

**Mohamed Hassan Mohamed Taha Ali, MBBS, PG Dip, MHPE, PhD**

**Assistant Professor of Medical Education & Director of Medical Education  
Centre, Coordinator of Master of Leadership in Health Professions Education**



## Contact



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,United Arab Emirates



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## Link to my certificates

<https://drive.google.com/drive/u/2/folders/1UqzIE51kBsF2msWrqcBJ4DQ43FIJ8hfV>

## Research Profile



<https://orcid.org/0000-0003-0808-5590>



<https://scholar.google.com/citations?user=IXhckw0AAAAJ&hl=en>



[https://www.researchgate.net/profile/Mohamed\\_Taha49](https://www.researchgate.net/profile/Mohamed_Taha49)

## Profile

13+ years of experience in medical and health professions education in Sudan and Saudi Arabia, and UAE. Excellent communication, organization, motivation, and leadership skills.

## Areas of Expertise

Curriculum Analysis & Development/ Quality in Medical Education/ Faculty Development/ Instructional Methods/ including PBL and TBL. Students Wellbeing & learning environment

## Experience

**Assistant Professor of Medical Education, College of Medicine, Director of Medical Education Centre, University of Sharjah 26/8/2019 – up-to-date**

- Coordinator of Master of Leadership in Health Professions Education
- Chair of Curriculum committee
- Head of the faculty development committee,
- Coordinator of Medical Education Course
- Coordinator, Medical Health Colleges – University Central committee

**Senior Lecturer in Medical Education - Qassim University (KSA): 25/8/2015 – 30/7/2019**

Head of the faculty development unit, coordinator of curriculum reform project based on competency-based medical education, coordinator of the problem review committee, course organizer, PBL tutor, member of assessment, central exam committee, and strategic planning unit.

**Head of Medical Education Unit - Public Health Institute: 8/7/2012 – 8/7/2015**

Head of Medical unit, head of the curriculum committee, deputy chair of the standing committee of the curriculum, deputy of academy secretary, and convener of academic council.

**Director of Education Development for Health Professions Centre - Academy of Health Sciences: 5/7/2010– 5/7/2012**

Director of Education Development for Health Professions Centre, Deputy of the standing committee of the curriculum, member of the Scientific Council

## Education

**Doctor of Philosophy (PhD) 2015 - 2018** - Faculty of Medicine - University of Gezira

**MHPE 2012 - 2014:** Faculty of Medicine • University of Gezira - CGPA 3.55

**Postgraduate Dip Research Methods and Biostatistics • 2013 •** College of Graduate

Medical Studies • University of Medical Sciences and Technology

**MBBS 2006:** Faculty of Medicine • University of Gezira

## Current Job in the University of Sharjah

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1. **Coordinator of the Master of Leadership in Health Professions Education**
2. **Assistant Professor of Medical Education, College of Medicine, University of Sharjah**
  1. Chair of the Curriculum Committee
  2. Member of Central university committee
  3. Coordinator of Medical Education Course, College of Medicine, University of Sharjah
  4. Facilitator in the master program of leadership in Health Professions Education, University of Sharjah
  5. Supervisor for master students in the program of leadership in Health Professions Education, University of Sharjah

## Current Job Parttime

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1. Coordinator for master students in the program of Health Professions Education, Faculty of Medicine, University of Gezira, Sudan
2. Facilitator in the master program of Master in sciences in Health Professions Education, Faculty of Medicine, University of Gezira, Sudan
3. Facilitator in the master program of Master in sciences in Health Professions Education, Faculty of Medicine, University of Khartoum, Sudan
4. Facilitator in the Fellowship in Health Professions Education, MENA -FAIMER Ain Shams, Egypt.

