

**Teacher/Facilitator Guide:
Regional training programme on
improving teaching of public
health in medical schools in the
South-East Asia Region**



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Teacher/Facilitator Guide: Regional training programme on improving teaching of public health in medical schools in the South-East Asia Region

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Contents

	<i>Page</i>
Module 1: The importance of public health in medical education.....	1
Module 2: Public health core competencies	4
Module 3: Curriculum design for community/preventive medicine subjects	7
Module 4: Teaching public health beyond community/preventive medicine subjects.....	11
Module 5: Teaching and assessment methods.....	14
Module 6: Faculty development	17
Module 7: Conclusion	20

Module 1: The importance of public health in medical education

Module overview

This module is designed to provide an understanding on the importance of public health in confronting the health challenges of today and the future. The module explains the meaning of public health, its similarity to and difference from medicine, and how it has become more necessary to encourage a public-health-oriented mindset and competency among medical school graduates.

Module learning objectives

The participants are expected to accomplish following competency statements at the end of this session:

- (1) explain the differences, similarities and links between public health and clinical medicine;
- (2) describe major public health challenges in the South-East Asia Region;
- (3) demonstrate why public health teaching is essential to medical education in addressing public health challenges.

Module activities

Lectures/presentation/explanation

- (1) Public health and public health challenges: global and regional perspectives including:
 - definition of public health
 - similarity and difference between public health and clinical medicine

- public health challenges in the 21st century such as:
 - population aging and migration
 - climate changes and natural disasters
 - international health regulations
 - social determinants of health.

60 minutes

(2) Health systems and stakeholders in public health:

- definition and components of health systems
- systems approach to medical and public health problems
- stakeholders in health systems.

30 minutes

Small group discussion

(3) Knowledge café: key public health challenges from individual perspectives:

- What are the key public health challenges in your country at present?
- What are the future public health challenges in your country and in the Region?

90 minutes

(4) World café: public health teaching in medical schools

- What are the competencies required from medical graduates to address these public health challenges?
- How can undergraduate medical education best address public health challenges and health systems needs?

90 minutes

Conclusion

- (5) Concluding remarks by facilitators, and Q&A:
- reminder of the learning objectives of this module;
 - summary of the definition of public health and the difference between public health and clinical medicine, and role of the health system in medical and public health problems;
 - summary of the discussion on key public health challenges and the importance of public health teaching in medical schools.

30 minutes

Module 2: Public health core competencies

Module overview

This module will provide the necessary training required for the participants to understand the core competencies of public health. The module has been designed to ensure that the participants have knowledge of the different fields in public health and that they are able to make their own core competencies according to their respective country.

To ensure that medical students get a proper education in public health, it is important that the participants understand the value of core competencies and their future prospects in the medical curriculum.

Module learning objectives

The objective of the module is to provide training to the teachers who will be the trainers in medical education teaching public health core competencies. The participants are expected to accomplish following competency statements at the end of this session:

- (1) explain the meaning of public health core competencies;
- (2) analyse the existing models of public health core competencies that have been used in different countries; and
- (3) develop their own public health core competency and competency statements to fit their country context and resources.

Additional learning materials

- Participants will be provided with handouts on suggested public health core competencies for the South-East Asia Region.
- Examples of public health core competency statements made by other countries will also be provided.

Module activities

Lectures/presentation/explanation

- (1) Introduction to competency-based education
30 minutes

- (2) Public health core competencies:
 - discipline-based and interdisciplinary core competencies; and
 - suggested model of public health core competency for the South-East Asia Region.30 minutes

Note: After each lecture and presentation, questions will be asked and clarified with the participants.

Class discussion

- (3) Current understanding of public health competencies: participant experiences
30 minutes

Small group discussion

- (4) Core competency development: disciplinary-based core competencies
90 minutes

- (5) Core competency development: interdisciplinary core competencies
90 minutes

Note: Participants are divided into groups by country. They are asked to create their own set of core competency statements, considering each category of learning approach. For example, the participants are asked to write down the core competency statements according to:

- discipline-based core competency
- interdisciplinary core competency.

These core competency statements should be made in congruity with the country's perspective and also explained in detail and justified in the group presentation. Participants are expected to make a group presentation on the core competency statements for the two categories of public health teaching, according to their own country, and they should limit their talks to 10 minutes for each group.

