



Faculty of Medicine
Suez Canal University



Medical Education Department
Program Specification- PhD

PROGRAM SPECIFICATIONS

Program Title:

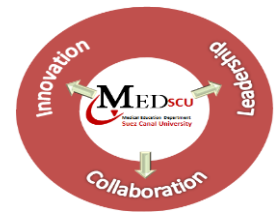
MD of Medical Education

Code:

MEME



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University : **Suez Canal University**

Faculty(s) : **Faculty of Medicine**

Program Specification

A- Basic Information

1- Program Title: **MD of Medical Education**

2- Program Type: **Single** **Double** **Multiple**

3- Department (s): **Medical Education Department**

4- Coordinator: **Prof. Wagdy Talaat**

5- External Evaluator(s): Prof.

6- Last date of program specifications approval: **the bylaws of the MD program in medical education in the Faculty of Medicine, Suez Canal University were approved by the Supreme Council of Universities on 27th of November, 2006.**

7- Date of program specification revision approval: **2015**

8- Number of credit points for this degree: **180 CP**

B- Professional Information

1- Program Aim

The programs aims at qualifying a cadre of proficient consultants to contribute to the advancement of medical education in Egypt and to cope with the era of academic accreditation. The overall aims of the course are that the student:

- Actively acquires the essential up-to-date knowledge and skills in Health Professions Education (HPE) equivalent to what is required from a Health Professions Education consultant.
- Becomes able to use Health Professions Education knowledge and skills in practice, prevent and solve the relevant institution and workplace problems.



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- Adopts positive attitudes towards humans, the community, and science.
- Becomes a continuous self-learner.

2. Intended Learning Outcomes (ILOs) of the program

a- Knowledge and Understanding:

By the end of this program, students should be able to:

- a1. Discuss the basic concepts of leadership and management.
- a2. Describe the curriculum analysis steps
- a3. Describe the standards and steps of critical thinking processes.
- a4. Identify the advantages and the disadvantages of the different methods of presenting data and information.
- a5. Identify the principles of basic statistical methods used in medical education research.
- a6. Describe the psychometric properties of an assessment tool
- a7. Identify the new and innovative strategies in medical education.
- a8. Explain the new methods for students' assessment.
- a9. Discuss the quality management approaches in higher education.
- a10. Describe the national accreditation process steps and requirements.
- a11. Identify the main steps and requirements for accreditation of a Health Professions Education Institution (HPEI) by a national accrediting body including self-study development.
- a12. Recognize the role of internal and external audits.

b- Intellectual Skills

By the end of this program, participants should be able to:

- b1- Design and judge a curriculum putting into consideration the different learning environments and context as well principles of adult learning
- b2. Plan for curriculum implementation and analysis
- b3. Select appropriate tools and methods for presenting data and information
- b4. Plan for implementing distance learning and e-learning programs
- b5. Design an assessment plan using the appropriate methods of assessment.
- b6. Interpret test scores while applying a fair code of assessment practice.
- b7. Plan for conduction of a comprehensive program evaluation while applying ethical considerations of program evaluation.
- b8. Apply problem solving skills in different situations.
- b9. Demonstrate self-learning skills.
- b10. Adopt Best -evidence- approach to practice.
- b11 Apply critical thinking and judgment skills.
- b12. Perform scientific research adding new information and closing the research gap.



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b13. Continuously update their knowledge in the field of innovative strategies in medical education.

c- Professional and Practical Skills

By the end of this program, participants should be able to:

- c1. Apply the concepts and standards of professionalism.
- c2. Integrate the leadership and management practices in a work situation to achieve results.
- c3. Lead organizational change.
- c4. Create a climate that encourages change within management systems.
- c5. Design and implement a course in their specialties.
- c6. Conduct an effective learning session using the appropriate learning facilities and learning aids.
- c7. Plan for maximizing the benefit from the learning environment in their institution.
- c8. Hold a PBL session.
- c9. Implement a Community-Based Education program.
- c10. Communicate student assessment results in a clear and accurate manner to stakeholders.
- c11. Report results at a level of understanding appropriate for the group or individual receiving the report.
- c12. Act as a peer-reviewer for the self-studies of other institutions.
- c13. Practice the role of an internal audit.
- c14. Conduct comprehensive program evaluation.
- c15. Critically appraise program evaluation reports.
- c16. Use the concepts of leadership and management in improving performance in health organizations and leading reform in health professions education
- c17. Continuously update their knowledge in the field of innovative strategies in medical education.

