

STUDY GUIDE - YEAR 2022



Certificate for Health Professional Education

**CMH LAHORE MEDICAL COLLEGE
&
INSTITUTE OF DENTISTRY**

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INTRODUCTION TO STUDY GUIDE

This course is designed for a large majority of faculty members who admit about their limited formal exposure to learning principles, teaching methodologies and assessment techniques. The major bulk of the faculty (particularly basic sciences & junior faculty) have almost no exposure to essential concepts of learning, teaching and assessment processes, signifying the need to pursue this course.

In the present COVID 19 scenarios despite technical challenges, online classes demand highly specialized skills to keep the students engaged while conveying the important and relevant messages useful in practice. Both the faculty as well as student needs required training to undergo effective online classes possibly via a standardized program at national Level under a competent authority. In light of aforesaid, this study guide will act as a guiding light for the faculty pursuing certificate in health profession education.

Preamble

The practice of medicine is a life-long process for a doctor and learning is never ending as well. However, stages of learning in medicine are phasic, which initially are formal, while it continues in a non-formal manner during Continuous Medical Education & Professional Development Programs. As per the regulatory / accreditation bodies i.e. Pakistan Medical and Dental Council (PMDC), Certificate in Health Profession Education is a vital component Continuous Medical Education & Professional Development. Curriculum of CHPE program is a dynamic document which needs to continuously evolve so that the health professionals/teachers acquire basic concepts and principles of medical education along with its application at the workplace so that they can demonstrate the basic competencies of an effective teacher in accordance with present digital era.

Rationale

Faculty development has become an increasingly important component of medical education and it has a critical role to play in promoting academic excellence and innovations (Dent, J.A., and Harden, R.M. (2005). In order to achieve excellence in healthcare education, we need to develop educational leaders and promote the scholarship of teaching.

Training of health professionals requires high standards of education at par with the realities of the practical world. Considering the worldwide scenario, we are compelled to enter a new era- the revolution of online education. This Certificate in Health Profession Education is a purely online program, hence the flexibility provides individuals with the opportunity to learn while still working and growing professionally. Moreover, online classes keep you on a regular schedule of making and meeting deadlines, allowing you to practice managing your time and staying productive. This sort of self-paced and self-motivated learning develops the ability to think critically and overcome any obstacles that might stand in your way.

Requirement of PMC

Pakistan Medical Council has made it compulsory for all faculty members to have at least 6month Certificate course in Medical education focused on Principles of Learning Teaching & Assessment vide their letter No. F-3-10 / 2007 MER dated 15 May 2007.

Affiliation

The affiliated university for the CHPE Course is **University of Lahore Garrison**

Vision & Motto

CMH Lahore Medical College is offering a 6 months CHPE (certificate course for teachers in different health professions-

Vision

“To transform faculty members who can influence minds for converting medical students into life longer learners having the ability to challenge the status quo with logic and reason in order to bring change”.

Motto

“Change Faculty to change medical students, who can bring change in future”

Why?

1. A large majority of faculty members admit **about their limited formal exposure** to learning principles, teaching methodologies and assessment techniques. Prior Assessment Form
2. A minority of faculty being fellows and supervisors of clinical subjects have attended mandatory supervisory skill workshops organized by CPSP. **The major bulk of the faculty (particularly basic sciences & junior faculty) have almost no exposure to essential concepts of learning, teaching and assessment processes.**
3. Moreover the faculty members having attended the aforesaid workshops are **unable to apply competencies** described as the **assessment process is lacking** which drives actual learning.

4. In the present COVID 19 scenarios despite technical challenges, online classes demand highly specialized skills to keep the students engaged while conveying the important and relevant messages useful in practice.

5. Both the faculty as well as student needs required training to undergo effective online classes possibly via a standardized program at national Level under a competent authority.

In light of aforesaid, CMH LMC & IOD proposes to build the capacity of both Faculty and students through programs which can be run onsite and online to train at a mass scale. The program will collect regular input from end users to update and &-rectify itself in terms of its notified weakness and suggestion.

Eligibility criteria: Faculty members teaching in medical, dental, nursing or allied health programs. A maximum of 150 participants can be accommodated on first come first serve basis.

