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Inter-professional student-run pr

“Recommendations of the workshop :

Medical Education and Internship Systems (MEIS)

In different EU and Arab Countries (e.g. Egypt & Lebanon)

A blended workshop organized by Linnaeus University (LNU) – Sweden

Hosted by Badr University- Cairo (BUC)

12-15 December 2021

- I. Comparisons between undergraduate program in medication schools and in EU schools presented in the project reveal agreement of all participated schools in the following:
 - a. The framework and outlines of the curriculum map in terms of integration “horizontal, vertical and spiral “, early clinical exposure correlation between basics sciences and clinical competencies.
 - b. Reduction of factual knowledge to the minimum and encouragement of student-based-patient centered education as one of principles of medical education.
 - c. Adoption of competency based education and designing the curriculum and teaching plan on the basis of Miller Pyramid- Knows – Knowhow – shows how – does.
 - d. “How to learn is more important than what to learn “.
 - e. Concentration on professional competencies that enable the graduate to start practice safely and not to overload him with details of specialties.
 - f. Endorsement of central committee at the level of each school to ensure governance of the program including, monitoring, evaluation and reform.

- II. At the level of internship there is a need to revise methods of training and assessment which ensure achievement of required competencies at the workplace-based especially at the primary health care level.

- III. The following materials are of fundamental significance to support items I &
 - a. Capacity building program for medical educators including development of the following professional diploma to be developed, accredited, recognized and approved by relevant work package leader universities:
 - i. Professional competencies development
 - ii. Family medicine TOT
 - iii. Digitalization of medical & health education
 - iv. Medical informatics and technology

- b. Guidelines for undergraduate curriculum development, teaching and learning methods, assessment and internship programs and quality assurance.

- IV. Establishment of a primary health care unit at Badr university to give a model of inter professional practice and workplace training and assessment.

- V. Revision of the already done stakeholders and students surveys and prepare a report including recommendations.

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LNU Head of the EU/Erasmus+ Project

Prof Ahmed Makhoulf,
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Reflection

Many thanks to Professor Mosad Zein El Din (from Sweden), who is Head of the ER/Erasmus + Project, Chair of the Event (Inter-professional student-run primary CARE clinics) which was **Hosted by Badr University in Cairo(BUC)**

From 12-15 December 2021

Undergraduate medical education systems & Internship were presented in Sweden, Austria, Italy, Egypt (Badr, Assiut and Al-Azhar Universities) and Lebanon.

The most important issues:

1. The curriculum map in these countries is nearly similar to the new program (5+2) in Egypt in terms of:
 - the integration between basic sciences (organ system blocks) (horizontal integration) and linking them to the clinical context (vertical integration). As well as the early teaching of clinical and professional skills (vertical blocks).
 - Emphasis on reducing the academic burden on the student (reduce knowledge) and linking the basics of science with clinical cases (know-how and show how and concentrate on what is fundamental).
 - Teach the student how to learn not what to learn.
 - Focus on the competencies necessary to start a safe practice.
2. The planning of the new program in Egypt is like its counterparts in the European Union. Thus this project will add great value to strategies and visions at the Egyptian universities

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