of the Health Professions Gazette for the academic year 2022-2023. In this issue, we have shed light on the concept of Social Accountability in Medical and Health Science Colleges and the importance of involving students in the assessment process. We have also introduced a new section titled Tips for Teaching Medical and Health Sciences Students with the purpose to put forward of sharing practical ways to improve teaching.

Finally, we have included the significant accomplishments and activities of the Medical Education Center (MEC). One of these accomplishments is the Medical Education Studio, which serves medical and health science colleges in enhancing their digital teaching strategies with the support of an expert in the field.

We eagerly look forward to share your expertise and experiences in the upcoming issues of the Health Professions Gazette.

The Editorial Team:

Dr. Sara Shorbagi	Chairperson
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Are our Medical and Health Colleges in the University of Sharjah Socially Accountable?

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Master of Leadership in Health Professions Education

Practice points/key points/highlights

- Social accountability(SA) is an obligation of medical schools to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have the mandate to serve.

- Under "social accountability," the goal of the educational programme is to produce health system change agents with a greater impact on health system performance and, ultimately, on people's health status, implying a search for innovative practices modalities that combine individual and population-based services.

- The Institutional Self-Assessment Social Accountability Tool(ISAT) is one of the Several frameworks that have been developed to evaluate SA within health and medical schools and Several medical schools regionally and globally.

Social Accountability

Overview of Social Accountability and the development of the concept:

The goal of Health professionsProfessions Education Schools is to produce competent health care providers who are committed to public health and capable of providing care at all levels, including preventive, educational, administrative, and therapeutic services. Social accountability (SA) is a relatively new concept in medical education and has been introduced in 1995. The concept has been meant for implementation in day-to-day work in medical education since the development of the Global Consensus for Social Accountability of Medical Schools (GCSA) in 2010, which formulated the definitions of ten strategic directions for socially accountable medical schools. The GCSA encourages medical and health sciences schools to adopt SA to satisfy the changing health needs of the communities they serve. Furthermore, the World Federation for Medical Education (WFME) incorporated SA into its revised guidelines for quality improvement in 2015. A World Summit on Social Accountability was convened in 2017 with the goal of putting this agreement into practice by promoting accreditation, leadership, and collaboration, as well as defining the competencies expected of health professional graduates. As a result, the Tunis Declaration was reached, which had the goal of ensuring institutional commitment toward SA Concepts. To encourage and promote outstanding performance and excellence in medical education, AMEE (the world's largest medical education organization) established the ASPIRE initiative, which was launched at AMEE 2012. The first three areas of excellence the ASPIRE initiative chose to recognize were assessment of students, student engagement, and social accountability. ASPIRE developed the criteria for the ASPIRE-to-Excellence Award for Social Accountability based on the foundational work of the Global Consensus for Social Accountability of Medical Schools.

The aim of this short communication is to draw the attention of the medical and health sciences college in the campus with the concepts and values of SA, address the misconceptions between Social Accountability (SA), Community Based Medical Education (CBME) and Community Oriented Medical Education (COME), explore the level of Health Professions Education Schools according to the Social Accountability Obligations, and to highlight who can out medical and health colleges measure their compliance with SA values and Concept.

Addressing Misconceptions between Social Accountability (SA), Community Based Medical Education (CBME) and Community Oriented Medical Education (COME)

Community Oriented Medical Education (COME) is defined as relevant medical education, which takes into consideration all aspects of its operations priority health problems of the country in which it is conveyed. It aims to produce community-oriented health care practitioners who are able and willing to serve their communities and deal effectively with health problems at primary, secondary and tertiary levels. Community orientation refers to the objectives of the school and their relevance to community health needs. These objectives are reflected in the content of the curriculum. This means that the subject matter studied by the students has direct relevance regarding the priority health problems of the society for which these students are trained. Community-based education(CBME), on the other hand, refers to learning activities that take place in a particular setting, the community setting. The activities undertaken in that setting may, or may not, be relevant to community health needs.

While social accountability as defined by the World Health organization WHO "is an obligation of medical schools to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have the mandate to serve".

