AREA 7
EDUCATIONAL RESOURCES
EVIDENCE GENERATION

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WFME KEY QUESTION(WFME- BME STANDARDS 2020)

Is it appropriate or necessary to supplement or replace classroom teaching by distance or distributed learning methods(multi-media method of instructional delivery)? If so, how does the school ensure that these offer a commensurate level(مستوى مناسب) of education and training?

 Importance of this area

Sufficient educationally and contextually appropriate physical, clinical, and information resources are critical to delivery of a medical curriculum. (WFME BME Standards 2020)

AREA 7 EDUCATIONAL RESOURCES:

7.1 PHYSICAL FACILITIES

7.2 CLINICAL TRAINING RESOURCES

7.3 INFORMATION TECHNOLOGY

7.4 MEDICAL RESEARCH AND SCHOLARSHIP

7.5 EDUCATIONAL EXPERTISE

7.6 EDUCATIONAL EXCHANGES

Outline for data collection link:

https://www.who.int/workforcealliance/knowledge/toolkit/46/en/

Basic Medical Education WFME Global Standards for Quality Improvement

EXAMPLE FROM WFME KEY QUESTIONS

6.1 Physical Facilities

Physical facilities include the **physical spaces** and **equipment** available to implement the planned curriculum for the given **number of students and academic staff**.

 Basic

- Provide a brief description of each of the **physical facilities** available for the delivery of the non-clinical components of the curriculum.

- How does the medical school **review the adequacy** of the **educational resources**(الموارد التعليمية)؟

-What **mechanisms** exist for **gathering feedback** from students and staff on the facilities?

 - What **authority** does the medical school have to **direct resources** to **respond to deficiencies?**

  Quality

 -Indicate what **plans exist for improving these facilities** in relation to **developments** in educational practices.

7.1 PHYSICAL FACILITIES

Basic standards:

The medical college must

7.1.1. have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately.

7.1.2. ensure a learning environment, which is safe for staff, students, patients and their relatives.

Quality development standard:

The medical college should

7.1.3. improve the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices.

7.1.2. The medical college must Ensure a <u>learning environment</u>, which is <u>safe for staff, students, patients, and their relatives.</u>

⬚ Annotation:

[A safe learning environment would include the provision of necessary information and protection from harmful substances,specimens, and organisms, laboratory safety regulations, and safety equipment.]

Evidence generation

Present:

1- **Describe the security system(s)** in place and **the personnel** available to provide a safe learning environment for medical students during **regular school hours** and **after school hours at each location.** (Annex 7.1.2)

- Annex. 7.1.2

Examples of security measures that should be available and evaluated:

*A- **Police department/university guards** to manage law enforcement, fire safety, emergency medical services, etc...*

*B-**In-card access** for building*

*C-**Public safety department** to ensure students, physician, hospital employees, patients and visitors*

*D-**Security cameras** to monitor inside and outside the college*

*E-Using emergency notification systems such **as email**, **text messaging**, **TV**, and **loudspeakers***

*F-**Presence of emergency plan** in case of **fire and explosions**, **severe weather**, **hazardous chemical materials**, **contaminations**, **electricity shut down**, **law enforcement emergencies.***

2-Provide a copy of the medical college or university plan (instructions) for emergency and disaster preparedness. This instruction should be circulated to all medical students, faculty and staff.

Applied:

3- Describe how medical students and medical staff are informed of institutional policies and plans to prepare for emergencies and disasters.

Effective:

4-The College should evaluate the adequacy and efficiency of the security systems at the educational constructions and clinical teaching sites. This evaluation should also be supported by providing data from the student surveys, by curriculum year (Y1to Y6), on the percent of respondents who were **not satisfied/satisfied / very satisfied** with safety and security at all instructional sites.

Quality development standard:

7.1.3. The medical college should <u>improve</u> the learning environment <u>by regularly, updating,</u> and <u>modifying</u> or <u>extending</u> the physical facilities to match the <u>developments</u> in educational practices.

Evidence generation:

Present:

1-Describe the **recent (updated) challenges** in the needed teaching **<u>space</u>** such as, lecture halls, seminar rooms…..

