

CONTENTS

| | |
|------------------------------|--------|
| <i>Notes on contributors</i> | xvi |
| <i>Preface</i> | xxx |
| <i>Acknowledgements</i> | xxxiii |
| <i>List of abbreviations</i> | xxxiv |

PART 1

| | |
|---|----------|
| The mission of the medical school | 1 |
| 1 Rethinking the mission of the medical school <i>Trevor Gibbs</i> | 3 |
| Case study 1.1: The new mission of the Faculty of Medicine of Tunis, Tunisia, Africa <i>Ahmed Maherzi</i> | 4 |
| Case study 1.2: James Cook University School of Medicine, Australia <i>Sarah Larkins, Richard Murray, Tarun Sen Gupta, Simone Ross and Robyn Preston</i> | 5 |
| Case study 1.3: Northern Ontario School of Medicine, Canada <i>Roger Strasser</i> | 7 |
| Case study 1.4: The Ateneo de Zamboanga University-School of Medicine (ADZU-SOM), Philippines <i>Fortunato L. Cristobal</i> | 8 |
| Case study 1.5: Lessons from eight medical schools in South Africa – the CHEER collaboration <i>Stephen Reid</i> | 9 |

Contents

| | | |
|---|---|----|
| 2 | The role of the doctor and the competencies expected from the doctor of the future | 18 |
| | <i>Stefan Lindgren and David Gordon</i> | |
| | Case study 2.1: Easing the transition to clinical work – the role of an internship orientation programme in India | 20 |
| | <i>Rita Sood</i> | |
| 3 | Why outcome-based education (OBE) is an important development in medical education | 27 |
| | <i>Ronald M. Harden</i> | |
| | Case study 3.1: An integrated and community-oriented curriculum at the University of Geneva Faculty of Medicine, Switzerland | 28 |
| | <i>Anne Baroffio, Nu Viet Vu and Mathieu Nendaz</i> | |
| | Case study 3.2: Implementing an outcome- or competency-based approach in practice in Indonesia | 31 |
| | <i>Nancy Margarita Rehatta and Adrianta Surjadhana</i> | |
| | Case study 3.3: Sharing learning outcomes across health disciplines in Australia | 32 |
| | <i>Maree O’Keefe and Amanda Henderson</i> | |
| | Case study 3.4: Towards a competency-based curriculum – the focus of undergraduate medical education curriculum renewal at the Université de Sherbrooke, Canada | 33 |
| | <i>Marianne Xhignesse, Denis Bédard, Ann Graillon, Sharon Hatcher, Frédéric Bernier, Sylvie Houde, Daniel Gladu, Paul Chiasson and Ève-Reine Gagné</i> | |
| | Case study 3.5: Assessment of paediatric residents based on ACGME competencies in the USA | 35 |
| | <i>J. Lindsey Lane, Jennifer Soep and M. Douglas Jones, Jr</i> | |
| | Case study 3.6: Basic science integration into the whole curriculum at the Faculty of Medicine, King Abdulaziz University, Saudi Arabia | 39 |
| | <i>Abdulmonem Al-Hayani</i> | |
| 4 | How many medical students? Matching the number and types of students to a country’s needs | 43 |
| | <i>Victor Lim, Abu Bakar Suleiman and Mei Ling Young</i> | |
| | Case study 4.1: Malaysia | 47 |
| | <i>Kok Leong Tan, Ankur Barua, Sami Abdo Radman Al-Dubai, Hematram Yadav and John Arokiasamy</i> | |
| | Case study 4.2: The Netherlands | 48 |
| | <i>Kok Leong Tan, Ankur Barua, Sami Abdo Radman Al-Dubai, Hematram Yadav and John Arokiasamy</i> | |