The Levels of Health Professions Education Schools according to the Social Accountability Obligations

Social accountability is at the higher level in the continuum of social obligation of medical schools published by Boelen et al. in 2012, in which 3 levels were outlined: social responsibility, social responsiveness and social accountability. Under "social responsibility," the goal of the Health Professions School is to produce a "good" practitioner, with the school defining which competencies are most appropriate to meet the health needs of patients, whereas under "social responsiveness," the goal is to attain clearly defined competences derived from an objective analysis of \community health needs and grouped under the concept of professionalism. Under "social accountability," the goal of the educational programme is to produce health system change agents with a greater impact on health system performance and, ultimately, on people's health status, implying a search for innovative practices modalities that combine individual and population-based services.

How to measure the Health Professions Education Compliance with SA Concepts and Value

There are several frameworks that have been developed to evaluate SA within health and medical schools such as the WHO SA grid published by the WHO , the conceptual model of social accountability (the CPU model) , the Training for Health Equity Network (THEnet) framework, and the Institutional Self-Assessment Social Accountability Tool (ISAT) https://socialaccountabilityhealth.org/ .
Several medical schools regionally and globally have used these frameworks to measure their compliance with SA concepts and values.
To answer the question raised by the author; Are our Medical and Health Colleges at University of Sharjah Socially Accountable? It is crucial that each college need to measure its compliance with SA concepts and values.

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Inclusiveness in the Process of Assessment

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Practice points/key points/highlights

- Prepare the assessment at the beginning of the semester.
- Involve students in assessment.
- Providing Assessment exemplars to the students.
- Assessment must/can be used for learning.
- Inclusion in Assessment.

Introduction

Inclusion in the process of assessment, describes the factors involved in setting the assessment right for the students and by the students to improve the learning process. The teaching excellence framework (TEF) and the evidencing value framework states about the intangible assets in higher education and how to address them in all aspects of teaching, learning and assessments right from the curriculum to the behavior of the students.

The student feedback provided earlier in the course for past years is to be considered by the course eg., more formative feedback before the actual summative tasks. The peer feedback given to the faculty practical hands on sessions to improve student performance and to engage the students more in the process of learning and assessment (Subject Benchmark Statements, QAA 2019a) must also be a considered. The Commission for Academic Accreditation (CAA) in United Arab Emirates (UAE) (Higher Education framework 2019, Ihakim 2020) has given the guidelines on writing the learning outcomes (LO) of the course in 2019, so the ILO should be matched with the assessment criteria and the teaching/learning activities given for the course.

How to Involve students in the Assessment Process

The students must be clearly briefed about the assignment at the beginning of the semester; the objectives and the submission deadlines. The students must also be informed about the markers involved in the assessment, Self-assessment, Peer Assessment and Faculty. An assessment committee needs to be formed including the students. The students who are representative of the assessment committee and along with 5 other volunteers with the faculty member can schedule a meeting on the assessment design and their feedback can be taken well in advance before posting the assignment. The student's earlier feedback on assignments, Peer faculty report on the rubrics to be taken as part of moderation and the course faculty involved can agree on the number of markers and the average of the markings that will be taken into consideration.

The students are to be provided with a session on exemplars on previous students work and provided with the rubric marking guide to provide their feedback, student queries on the evaluated rubrics and the design assessment to be clarified which gives an idea that students understand the assessment criteria as same as the faculty. Any suggestions or misleading statements needs to be modified before it has been given for the students to act and to promote the integrity of the assessment. The rubrics provided to the students should be verified that it promotes learning, assess simple components of a complex task (Sadler 2014) and motivates the students (Jonsson 2013). Thus students must be involved in designing the assessment, grading and giving feedback as part of formative measures in assessment (Evans 2020).

Initially, the student submission has to be evaluated against the rubrics created without any hedge words by themselves and resubmit for another formative evaluation by their peers as a collaborative learning activity where they learn from each other and redo the assignment.

Threshold concepts to be identified from the student feedback and revisions to be made in the teaching/learning methods including the assessments. The assignments can be designed in two stages, with the first stage being formative and provided by the peers This promotes the students to be involved in the process of giving feedback to their peers and therefore learn from the assessment process (TESTA Framework). and the second stage summative provided by the average of 2 faculty assessors.