Applied and Effective:

2- What are the mechanisms used for **scheduling educational Spaces**(if these spaces are used for a required learning experience in **the early years** of the curriculum (lecture halls, large and small group rooms, and laboratories)) are **shared with other colleges/programs** to accommodates the needs of the medical education program such that the **delivery of the curriculum is not disrupted.**

3- What are the mechanisms applied for **scheduling facilities** used for **teaching and assessment of students' clinical skills** if these facilities are **shared** with other colleges/programs to ensure that these facilities accommodate the needs of the medical college so **that teaching and assessments are not disrupted**

4- What are **the necessary measures or adjustment** the college should implement to **accommodate the increase in class size over the succeeding years**

5- What is the **support plan** for the **college research mission** and what are the **resources for basic, clinical and evaluation research?**

7.2 CLINICAL TRAINING RESOURCES

Basic standards: The medical college must

7.2.1. ensure necessary resources for giving the students adequate clinical experience, including sufficient

7.2.1.1. number and categories of patients.

7.2.1.2. clinical training facilities.

7.2.1.3. supervision of their clinical practice.

Quality development standard: The medical college should

7.2.2. evaluate, adapt and improve the facilities for clinical training to meet the needs of the population it serves.

7.2.1. ensure necessary resources for giving the students adequate clinical experience, including sufficient
7.2.1.1. number and categories of patients.
http://sites.ju.edu.jo/ar/pqmc/nationalaccreditation/
معايير المستشفى التعليمي ومواصفاته.Pdf

Evidence generation:

Present:

1- Provide Student: Patient Bed ratio, especially for the last 3

years

(standard: 1/3)

2- A medical college has, or is assured the use of appropriate resources for the clinical instruction in ambulatory and inpatient settings and has adequate numbers and types of patients (e.g., acuity) (level of severity of illness), case mix (groups of patients requiring similar tests, procedures, and resources that are treated at a particular hospital), age, gender by providing the following data:

2.1- Patient Volume: Provide the required information for each hospital that will be used for the in-patient.

Facility Name/Campus (If applicable)	No. of beds in use	Average daily occupancy	No. of admissions / year	No. of outpatient visits /year

2.2- Inpatient Teaching Facilities.
Provide information for inpatient teaching facilities used for required clinical training at each hospital

Facility Name/Campus (If applicable)	Clinical training course	Average daily inpatient census	Anticipated(expected) Average No. of Students Per Clinical training course (Range)	
			Colleges' medical students	Medical students from other colleges

2.3-<u>Inpatient</u> Teaching Sites by Clinical training course: List all inpatient teaching sites where medical students will take one or more required Clinical training courses, indicate the Clinical training course(s) offered at each site by placing an "X" in the appropriate column.

Facility Name/Campus (if applicable)	Family Medicine	Internal Medicine	Ob-Gyn	Pediatrics	Surgery	Other (list)

2.4-Ambulatory teaching sites: For each type of ambulatory teaching, sites indicate the Clinical training course(s) where students will spend time at this type of site by placing an "X" in the appropriate column. (Ambulatory care refers to care that takes place where patients attend hospital facilities without being admitted as inpatients).

Facility Type	Family Medicine	Internal Medicine	Ob-Gyn	Pediatrics	Surgery	Other (list)
Teaching hospital						
General hospital						
Health Center						
Others						

Applied and Effective:

3-Evaluate the clinical facilities provided by the college for clinical training classes from the following point of view: area, location, and sufficiency.

4-Describe any significant changes in clinical education sites planned by the College of Medicine over the next three years as a result of class size increases or other circumstances.

5-Provide documents showing that Teaching Hospitals and Primary Health Care centers (PHC) have met the health institution's accreditation. If the MOH accreditation program was not implemented, see the

Teaching Hospital Standard's template appendix below as a template (example) for assessment of the current situation.

http://sites.ju.edu.jo/ar/pqmc/nationalaccreditation/

pdfمعايير المستشفى التعليمي ومواصفاته.

6- Evaluate the quality and adequacy of the affiliated health care institutions for clinical training from the specialties and teaching beds' point of view. Details of teaching beds include the number of beds used, average daily occupancy, number of admissions per year, number of outpatients per year, number of classrooms, clinical boardrooms, etc.

7- Provide data to ensure that the college has teaching beds and outpatient clinics in main specialties (surgery, medicine pediatrics, obstetrics & gynecology), and emergency, ENT, Dermatology, and other specialties based on the health problems, with an adequate clinical teaching staff.