## Membership of committees, College of Medicine, University of Sharjah

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1. Chair of Curriculum Committee
2. Member of Central curriculum committee at university of Sharjah
3. Member of Assessment Committee
4. Member of Accreditation Committee
5. Member of inter-professional committee

### 1. Steering Committee of the curriculum:

My duty included: Conduction of Curriculum Analysis exercise, Curriculum Evaluation, Mapping and alignment of the curriculum with the National Competencies framework namely SaudiMEDs and National Qualification framework BNCAAE, communication with higher authorities. External consultants, stakeholders, and data collection and Management. Also, finally drafting of the program specifications and Course Specifications with the steering committee

### Head of Faculty Development Unit

My duty included Conduction of training need assessment, designing the training plan, evaluation of the training activities, communication with the related committee and head of the department and college administration to identify the areas for Faculty Development. In addition to the conduction of the training.

### 2. Deputy of the Chair of Clerkship courses Committee (Phase III of the curriculum)

My duty included managing the committee activities, technical support to course specifications, ensuring the alignment of the courses specification with the university/college mission and graduate attribute, insurance of the achievement of the educational strategies of the college during planning, implementation, assessment and evaluation phase.

### 3. Coordinator/ convener of the following committees:

- Foundation block committees (Phase I of the curriculum)
- Body System Committee (Phase II of the curriculum)
- Introduction to clerkship committee (Phase II of the curriculum)
- Elective Courses Committee (Phase III of the curriculum)

My responsibilities in these committees include support, guidance, staff development, curriculum mapping with the competency framework SaudiMEDs, the prepared courses according to the standards, and the accuracy of course blueprints.

### 4. Coordinator of Problem Review Committee

My responsibilities in this committee are to draft a high-quality case scenario, update the cases, review the prepared cases based on the designed rubric, ensure the tutor guide is well-prepared, and, moreover, the formative assessment is matching with the intended learning outcomes.

## 5. Member of Assessment Unit Committee

My responsibilities in this committee are to ensure test items' validity and reliability, providing feedback to test developers.

## 6. Member of Central Exam Committee

My responsibilities in this committee are to ensure that the process of exams development, checking, and feedback to test developers matches the standards of operating procedures.

## 7. Member of the Strategic Planning Unit

My responsibilities in this committee are to oversee that all units, committees, and department in the college are working with the college and university strategic plan and provide the required feedback when needed.

8. Course Organizer, participation in teaching activities in many courses

## Professional Chronology

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Period	Job Title	University	Address
26/8/2019 – up-to-date	Director of Medical Education Centre Head of the faculty development committee, coordinator of Medical Education Course Facilitator in the master program of leadership in Health Professions Education	University of Sharjah - UAE	<a href="https://www.sharjah.ac.ae/en/Pages/default.aspx">https://www.sharjah.ac.ae/en/Pages/default.aspx</a>
28/8/2015 - 30/7/2019	- Senior Lecturer in Medical Education – Head of Faculty Development Unit, convene of the steering committee of the curriculum, member of the following committees; assessment, problem review committees, policy and procedures	University of Qassim - KSA	<a href="https://www.qu.edu.sa/">https://www.qu.edu.sa/</a>
8/7/2012 – 8/7/2015	- Head of Medical Education Unit / Deputy of Academic Secretary - Deputy of the standing committee of the curriculum	Public Health Institute - Sudan	<a href="http://www.phi.edu.sd">www.phi.edu.sd</a>
5/7/2010 – 5/7/2012	- Director of Education Development Centre for Health Professions - Deputy of the standing committee of the curriculum	Academy of Health Sciences - Sudan	<a href="http://www.ahs.edu.sd">www.ahs.edu.sd</a>
2009 - 2010	- Medical Officer	National Health Insurance Fund - North Kordofan	
2007 - 2009	- House officer	Ministry of Health - Khartoum Hospital – Wed Medani Hospital	