Contents

| | |
|--|-----------|
| Case study 4.3: South Africa | 49 |
| <i>Kok Leong Tan, Ankur Barua, Sami Abdo Radman Al-Dubai, Hematram Yadav and John Arokiasamy</i> | |
| Case study 4.4: Saudi Arabia | 50 |
| <i>Mohammad Yahya Al-Shehri</i> | |
| PART 2 | |
| The student | 55 |
| 5 Should students be admitted to medical school directly from high school or as university graduates? | 57 |
| <i>Trudie Roberts and Tadahiko Kozu</i> | |
| Case study 5.1: Catering for the school-leaver, Bond University, Gold Coast, Australia | 58 |
| <i>Michelle McLean</i> | |
| Case study 5.2: Supporting transition to university study, Austral University, Argentina | 60 |
| <i>Angel Centeno</i> | |
| Case study 5.3: A 30-year history of graduate-entry medical education programmes in Japan | 61 |
| <i>Tadahiko Kozu</i> | |
| Case study 5.4: The experience of graduate entry into a medical programme – the case of College of Medicine, King Saud Ben Abdul-Aziz University for Health Sciences, Riyadh, Saudi Arabia | 62 |
| <i>Ali I. Al Haqwi and Ibrahim A. Al Alwan</i> | |
| Case study 5.5: Graduate entry – the St George’s experience, London, UK | 63 |
| <i>Peter McCrorie</i> | |
| Case study 5.6: External influence in medical education, South Korea | 65 |
| <i>Ducksun Ahn</i> | |
| 6 How do we select students with the necessary abilities? | 72 |
| <i>Jon Dowell</i> | |
| Case study 6.1: Selecting students with the necessary abilities, Aga Khan University, Pakistan | 73 |
| <i>Rukhsana W. Zuberi and Laila Akbarali</i> | |
| Case study 6.2: Assessing non-academic attributes for medical and dental school admissions using a situational judgement test, United Kingdom | 75 |
| <i>Fiona Patterson, Emma Rowett, Máire Kerrin and Stuart Martin</i> | |

Contents

| | |
|---|------------|
| Case study 6.3: The true fairy tale of the Multiple Mini-Interview, McMaster University, Canada <i>Harold I. Reiter and Kevin W. Eva</i> | 78 |
| Case study 6.4: Consequences of 'selecting out' in the Netherlands <i>Fred Tromp and Margit I. Vermeulen</i> | 82 |
| 7 The secret ingredient: the students' role and how they can be engaged with the curriculum <i>Khalid A. Bin Abdulrahman and Catherine Kennedy</i> | 86 |
| Case study 7.1: Student engagement at the Faculty of Medicine in Helsinki <i>Minna Kaila, Anna T. Heino, Kari Heinonen and Anne Pitkäranta</i> | 91 |
| Case study 7.2: Student involvement – from scratch, over self-sustainability, to the future, University of Maribor, Slovenia <i>Marko Zdravkovic, Kristijan Jecic and Ivan Krajnc</i> | 94 |
| Case study 7.3: Student mini-projects – celebrating World Health Day, United Arab Emirates <i>Venkatramana Manda, Ishtiyag A. Shaafie and Kadayam G. Gomathi</i> | 97 |
| Case study 7.4: Engaging students to take a global view of healthcare through the global determinants of health and development course in Trinity College Dublin <i>Katherine T. Gavin and Orla Hanratty</i> | 98 |
| 8 Student mobility: a problem and an opportunity <i>Athol Kent and Chivaugn Gordon</i> | 101 |
| Case study 8.1: Humanity in the workplace – Department of Obstetrics and Gynaecology, University of Cape Town, South Africa <i>Veronica Mitchell, Alexandra Muller and Chivaugn Gordon</i> | 103 |
| Case study 8.2: The Cuban controversy – training South African medical students in Cuba <i>Chivaugn Gordon</i> | 105 |
| PART 3 | |
| The curriculum | 111 |
| 9 Curriculum planning in the 21st century <i>Ronald M. Harden</i> | 113 |
| Case study 9.1: The University of Dundee curriculum, United Kingdom <i>Gary Mires and Claire MacRae</i> | 114 |

Contents

| | |
|--|-----|
| Case study 9.2: Training competent doctors for sub-Saharan Africa – experiences from an innovative curriculum in Mozambique <i>Janneke Frambach and Erik Driessen</i> | 116 |
| Case study 9.3: Outcome-based curriculum in a new medical school in Peru <i>Graciela Risco de Domínguez</i> | 118 |
| 10 Authentic learning in health professions education: problem-based learning, team-based learning, task-based learning, case-based learning and the blend <i>Hossam Hamdy</i> | 128 |
| Case study 10.1: Implementation of computer-assisted PBL sessions to medical students at Faculty of Medicine, Suez Canal University, Egypt <i>Somaya Hosny and Yasser El-Wazir</i> | 132 |
| Case study 10.2: Integrated assessment in problem-based learning promotes integrated learning <i>Raja C. Bandaranayake</i> | 134 |
| Case study 10.3: Authentic learning via problem-based learning – reflections from a Malaysian medical school <i>William K. Lim</i> | 135 |
| Case study 10.4: The effect of team-based learning on students' learning in a basic science course at the Universidad Peruana de Ciencias Aplicadas Medical School <i>Denisse Champin</i> | 137 |
| Case study 10.5: Teaching and learning basic medical sciences in the clinical environment using a task-based learning approach at the University of Sharjah, United Arab Emirates <i>Hossam Hamdy</i> | 138 |
| Case study 10.6: Improving students' decision-making skills on the surgical rotation <i>Jonas Nordquist</i> | 139 |
| 11 Introducing early clinical experience in the curriculum <i>Ruy Souza and Antonio Sansevero</i> | 144 |
| Case study 11.1: The challenges of integrating early clinical experience into the curriculum – Bond University, Australia <i>Richard Hays</i> | 145 |
| Case study 11.2: Integrating early clinical experience in the curriculum – experience from a teaching hospital in United Arab Emirates <i>Manda Venkatramana and Pankaj Lamba</i> | 146 |