8- The college should provide documents for facilitating students' access to out-patient clinics for teaching and learning purposes. These documents might be supported by students and staff opinions

9-Provide documents showing that students have easy access to primary health care centers, examples: study timetable, official letters, and students/staff opinions, etc.

10-Describe and interpret the survey results of student, staff, and stakeholder satisfaction with the adequacy of the number and category of patients at different affiliated clinical institutions for making the students adequate clinical experience.

7.2.2. The medical college should evaluate, adapt, and improve the facilities for clinical training to meet the needs of the population it serves.

Annotation:

[The term "evaluate" would include an assessment of the relevance and quality of medical education programs in terms of settings, equipment, number and categories of patients, as well as health practices, supervision, and administration.]

Evidence generation:

Present:

1-What areas of clinical institutions in affiliated institutions need adjustments and improvements regarding the changing needs of the population it serves? Provide documentation demonstrating

improvements in parameters, equipment, patient numbers and categories, health practices, supervision, and administration.

2 - Does the college consider the skills lab to be part of the clinical education program? Give a summary of the skill laboratory establishment, description, contents, and activities including basic skill courses and some other skill courses carried out in the skill laboratory with the plan for improvement.

Applied:

3-Evaluate the appropriateness and quality of the changes in clinical training resources

Evaluation of Clinical Training Resources by Curriculum Year

As available, provide data from a single, recent academic year from either the student survey analysis, clinical training evaluations, or other sources, for appropriateness and quality for the changing in medical training programs from the following points: Educational/teaching spaces, settings, equipment and number and categories of patients, health practices, supervision and administration at inpatient and outpatient clinical sites used for required clinical training. Add rows for each relevant question, and indicate the year and source of these data.

Survey questions	Year 1	Year2…….
Data survey year……, source…….		

4- Interpret the result of the recent survey questions (data analysis) on the adequacy, appropriateness, and quality of medical training programs of resources to support medical student education at each inpatient and outpatient site used for required clinical training. Recommendations from conferences and rounds for improvements can also be documented

5-Provide the data by site and describe the steps and actions that could be taken to address the identified problems with the availability, adequacy, appropriateness, and quality of resources at one or more inpatient or outpatient sites, to ensure that these
clinical training facilities will be adjusted to acquire adequate clinical training standard.
Examples of the College's role in developing clinical training institutions:
- Adjust the grouping and scheduling of trainees for clinical training in clinical training courses, so that each group has a different course depending on the resources available.
- Contribution to the development and improvement of clinical education facilities in terms of supervision, administration, etc.
-Contribution to the Ministry of Health for the setting up of certain diagnostic units in the training site.

Effective:

6-Does the college assesses affiliated training institutions regularly?

Provide a summary of these evaluation studies and what needs to be improved. Moreover, the portfolio is important to visualize students' achievement (documents on what kind of practice they have conducted). These achievements enable the college to introduce developments to suit the training requirements of the
students.

7.3 INFORMATION TECHNOLOGY

Basic standards: The medical college must

7.3.1 <u>formulate and implement a policy</u> which addresses <u>effective</u>الاستخدام الفعال and ethical use والاستخدام الاخلاقي and <u>evaluation</u> وتقييم تقنيات of appropriate information and communication technology.

7.3.2. ensure access to web-based or other electronic media.

Quality development standards: The medical college should

7.3.3. enable teachers and students to use existing and exploit تسخير appropriate <u>new</u> information and communication technology

for

7.3.3.1. independent learning.

7.3.3.2. accessing information.

7.3.3.3. managing patients.

7.3.3.4. working in health care delivery systems.

7.3.3.5. optimize student access to relevant patient data and health care information systems.

Basic standards:

7.3.1 The medical college must formulate and implement a policy السياسات **that addresses(1) <u>the effective</u> and(2) <u>ethical use</u> and(3) <u>evaluation</u> of appropriate information and communication technology.**

Annotations: ⬚

[Effective use: Information and communication technology would include:

*Use of computers, cell/mobile telephones, <u>internal and external networks,</u> and other means as well as **<u>coordination with library services</u>**. The policy would include <u>common access</u> to all educational items through a *<u>learning management system</u>. Information and communication technology would be useful for preparing students for evidence-based medicine and lifelong learning through continuing professional development (CPD).]*

Note:

