

**Imperial College
London**



**WHO Collaborating Centre
for Public Health Education and Training**

intensive course in

**Advanced Academic Training
Course**



Directed by

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The WHO Collaborating Centre for Public Health Education and Training Imperial College London was designated for such a function by the WHO Global Committee with the support of the British Government. The WHO Collaborating Centre is part of the Department Primary Care & Public Health, School of Public Health, Faculty of Medicine, Imperial College London. It is currently involved in several major international projects supporting countries in their health system development, advancing academic institutions, enhancing the role of primary health care, strengthening human resource capacity including public health and clinical training and educational activities, enhancing institutional and individual quality and performance, addressing the escalating problem worldwide of non-communicable diseases, promoting public health principles and preparing countries for man-made and/or natural disasters through emergency preparedness and planning. The Centre's work focuses on health as complete physical, mental and social well-being and not merely the absence of disease. Our remit extends to many countries around the world and includes all six WHO Regions. The Centre continues to expand and has been increasingly active in strengthening primary care and public health through conference papers, workshops and networking, publications. Research has continued into human resource development, service quality, patient safety and public engagement. Consultancy work has focused on health system, human resource, and capacity development, academic advancement and disseminating good practice.

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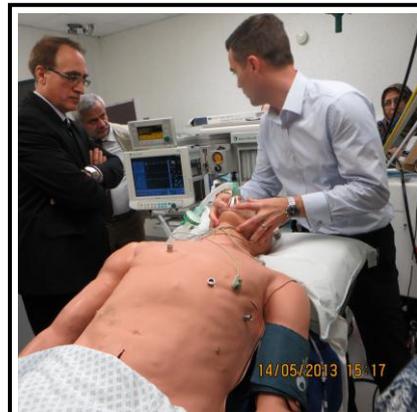
Cover photo: Imperial College London, South Kensington Campus

Introduction

Modern Medical and Health Academia

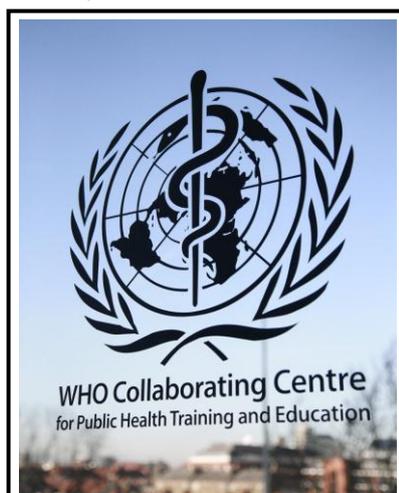
Medical and health professionals in academia have a vital role in preparing the next generation of medical and other health professionals to deliver high quality health and healthcare services. They also play a major role in shaping the quality of services provided.

With the global rapid progression in medical technology and research, it is a challenge for schools to ensure that all academic staff and other health professional institutions are up-to-speed with the latest advancements, and today's dynamic curricula. Highly performing medical and health institutions are investing huge amount of resources in advancing the teaching, research skills and experience of their academic staff at all levels. Indeed many countries have introduced Academic Clinical Training as part of the Speciality Training Programme (in all medical specialities); these are aimed at those who, at the early stages of their specialty training, show outstanding potential for a career in academic medicine or dentistry. Alongside clinical training, they are able to develop their academic skills in teaching and research (including a research degree).



Imperial College London

Consistently rated amongst the five world's best universities, Imperial College London is a science-based institution with a reputation for excellence in teaching, training and research. It attracts 14,000 students and 6,000 staff of the highest international quality. Innovative research at the College explores the interface between science, medicine, engineering and business, delivering practical solutions that improve quality of life and the environment - underpinned by a dynamic enterprise culture.



Since its foundation in 1907, Imperial's contributions to society have included the discovery of penicillin, the development of holography and the foundations of fibre optics. This commitment to the application of research for the benefit of all continues today, with current focuses including interdisciplinary collaborations to improve global health, tackle climate change, develop sustainable sources of energy and address security challenges.

In 2007, Imperial College London and Imperial College Healthcare NHS Trust formed the UK's first Academic Health Science Centre.

Imperial College London is fully committed to work with countries around the world to develop better health systems; preparing new generations of high quality and competent health professionals; building capacities through human resource development and finding solutions to current health problems - all aimed at improving the health of the populations and providing better health for all.



With that in mind, Imperial College London, through its WHO Collaborating Centre for Education and Training, has developed an innovative **Advanced Academic Training Course** for medical and health professional in academia worldwide. The course encapsulates a variety of different skills-development disciplines, including communication skills, students' assessment, Masters and PhDs examinations and small-group learning. Modern teaching and research skills development is achieved through interactive learning and hands-on experience through highly advanced skill labs, attending undergraduate students' clinical teachings in primary care, community and hospital settings.

Overall Aim and Learning Objectives

The **overall aim** of the programme is to provide opportunity for participants to build capacity in different areas of teaching and other educational roles (both at undergraduate and postgraduate level) including research methodology of the highest standards; currently practised in highly performing universities.

The programme aims to achieve the following learning **objectives, where the participants will be able to:**

1. Recognise and describe modern medical undergraduate teaching and assessment, including problem based learning, which is student-centred, in class, community and clinical settings
2. Recognise and describe postgraduate education (for a degree level - Master and Doctorate of Philosophy PhD) and training for higher medical and surgical training programmes (Board / Membership level)
3. Write a research proposal / protocol; submit proposals for funding; conduct a research programme; write a report / paper for publications; and disseminate the findings
4. Use skill labs and computer simulations for modern teaching and student assessment at undergraduate and postgraduate level, engaging students to enhance their skills and ensuring high level of competencies
5. develop their leadership role in medical education; including modern management in medical schools, finance, governance and stewardship

"I may be a good clinician but am I a good clinical teacher?"