| | |
|---|-----|
| Case study 11.3: Early clinical exposure in graduate-entry medicine at Swansea University – Learning Opportunities in the Clinical Setting (LOCS) | 148 |
| <i>Paul Kneath Jones and Judy McKimm</i> | |
| Case study 11.4: Integrating early clinical experience in the curriculum of the pre-clinical years at the Faculty of Medicine, Suez Canal University, Egypt | 150 |
| <i>Somaya Hosny and Mirella Youssef Taufik</i> | |
| Case study 11.5: Student-run clinics provide authentic patient care roles and activities for early learners, University of California, San Francisco, USA | 152 |
| <i>H. Carrie Chen</i> | |
| 12 Benefits and challenges associated with introducing, managing, integrating and sustaining community-based medical education | 157 |
| <i>Regina Helena Petroni Mennin</i> | |
| Case study 12.1: Flinders University Parallel Rural Community Curriculum | 158 |
| <i>Jennene Greenhill</i> | |
| Case study 12.2: Community-oriented education, Faculty of Medicine, University of Airlangga, Indonesia | 160 |
| <i>Nancy Margarita Rehatta and Adrianta Surjadhana</i> | |
| Case study 12.3: The Selectives Programme for undergraduate medical students, Nelson R. Mandela School of Medicine, University of KwaZulu-Natal, KwaZulu-Natal, South Africa | 163 |
| <i>Stephen Knight and Jacqueline van Wyk</i> | |
| Case study 12.4: ‘. . . and my patient died happy and cured’, an experience in Brazil | 166 |
| <i>Ruy Souza</i> | |
| Case study 12.5: Beyond the hospital, Brazil, South America | 167 |
| <i>Regina Helena Petroni Mennin</i> | |
| 13 Integration of the sciences basic to medicine and the whole of the curriculum | 171 |
| <i>Stewart Mennin</i> | |
| Case study 13.1: Integration of simulation-based clinical correlation pedagogy within an anatomy curriculum, Kuala Lumpur, Malaysia | 176 |
| <i>Nicole Shilkofski and Carmen Coombs</i> | |
| Case study 13.2: Clinical odontologists teaching basic sciences for health, integrating basic/clinic, different methodologies and disciplines in Argentina at the National University of Rio Negro Dental School – why it works | 178 |
| <i>Elena I. Barragán</i> | |

Contents

| | |
|--|------------|
| Case study 13.3: Basic science integration into the whole curriculum at the Faculty of Medicine, King Abdulaziz University, Saudi Arabia <i>Abdulmonem Al-Hayani</i> | 179 |
| 14 Implementing interprofessional education: what have we learned from experience? <i>Dawn Forman and Betsy VanLeit</i> | 188 |
| Case study 14.1: Weaving interprofessional education into the medical curriculum at the University of Notre Dame, in Western Australia <i>Carole Steketee and Donna B. Mak</i> | 191 |
| Case study 14.2: Developing community-engaged interprofessional education in the Philippines <i>Elizabeth R. Paterno, Louricha A. Opina-Tan and Dawn Forman</i> | 193 |
| Case study 14.3: COBES at Moi University, Faculty of Health Sciences, Eldoret, Kenya <i>Simeon Mining and Dawn Forman</i> | 195 |
| Case study 14.4: Interprofessional education in a rural clinical setting – a quick-start innovation for final-year health professional students, University of Otago, New Zealand <i>Sue Pullon, Eileen McKinlay, Peter Gallagher, Lesley Gray, Margot Skinner and Patrick McHugh</i> | 197 |
| Case study 14.5: Applying interprofessional education in primary care facilities for fourth-year students at the Faculty of Medicine, Suez Canal University, Egypt <i>Somaya Hosny and Mohamed H. Shehata</i> | 198 |
| Case study 14.6: Interprofessional education to prepare health professionals for rural practice in underserved New Mexico communities, USA <i>Betsy VanLeit</i> | 199 |
| PART 4 | |
| Teaching and learning | 205 |
| 15 How can learning be made more effective in medical education? <i>Stewart Mennin</i> | 207 |
| Case study 15.1: The Primary Care Curriculum at the University of New Mexico School of Medicine <i>S. Scott Obenshain</i> | 211 |
| Case study 15.2: Jack's dead and the boys have gone <i>Sweeney (2006: 3–4)</i> | 213 |

