

Studies in community-based education : programme implementation and student assessment at the Faculty of Medicine, University of Gezira, Sudan

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Stellingen behorend bij het proefschrift

Studies in Community-based Education

Mohi Eldin Magzoub

1. If the outcomes of medical research would be used in ways similar to the use of outcomes in medical education research, we would still be using leeches instead of antibiotics for the treatment of infections.
2. A community-oriented health institution is not by definition community-based. On the other hand a community-based institution is not by definition to be identified as having a community-oriented curriculum. (Chapter 1 of this thesis.)
3. It is much better to have a severe malaria in the Sudan than getting a mild one in the Netherlands.
4. One may blame traditional schools for focusing on irrelevant knowledge. Yet, the same accusation might be raised against community-oriented schools, in that they provide their graduates with competencies which these graduates are unlikely to be able to use in practice, given the restrictions of the present health care system. (Chapter 8 of this thesis.)
5. An ancient Chinese poet advised a young man when he was assigned to work in a new community.
"Go in search of your people, live with them, learn from them, plan with them, start from what they know and build on what they have."
This advice should be given to anyone who is to become involved in community-based education.
6. Teaching methods which place the student in a situation that promotes active learning, are more likely to be effective than those which do not.
Source: Miller G.E. (1981). In: Guilbert J.-J. *Educational handbook for health personnel*, World Health Organisation, Geneva, Switzerland.
7. Control of the great epidemic and endemic infectious diseases happened through social, and not medical progress. Modern medicine seems to have little effect on gross vital statistics.
Source: Lipkin M. Jr. (1989). In: Schmidt H.G., Lipkin M.Jr., De Vries M.W. & Greep J.M. (Eds.), *New Directions for Medical Education*. New York: Springer-Verlag.
8. Educational objectives which have every quality except relevance are potentially dangerous.
Source: Guilbert J.-J. *Educational handbook for health personnel*, World Health Organisation, Geneva, Switzerland.
9. Students are able to assess their peers reliably and validly. The use of peer assessment moreover enables an educational institution to measure qualities in students that can hardly be assessed with other means. (Chapter 6 of this thesis.)
10. It is nice to be important, but more important to be nice. (Old Sudanese saying.)