When closing the Assessment Loop the student scores are compared with the pre-determined scores, the purpose of this task is to identify the key areas of improvement to be introduced to the course to improve the student performance.Brookfield four lenses can be incorporated ahead of the assessment design to get the inputs from the stakeholders, department policies, peer review process self-analysis, student feedback and standards set by the national and higher education frameworks. An Assessment Brief Review Questionnaire can be used to address the numerous factors ranging from student understanding of the assessment criteria to the fairness of the feedback given.

Conclusion/ Summary

As a faculty and life-long learner, it becomes part of our lives to include the best practices in higher education sector in our teaching and assessment. The faculty can reflect on the feedback given and lessons learned to create a better assessment brief for the next time. The policies and strategies followed in the university are to be considered along with The teaching excellence framework (TEF) and The Evidencing Value framework. Evidence on student feedback on the course will give crucial information on how authentic the assessment design is in the course. Furthermore, it provides an arbitrary idea to the faculty that the methods of assessment are really helping them to achieve the learning objectives.

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8 Tips for Teaching Medical and Health Sciences Students

Adopted from The Royal Australian & New Zealand College of Psychiatrists

1. Before you start

Passing assessments is uppermost in students' minds when they participate in a rotation.

Liaising with academic colleagues from the students' university can help ensure that your teaching corresponds with the curriculum and your students will not only pass but also get the most out of the rotation.

The rotation coordinator may also have some administration requirements for issues such as attendance and participation that you may need to be aware of.

2. Set goals and make plans

The Set, Dialogue, Closure technique can help you to plan teaching events.

Set: set specific goals for the learning outcomes you want and the time you have to achieve them. Make goals relevant and appropriate for your students, and choose topics that are meaningful. Consider the environment you will be teaching in and make sure your students know what is expected of them in advance.

Dialogue: use eye contact and students' names to help build rapport, use questions to keep them involved, and check they understand. Don't be afraid to try various methods to keep your students engaged.

Closure: finish with a recap of the learning points you've covered and always finish on time.

3. Teach in one minute

The one-minute preceptor model is helpful when you have time limited clinical teaching opportunities during your daily work. These brief episodes of teaching can be extremely useful for your students, and may not have been planned.

Five simple steps can give focus to a key aspect of a case:
1. Gain commitment from the student regarding an aspect of the case that gives focus.
2. Probe for supporting evidence (e.g. Which factors in the patient examination or history support your diagnosis? Why would you use SSRIs here?).
3. Reinforce what is done well.
4. Give guidance about errors – give specific feedback without negative words (e.g. 'a preferable approach would be...').
5. End with a general principle about the case.

4. Tackle fear of the unknown

Fears are often grounded in stigma and often students initially come to psychiatry rotations with fears about dealing with people with mental illness. Open discussion of those fears can help to demystify mental illness and give students the skills not only to address their own beliefs but also to tackle stigma when they come across it later in their careers.

Involving patients who are doing well in recovery, family members and carers, can help allay those fears and demonstrate the very real difference and improvement in peoples' lives that psychiatric care can make.

Teaching with patients can give students the chance to observe patient contact firsthand, gain valuable exposure to role-modelling techniques and help showcase three important aspects of learning:

- clinical knowledge
- professionalism
- communication skills.

5. Use questions to educate

Questions help stimulate and involve students, allow you to check understanding and make sure your teaching is at the right level.

- Set ground rules for questions so everyone knows what is expected of them.
- Brief students and patients first to avoid embarrassing situations.
- Use the students' names.
- Don't be afraid to pause for thought or silences.
- Spread questions around to maximise involvement.
- Be friendly. Be encouraging. Be inclusive.

The use of questions can also help you monitor progress, encourage reasoning and help both student and teacher reflection.

6. Use the learning cycle to evaluate progress and outcomes

The cycle of learning can help to ensure good practice and outcomes for both students and teachers.

7. Give feedback for encouragement

Feedback should be specific, constructive and, where possible, encouraging and solution-focused.

It also needs to take place at the right time and in the right place and be undisturbed. Listen attentively and allow student input too.

Regular feedback can help encourage, correct mistakes and improve outcomes.