Appropriate <u>safeguards</u> would be included in the relevant policy to promote the <u>safety of physicians and patients</u> while empowering them to use new <u>tools</u>. *Annex 7.3.1.

https://www.radiologyinfo.org/en/info.cfm?pg=article-patientprivacy# part_one

Patient Privacy and Security of Electronic Medical Information

A-Effective use and assessment of information technology
(policy and implementation):
Evidence generation:

Present and Applied

1-Provide information technology (IT) resources الموارد available to the college. Discuss the adequacy of these IT resources

Medical College IT Resources					
Provide the following information based on the most recent academic year. Colleges with regional campuses should specify the campus in each row.					
Campus (If applicable)	How many computer classrooms are accessible to medical students?	How many computers or work stations are in each computer classroom?	Is there a wireless network On-campus? (Y/N)	Is there a wireless network in classrooms and study spaces? (Y/N)	Are there sufficient electrical outlets in educational space to allow computer use? (Y/N)

-**Identify the availability of a wireless network in classrooms and workplaces. If there is no wireless network at instructional sites on campus or if the network does not cover all locations, describe the shortage of internet access points in educational spaces (e.g., in large classrooms, small class-rooms, student study space).**

-**Describe the availability of telecommunications technology that links all instructional sites/campuses and how Information Technology (IT) services support the delivery of distributed education.**

-**How does the medical college assess the adequacy of IT resources to sustain the educational program?**

-**Describe how medical students, residents, and faculty can access educational resources (e.g., curriculum materials) from off-campus sites,مواقع خارج الحرم الجامعي، including teaching hospitals and ambulatory teaching sites.**

2- Provide the number of IT services staff. Determine the adequacy of these staff.

Medical College IT Services Staffing			
Provide the number of IT staff, in the following areas, using the most recent academic year. Colleges with regional campuses may add rows for each additional campus.			
Total No. of IT Staff	**Professional Staff**	**Technical and Paraprofessional Staff** المساعدين	**Part-time Staff (e.g.,student workers)**

3-Describe the Cooperation between medical college library and information technology resources (i.e. policies or regulations)

Medical College Library and information technology resources cooperation
Library/ IT Unit workers
1-Number of workers:
2-Qualifications: **a- Skills in clinical informatics**   **(YES/NO)** **b-Behavior**   **(YES/NO)** **c-Lifelong learning**   **(YES/NO)** **d-Professional development of teaching faculty.**   **(YES/NO)**

-Identify the ways that staff members in the IT services unit are involved in curriculum planning and delivery for the medical school. For example, do IT services staff assist faculty in developing instructional materials, developing or maintaining the curriculum database or other curriculum management applications, or learning to use the technology/Audio-Visual resources for on-site or distance education.

4-Provide document(s) showing that the college formulates and implement the regulations and policies designed by the learning management system or any other alternative authority in the college for effective use of information technology including the use of:

- Computers, Cell/mobile telephones, Internal or external networks…

5-Which committee or body who is responsible for formulating the policy of the" information and communication technology center" in the medical college. (Example: presence of formal committee, information technology center for the whole university, etc.)

6- Are there additional governmental policies dealt with information and communication technology? e.g., a computer course is a university requirement, general encouragement for the use of information technology by the government, etc.

Effective:

7-Discuss the results of the Survey of Student Satisfaction with IT Resources by Curriculum Year

Student Satisfaction with IT Resources by Curriculum Year		
As available, provide data for the student survey, by curriculum year, on the percent of respondents that were satisfied/very satisfied with computer/IT resources. Add rows for each relevant question area on the student survey. Colleges with regional campuses should specify the campus in each row.		
Survey Question (Campus as applicable)	**YEAR 1**	**YEAR 2...3....**

8- Does the college have the authority to direct resources to the use of information technology? If it has such authority, list its achievement, e.g. establishment of the electronic library, network, website, etc.

B- Ethical use and evaluation of IT (policies and implementation):
Annotation:
[Ethical use refers to the challenges for *both physician and patient privacy and confidentiality* *following the advancement of technology in medical education and health care. Appropriate* *safeguards* *would be included in relevant policy to promote the* *safety of physicians and patients* *while empowering them to use new tools.]*

Evidence generation:

Present:

1-Show that **policy on the ethical use of IT** would ensure the implication of the following concepts:

③🕐**Patient Privacy:**

🕐③ Show documents demonstrating the practical policies of maintaining the **security and privacy** of patient records **(record limited to the patient only).**

③🕐**Patient Confidentiality:**

🕐③ Demonstrate the set of rules that ensures patient's confidentiality (**records distributed between the patient and the doctor who trust)**

③🕐**Appropriate safeguards:**

Safeguards to promote physician and patient safety from using the new IT tools.