Class discussion

- (6) Translating public health core competencies into medical education

60 minutes

Conclusion

- (7) Concluding remarks by facilitators, and Q&A:
 - reminder of the learning objectives of this module;
 - summary of the public health core competency discussed;
 - summary of initial discussion on translating the competency into medical education.

30 minutes

Module 3: Curriculum design for community/preventive medicine subjects

Module overview

This module will provide the necessary information and the training required for the participants to develop an understanding in developing or improving the curriculum within community medicine subjects. Public health is well known for its wide field of application in the health sector. The module has been designed to enable the participants to understand how to integrate the core competencies of public health into a proper teaching curriculum, with a focus on integration into community medicine subjects.

Module learning objectives

By the end of the training on this module, participants are expected to:

- (1) understand horizontal and vertical approaches for integration of public health core competencies into a curriculum;
- (2) evaluate how public health teaching has been integrated into the prevailing medical curriculum;
- (3) plan how to integrate further public health teaching effectively into the curriculum under community medicine subjects.

Additional learning materials

- Handouts to be given on the slide presentation for the participants to follow.
- Relevant journal materials to be distributed in order for the participants to understand the integration processes carried out in other countries, both within and outside the South-East Asia Region.

Module activities

Lectures/presentation/explanation

- (1) “Integration of public health core competencies into a curriculum: horizontal and vertical approach.”

30 minutes

- (2) “Public health teaching in community medicine subjects: concepts and global experience”, including Q&A

60 minutes

Video presentation and discussion

- (3) “Teaching of public health in the Department of Preventive and Social Medicine, Chulalongkorn University, Thailand.”

60 minutes

Class discussion

- (4) Teaching public health in other medical schools in the South-East Asia Region:
- time allocation within medical curriculum;
 - courses, subjects, learning objectives.

60 minutes

Lectures/presentation/explanation

- (5) Orientation and preparation for field trip

60 minutes

Assignment

- (6) Homework assignment to be provided to participants so that they can think about how to integrate the core competencies into a curriculum setting based on the discipline-based and the interdisciplinary approach of public health teaching. The participants are expected to have their own views and ideas on setting up the integration methods and approaches specific to their institutions.

15 minutes

Field observation (2 days)

- (7) community survey and community health problem identification; and
- (8) health service administration and integration, and community problem solving.

Class discussion

- (9) Reflections on the field trip:
 - pros and cons of community-based learning;
 - how to improve the current training programme at Chulalongkorn University;
 - can this be applied to other institutions?

90 minutes

Group exercise

Group discussion on the integration of public health into community medicine subjects in a specific institution in a country. Participants from a country will be in the same group to learn from each other.

120 minutes

Group presentation and discussion

Participants are expected to perform a group presentation representing their respective countries and detailing their methods and ideas on integrating public health curriculum development within community medicine subjects. The presentation should also highlight the limitations, if any, of the implementation process and how to overcome the challenges.

120 minutes

Conclusion

(10) Concluding remarks by facilitators, and Q&A:

- reminder of the learning objectives of this module;
- reminder of public health core competency and the need to design the training experience and curriculum to achieve the competency goals; and
- summary of discussion on integration of public health teaching into community medicine subjects.

30 minutes

Module 4: Teaching public health beyond community/preventive medicine subjects

Module overview

The training module has been designed to give the participants a better understanding of the curriculum development process beyond community medicine subjects. It is well known that the clinical education of a medical student has been traditionally centred on discipline-based clerkships. Hence, in order to understand the different aspects of health-associated issues in a community, it is important that the medical students possess different expertise or skills in the core competencies outside the set curriculum. By collaborating with other departments in relevant fields of teaching, multidisciplinary approaches can be taken to enhance the learning experience of the students. Participants need to understand the processes in detail and alternative steps that can be taken to make the learning process more motivating and educational at the same time. This can be followed by different teaching methods, which will be discussed in Module 5.

Module learning objectives

By the end of this module, participants are expected to:

- (1) identify potential contributions of biomedical and clinical teaching to improving public health competencies;
- (2) integrate public health concepts into clinical settings and other learning objectives;
- (3) evaluate the integration of public health into the curriculum beyond community medicine subjects; and
- (4) identify barriers and challenges to integrating public health teaching, and plan strategies.