- **Undergraduate**

1. Medical Education course, College of Medicine
2. Tutor in PBL Sessions, College of Medicine

- **Postgraduate**

1. Facilitator in Leadership in Health Professions Education – Sharjah University
2. Facilitator at Ain Shams University Middle East North Africa-FAIMER Regional Institute (ASU-MENA-FRI)
3. Facilitator in Master of Health Professions Education – Education Development and Research Centre - Faculty of Medicine – Gezira University – Sudan  
Facilitating the following courses; teaching and learning, Community Oriented Medical Education, Problem Based Learning, Professional Development of teaching staff
4. Curriculum and training package development for Human resources for health Postgraduate Diploma at Public Health Institute
5. Coordinator and main facilitator of the fellowship program in Faculty Development - Faculty of Medicine – Gezira University – Sudan

## Accomplishment

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- Development of the business plan for the PhD in Health Professions Education University of Sharjah.
- Contribution to the re-accreditation of College of Medicine University of Sharjah
- Leading and coordinating curriculum reform of college of Medicine Qassim University COMQU 2017-2019
- Recognized contribution to update in all cases scenarios of the COMQU 2017-2019
- Recognized contribution in designing, developing, and endorsement of 10 Curricula at Academy of Health Sciences for paramedical colleges including in 2010-2013: Surgical Nurse scrub, village midwife, health visitor, anaesthesia technician, medical assistant, community health workers, Statistics technician, pharmacy assistant, Health inspectors
- Recognized contribution in designing, developing, and endorsing the following curricula at Public Health Institute in 2012 – 2015: Master of Epidemiology, Master of Woman and Child Health, postgraduate diploma in leadership.
- Participated in the development of Professionalism Courses for undergraduate Medical Schools with Sudan Medical Council through consultative workshops with experts from WFME in 2012
- Periodic Review curriculum of Faculty of Medicine – University of Gezira in 2012.
- Recognized contribution in designing, developing, and endorsement CPD Policy in Sudan in 2013
- Training Manuals for PHC Cadre in PHC Directorate Ministry of Health Sudan in 2012
- Drafting and participation in PHC Expansion Program – Sudan at Ministry of Health 2012-2014
- Participation in the development of Accreditation manual of training centres of CPD MOH Sudan 2011
- Evaluation of the training centres, as side visits for accreditation 2012-2013

## Experience in Curriculum Development

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### **Undergraduate:**

1. Leading the curriculum reform of the college of medicine, Qassim University, Saudi Arabia
2. Development of Bachelor of Sciences for Medical Laboratory program curriculum for the Academy of Health Sciences. 2012
3. Development of Bachelor of Sciences for nursing program curriculum for the Academy of Health Sciences. 2011
4. Development of Bachelor of Sciences for Midwifery program curriculum for the Academy of Health Sciences. 2010

### **Postgraduate:**

5. Development of the Infection control and Prevention, Consultancy with WHO 2020
6. Development of the curriculum of Master of Sciences in Medical Education, Qassim University, Saudi Arabia, 2017-2019
7. Working with WHO in developing many curricula for Health Professionals. 2015 - Up to date
8. Development of Master of Health Professions Education Curriculum– Qassim University in 2016-2017 <http://qumed.org/eng/index.php/17-college/show/23-mhpe-program.html>
9. Development of Postgraduate Diploma in Human Resources for Health curriculum Jointly with KIT Royal Tropical Institute  
In Netherland <https://www.kit.nl/> in 2014
10. Development of the Master of Family Medicine curriculum for Public Health Institute/ Sudan Medical Specialisation Board  
<https://smsb.gov.sd/en/> 2014, accredited from Arab Board for Health Specialities
11. Development of Master of Health System and Management curriculum at Public Health Institute, Sudan Jointly LIHS - Nuffield Centre for International Health and Development  
<https://medicinehealth.leeds.ac.uk/> in 2013
12. Development of Master of Public Health curriculum at Public Health Institute and Sudan Medical Specialisation Board - <https://smsb.gov.sd/en/> Sudan & Jointly with Open University of Malaysia  
<https://www.oum.edu.my/> 2012