2 -Demonstrate physical, technical, and administrative safeguard rules for tools applied to patient information records, and demonstrate that these safeguards **allow appropriate access to health providers for patient care**. (Physical, technical, and administrative safeguards protect the privacy, security, and integrity of recorded patient information).

Applied:

3-Provide college/hospital report or evidence showing the implementation of these policies

Effective:

4- Discuss Students, clinical staff,and patients satisfaction, and evaluation of the ethical use and evaluation of information technology tools.

For more details, please follow the link in Annex 7.3.1 &7.3.1.2

- Annex 7.3.1:

A learning management system (LMS) is a software application for the administration, documentation tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs

Annex 7.3.1.2:

https://www.radiologyinfo.org/en/info.cfm?pg=article-patient-privacy#part_one

Quality development
**7.3.3.1. The medical college should enable teachers and students
to use existing and exploit appropriate new information and communication
technology for independent learning.**
Evidence generation
Present:
1- Show documents demonstrating that the college provides high
quality,meaningful digital content for teachers and learners to facilitate
independent learning
2- Students and teachers should have sufficient access to new digital
technologies and the internet in the teacher classrooms,

and teacher education institutions for independent learning (Show
document(s) to ensure the presence of efficient access to IT resources for the
process of independent learning)

Applied:

3- Teachers should have the knowledge and skills to use the new digital tools and resources(homepage, literature database, ebooks, and e-journals, etc.) to help all students achieve high academic and clinical standards by independent learning (College should provide the skills and activities of teachers guiding independent learning process; such as conducting courses, workshops, lectures, etc.)

4-Provide documents to show the application of computers, cell/mobile telephones, internal and external networks in Independent Learning.

Effective:

5-Describe the activities which have been achieved by student and staff by using or exploiting new information and communication technology via independent learning skills (e.g. medicaltechniques, skills, research, etc.)

7.4 MEDICAL RESEARCH AND SCHOLARSHIP

Basic standards:

The medical college must

7.4.1. use medical research and scholarship as a basis for the educational curriculum.

7.4.2. formulate and implement a policy that fosters the relationship between medical research and education.

7.4.3. describe the research facilities and priorities at the institution.

Quality development standards:

The medical college should

7.4.4. ensure that interaction between medical research and education

7.4.4.1. influences current teaching.

7.4.4.2. encourages and prepares students to engage in medical research and development.

Basic standards:

7.4.1. The medical college must use medical research and scholarship as a basis for the educational curriculum.

Annotation:

[Medical research and scholarship encompass scientific research

in basic biomedical, clinical, behavioral, and social sciences. Medical scholarship means the academic attainment of advanced medical knowledge and inquiry. The medical research basis of the curriculum would be ensured by research activities within the medical college itself or its affiliated institutions and/or by the scholarship and scientific competencies of the teaching staff.]
Note:
For more details see Annex 7.4

*- **Annex 7.4***

Definitions:

- Medical educational research may include evaluation of the transferor acquisition of knowledge, attitudes, or skills in any topic relevant to human health among any type of learner, including health professionals, students in the health professions, and patients.

Besides medical researches, medical educational researches are required. These researches would influence current teaching, facilitate the learning of scientific methods, and evidence-based medicine.

Quality development standards:

7.4.4.1. The medical college should ensure that interaction between medical research and education influences current teaching.

Evidence generation:

Present:

1- Describe how the **college runs a research methodology course** in respect to the following issues (1) research conduction,(2) application of research principles, (3)research project evaluation,(4) learning scientific writing principles,(5) learning how to select a problem and(6) prepare a project proposal,(7) application of statistical methods etc.

2-What are **other** efforts or development programs to enable undergraduate students to **experience basic training as researchers**, and to **become future researchers** (e.g. **attending lectures** presented by senior researchers to demonstrate the **integration between research projects of basic sciences, clinical sciences, and social sciences**, **conducting an elective research program in the department they choose**, **participating in seminar presentations**, etc.)