At the end course, participants will receive a **certificate of completion by LGU.**

Course format

CHPE CMH LMC & IOD plans to hold a series of six online faculty development sessions every month over the period of 2 days, (3rd Saturday & Sunday of every month from 09:00 to 11:00, 12:00 to 14:00 and 18:00 to 20:00) for six months. These sessions are designed to achieve the explicitly described learning outcomes in attached TOS by imparting hands on training to all participants through distant learning during intervening period. Details of the proposed program starting from July 2021 are described in below.

TABLE OF SPECIFICATIONS

Sr. no.	Specific Learning outcome	C	P	A	%	MIT	Assessment
Effective Teaching skills							
1	Apply principals of adult learning while conducting an effective interactive lecture and a small group discussion for online teaching sessions	5	3	2	10	Presentation+ Hands on exercises with help of Google forms	Formative- Online group activity & peer assessment
2	Develop essential computer skills to deliver & conduct interactive learning session on line	5	3	2	10	Hands on exercises	Formative & Summative - Practical Demonstration of each required skill.
3	Write appropriate learning outcomes	3	1	1	5	Group activity	Formative- Online group activity & peer assessment

4	Match the instructional strategy with the relevant outcomes	3	1	1	5	Presentation + hands on	Formative- Online small group discussions assessed by the facilitator.
5	Achieve learning outcomes smartly within provided time effectively	3	1	1	5	Presentation + hands on exercise	Summative- Presentation & peer assessment
6	Develop table of specifications for their relevant subject	3	1	1	5	Presentation+ Group Activities	Formative- Online Quiz
7	Use metacognitive strategies to promote deep learning in students	3	1	1	5	Presentation+ Group Activities	Summative- Presentation & peer assessment
8	Collect, analyze & Provide constructive feedback to learners.	3	1	1	5	Presentation+ Group Activities	Summative- Self and peer Assessment and feedback via Google forms

Competent examiner							
9	Differentiate bad & good characters of examination items	3	1	1	5	Presentation	Summative- Development of MCQ and SEQ
10	Create level C3 & above MCQ acceptable to MCQ bank	5	3	2	10	Presentation Small group discussion & Group Activity	Summative- Development of MCQ and SEQ
11	Create level C3 and above SAQ acceptable to SAQ bank	3	1	1	5	Presentation Small group discussion & Group Activity	Summative- Development of MCQ and SEQ
12	Create TOACS / OSCE Station acceptable to Examination Department	3	1	1	5	Presentation Group discussion	Formative- Online small group discussions supervised by the facilitator.

13	Construct & Conduct online MCQ Examination via Edmodo and Socrative.	5	3	2	10	Presentation+ Group Activities	Formative- Online small group activity supervised by the facilitator.
Continuous Learner							
14	Reflect on their teaching practice using portfolio.	3	1	1	5	Presentation	Formative- Online small group discussion
15	Manage Time effectively	3	1	1	5	Presentation+ Group activity	Summative- Presentation & peer assessment

C = Cognitive Domain, P= Psychomotor Domain, A= Affective domain , MIT = Mode of transfer of information , % = Weightage & Importance of learning outcome

Duration: 6 months (24 weeks)

Credit hrs. 12 credit hours.

72 hrs – Interactive learning in Online Contact Sessions

120 hrs – Distant learning via assignments.

Schedule (Total 14 credit hours)

*4 credit hours for each Module & 2 credit hours for Assessment

Module	Theme	Duration	Contact session
Module 1	Develop skills to deliver an effective learning session	Week 1-8	Feb & March
Module 2	Conduct an effective teaching session & collect feedback	Week 9-16	April & May
Module 3	Construct quality assessment items	Week 17-24	June & July

Content outline

Module 1

- Adult learning Principles
- Blooms Taxonomy
- Essential Computer skills
- Writing learning outcomes
- Basic concepts of curriculum development and integration
- Instructional strategies

Module 2

- Presentation skills
- Interactive lectures
- Small group discussion
- Teaching online
- Collecting & analyzing feedback

Module 3

- Standard setting & 360-degree evaluation
- Characteristics of good assessment
- MCQ development
- SAQ development
- TOACS Development
- Online Examination/Assessment

Goals of the course are to:

- (1) Apply inductive teaching methods aligning with the adult learning principles with experiential learning process
- (2) Apply emotional intelligence to maintain safe and supportive learning environment
- (3) Improve participants' teaching skills to meet the demands of contemporary era.
- (4) Incorporate the habit of personal awareness & improvement through collective feedback
- (5) Enhance a cooperative & collaborative behavior.
- (6) Improve time management to be productive while enjoying quality time.