### **Continuing Professional Development (CPD):**

1. Head of the task force to develop an in-service training package for a medical assistant – Sudan National CPD
2. Head of the task force to develop an in-service training package for Community Health Workers – Sudan National CPD

## Professional Development – Workshops/ Courses/ Conferences

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### Workshops/Courses Organized, Delivered, Facilitated:

Year	Courses – Workshops
2020	Blueprint principles and practice- College of Medicine, University of Sharjah
2020	How to record high quality, engaging lecture videos, College of Medicine, University of Sharjah
2019	Bended learning and flipped classrooms, University of Sharjah, institute of leadership in Higher education
2019	Students' Engagement; Use of Technology, College of Medicine, University of Sharjah
2019	Course Design, College of Medicine, University of Sharjah
2019	Course Management, College of Medicine, University of Sharjah
2019	Effective Lecturing, College of Medicine, University of Sharjah
2019	Assessment of Knowledge, College of Medicine, University of Sharjah
2019	Facilitating Team-Based Learning, College of Medicine, University of Sharjah
2019	Facilitating Problem-Based Learning, College of Medicine, University of Sharjah
2019	Active Learning Strategies – University of Sharjah – Institute of Leadership in Higher Education
2019	Facilitation skills in Problem-Based Learning – University of Sharjah
2019	Course Construction and Problem Case Scenario in PBL Curriculum
2019	Students Assessment in Medical Education: Advanced Skills – Shaqra University
2018	Mentoring Program for new staff – Deanship of academic development – Qassim University
2018	PBL for non-medical college staff
2018	Quality of University teaching and intended learning outcomes
2018	Scientific writing for international peer-review journals– Shaqra University
2018	How to use SPSS software for data analysis– Shaqra University
2018	Assessment in Medical Education: from planning to evaluation– Shaqra University
2018	Course Report; Design and Development– Shaqra University
2017	Newcomers Training Workshop – Shaqra University
2017	Developing Competency based curriculum
2017	Course Design and how to write course specifications
2017	PBL Case Construction
2017	Quality in Medical Education ( Course Specification and Course Report; Design and Development) – Shaqra University
2017	Newcomers training workshop on Principles of PBL – Shaqra University
2017	One-day training workshop on rubrics for dental education _ Dentistry college – Qassim University
2016	Training of trainee workshop for CPD directors at Sudanese States, National MOH Sudan



2016	One Day Training Workshop on Problem Based Learning; Principles and Practice
2015	One-day training workshop on quality of university teaching and intended learning outcomes
2016	Two days workshop on Research Skills
2016	Three-days workshop on PBL and E-Learning
2016	Three-days workshops for the newcomers at College of Medicine – University of Qassim
2016	Two-days' Workshop on Quality in Medical Education; Theory and Principles
2016	Three-days training workshop on students' assessment in medical education; Planning and Conduction
2015	Three-days' workshop on Teaching and Learning; Principles and Practice
2013	Eighteen-days' training workshop on TOT "Training of the trainers – Sudan CPD (I was trainer and Organizer)