8. Keep the momentum going - Psychiatry Interest Forum

For those students stimulated by their glimpse into psychiatry, free membership of the RANZCP Psychiatry Interest Forum offers a wide range of benefits to members including:
- invitations to educational events including workshops, seminars, and career sessions
- career guidance – advice from RANZCP Fellows on career paths in psychiatry
- invitations to participate in RANZCP awards, prizes and grants around promotion, research or advocacy in mental health
- regular e-newsletter to keep members up to date with RANZCP activities.

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Medical Education Center

NEWS

events & activities

Induction Program for New Faculty 2022-2023

The Faculty Development and CPD Committee at Medical Education Center Organized the induction program for all new faculty members in the colleges of Health Sciences, Dental Medicine, pharmacy, and medicine. The program is hosted by the Health Sciences college. The training covers Quality Assurance and Accreditation, Teaching & Learning and Student Engagement, Authentic Learning Approaches, Student Assessment, and Teaching & Learning in a Clinical Setting.

This program was attended by twenty-six participants and ten facilitators from the four colleges. The deans of the colleges, Prof. Mohamed Alameddine, dean of the college of health sciences, Prof. Karim El-Zu'bi, dean of the College of Pharmacy, and Prof. Ahmad Hamdan, dean of the college of dental medicine, welcomed all the participants and extended their gratitude and support to the Medical Education center.

Master of Leadership in Health Professions Education

(Module I - Planning Educational Programs)
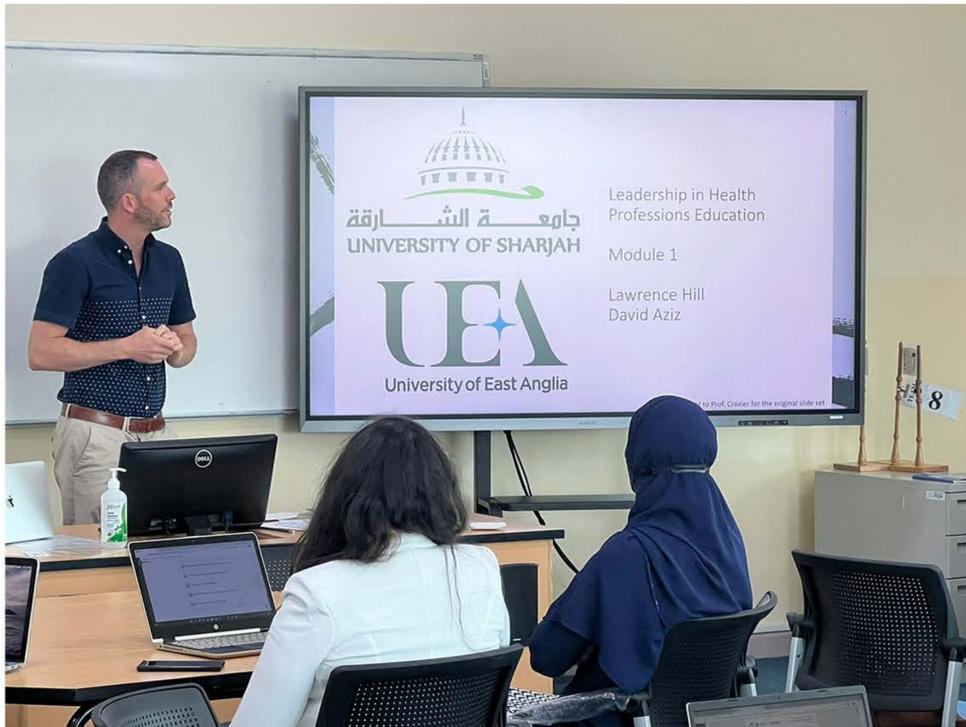
In pursuit of thorough knowledge and understanding of how to design a responsive curriculum and to establish a vision and mission that engages all stakeholders, 11 energetic health care professionals attended the first module - Planning Educational Programs of Master of Leadership in Health Professions Education from 9th – 11th September, 2022. The program was led by Dr Mohamed Hassan Taha from University of Sharjah and Prof Lawrence Hill and Prof. David Aziz from East Anglia University respectively.

The module was aimed to examine curriculum designs which incorporate academic staff, students and other stakeholder needs. The principles of outcomes based education was examined and how this impacts on the design of modules, units and lessons. There was an emphasis on meeting diverse student needs and developing a global perspective in planning programs.