d- General and Transferable Skills

By the end of the program, participants should be able to:

- d1. Communicate effectively with peers and group facilitators.
- d2. Show respect to other team members' points of view.
- d3. Accept constructive criticism and feedback on their work.
- d4. Manage small and large groups effectively.
- d5. Demonstrate efficient computer skills.
- d6. Function effectively in a team.
- d7. Manage change and conflicts during group work.
- d8. Apply ethical considerations during conduction of program evaluation.
- d9. Apply ethical considerations during conduction of the self-study.



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- d10. Use different resources to obtain knowledge and information needed to either prepare an interactive lecture or use in a scientific research.
d11. Patron scientific meetings and manage time effectively.

3- Academic Standards

3a - External References for Standards (Benchmarks)

- PhD program in Health Professions Education at Maastricht University. Website: www.unimaas.nl
- World Federation for Medical Education (WFME) standards for postgraduate medical education.
- The standards of the National Authority of Quality Assurance and Accreditation in Education (NAQAAE). Website: www.naqaae.org

3b -Comparison of Provision to External References

- A combination of courses were selected from the previously mentioned programs.
- Adaptation of these courses according to the Regional and Egyptian contexts was carried out.
- Some unique courses were suggested and introduced during assessment of the current situation and the needs assessment achieved during preparation for the program.

4- Curriculum Structure and Contents

4a- Program duration:The program lasts for a minimum of 3 academic years and maximum 7 years, as specified in the internal bylaws for postgraduate studies based on credit points system in the Faculty of Medicine, Suez Canal University approved on February 7th, 2016.

4b- Program structure:

MD Program Credit points (CP) structure:

Total needed credit points for getting MD degree 180 CP

The program consists of **First part 30 CP, Thesis 50 CP, and Second part 100 CP**

1. **The first part of the program:** 30 CP, its duration (15 weeks) for one academic semester. The first part comprises the following:
 - a. A course in Research Methodology planned and held in the Community Medicine Department of the Faculty of Medicine, Suez Canal University. This part includes 8 CP.
 - b. Two electives each one has 2 CP. The students should select one elective which has not been selected in the Master Degree.



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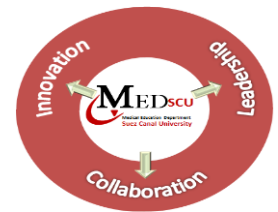


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- c. The specialized courses in medical education, planned and held in the Medical Education Department. It includes 18 CP.
- 2- **MD thesis:**50 CP, no scores for thesis. The candidate has the right to register his/her thesis protocol after 6 months from the degree registration. The first time for thesis defense after 2 years from the date of the faculty council approval on the thesis protocol.
- 3- **The second part of the program:** 100 CP, its duration (75 weeks) for 5 consecutive academic semesters. The second part comprises the specialized courses in medical education, planned and held in the Medical Education Department. This part lasts for 2 years ending by written and practical exams.

3bi-No. of credit Points: the MD program is 180 credit Point system.

Every credit point include 25 working hour (30% = 7 hours for face to face learning activities, and 70% =18 hours for self-learning activities).



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5. Program Courses

5.1- Level/Year of Program: First part of MD (30 CP)

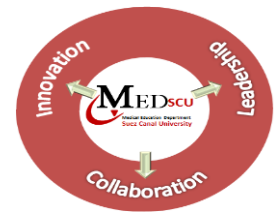
Courses			Assessment				
Code No.	Course Title	No. of Credit points	Written Exam			Oral exam	Practical or clinical Exam
			No of Papers	Duration	Marks		
RB	Research methodology and Biostatistics	8	1	3 hours	160		
MEME51	Course In Medical Education	18	2	3 hours for each paper	100+100	70	90
E	Two Elective courses*	2+2	1+1	1 hour+1 hour	40+40		
Total		30 credit points			600 marks**		

***Student should select one course of the following as an elective course:**

Two elective courses each one has 2 CP. The students should select two elective which has not been selected before in the Master Degree.

