



College of Medicine & Health Sciences Medical Education Unit Newsletter



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"The only person who is educated is the one who has learned how to learn and change."

Carl Rogers

Do you know?

In the context of workplace-based education of doctors, there has been concern that trainees are seldom observed, assessed and given feedback. What formative assessment methods are available and what do we know about the provision of feedback? Find the answer in *Medical Teacher* 2008, 30 (3) : 337 - 338

Do you wish to make a contribution? please contact us at: mededu@squ.edu.om

Upcoming CHPE and Student Assessment Workshops

The Certificate Course in Health Professions Education (CHPE) is scheduled for 3-5 February 2009. As before, it will be conducted by international figures in Medical Education. The topics will cover key issues in medical education, such as, principles of adult learning, course design, large and small group teaching, and principles of assessment.



This is followed by a specialised workshop on student assessment from 7-9 February 2009. Topics covered will be day 1:

Assessment of Knowledge, day 2: assessment of skills and attitudes, and day 3: item analysis and standard setting.

Some postgraduate assessment methods such as workplace-based assessment will be touched upon.

For registration and information, consult our

website: www.squ.edu.om/med/chpe/ or contact Ms. Asila Al Harthy at ext. 3442, e-mail: umsaja@squ.edu.om.

New Curriculum News

123 students have been admitted to the College this academic year. 56 students have exited the English Challenge test and have already started Phase I of the new curriculum. This semester, they are taking Medical Informatics, Academic English for Medicine and other University Requirements and some electives. They are expected to complete Phase I by the end of this academic year and enter Phase II in Fall 2009.

As for preparation of courses/modules in phase II, the Curriculum Committee with the new chairmanship of Prof. Riad Bayoumi has been meeting regularly with all course coordinators to ensure the design of the new courses/modules complies with the philosophy of the new curriculum and that they are ready on time.



10 Questions to Ask When Planning a Course or Curriculum

1. What are the needs in relation to the product of the training programme?
2. What are the aims and objectives?
3. What content should be included?
4. How should the content be organised?
5. What educational strategies should be adopted?
6. What teaching methods should be carried out?
7. How should assessment be carried out?
8. How should details of the curriculum be communicated?
9. What educational environment or climate should be fostered?
10. How should the process be managed?

(Harden, RM. Ten questions to ask when planning a course or curriculum. *Med Educ.* 1986 Jul;20(4):356-365)

Do you feel that some of the meetings you attend are a waste of time or at least not as productive as they might be. What eight things could you do about it?

1. Hold a meeting only when you want people to think together. If you just want to tell them something, send an e-mail.
2. There should be a clear objective for the meeting with expected outputs.
3. All of those key to the purpose of the meeting should be present but no one else.
4. Assign roles. This should include the chairman and someone to prepare minutes.
5. Meeting participants should be given in advance specific tasks relating to items in the agenda.
6. The agenda should indicate what you are going to do in relation to each heading.
7. Design meetings to address conflicts which might be recognized in advance rather than to avoid them.
8. Keep it tight. The chairman should not allow participants to deviate from the objective of the meeting and the timing.

Medical Teacher 2008; 30: 729

Standardization of Undergraduate Teaching

On 31st August 2008, the Departments of Child Health, SQUH and the Royal Hospital had their Undergraduate Teaching meeting at the Golden Tulip Hotel. The aim was to standardize and improve the undergraduate teaching both in SQUH and the Royal Hospital.

Dr. Yasser Wali started the meeting while Dr Muna Al Saadon presented the degree plan of the New MD Curriculum and highlighted major difference between the current and the new program.

The new Coordinators; Dr Salem Al Tamemi and Dr Roshan Koul presented details of the current 5th and 7th Year teaching program in SQUH and highlighted suggested changes for improving the quality of teaching program. The presentations were followed by extensive discussions at the end of which, both Departments agreed on standard and complementary teaching methods and

assessments.

Dr Sunil presented the teaching program at the Royal Hospital and highlighted some of the problems encountered by tutors and students during the rotations. Some of the problems were settled conclusively during the discussions.

Guidelines on writing Learning Objectives were presented and all members were requested to submit learning objectives as soon as possible.

The outcome of the meeting was a success as both affiliated institutions contributed valuably to future improvements in the standards of undergraduate teaching. Dr Mohammed Al Hosni, HOD, Paediatrics, Royal Hospital, concluded by inviting similar meetings every 3 months to discuss the feedback and solve any new problems.

Child Health Department

Academic Advising: Breaking the Barriers

In order to mentor students effectively, it is important that academic advisers create meaningful relationships with their students that are engaging and comfortable. One important activity is to create a plan for success that requires students and advisers to collaborate. This plan gives direction to both students and advisers and provides students with a path to follow which helps them focus on what needs to be accomplished during the semester in progress.

Advising as a shared responsibility recognizes that it takes the expertise of many to provide the educational experiences our students require for success. As academic advisers, we must develop a comfortable, student-centered approach to advising that focuses on each

student individually, their past experiences, their current life situations, their academic needs, and their goals relative to careers and future employment. Students need opportunities to tell their own stories, as well as encouragement to reflect on personal issues and find their own solutions.

Whether in the classroom, laboratory, clinic, meeting one-on-one in the office, or talking with students at meetings or at university events, frequent and meaningful interactions with our students provide the critical foundation they need for active engagement, involvement, and success. Our number-one priority, therefore, should be to make interaction and engagement happen.

Dr. Omar Habbal, Asst. Dean (pre-clinical)

Professor Clarke Hazlett's Visit to the College



Professor Clarke Hazlett visited the college from 26th-29th October 2008. He delivered a lecture entitled "How Students Learn: Considerations for Teaching and Assessments in Medicine & Health Sciences", which was well attended and praised. Professor Hazlett is a Professor of Medical Education at the Chinese University of Hong Kong (CUHK) and Professor Emeritus in the Faculty of Medicine at the University of Alberta in Edmonton. His

present work in Hong Kong has primarily focused on faculty and curriculum development and research into the impact that these have on student learning outcomes. He has run over 125 faculty enhancement workshops in universities across five continents. Research grants support this effort, part of which led to his establishing the IDEAL (International Database for Enhanced Assessment and Learning) Consortium. He also founded a similar consortium for nursing – the International Nursing Assessment Consortium (INAC).