### Medical Education webinars Presented in 2020:

Date	Webinar title	Organizer	YouTube link to the webinar
13 <sup>th</sup> May 2020	Medical Education in COVID-19	Sudanese Researchers Foundation	<a href="https://www.youtube.com/watch?v=XfKprZcnBUo">https://www.youtube.com/watch?v=XfKprZcnBUo</a>
18 <sup>th</sup> May 2020	Change Management in Medical/Health Professions Education	Sudanese Researchers Foundation	<a href="https://www.youtube.com/watch?v=gKlosch6zwE">https://www.youtube.com/watch?v=gKlosch6zwE</a>
1 <sup>st</sup> June 2020	E-curricular design and development in Health Professions Education in COVID-19 & Beyond	Sudanese Researchers Foundation	<a href="https://www.youtube.com/watch?v=3WoPkryZDo0">https://www.youtube.com/watch?v=3WoPkryZDo0</a>
8 <sup>th</sup> June 2020	E-Engagement of learners in e-Learning during COVID-19: frameworks, techniques and tools	Sudanese Researchers Foundation	<a href="https://www.youtube.com/watch?v=eHtjKfeaAwI">https://www.youtube.com/watch?v=eHtjKfeaAwI</a>
15 <sup>th</sup> June 2020	Conducting Need Assessment Health Professions Education for the new normal	Sudanese Researchers Foundation	<a href="https://www.youtube.com/watch?v=QAEin2b_HkI">https://www.youtube.com/watch?v=QAEin2b_HkI</a>

## Workshops/Courses Attendant:

Year	Courses – Workshops
2019	Teaching and supervising Postgraduate students' workshop, University of Sharjah
2019	IT Orientation day, workshop
2019	How to get your paper published
2019	Research Ethics and Applications Seminar
2019	Research Data Management
2018	Skills in spreadsheet and charts
2018	Standards of good educational training presentations
2017	5 Days Instructor training course in Natural Learning Management System (4MAT), USA, About the Learning
2017	SPSS Application in Scientific Research
2017	2-days Blackboard Learning Management System Level II - Deanship of E-learning and Distance Education – Qassim University
2017	One-day Blackboard Learning Management System; Blackboard collaborate -Deanship of E-learning and Distance Education – Qassim University
2017	2-days Blackboard Learning Management System Level I - Deanship of E-learning and Distance Education – Qassim University
2016	Two days courses Building an E-teaching courses/basic level – Deanship of E-learning and Distance Education – Qassim University
2016	Courses – Workshops College of Medicine – Qassim University
2016	Digital Research Skills Workshop
2015	Academic Guidance Training Workshop, College of Medicine – Qassim University
2015	Electronic Survey Workshop
2015	Course Specification & Course Report; Why, how to prepare, write and submit, College of Medicine- University of Qassim
2015	5-days training course on TOT "Skills of active learning & effective training" - University development deanship
2015	4-days course on Learning outcomes and quality of University teaching - University development deanship
2015	4-days training course on Natural Learning Cycle (4MAT)
2012	Periodic Curriculum Review – College of Medicine – University of Gezira
2011	15-days Teaching and Learning – University of LEEDS - UK
2011	Issues in Assessment, Curriculum Design, and Evaluation, University of Medical Sciences and Technology
2011	Curriculum Development/Review & Teaching and Learning
2011	Building Capacity for Accreditation Development and Sustainability, Sudan Medical Council

## Conferences (Participation)

10-12 April 2017	12 <sup>th</sup> International Conference on Medical Education, Malaysia Kuala Lumpur
8-9 <sup>th</sup> March 2017	Oral Presentation; Second National Conference – Preparatory year Program in Saudi University; Evaluation of Communication Skills and Health professions Education Course in Preparatory Year at Qassim University, KSA.
June 2016	Second International Simulation Conference, KSA Riyadh
23-26/3/2007	The Second International Conference in Medical Education
4-5/4/2007	2 Days Symposium on Evidence-Based Medicine; Knowledge and Practice

## Consultative Workshops Participated in:

Year	Courses – Workshops
Dec 2019	
June 2012	Periodic Curriculum Review – College of Medicine – University of Gezira
13/3/2005	Curriculum Development – Tambol College of Veterinary Medicine
17/9/2003	Curriculum Development – Gadarif College of Medicine
2003	Pilot Study of Accreditation of Medical Schools in Sudan

