

IFMSA-Egypt's 2nd Medical Education Forum

Activity format:

The Medical Education Forum serves as THE ONLY platform for us (Medical students) to voice our opinion in the current Medical Education system and evaluate the success of the newly established system from a students' perspective.

Problem statement:

Students' involvement in Medical education has always been an issue when it comes to the medical education systems in Egypt. For year, initiatives have been springing from both sides (i.e. the Medical Education Sector of the Ministry of Higher Education, different faculties' systems, and students and students' bodies). However, each stake holder neglected the role of others, which led us to the numerous problems we are currently facing. Starting from outdated teaching methods, to outdated assessment methods, minimal clinical exposure for undergraduates, and of course the general lack of knowledge regarding medical education, with the end result being that most of the medical students in Egypt are not aware of medical education core values and the important role they play in it. They also lack the knowledge about the other education systems around the world. Making them unaware and underprepared to get involved in the decision making process of medical education development in Egypt.

Overall aim / Objectives:

The aim is for IFMSA-Egypt to support the medical education system in Egypt by empowering medical students and providing the platform for student representative of medical schools around the country to voice their thoughts and ideas and communicate them to other medical education stakeholders in Egypt through: 1. Extensive capacity building among Medical students. 2. Gathering all medical Education stakeholders in one Mega Event: "The Medical Education Forum" to discuss the situation of medical education in Egypt and how to improve it.

Strategy / Methodology:

1- An online campaign: to orient more students on Medical Education and their role in it, in addition to collecting inputs through social media. The inputs will serve to evaluate the current existing knowledge levels and collect inputs for the planned policy. 2-A medical education forum: The Forum comprises 5 panels and 5 parallel workshops led by speakers, trainers from IFMSA-Egypt and selected guest speakers aiming to gather inputs from most innovative professors and students around Egypt to find realistic solutions to the major problems in our education system as well as evaluate the success of the newly established medical education system from a students' perspective.

Basics of Medical Education – course for future doctors

Activity format:

Project consists of two parallel courses run by students for students: On-line course for students engaged in didactic process (student governments / curriculum committees) at medical faculties in Poland.

Face-to-face course for students at JU MC interested in medical education. Courses are organized into 6 sessions – each sessions comprises three elements:

- 1) e-lecture – online educational resources created by our team available before a class
- 2) a class or online meeting – presentation of key concepts and group discussion
- 3) follow-up problem or assignment

Problem statement:

Medical Education in Poland follows traditional model and lacks teachers, faculty members and students with evidence-based approach to education. This opinion-based teaching together with continually increasing number of students accepted to medical schools pose great challenge and call for change. It is best summarized by dr Janczukowicz from Medical University of Lodz: "...we definitely need more people specialising purely in medical-education to form a team of effective change leaders. Transformation from opinion based to best evidence –based medical education is needed not only at the level of formal documents and recommendations but also at the level of individual attitudes." (Janczukowicz J. 2014. Medical education in Poland; a private reflection. MedEdWorld). These individual attitudes of students - future health-care professionals – are a target group for our activities.

Overall aim / Objectives:

The overall aim of this project is to improve the quality of medical education in Polish medical faculties by empowering students with vocabulary, ideas and tools used in this area. We'll approach this general goal at two levels – national and local (JU MC).

At the national level we'll strive to help students involved in didactic process at Polish medical faculties to become more effective change leaders.

At the local (JU MC) level we'll focus on presenting core concepts of medical education to promote the "teacher" and "researcher" roles of medical educators.

Last but not least, our ambition is to highlight the value of medical education in general and student engagement in particular by delivering high quality and attractive course by students for students.

Strategy / Methodology:

At the national level, the course will focus on educating students' change agents by: providing students with basic skills and knowledge in medical education; creating space and structure to discuss local problems students are struggling with, in the context of medical education theories; exploring new formal regulations in higher education and medical higher education implemented in Poland in 2018/19.

At the local (JU MC) level, the course will concentrate on potential future medical educators by: providing students with basic skills and knowledge in medical education; discussing the importance of different (twelve) roles of a medical teacher; describing and illustrating quantitative and qualitative types of research conducted in medical education.

The methods used in BME course include: flipped classroom, small group teaching/ webinar, discussion-based learning, project-based learning.

The quality of the course is supported by cooperation with experienced educators from Department of Medical Education at JU MC.