Applied:

3-List the number and titles of researches accomplished by the students which have been conducted as a result of the researcher development activities carried out by the current curriculum

Effective:

4-Provide **student and staff satisfaction** in the medical researcher development program implemented in the current teaching to enable undergraduate students to become future researchers. In addition to **the survey, the minutes of the research/curriculum committee meetings** can also be provided as a supportive document.

7.5 EDUCATIONAL EXPERTISE

Basic standards: The medical college must

7.5.1. have access to educational expertise where required.

7.5.2. formulate and implement a policy on the use of educational expertise in

7.5.2.1.curriculum development.

7.5.2.2. development of teaching and assessment methods.

Quality development standards: The medical college should

7.5.3. demonstrate evidence of the use of in-house or external educational expertise in staff development.

7.5.4. pay attention to current expertise in educational evaluation and in research in the discipline of medical education.

7.5.5. allow staff to pursue educational research interest.

Basic standards:

7.5.1. The medical college must have access to educational expertise where required.

Annotations:

[Educational expertise would deal with(1) processes,(2) practice, and(3) problems of medical education and would include (1)medical doctors, (2)educational psychologists, and(3) sociologists. It can be provided by (1)an education development unit or (2)a team of interested and experienced teachers at the institution or be acquired from (3) **another national** or (4)**international institution**.(5) **Research** in the discipline of medical education investigates (1)**theoretical**,(2) **practical**, and (3)**social issues** in medical education.]

Evidence generation:

Present:

1- Name the committee or authority **(include doctors, educational psychologists, and sociologists) and their specialties,** **that specifically work for medical education and accept consultations on educational methodologies.**

Applied and Effective:

2-Show documents of collaboration **with medical education professors or other foreign university organization working specifically with education.**

3-Describe the achievements that have resulted from access to medical education experts (in-house units or outside experts) in the following areas:

3.1- Professional development skills in the areas of the faculty member's discipline content

3.2- Curricular design

3.3- Student assessment methodologies

3.4-The instructional methodology or teaching methods (i.e., description of the learning objectives-centered activities and ensure the flow of information between teacher and students)

3.5-Program evaluation process (presentation of committee minutes, discussion and exchange of views, activities on program implementation and evaluation) (Note: Examples of the activities which might apply the educational experts to achieve this goal are: workshops, seminars, courses, practical applications of the educational principles in the management of the curriculum, etc.).

Quality development standards:

7.5.3. The medical college should <u>demonstrate evidence</u> of the use of in-house or external educational expertise in <u>staff development</u>.

Evidence generation:

Present:

1- Describe the **organizational placement of in-house education specialists** involved in **staff development** in the area of education, research and administration. (**E.g. Expertise at the Faculty Development Office**, **Medical Education Unit**,, **University Offices**)

2-Describe **the availability of qualified external individuals** who can help faculty members **improve** their teaching, evaluation, research and administration skills. **Post official orders**, **invitations**, **communications**, **transactions**, **minutes of meetings**.

Applied:

3- Provide documentation demonstrating the use of teaching expertise by the college in staff development and time (ex: Parttime, full time, visitor…) they had devoted to the faculty staff development (e.g. Post formal order, college board meeting minutes, workshops, seminars, websites, etc.)

Effective:

4-Evaluate specific programs or activities, and their durations that have been designed with expertise to help in the process of faculty development (e.g. Medical training courses, seminars, clinical instructor training, web sites and email communication skills, etc.).

7.6 EDUCATIONAL EXCHANGES

Basic standards:

The medical college must

7.6.1. formulate and implement a policy for

7.6.1.1. National and international collaboration with other educational institutions, including staff and student mobility.

7.6.1.2. transfer of educational credits.

Quality development standards:

 The medical college should

7.6.2. facilitate regional and international exchange of staff and students by providing appropriate resources.

 7.6.3. ensure that exchange is purposefully organized, taking into account the needs of staff and students, and respecting ethical principles.