## Consultancies in Health Professions Education

- Member of International Taskforce to develop ASPIRE award of Excellence in collaboration in Health Professions Education, The taskforce headed by the president of AMEE
- <https://www.aspire-to-excellence.org/Excellence+in+International+Collaboration+in+Health+Professions+Education/>
- International consultant with WHO to the draft WHO Global Learning Strategy
- Consultancy in WHO regional office for regional project managed by the Eastern Mediterranean Public Health Network (EMPHNET) to develop Regional Competency Framework for Public Health Education
- Consultant at United Arab Emirates to Develop National Competencies framework for Medical schools
- Medical Education Reform post COVID-19 – College of Medicine, University of Gezira, Sudan 2020
- Consultant in Curriculum Development of Haldoor Medical University – Hargeisa - Republic of Somaliland February 2019 UpToDate
- **World Health Organization WHO** Taskforce 2015 Taskforce to Validated WFME Standards for Postgraduate Medical Education in two Sudanese postgraduate institutes (Blue Nile institute and Public Health Institute  
<http://www.phi.edu.sd/> - <http://bnnicd.uofg.edu.sd/EN/goals.aspx>
- **Development of a curriculum of Rationale** use of medicines for health Practitioners (2015) - **World Health Organization WHO, Sudan Office**
- Development of **Manual for guidelines of management of common and emergencies** for Sudanese Doctors working in pilgrim (Hajj) 2013

## Grants, Awards

- **Grants (200.000 \$) from Global Fund and Gavi Alliance** <https://www.gavi.org/>
  - o Evaluation of the Academy of health sciences and its role in the correction of skill-mix imbalance. 2012-2014
  - o **Role: Principal Investigator**
- **Grants (6.000 \$) –** <https://srd.qu.edu.sa/> (5003-med-2018-1-14-S) during the academic year 1439 AH/ 2018 AD
  - o Assessing Social Accountability of college of Medicine Qassim University
  - o **Role: Co-Investigator** 2018 -2019

- **Award is given to great contribution to faculty development in the college of Medicine Qassim University for the academic Year 2017 - 2018** given in staff rewards day.

**I. Supervision of students Research at undergraduate, postgraduate level**

**Supervision of Master students**

**A. Master of sciences in Leadership in Health Professions Education College of Medicine, University of Sharjah, United Arab Emirates**

1. Implementing Case-Based Learning in Emergency Severity Index Triage Education for Emergency Nurses

*Amina Deria*

2. Enhancing Exclusive Breastfeeding via Educational Program for Hospital Staff

*Sahar Amer Al-Tamimi*

3. Introducing Breast-Feeding Program Among Nursing Staff

*Samira Manzoor Hussain*

**B. Master in Health Professions Education, College of Medicine, University of Gezira, Sudan**

1. Assessment of the role of motivation on academic achievement among dental students university of Gezira, Sudan 2019-2020

*Alaa Abdalla Yousif Gabouga*

2. Factors that challenge distance learning among medical students during clerkship phase in the faculty of medicine, Gezira University, Sudan

*Ahmed Abdelazeem*

3. Evaluation of Radiology Teaching in an integrated Problem-based learning curriculum; A case of Faculty of Medicine University of Gezira

*Adil Osman Mohamed Elabbas*

## II. Journal Reviewer:

- Journal of Medical Education and Curricular Development

<https://journals.sagepub.com/home/mde>

- Advances in Medical Education and Practice

<https://www.dovepress.com/advances-in-medical-education-and-practice-journal>

- Journal of Taibah University Medical Sciences

<https://www.journals.elsevier.com/journal-of-taibah-university-medical-sciences>

- Majmaah Journal of Health Sciences

<https://www.mjhs-mu.org/>

- A reviewer in International Journal of Health Sciences

<https://www.ijhs.org.sa/index.php/journal>

### **III. Research, Conference Reviewer:**

1. 10<sup>th</sup> Annual scientific research symposium, March 2016, College of Medicine Qassim University
2. 11<sup>th</sup> Annual scientific research symposium, March 2017, College of Medicine Qassim University
3. 12<sup>th</sup> Annual scientific research symposium, January 2019, College of Medicine Qassim University.
4. 7th Students' Research Conference, Qassim University 2016