The Student Training and Research Collaborative: *addressing gaps in the UK medical curriculum, from the ground up*

Activity format / status:

1. Medical Education
 - a. Research skills courses (ongoing)
 - b. Academic conferences and training days (planning in process)
2. Research Collaborative Projects: Student-led collaborative schemes (ongoing)

Problem statement

What does it mean to be a doctor in this day and age? In an era of rapid change, there is a growing mismatch between the skills required by the doctors of tomorrow, and those taught in the UK medical curriculum. Indeed, there is a general consensus amongst junior doctors that they feel under prepared to handle challenges in the workplace.

Borne out of a recognition that certain aspects of the medical curriculum are outmoded, we have conceived the Student Training and Research Collaborative (STRC) to identify and address gaps in the medical curricula. These efforts will be led by students, for students, to best represent the educational needs of tomorrow's doctors.

An issue we have already identified is the unmet need for formal teaching in research in medical school. Proficiency in evidence-based medicine is a UK General Medical Council requirement for all doctors, yet structured teaching on the requisite processes is scant. Notably, fewer medical graduates are pursuing clinical academic careers, representing a decline in expertise that bridges bench with bedside. Further, opportunities for students to involve themselves in high-level research processes such as data analyses are few and far between. Instead, there is a pervasive climate that encourages mass produced research as a means-to-an-end, discouraging students from pursuing academia in the best possible way.

We believe that this can be easily rectified. To empower students to pursue academic careers, we will provide them with research skills through educational courses and promote opportunities for high-level research. Since our inception, we have been hard at work and have organised two well-received courses on clinical audits, and statistics and programming with medical data. We recently presented the outcomes of these courses at a national conference in Edinburgh.

Overall Aim/Objectives

1. Identify and address gaps in the national medical curriculum through rigorous discussion and brainstorming with students and academic professionals
At present, we will focus our efforts on medical education and research:
2. Inspire early involvement in academia
3. Support and nurture student interest and proficiency in academia
4. Provide opportunities for students to participate in all stages of the research process
5. Provide opportunities for more experienced students and doctors to design and deliver educational sessions related to academia

Strategy / Methodology

The organisation's activities will be split into two main streams.

1. **Medical education:**
 - a) Students: Research skill courses and academic conferences
 - b) Teachers: Training to Teach courses
2. **Research:** Student-led research projects on various topics

Wave of Research

Activity format / status

An ongoing series of Workshops on Research for Medical Students based on an auxiliary curriculum created by collaborative efforts of Students and Research Department at Nepal's Institute of Medicine

Problem statement

Nepal has one of the poorest doctor: patient ratios in the world, with just 7 doctors serving 10,000 people each. As such, the curriculum used by medical schools is targeted specifically at producing more clinicians for the country. While this has been beneficial in certain ways, this also means that research education has been almost completely ignored. Consequently, Nepali clinicians are often unable to update their practice keeping in line with the rest of the world, nor have they been able to conduct quality studies of their own.

In this light, we, as medical students, came to feel **the need of a program that would both equip medical students with research knowledge and also advocate for inclusion of research in our curriculum**. Our project "Wave of Research" was thus born.

Overall aim / Objectives

- To improve Knowledge, Attitude and Practice of Undergraduate Nepali medical students towards research through a series of need-based, student-created research workshops and,
- To use this experience to directly support and advocate incorporation of research education in the national medical curriculum

Strategy / Methodology

Step 1: Need Assessment- Focused Discussions were held by class representatives of each studying batch under IOM to assess the level of students' knowledge, attitude and practice regarding research.

Step 2: A formal proposal was submitted in a meeting with the Research Department (RD) based on results of step 1. The RD decided to facilitate relevant research workshops, while also inviting members from National Centre for Health Professionals' Education (NCHPE) to observe and evaluate the workshops and its potential for inclusion in the main curriculum.

Step 3: An auxiliary curriculum was devised with experts from the RD and student representatives based on a WHO template, RD's experiences, and students' needs. This curriculum includes 6 modules in total including both facilitated and peer based learning, the details of which are in the timeline.

Step 4: The workshops are being executed and evaluated currently using various tools and indicators, as explained in subsequent answers.

Step 5: An analysis report will be sent to the NCHPE on completion mediated by the Research Department and/or the students.

Step 6: The NCHPE will, if we perform the workshops successfully, incorporate it in the new curriculum (currently being developed).