Contents

| | |
|--|------------|
| Case study 15.3: Addressing the educational needs for the 21st century – the Duke-National University of Singapore experience <i>Sandy Cook and Robert Kamei</i> | 215 |
| 16 New technologies can contribute to a successful educational programme <i>John Sandars</i> | 221 |
| Case study 16.1: Digital story telling (DST) to enhance reflection on service learning, University of Pretoria, South Africa <i>Jannie Hugo</i> | 222 |
| Case study 16.2: Using blogs to engage students and teaching staff in a medical school, University of Dundee, UK <i>Natalie Lafferty</i> | 223 |
| Case study 16.3: Two models of decentralised medical education, United States <i>Ruth Ballweg, David Talford and Jared Papa</i> | 225 |
| Case study 16.4: Using communication technology for surgical skills teaching in Uganda – a pilot study among intern doctors at Mulago National Referral and Teaching Hospital <i>Josaphat Byamugisha, Yosam Nsubuga, Mark Muyingo, Amy Autry, Sharon Knight, Felicia Lester, Gerald Dubowitz and Abner Korn</i> | 227 |
| Case study 16.5: An online hyperlinked radiology case repository to facilitate postgraduate training in diagnostic radiology, National University of Singapore <i>Goh Poh Sun</i> | 228 |
| Case study 16.6: Mobile devices for learning and assessment in clinical settings, University of Leeds, UK <i>Gareth Frith</i> | 230 |
| PART 5 | |
| Assessment | 235 |
| 17 How to implement a meaningful assessment programme <i>Lambert Schuwirth</i> | 237 |
| Case study 17.1: Assessment in family medicine rotation, College of Medicine, King Saud University, Saudi Arabia <i>Eiad AlFaris, Hussain Saad Amin and Naghma Naeem</i> | 238 |
| Case study 17.2: Implementing a meaningful assessment programme, Medical University of Vienna, Austria <i>Michael Schmidts and Michaela Wagner-Menghin</i> | 239 |

| | |
|--|------------|
| Case study 17.3: Implementing a meaningful assessment programme, St George's University of London, UK <i>Jonathan Round</i> | 242 |
| 18 Written and computer-based approaches are valuable tools to assess a learner's competence <i>Reg Dennick</i> | 247 |
| Case study 18.1: Computer-based testing – a paradigm shift in student assessment in India <i>Bipin Batra</i> | 259 |
| 19 More attention is now paid to assessment of clinical competence and on-the-job assessment <i>Vanessa C. Burch</i> | 263 |
| Case study 19.1: The use of workplace-based assessment in the UK Foundation Programme <i>Steve Capey and Richard Hays</i> | 265 |
| Case study 19.2: Role of feedback for inference clarification during a mini-CEX encounter at the Instituto Cardiovascular de Buenos Aires, Argentina <i>Alberto Alves de Lima</i> | 268 |
| Case study 19.3: Organising and running a simulation training workshop for core surgical trainees in the United Kingdom <i>T. James Royle and Steve B. Pandey</i> | 270 |
| Case study 19.4: How to assess trainees' clinical competence performing endoscopies in a postgraduate residency programme at the Pontificia Universidad Católica de Chile <i>Arnoldo Riquelme</i> | 271 |
| Case study 19.5: Introducing workplace-based assessment in a reformed, undergraduate curriculum at King Saud University, Saudi Arabia <i>Hamza Abdulghani and Gominda Ponnampereuma</i> | 274 |
| PART 6 | |
| The medical school | 279 |
| 20 International and transnational models for delivering medical education: the future for medical education <i>John Hamilton and Shajahan Yasin</i> | 281 |