Competencies of Certificate holder:

- Effective teacher
- Competent examiner
- Continuous Learner / lifelong learner

Specific learning outcomes

Effective teacher

At the end of the course the, the participants will be able to:

- Write appropriate learning outcomes for the teaching session
- Develop essential computer skills to conduct interactive teaching session
- Construct TOS for relevant subject
- Achieve learning outcomes smartly within provided time effectively
- Collect & analyze feedback from learners
- Provide constructive feedback to learners

Competent Examiner

By the end of this course the participants will be able to:

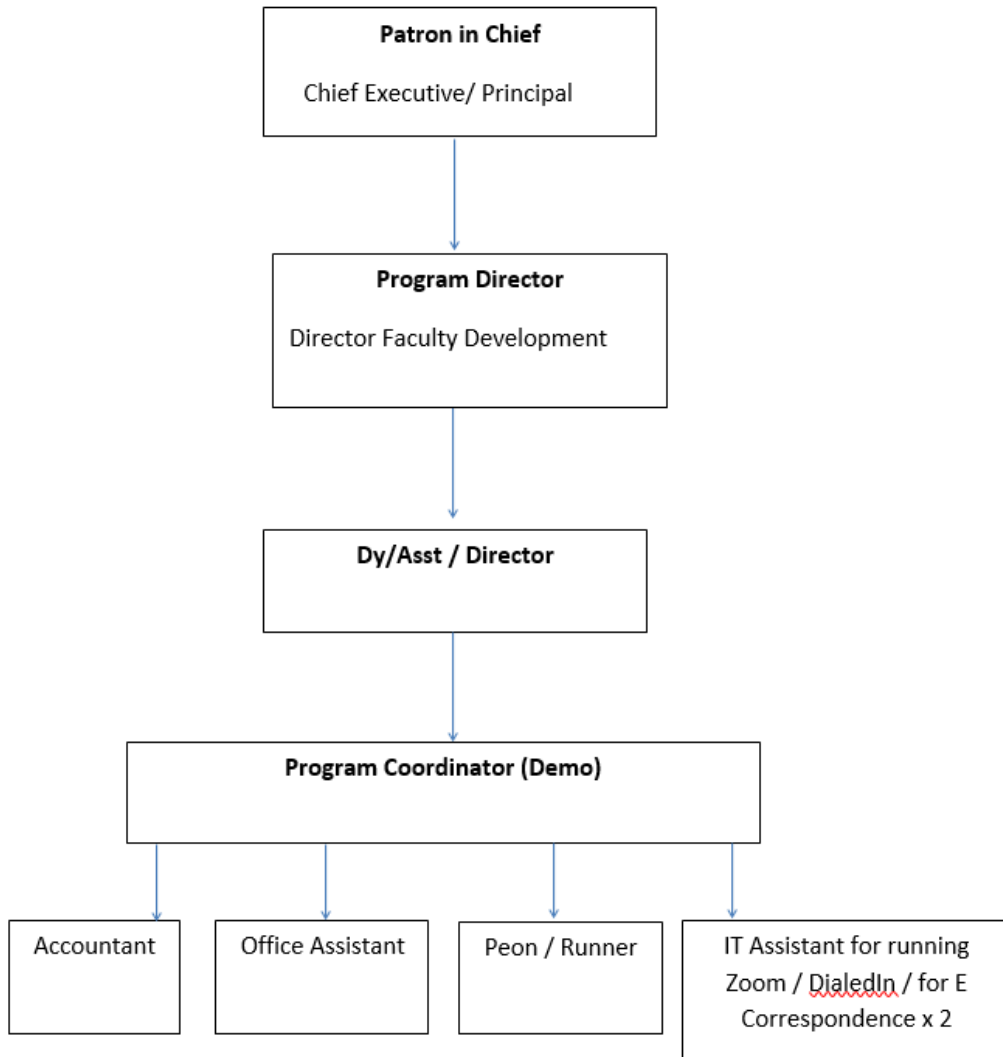
- Differentiate the bad & good characters of examination items
- Select the different assessment tools
- Construct quality MCQ in accordance with blooms levels.
- Construct SEQs in accordance with blooms levels along with reference key
- Construct quality TOACS / OSPE station to achieve the framed learning outcome of psychomotor domain
- Construct & Conduct online MCQ Examination

Continuous Learner

By the end of this course the participants will be able to:

- Carry out reflective practice as teacher & learner
- Willingly extract time to improve his skills & enjoy the learning & teaching process

Organogram of CHPE Course CMH LMC



Code of Conduct

All participants are advised to read the rules carefully and abide by these rules and their modifications as and when issued. Violations of these rules tantamount to breach of course discipline.