### **IV. Member of the editorial board of internal journals**

#### **NeuroPharmac Journal**

<https://www.neuropharmac.com/editorial-board/>

## Publications:

1. Dash, N. R., **Taha, M. H.**, Shorbagi, S., & Abdalla, M. E. (2022). Evaluation of the integration of social accountability values into medical education using a problem-based learning curriculum. *BMC Medical Education*, 22(1), 1-7.  
<https://bmcmdeeduc.biomedcentral.com/articles/10.1186/s12909-022-03245-6>
2. Elshami, W., **Taha, M. H.**, Abdalla, M. E., Abuzaid, M., Saravanan, C., & Al Kawas, S. (2022). Factors that affect student engagement in online learning in health professions education. *Nurse Education Today*, 105261.  
<https://www.sciencedirect.com/science/article/pii/S0260691721005189>
3. Elshami, W., **Taha, M. H.**, Abuzaid, M., Saravanan, C., Al Kawas, S., & Abdalla, M. E. (2021). Satisfaction with online learning in the new normal: perspective of students and faculty at medical and health sciences colleges. *Medical Education Online*, 26(1), 1920090.  
<https://www.tandfonline.com/doi/full/10.1080/10872981.2021.1920090>
4. Abdalla, M. E., Dash, N. R., Shorbagi, S., & **Taha, M. H.** (2021). Development and validation of inventory tool to evaluate social accountability principles in case scenarios used in problem-based curriculum (Social accountability inventory for PBL). *Medical Education Online*, 26(1), 1847243.  
<https://www.tandfonline.com/doi/pdf/10.1080/10872981.2020.1847243>
5. Elshami, W., Saravanan, C., **Taha, M. H.**, Abdalla, M. E., Abuzaid, M., & Al Kawas, S. (2021). Bridging the Gap in Online Learning Anxiety Among Different Generations in Health Professions Education. *Sultan Qaboos University Medical Journal*, 21(4), 539.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8631220/>
6. Ragab, E. A., Dafallah, M. A., Salih, M. H., Osman, W. N., Osman, M., Miskeen, E., **Taha, M. H.** & Ahmed, M. H. (2021). Stress and its correlates among medical students in six medical colleges: an attempt to understand the current situation. *Middle East Current Psychiatry*, 28(1), 1-10.  
<https://link.springer.com/article/10.1186/s43045-021-00158-w>
7. Saravanan, C., Mahmoud, I., Elshami, W., & **Taha, M. H.** (2020). Knowledge, anxiety, fear, and psychological distress about COVID-19 among university students in the United Arab Emirates. *Frontiers in Psychiatry*, 1057.  
<https://WWW.frontiersin.org/articles/10.3389/fpsy.2020.582189/full>
8. Alrebish, S. A., **Taha, M. H.**, Ahmed, M. H., & Abdalla, M. E. (2020). Commitment towards a better future for medical education in Saudi Arabia: the efforts of the college of medicine at Qassim University to become socially accountable. *Medical Education Online*, 25(1), 1710328.  
<https://WWW.tandfonline.com/doi/pdf/10.1080/10872981.2019.1710328>