| | | |
|----|--|-----|
| | Case study 20.1: Establishment of a branch campus medical school – Newcastle University Medicine Malaysia | 283 |
| | <i>Philip Bradley</i> | |
| | Case study 20.2: Establishment of Monash University's Jeffrey Cheah School of Medicine and Health Sciences, Malaysia | 284 |
| | <i>Shajahan Yasin</i> | |
| | Case study 20.3: The International Medical University, Kuala Lumpur, Malaysia | 289 |
| | <i>Victor Lim</i> | |
| | Case study 20.4: Transnational medical education between Australia and the United States of America | 290 |
| | <i>David Wilkinson</i> | |
| 21 | Creating and sustaining medical schools for the 21st century | 294 |
| | <i>David Wilkinson</i> | |
| | Case study 21.1: Mandatory versus curricular objective. Do we mean it when we say it? Southern Illinois University School of Medicine | 295 |
| | <i>Debra L. Klamen</i> | |
| | Case study 21.2: A tale of two medical schools in Australia | 297 |
| | <i>Ian Wilson</i> | |
| | Case study 21.3: Developing a distributed model of medical education to help meet the healthcare needs of the population of British Columbia, Canada | 299 |
| | <i>David Snadden</i> | |
| 22 | Recognising leadership and management within the medical school | 304 |
| | <i>Khalid A. Bin Abdulrahman and Trevor Gibbs</i> | |
| | Case study 22.1: Recognising leadership, management and other responsibilities within the medical school – an example from Pakistan | 308 |
| | <i>Rukhsana W. Zuberi and Farhat Abbas</i> | |
| | Case study 22.2: Starting a new medical school in Southern Africa – University of Namibia Medical School | 311 |
| | <i>Jonas Nordquist</i> | |
| | Case study 22.3: Steps towards establishing a new medical college in Saudi Arabia – an insight into medical education in the Kingdom | 313 |
| | <i>Khalid A. Bin Abdulrahman and Farid Saleh</i> | |
| 23 | How teaching expertise and scholarship can be developed, recognised and rewarded | 318 |
| | <i>Deborah Simpson, Maryellen E. Gusic and M. Brownell Anderson</i> | |

Contents

| | |
|--|------------|
| Case study 23.1: Dr Lasz Lo – clinician teacher (teaching activity category) | 321 |
| <i>Deborah Simpson, Hina Mahboob, Richard J. Battiola and John R. Brill</i> | |
| Case study 23.2: Supporting the continuum of faculty development through a department for educational development, Aga Khan University, Pakistan | 323 |
| <i>Rukhsana W. Zuberi, Syeda K. Ali, Sheilla K. Pinjani, Shazia Sadaf and Naveed Yousuf</i> | |
| Case study 23.3: Institution(alising) education in a healthcare system, Singapore | 325 |
| <i>Sandy Cook, Robert Kamei and Koo Wen Hsin</i> | |
| Case study 23.4: Aligning academic promotion with medical school missions and faculty roles, Eastern Virginia Medical School, United States | 325 |
| <i>Elza Mylona, Aaron I. Vinik and Christine C. Matson</i> | |
| 24 Accreditation and programme evaluation: ensuring the quality of educational programmes | 330 |
| <i>Dan Hunt, Ducksun Ahn, Barbara Barzansky and Donna Waechter</i> | |
| Case study 24.1: Accreditation standards as a tool to drive organisational culture change, The University of California, Davis, United States | 331 |
| <i>Mark Servis and Claire Pomeroy</i> | |
| Case study 24.2: Using medical education accreditation standards as the foundation for creating Canada's first new medical school in 30 years, Northern Ontario School of Medicine, Canada | 334 |
| <i>Joel H. Lanphear and Marie Matte</i> | |
| Case study 24.3: Overhauling the accreditation standards of the Taiwan Medical Accreditation Council | 336 |
| <i>Chi-Wan Lai, Keh-Min Liu, Yan-Di Chang and Chyi-Her Lin</i> | |
| Case study 24.4: Developing an accreditation system from South Korea | 338 |
| <i>Ducksun Ahn</i> | |
| Case study 24.5: Establishing a quality assurance system of medical education in Indonesia | 340 |
| <i>Puti Marzoeki</i> | |
| PART 7 | |
| The future of medical education | 353 |
| 25 Looking toward the future of medical education: fit for purpose | 355 |
| <i>Stewart Mennin</i> | |
| <i>Index</i> | 361 |