General Rules

- All participants must maintain the decorum of the course through decent and respectable behavior.
- Participants have to be punctual, at any specified activity of the course.
- They must join the online session with **Video On & Audio off from a separate room with no interrupting noises.**
- Hand raise option can be utilized by the participants to question or answer, so they can respond after they are unmuted by the CHPE team.
- 100 % attendance is mandatory in each session. The program DialedIn has the capability to check screen presence & keep evidence of absence of attentiveness of all participants all the time.
- If the attendance is less than 80 %, the participants have to attend missing sessions in next course for attainment of certification.
- The course is competency based & if any participant can demonstrate required competency, he/ she may be exempted to attend the session pertaining to that SLO.

Preparation planed fir Online CHPE 22 (winter) CMH LMC & IOD

- All facilitators and participants will be trained to use Zoom and DialedIn by team CHPE.
- Multiple training sessions will be held before the actual online contact sessions.
- Final Rehearsal of the online contact session before the actual day.
- Participants will be divided into groups and facilitators shall be assigned to act as mentors, so they stay in touch with each other through WhatsApp groups for training and future guidance.
- Official Email, CHPE mobile number and WhatsApp group including CHPE team, Facilitators and participants will be provided for correspondence.
- Every individual will also receive all relevant messages, Instructions, guidance & learning material via WhatsApp broad cast

List of Facilitators:

<u>S/No</u>	<u>Name</u>	<u>Designation</u>	<u>Institution</u>
<u>1</u>	<u>Aamir Ijaz (R)</u>	<u>Professor of Pathology</u>	<u>Bahria International Hospital, Rawalpindi, Pakistan</u>
<u>2</u>	<u>Ahsan Sethi</u>	<u>Associate Professor,</u>	<u>Khvber Medical University, Peshawar, Pakistan</u>
<u>3</u>	<u>Ambreen Usmani</u>	<u>Professor of Anatomy</u>	<u>Principal Bahria University Medical and Dental College-Karachi</u>
<u>4</u>	<u>Amina Ahmad</u>	<u>Associate Professor & Director Medical Education</u>	<u>Shalamar Medical College Lahore</u>
<u>5</u>	<u>Aqeel Safder</u>	<u>Professor of Pediatric Medicine</u>	<u>Fazaia Medical College, Islamabad, Pakistan</u>
<u>6</u>	<u>Arshad Taqi</u>	<u>Professor of Anesthesiology</u>	<u>President Pakistan Medical Commission</u>
<u>7</u>	<u>Ayub Ahmad Khan</u>	<u>Professor of ENT</u>	<u>Avicenna Medical College, Lahore, Pakistan</u>
<u>8</u>	<u>Farrukh Hayat Khan</u>	<u>Professor of Psychiatry</u>	<u>Facilitator CPSP</u>
<u>9</u>	<u>Gulzar</u>	<u>Professor Of Psychology</u>	<u>LGU</u>
<u>10</u>	<u>Irfan Sukar (R)</u>	<u>Professor of Surgerv & Director Medical Education</u>	<u>FF Medical College Rwp</u>
<u>11</u>	<u>Majeed Chaudhary</u>	<u>Professor & Head Department of Surgerv</u>	<u>Principal, Lahore Medical & Dental College Ghurki</u>
<u>12</u>	<u>Mowdat Rana</u>	<u>Professor of Psychiatry</u>	<u>Ex Commandant AFIMH RWP</u>
<u>13</u>	<u>Rehan khan</u>	<u>Professor/Dean of Medical Education</u>	<u>Islamic International Medical College, Riphah International university</u>