Basic standards:

The medical college must

7.6.1. formulate and implement a policy for

7.6.1.1. <u>National and international collaboration</u> with *other educational institutions*, including <u>staff and student mobility.</u>

Annotations:

[Other educational institutions would include other medical schools as well as other faculties and institutions for health education, such as schools for <u>public health</u>, <u>dentistry</u>, <u>pharmacy,</u> and <u>veterinary medicine</u>]

Evidence generation:

Present:

1- Does the college, university, or ministry have <u>a policy for collaboration</u> in educational exchange with other educational institutions including <u>staff mobility</u> with these institutions? <u>Display formal policy documents.</u>

2-Does the college has a <u>student fellowship</u>, <u>collaboration protocol</u> with other regional and international medical colleges. <u>State types of collaboration, countries, and date of collaboration?</u>

3-Does the College of Medicine have a well-defined <u>clinical partnership with MOH departments? Show documents</u>

4- Does the College of Medicine have a partnership or collaboration with health colleges and paramedic training institutions (nurses, paramedics, medical technologists, etc.)? Display documentation demonstrating such collaboration.

5-Does the college has a copy of a written policy or order (from college, ministry, or university) for national and international collaboration with other educational institutions (medical colleges, public health, dentistry, pharmacy, and veterinary medicine), in staff and student mobility process? Demonstrate policy and cases of staff and student mobility among medical colleges and other educational institutions.

6- Does the college have **collaboration** with other **scientific research and training institutions** to ensure scientific exchange, exchange of **training experiences**, **organize workshops**, **conferences**, and **seminars** for faculty members or students? **Summarize these events**.

Applied:
7-Show the **cases(folders) of staff and student mobility** that resulted from the implication of collaboration and partnership arrangements with other institutions

Effective:
8- Give **the opinions of the student and staff on the impact** of the educational collaborative and partnership arrangement with other institutions **on the process of staff and student mobility**

Quality development standards:

7.6.2. The medical college should <u>facilitate</u> the regional and international exchange of <u>staff</u> and students by providing <u>appropriate resources.</u>

Annotation:

[<u>Staff</u> would include academic, administrative, and technical staff.]

Evidence generation:

Present and Applied:

1-Does the college provide **resources** to facilitate regional and international interchange of **university staff**? Demonstrate appropriate resources for each event such as **accommodation**, **transport**, **food,** etc.

particularly for international cooperation

2. Does the college provide resources to facilitate the regional and international exchange of students, e.g. resources for student exchange for short or long courses, training, visiting programs, such as accommodation, transportation, eating, registration fees, etc... Show documents demonstrating the college authority and its action in these regards.

Effective:

3- Show a summary report demonstrating the assessment of the adequacy of resources provided by the college for the exchange of teachers and students on a national and international scale.

Annexes for area- 7-

- Annex 7

Basic Medical Education WFME Global Standards for Quality Improvement

Outline for data collection link: :

https://www.who.int/workforcealliance/knowledge/toolkit/46/en/

•Annex.7.1.1a

الدليل الارشادي لمعايير المساحات والموارد البشرية والتجهيزات والمواصفات العامة للمباني
(والمرافق لمؤسسات ا لتعليم العالي في مصر(مثال للاطلاع

-Annex 7.1.1b

 Physical educational facilities and services standards

No.	Details	Standard	Percentage of compatibility with standard.
1	Green area	25%	
2	Registration Office Area	10m²/100 student	
3	Officers in the registration office	Officer/200 students	
4	Faculty office area(single)	9m²	
5	College office space (shared)	15m²	
6	Library study area/student	0.8 m²	
7	Periodical/specialty	5 for each specialty	
8	Computer/teaching staff	1computer for each staff	
9	Computer/student	1computer/25 students	
10	Student/ teaching staff	20 students/1staff member	

11	Technician/student in a laboratory...	1technician/20 students in the lab.	
12	Lecture hall	50-60 m²	
13	Student/lecture hall	50-60 student/lecture hall	
14	Student stadium	200 student capacity	
15	Research Lab. Area	16m²	
16	Water closet for staff	1W.C./20 STAFF	
17	Water closet for students	1W.C./30 students	
18	Car parking for staff	1 space/1 staff	
19	Car parking for student	1 space/10 student	
20	Closed hall	2000m²	

- Annex. 7.1.2

Examples of security measures that should be available and evaluated:

A. Police department/university guards to manage law enforcement, fire safety, emergency medical services, etc...

B-In-card access for building

C-Public safety department to ensure students, physician, hospital employees, patients and visitors

D-Security cameras to monitor inside and outside the college

E-Using emergency notification systems such as email, text messaging, TV, and loudspeakers

F-Presence of emergency plan in case of fire and explosions, severe weather, hazardous chemical materials, contaminations, electricity shut down, law enforcement emergencies.