9. **Taha, M. H.**, Abdalla, M. E. H., Gaffar, A. M., & Ahmed, Y. (2022). Evaluation of an internal medicine residency curriculum from trainees' perspective: A qualitative study from a developing country. *Current Medical Issues*, 20(1), 10.  
<https://www.cmijournal.org/article.asp?issn=0973-4651;year=2022;volume=20;issue=1;spage=10;epage=15;aulast=Taha>
10. **Taha M.H**, Abdalla M, Wadi M, Khalafalla H, 2020, '**Curriculum** delivery in Medical Education during an emergency: A guide based on the responses to the COVID-19 pandemic ', MedEdPublish, 9, [1], 69,  
<https://doi.org/10.15694/mep.2020.000069.1>
11. **Taha, M. H.**, Abdalla, M. E. H., & Ahmed, Y. (2019). Does **Curriculum** Analysis in Clinical Residency Training Need to be Different?. *Journal of Medical Education and Curricular Development*, 6, 2382120519888639.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6896133/>
12. Ahmed, Yasar, **Taha MH**, Salma Aneel, and Abdelrahim M. Gaffar. "Evaluation of the learning environment and the perceived weakness of the **curriculum**: the student perspective." *International Journal of Research in Medical Sciences* 7, no. 1 (2019): 165.  
<https://www.msionline.org/index.php/ijrms/article/view/5640>
13. Ahmed, M. H., Abdalla, M. E., & **Taha M. H.** (2020). Why social accountability of medical schools in Sudan can lead to better primary healthcare and excellence in medical education?. *Journal of Family Medicine and Primary Care*, 9(8), 3820.  
<https://www.ifmpc.com/article.asp?issn=2249-4863;year=2020;volume=9;issue=8;spage=3820;epage=3825;aulast=Ahmed>
14. **Taha M.H.**, Ahmed Y, Abdalla M.E. GA. Exploring factors affecting the quality of postgraduate medical education in sudan: residents perspective. *Int J Med Sci Res Pract* @BULLET. 2019;6(2):1–  
[http://www.ijmse.com/uploads/1/4/0/3/14032141/ijmse2019\\_6\\_2\\_7-15.pdf](http://www.ijmse.com/uploads/1/4/0/3/14032141/ijmse2019_6_2_7-15.pdf)
15. Abdalla, M. E., & **Taha, M. H.** (2020). Improvement of the medical education situation in Sudan: Collegectomy is not the only management option. *Sudan Journal of Medical Sciences*, 15(1), 85-90.  
<https://knepublishing.com/index.php/SJMS/article/view/6708>

16. **Taha, M. H.** (2019). Medical education in Sudan: a recommendation to adopt competency-based medical education curricula for improving practices (SudaniMEDs). *Sudan Journal of Medical Sciences*, 14(3), 126-131.  
Available at: <https://knepublishing.com/index.php/SJMS/article/view/5212>
17. **TAHA, M. H.**, Ahmed, Y., El Hassan, Y. A., ALI, N. A., & WADI, M. (2019). Internal Medicine Residents' perceptions of learning environment in postgraduate training In Sudan. *Future of Medical Education Journal*.  
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**Submitted:**

1. Evaluation of the Integration of Social Accountability Values into Medical Education using a Problem-Based Learning Curriculum
2. A Scoping Review of Medical Schools' compliance with Social Accountability concepts in The Eastern Mediterranean Region.
3. Medical Schools' Efforts to Build Social Accountability Indicators in The Eastern Mediterranean Region: A Scoping Review
4. The Pattern of Presenting Validity Evidence of Extended Matching Questions (R-type) in Health Professions Education: A systematic Review
5. Scoping Review of Teaching and Assessment Practice in Anatomy Education During COVID-19 Pandemic
6. Online Anatomy Education During the COVID-19 Pandemic Challenges and Recommended practices: Experiences of Students and Faculty in Saudi Arabia and United Arab Emirates
7. Impact of Community-Based Medical Education on Graduate Performance: A Qualitative Study Using Critical Incident Technique

**Current Projects:**

1. Integration of Social accountability into undergraduate medical education curriculum
2. Patient and population-centered curriculum: Going beyond competency-based medical education and EPAs
3. Determining the impact of Interprofessional education to enhance compassionate and empathetic patient care among medical students; a quasi-experimental study
4. Promoting Patient Safety through Interprofessional Education
5. The development of an instrument for evaluating research teaching and supervision
6. Integrating the Social Determinants of Health into Medical and Healthcare Professional Curricula

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