



JMHPE

Joint Master Of Health Professions Education



Medical Education with A Global Perspective





The Faculty of Medicine of Suez Canal University (FOM-SCU) is a community Oriented/Based, Problem-Based, Student-Centered School. It has a reputable history in the field of medical education since 1977. It has provided a repository for resources such as consultants, experts, innovative curricula, data sets, syllabi and instructional material. It also held numerous workshops and conferences and conducted research in the field of health professions education to provide valuable information that was utilized to upgrade the community nationally, regionally, and internationally.

In 2001, the Medical Education Department at the Suez Canal University (MED-SCU), located in Ismailia, Egypt, was established. It is the first department to be founded in medical education in all the Egyptian universities and the Middle East as a whole. MED-SCU addresses the challenges and threats to the delivery of proper medical education and hence, the promotion of better health care and service. The foundation of MED-SCU has opened the road to produce specialists and expert providers by offering Diploma, Master, and PhD degrees, as well as



We aim at qualifying Faculty in Medical Education who can lead change and manage reform in their HPE institutions in the Eastern Mediterranean Region.

Part of our mission is to maintain a professional master program, jointly with Maastricht University, through distance learning that is affordable, feasible, and adaptable to the regional needs and context.

Our vision is to attract more international scholars to this joint program especially from the Eastern Mediterranean Region for the aim of establishing a critical mass of qualified faculty in every Health Professions Education Institution who will lead change in this region in the next ten years.

Mission

Vision

The Universiteit Maastricht (UM) has a unique medical education system. It is a pioneer in adopting and implemented Problem-based learning. This type of education is a high-scorer with educational inspectorates and comparative research. A further aspect of the university's profile is its strong international orientation. This profile appeals to students: students from all over the Netherlands and an increasing number of foreign students choose the Maastricht system.



Renewal in education

The Universiteit Maastricht has adopted Problem-Based Learning as the leading educational approach in all curricula. In Problem-Based Learning, students learn by analyzing and solving problems in small groups. Problem-Based Learning is consistent with modern insights in learning. The University's Department of Educational Development and Research is among the leaders in the field of research in Health Professions Education. Evidence has been provided for the importance of active and self-directed learning. Learning is an active process aimed at understanding basic structures and mechanisms. Learning is also an activity in which students themselves play an active role in the planning, monitoring and evaluation of their own learning. Furthermore, learning should preferably take place within a relevant context. Finally, learning in groups is much more effective than individual learning, because students learn from each other through open interaction. However, it should take place within a relevant context and well defined curriculum. The University provides a continuum of educational courses and programs, from a two-day International Visitors' Workshop to a tailor-made PhD Program.

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Why Study Health Professions Education ?

The quality of life of human beings is, among others, dependent on their physical and psychological well-being. Health professions play an important role in helping people to restore health or prevent disease. Does the training of these people, physicians, nurses, physiotherapists and other health professionals have the quality that enables graduates to deliver high standard services? And do those who teach and train these professionals have the vision, the knowledge and the skills to plan, deliver and improve their education? The quality of this whole process, developing education for health professionals, educating these professionals and ensuring health care delivery deserves the full attention of both professionals and educators. The Joint Master of Health Professions Education (JMHPE) offered by Universiteit Maastricht and Suez Canal University aims at providing participants with the intellectual means needed to attain this goal.

Why JMHPE in Suez Canal University, Egypt?

Due to its geographical position in the heart of the Eastern Mediterranean Region, Egypt is a suitable place for this course. Accommodation is very affordable, and the Egyptian culture is close to that of other countries in the region. The Faculty of Medicine, Suez Canal University (FOM-SCU) was established as the first community-oriented/based, problem-based, student-centered medical school in Egypt and a pioneering innovative school in the Eastern Mediterranean Region. FOM-SCU has been designated a WHO Collaborating Center for health manpower training. Maastricht University and Suez Canal University were old partners in carrying the torch of innovation in medical education for over two decades and were both founding members of the “Network of Community Partnerships for Health through Innovative Education, Service, and Research” now called “Towards Unity for Health” (TUFH). Being, both, problem-based medical schools allowed the exchange of experience over years and made lots of similarities between their institutional objectives, educational strategies, and training plans.