<u>14</u>	<u>Rehan Uddin</u>	<u>Professor & Head Department of Dermatology, Director Faculty Development</u>	<u>CMH Lahore Medical College & IOD</u>
<u>15</u>	<u>S Kausar Ali</u>	<u>Chairperson, Institute of Medical Education</u>	<u>Jinnah Sindh Medical University</u>
<u>16</u>	<u>Shehla Baqai</u>	<u>Professor of Gynecology</u>	<u>Advisor to Armed Forces in Gynaecology CMH Lahore Medical College</u>
<u>17</u>	<u>Sohail Sabir</u>	<u>Professor of Nephrology</u>	<u>Army Medical College Rawalpindi Pakistan</u>
<u>18</u>	<u>Suhail Ameen</u>	<u>Professor orthopedic</u>	<u>CMH Rawalpindi</u>
<u>19</u>	<u>Syed Asgher naqi</u>	<u>Professor of surgery</u>	<u>KEMU</u>
<u>20</u>	<u>Tanzeela Khalid</u>	<u>Professor of Dermatology</u>	<u>Faisalabad Medical College</u>
<u>21</u>	<u>Usman Mahboob</u>	<u>Associate Professor</u>	<u>Institute of Health Professions Education & Research Khyber Medical University</u>

Learning Material:

1. **ABC of learning and teaching in Medicine, edited by Peter Cantillon, Linda Hutchinson and Diana Wood.**
2. **Practical Guide for Medical Teachers by Harden and Dent.**
3. **Helping Articles**

Assessment Policy for CHPE Program

1: Formative assessment:

The ongoing assessment activities are very much part and parcel of our learning program, indeed they are inextricably throughout the contact session, constructive feedback will be provided to the Learners about their progress by the teachers & peers.

Its purpose is to provide continuous feedback to both student and the teacher concerning learning successes and failures. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors and misconceptions that need correction. Feedback to the teacher provides information for modifying instruction. Formative assessment can play major role in the acquisition of lifelong learning skills by helping students self-regulate their learning activities. Weightage: 40 %

2: Summative assessment (Assessment modalities):

For Knowledge: The students will be assessed through:

Formative assessment throughout the course (before and after every session) and summative assessment at the end of each module will be carried out. There will be a total of seven assignments. Four will be formative online assignments and three will be summative assignments. Assignments (07) related to major/important themes will be submitted by each student, its weightage will be 50 % towards the aggregate.

Successful completion of the course will include attending all contact sessions, submitting timely complete formative assignments and at least 60% and above (GOOD) in summative assignmen

End of Certificate exam-

1.

Interview sessions pertaining to the CHPE course: 10 % Weightage will be 40%

2. Power Point Presentations on different topics: 30 %

- **Interview sessions pertaining to the CHPE course: Semi structured Interview will be conducted on zoom and videos will be recorded. Participants will be informed about interview proceedings a week earlier for relevant preparation. They will be assessed during the interview by the internal examiner and graded as per the grading criteria mentioned below.**
- **Power Point Presentations on different topics: Participants will be asked to prepare a power point presentation on varying topics and present via zoom. They will be assessed by the internal & external examiner as well as the peers, as per the rubric provided. Google form of assessment.**

For Skills and Attitude:

There will be assessment on the ongoing small group activities, attendance and attitude of each student during the contact session. These activities will be recorded through assessment Performa based on checklists, rating scales and video recording or direct observation of their teaching sessions followed by reflection of the participants and constructive feedback by the peers and teachers. Weightage: 10 %

Pass criteria: A student must attain 60% marks in aggregate.

Grades:

59% and below = Remedial Extra assignments may be given to get certificate .

60-69 % = Good B grade

70-79 % = Excellent A grade

80 % and above= Outstanding A+ grad

Program Feedback

Feedback system will include:

- 1. Discussion with participants during and at the end of each teaching session.**
- 2. Discussion with faculty members in departmental meetings during and at the end of each session.**
- 3. Zoom Meeting of Team CHPE with the facilitators.**
- 4. Zoom Meeting of Team CHPE with the participants regarding academic performance and attendance record.**
- 5. Feedback Performa's were filled by the participants after each and every session in order to gather feedback regarding the facilitators and the session.**
- 6. One to one verbal as well as written Feedback will be used to help participants improve their performance.**
- 7. Changes made after Feedback will be incorporated in this session as well as during planning of next academic session**