-Annex 7.2: Teaching hospital, standards, and specifications

معايير المستشفى التعليمي ومواصفاته

http://sites.ju.edu.jo/ar/pqmc/nationalaccreditation/

معايير المستشفى التعليمي ومواصفاته.pdf

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هيئة اعتماد مؤسسات التعليم العالي

معايير المستشفى التعليمي ومواصفاته

- Annex 7.3.1:

*A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs

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Patient Privacy and Security of Electronic Medical Information

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Summary ▶

What is electronic medical information security? ▶

What is patient privacy? ▶

Why are security and patient privacy important ▶

What are radiology professionals doing to safeguard medical images and patient

What are the responsibilities of the radiologist and patient? ▶

What should you do if you think someone is inappropriately accessing your health information? ▶

How is medical information kept secure and private? ▶

- **Annex 7.3.3.3 :**

Definitions:

Healthcare information technology (HIT) has been defined as "the application of information processing involving both computer hardware and software that deals with the storage, retrieval, sharing, and use of health care information, data, and knowledge for communication and decision making". Health information technology presents numerous opportunities for improving and transforming healthcare in managing patients that include; reducing human errors, improving clinical outcomes, facilitating care coordination, improving practice efficiencies, and tracking data over time. Health information technology has an impact on patient management including safety. Patient management software (PMS) is one of the common categories of HIT.

-Patient management software (PMS) is referred to as software that is regulated as a medical device. It is software that is used to acquire medical information from a medical device to be used in the treatment or diagnosis of a patient. It can also be software that is an adjunct to a medical device and directly contributes to the treatment of the patient by performing analysis, or providing treatment or diagnosis functionality that replaces the decision and judgment of a physician).

- **Annex 7.4**

Definitions:

- Medical educational research may include evaluation of the transferor acquisition of knowledge, attitudes, or skills in any topic relevant to human health among any type of learner, including health professionals, students in the health professions, and patients.

Besides medical researches, medical educational researches are required. These researches would influence current teaching, facilitate the learning of scientific methods, and evidence-based medicine.

- **Annex 7.6.1.1:**

Examples of collaboration links with other institutions:

Cooperation in scientific activities such as workshops and conferences, international students exchange program, training programs, and opportunities, joint research activities, external examiners, visiting experts and faculty members, conduction of international examinations (e.g., MRCP examinations), Contribution in the teaching and clinical facilities, in the implementation and development of the undergraduate medical programs of other colleges. Nevertheless, many of the current links are based on personal staff connections.

- Annex 7.6.2:

 - Examples of an exchange of academic staff: The college may provide an exchange of academic staff for certain medical colleges, health professional colleges, Iraqi Medical Specializations Board, Arab Board of Medical specialization, participation in the training or curriculum development courses, participation in the final examinations for undergraduate and postgraduate studies of other colleges, giving consultations for the international medical organization, participation in conferences, etc.

- Transfer Students suggestions notes (These suggestions are not a substitute for the official rules, if available)

 A medical college ensures that any student accepted for transfer or admission with advanced standing demonstrates: academic achievements, completion of relevant prior required learning experiences, and other relevant characteristics comparable to those of the medical students in the class that he or she would join. A medical college accepts a transfer medical student into the final year of a medical education program only in rare and extraordinary personal or educational circumstances.

- Visiting Students Suggestions (These suggestions are not a substitute for the official rules, if available)

A medical college, in case of acceptance of visiting students, manages and ensures the following: a) verification of the credentials of each visiting medical student, b) each visiting medical student demonstrates qualifications comparable to those of the medical students he or she would join in educational experiences, c) maintenance of a complete roster of visiting medical students, d) approval of each visiting medical student's assignments, e) provision of a performance assessment for each visiting medical student

- **Annex 7.6.3:**

The resources such as faculty, educational space, clinical placements, used by a medical college to accommodate any exchanged medical students or staff, should not significantly diminish the resources available to already enrolled medical students and should also respecting real needs, ethical principles by considering the demands and needs of staff and students(humanity, anti-discrimination,…etc.)

The Manual of Self-assessment study. Evidences' generation

The National Council for Accreditation of Medical Colleges
Ministry of Higher Education
Dec. 2020

THANK YOU FOR ATTENTION

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