Prof. Lawrence Hill, Associate Professor in Paramedic Science, and Prof. David Aziz, Associate Professor in Medical Education from University of East Anglia shared their valuable experience with the master's students, they discussed the learning theories, factors influencing the Educational Programs in Health Care Professionals, Curriculum Development, Inter professional Education, The leadership of the Educational Agenda and much more during the three day module. Dr. Mohamed Hassan Taha MBBS, PG Dip, MSc LHPE, PhD (The Master Program Coordinator) conducted Educational Learning outcomes workshop, Assignment preparation, Journal Club – Preparation, Q&A sessions and much more.

Overall, the three day session was a great success, all the participants got great experience interacting with the international faculties and their peers.

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Master of Leadership in Health Professions Education
(Module II - Teaching and Learning Methods)

College of Medicine, University of Sharjah successfully conducted the second module - Teaching and Learning Methods of Master of Leadership in Health Professions Education from 7-9 October, 2022 which was attended by 11 Health care professional from UAE. The program was led by Dr. Mohamed Hassan Taha, Dr. Jacqueline Maria Dias, Dr. Mohamed Eladl from University of Sharjah, Dr. Mohamed Elhassan Abdalla from University of Limerick and Dr Emma Dudzinski, Dr. Aaron Burgess from University of East Anglia.

The module aims at examining teaching and learning methods/ strategies which are evidence-based, and which encourage students to take responsibility for their learning, preparing them for lifelong, self-directed learning.

Both International and local faculties shared their valuable experience with the participants on choosing the appropriate teaching and learning methods, Learning Environments, Learning Environments, Planning Presentations with large and small groups, Problem-Based Learning Workshop, Team-based Learning, Evaluation of Teaching and Learning, the flipped classroom concept, Blended Learning, Micro-Teaching Exercise etc over the course of three days.

The module was a huge success with lots of interactive sessions and active participation from the students.

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Basic Certificate in Health Professions Education

The Medical Education Center, University of Sharjah successfully started the Basic Certificate in Health Professions Education program on 18th October 2022 as part of the Faculty Development program. The program was attended by 35 faculties from University of Sharjah, Nineveh University, Iraq and Gezira University, Sudan.

The Certificate in Health Professions Education is designed especially for faculty of the medical/health colleges aiming to enable them to develop a critical knowledge, understanding, application of health professions education principles and skills required for educational process.

Dr. Mohamed Hassan Taha & Dr. Nihar Ranjan Dash started the program by giving the overview of the course program and course design. The other program facilitators Dr. Mohamed Eladl, Dr. Ali Shorbagi and Dr. Ghada from University of Sharjah also joined.

"This certificate program offers medical educators and others an interprofessional, in-depth opportunity to learn best practices from experts in medical education," said Dr. Mohamed Hasan Taha. "We are very excited about this comprehensive learning opportunity for the faculties from University of Sharjah, Nineveh and Gezira!" said Dr. Nihar Ranjan Dash.

The program was conducted online via zoom and it was a huge success and was appreciated by the faculty members across the colleges. The aim of this program is to develop a community of educators in medical and health science campus who are committed to promote improvements in both 'what' and 'how' we teach future healthcare professionals.

1st Publicaton Forum - Integration of Artificial Intelligence into healthcare practice - Educational and Professional needs

Health Professions Education Publication Forum (HPEPF) organized first session " Integration of Artificiial Intelligence into healthcare practice - Educational and Professional needs on 29th September, 2022 from 3-4 pm.

Dr. Mohamed Abuzaid, Associate Professor from College of Health Sciences, University of Sharjah shared his valuable experience. Dr. Wiam, Assistant Professor College of Health Sciences was the moderator of the session.

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HEALTH PROFESSIONS EDUCATION PUBLICATION FORUM (HPEPF)
presents

Evaluation of the Integration of Social Accountability values into Medical Education using a Problem-based Learning Curriculum

Nihar Ranjan Dash, Mohamed H. Taha, Sarra Shorbagi & Mohamed Elhassan Abdalla

10 NOVEMBER, 2022

FROM 3:00 – 4:00 PM

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