Objectives of the JMHPE Program

The program is focusing on the acquisition of knowledge and skills relevant to career development and research in health professions education. Graduates will be able to:

- Understand and critically evaluate the theoretical and empirical literature, in particular as it relates to education for the health professions;
- Design, plan and implement a relevant course for health professionals based on rational principles of learning and instruction;
- Design, plan and implement an adequate process evaluation and student assessment strategy;
- Show evidence of the ability to provide scientifically based advice and help to teachers, curriculum committees or management of an educational institution, and of implementation skills;
- Show evidence of teaching skills;
- Conduct an empirical study on a topic of relevance to the field, including the formulation of a question of interest, the design of the study, collection of reliable and valid data, statistical analyses relevant to the data collected and writing a report on the findings;
- Develop vision, lead change, and manage information, time, crisis, and resolve conflicts.

Graduates of the JMHPE



Graduates of the first batch (2005-2006)



Graduates of the Second batch (2006-2007)



Graduates of the fifth batch (2009-2010)



Graduates of the 12th batch (2016-2017)

Description of JMHPE:

- ▶ The JMHPE program is an annual 52 weeks (1 calendar year) credit hour based study. It is conducted through distance learning.
- ▶ The curriculum has a six-week block or unit structure, during which students concentrate on specific subjects. In each of the units, various contributing disciplines are organized around a central theme.
- ▶ The rationale behind this distance learning, joint program is to combine the academic Maastricht experience as a pioneering problem-based school in Europe with the practical Suez Canal experience as a pioneering community oriented/ based, problem-based school in the Eastern Mediterranean Region. The overall theme of the curriculum, which provides coherence to the program as a whole, will be ‘the competencies required of an educationalist in the health professions domain’.
- ▶ Learning-by-doing is central to the curriculum, both as an object of study and as a method of learning.
- ▶ Distance-education is supported by an electronic block books. Interaction between students and staff is web-based. For that reason students are strongly advised to find access to worldwide electronic communication networks and have the newest communication software.

Requirements for prospective Fellow Applicants

The program is open to students who have acquired a higher education degree in one of the health professions in their native countries (e.g., health sciences, medicine, nursing, physiotherapy, dentistry, pharmacy, veterinary medicine). Preferably, candidates who have work experience in an educational organization.

JMHPE in a few lines

It is professional, accelerated, feasible, affordable, and credible.

Professional; focuses mainly on professional skills, rather than abstract theories, highly needed for medical educators like teaching/learning skills, curriculum design, and students' assessment.

Accelerated; a one year, credit hour, study.

Feasible; mainly a distance learning course that allows students to stay in their home institutions and learn interactively through e-learning.

Affordable; costs only € 7,000 which includes the tuition fees, block books, evaluation and certification costs.

Credible; jointly organized and guaranteed by both Suez Canal and Maastricht Universities. Graduates of this Master course will be granted a co-signed Master Certificate in a graduation ceremony, attended by officials of both universities, on successful completion of the course.

JMHPE Modules

Unit 1: Leadership and Management in Health Professions Education

This Unit enables the fellows to master the different leadership competencies and also provides them with a broad understanding of management principles.

Unit 2: Program Evaluation

Program evaluation is essential for the management of any program, whether for-profit or for non-profit. Evaluation can help managers and workers/staff understand the operability of their organization and trace the connecting lines between the goals, means and ends. This helps make the appropriate decisions whether it is extension, development, modification or change.

Unit 3: Total quality management and accreditation

This Unit addresses quality in Higher Education in general as well as accreditation in Health Professions Education in special. This unit provides an insight into the main aspects of Quality in Higher Education, instruments and procedures, the WFME global standards for accreditation in Health Professions Education and the accreditation process in HPE in the EMR and to study and practice the role of the Internal Audit and Peer Reviewer in this process.

Unit 4: Measuring Health Professions Competencies

In this Unit, students' assessment will be the topic. The different methods of assessing knowledge, skills, and attitude will be learned through this unit.

Unit 5: Community-Based Education incorporating Problem-Based Learning

CBE is an approach to health professions education in which students, from the early phases of their training, are confronted with the health problems of the communities they are supposed to serve in the future. It is assumed that through early and extensive contacts with the community, students may become better prepared to deal with those problems in the future. As it turns out, the majority of community-oriented educational institutions use PBL and/or the problem-solving process in their community-based learning experiences.

Unit 6: Learning Environment

In this Unit, the focus will be on understanding the process of students' learning, learning theories, learning styles, educational psychology, and the learning environments.

Unit 7: Curriculum Analysis and Course Design

In this Unit, principles of curriculum development, curriculum models, curriculum mapping, and curriculum designs will be learned.

Unit 8: Development of Professional Skills "Acquisition, Training and Assessment"

In this Unit, acquisition, training, and assessment of professional skills will be the focus. Adjusting own professional skills and feedback training will be stressed on.

Unit 9: Research Methodology and Bioethics

In this unit, the focus will be on research and bioethics in relation to medical education.

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