Learning Methods

- Interactive learning based on exercises, problem solving and role play
- Observing teaching activities/sessions in class, skill labs, community and clinical settings
- Attending assessments (early stage assessments), Master Exams, and PhD exams
- Conducting Objective Structured Clinical Examination (OSCE) and Objective Structured Public Health Examination (OSPHE), Objective Structured Long Examination Record (OSLER), Mini-Clinical Evaluation Exercise, Direct Observation of Procedural Skills (DOPS), Mini-Peer Assessment tool (Mini-PAT)
- Setting up scenarios for Problem Based Learning (PBL).
- Use of modern library (including electronic access to literature, information and data)
- Visiting clinical simulation centre and skill labs
- Meeting students and academia
- Assessing each candidate leadership styles
- Assessing each candidate learning styles
- Selected candidates are placed in the Health Service to observe clinical work

Training Timetable

Over a period of 4 weeks, the following Programme will be covering the following areas:

(It is to be noted that this is a draft form of the programme; Its final version will be provided nearer the time of the training)

Week 1			
Day	AM	PM	Other activities
Monday	Introduction	Introduction to Problem Base Learning	
Tuesday	Learning Styles	Small Group learning	
Wednesday	Clinical Teaching (Central Middlesex Hospital)	Clinical Teaching (Charing Cross Hospital)	
Thursday	Consultation Skills	Clinical Teaching in General Practice	Academic Visit: Royal College of General Practitioners
Friday	Clinical Teaching in Community Clinics	Community settings (Smoking cessation clinic)	
Week 2			
Monday	Clinical Teaching (simulation Labs)	Students lecture	
Tuesday	Teaching Infrastructures and settings	Modern libraries and their contribution to academic excellence	Visit to General Medical Council / National Institute for Clinical Excellence
Wednesday	eHealth and eLearning in Medicine	Medical Management (prescribed and over-the-counter medicines)	Visit to Chelsea and Westminster Foundation Trust Pharmacy Department
Thursday	Postgraduate Education and	OSCE Exam	

	Postgraduate Training (in 2 parts)		
Friday	OSPHE Exam	Objective structures Long Examination Record (OSLER), Mini Clinical Evaluation exercise, Direct Observation of Procedural Skills, Case-based Discussion, Mini-Peer Assessment tool	
Week 3			
Monday	Workplace Clinical assessment and Simulation Assessment, Role Play	PhD Mock Exam (early Assessment) PhD Mock Exam (Late and Final assessments) Master Degree Exam (live observation of assessment) Students' feedback	
Tuesday	Research Design	Biostatistics for Research	
Wednesday	Systematic Review and Meta-Analysis	Selecting a topic for Systematic Review	
Thurs	Critical Appraisal	Engaging Undergraduate Students in Research	Visit to British Medical Journal
Friday	Choosing Research Topics, Securing Research Funds	Writing a paper Excel in publishing in top scientific journals	
Week 4			
Monday	Leadership Skills	Exercise: Situational Leadership: assessing your academic leadership	
Tuesday	Presentation Skills (lecture, radio, TV, press release)- Exercise	Use of Audi- Visuals	
Wednesday	Clinical sessions to communicate	Academic Governance: Your responsibility and accountability	
Thursday	Team working	Competencies: CPD and Personal Development Plan	
Friday	Organisational and Institutional Responsibilities	Certificate Award ceremony	

Programmes may change; candidates and their tutors will be notified in advance.

Costs



The Imperial College London WHO Collaborating Centre is a not for profit organisation which aims to fulfil WHO's mandate of 'better health through quality health and healthcare services delivered by competent and highly skilled workforce.'

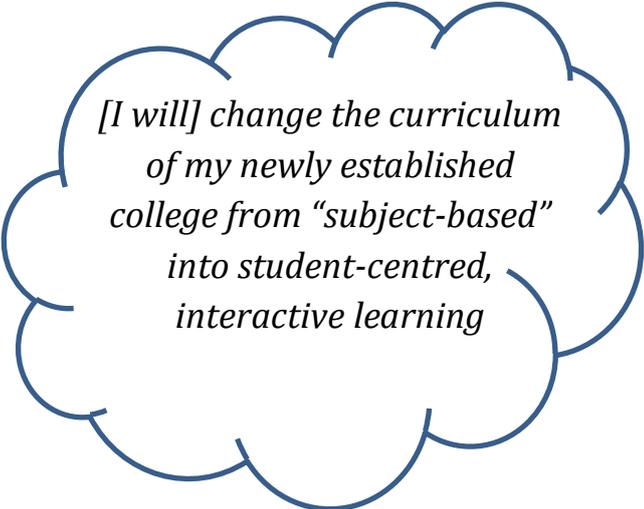
Candidates will be trained in various settings within the various Imperial College establishments, Imperial College NHS Trust Hospitals and NHS Primary care clinics.

Expected Outcomes

Participant who complete the 140 hours course spread over four weeks are expected to be:

- Well versed with modern curriculum
- Fully equipped with modern teaching methods
- Capable to assess undergraduate medical students
- Familiar with postgraduate educations (Masters and PhDs and how to assess them: early, late and final assessments)
- Familiar with research methods
- Equipped as an educational leader in his/her field
- Well aware of his/her professional developmental needs

Upon completion of the course, each candidate will receive the completion of course certificate from Imperial College London.



[I will] change the curriculum of my newly established college from "subject-based" into student-centred, interactive learning

**WHO Collaborating Centre for Public Health Education and Training
Imperial College London
2014**