E01	Evidence Based medicine	(Community Department)
E02	Scientific Writing	(Medical Education Department)
E03	Quality in Medical Education	(Medical Education Department)
E04	Infection Control	(Microbiology Department)
E05	Critical Appraisal	(Community Department)
E06	Communication Skills	(Medical Education Department)

****every credit point equal 20 marks**



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5.2- Level/Year of Program: Second part of MD program (100 CP)

Courses			Assessment					
Code No.	Course Title	No. of Credit points	Written Exam			Oral exam	Practical or clinical Exam	Continues assessment *(Portfolio)
			No of papers	Durati on	Marks			
MEME52	• Scientific and theoretical Course in Medical Education	60	3	3 hours For each paper	260 for each paper	180	300	540
	• Practical training in Advances of Medical Education	30						
	***Scientific activities	10 (not included in the total marks)						
Total		100 credit points			1800**marks			

*Portfolio its scores distributed in the different parts of the portfolio and its total score included among total mark of second part

**every credit point equal 20 marks

***Scientific activities are not included in the total marks

5.3Thesis: A faculty senior & junior supervisor from the staff members are nominated by the department council to prepare a proposal of the thesis protocol after the selection of a subject that is complementary to the research plans of the department. Data collection, methodologies, study question, time table, ethical considerations and budget are formulated by the candidate under guidance of his supervisors into a research project. The research protocol is then peer reviewed by two different staff members nominated by the Head of the department who share their ideas and comments with the supervisors to reach to the final form. The research protocol is discussed then openly in one of the department councils to be approved and diverted to the Faculty research committee where it is subjected to a critical appraisal to meet the research basic standards set by the committee. The final approvals of the research protocol are then issued by the committee of post graduate studies, the Faculty and University Council to be registered.



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6- Program Admission Requirements

- The program accepts candidates with Masters in Medical Education with a grade of GOOD at least.
- Registration for the program opens 2 times/year, according to the internal bylaws for postgraduate studies of the Faculty of Medicine, Suez Canal University.

7- Student Assessment Methods

- 7.1 **Written (MEQ)** to assess the cognitive domain.
- 7.2 **MCQs** to assess the cognitive domain
- 7.3 **Oral Viva Cards** to assess higher cognitive and attitude domains.
- 7.4 **Observations** to assess practical and presentation skills.
- 7.5 **Portfolio** to assess the cognitive, psychomotor and the affective domains.

8- Weighting of Assessments

Type of exam	
First part (30 credit points= 600 mark)	
• Written exam	440
• Oral and practical exam	160
• Total	600
Second part (100 credit points including 10 credit points not included in the total marks =1800 mark)	
• Oral exam	180
• Practical exam	300
• Written exam	780
• Portfolio	540
Total	1800

9- Regulations for Progression and Program Completion

- The regulations for program completion follow the general regulations for the Faculty of Medicine, Suez Canal University for MD approved by the Supreme Council of Universities. The program is considered complete with the accomplishment of 2 summative assessment (for the first and the second parts) and the defense of a thesis developed and submitted for the purpose of acquiring the degree.
- **First part**



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- Passing level 60% of total marks of the exam and at least 50% passing level of the total written exam marks
- **Second part**
- Passing level 60% of total marks of the exam
- Passing level 60% total of practical and oral exam
- **Thesis/Assay**
- Passing discussion is required for MD degree

10- Evaluation of Program Intended Learning Outcomes (ILOs)

Evaluator	Tool	Sample
1- Postgraduate students	Needs assessment questionnaires	Random sample of participants
2- Alumni(N/A since this is the first time to implement the program)	N/A	N/A
3- Stakeholders	Self-administered questionnaires DELPHI Focus groups	According to the method
4-External Evaluator(s) (Exaternal Examiner(s))	External audit of the program specifications	
5- Other		

Head of Medical Education Department

Prof. Wagdy Talaat

Date: April, 2018