Additional learning materials

Annexes containing examples of public-health-related courses offered in the medical curriculum at Chulalongkorn University

Module activities

Lectures/presentation/explanation

- (1) Introduction to public health teaching beyond the community medicine subjects:
 - overall concept
 - global experience.

60 minutes

Class discussion

- (2) Public health teaching outside community medicine subjects: South-East Asia experience

90 minutes

Group exercise

Participants are asked to do a group exercise. This should be similar to a brain-storming session by participants from each country on the different multidisciplinary methods that have been taken or, if not, could be taken by the medical faculties of the respective countries to improve the medical education system for undergraduate medical students, with a focus on non-community medicine courses.

90 minutes

Group presentation and discussion

The participants have to conduct a group presentation where they are asked to justify their methods of integrating the curriculum of public health

beyond the medical education teaching. They also have to explain their reasoning on how to perform an assessment and evaluation of the progress of such an approach and the time frame required (that is, the time period for implementing such a multidisciplinary approach that has been integrated into the medical education).

90 minutes

Conclusion

Concluding remarks by facilitators, and Q&A:

- reminder of the learning objectives of this module;
- reminder of the public health core competency and the need to design the training experience and curriculum to achieve the competency goals; and
- summary of discussion on the integration of public health teaching into the medical curriculum beyond community medicine subjects.

30 minutes

Module 5: Teaching and assessment methods

Module overview

This training module is mainly focused on the teaching and learning methods and innovative tools and techniques that can be used in order to make the public health learning process more engaging and effective. Different methods will be shared and discussed through lectures and presentations. The module will also cover the issue of learning environment, and participants will be encouraged to discuss critically how to make the best of the available resources.

Module learning objectives

At the end of the training session, participants are expected to:

- (1) understand the potential use of various settings for public health teaching;
- (2) choose appropriate tools and methods for teaching and assessment based on public health competency.

Module activities

Lectures/presentation/explanation

- (1) Introduction to teaching tools and methods that are being used to teach in public health:
 - available tools and techniques for medical education;
 - available tools and techniques for public health teaching; and
 - advantages and disadvantages of different tools and methods.

45 minutes

- (2) Examples of innovative methods in the South-East Asia Region.

45 minutes

Group exercise, presentation and discussion

- (3) Choosing teaching and learning methods: how to evaluate various techniques:

Group exercise should be carried out on how to make teaching more innovative with limited resources, from the perspective of each country. Also the current steps being taken by the respective countries, and the loopholes and how to fix them, should be the key points that are well understood through this group exercise.

60 minutes

Role play

- (4) Making public health teaching more motivating

A role play technique should be used as an extension to the group exercise in order to facilitate the group to be more engaged in the choice of teaching tools and methods.

The participants are asked to make a group presentation based on a play script initially prepared by the facilitator and adjusted by the group during the exercise. A specific assignment is given to for each group.

120 minutes

Class discussion

- (5) Feedback from and putting together the learning experience

Following the role play exercise, participants are requested to discuss the learning experience from earlier sessions of this module on teaching tools and methods. The facilitator will help the class to put together the learning experience in relation to the learning objectives.

Lectures/presentation/explanation

- (6) Assessment tools and methods for public health competency

90 minutes

World Café

- (7) Group discussion on how to develop assessment methods for public health competency

180 minutes

Class discussion

- (8) Feedback from and putting together the learning experience

Following the World Café, participants are requested to discuss the learning experience from it and discuss how this can be utilized in their setting.

60 minutes

Conclusion

- (9) Concluding remarks by facilitators, and Q&A:

- reminder of the learning objectives of this module;
- summary of the learning experience on teaching tools and methods, and assessment tools and methods.

30 minutes

Module 6: Faculty development

Module overview

Faculty development is crucial in terms of efficient teaching and also to make the students more motivated to be inspired and to learn better. In order to make the faculty improve in certain skills and develop specific techniques, it is important to know the steps to follow. Hence this training module gives information on the decisions required in the process of faculty development. Moreover, the training module has been designed to describe the evaluation process and how to make improvements once the faculty development process is under way. Participants can gain knowledge and know-how on how to create a strong faculty and how to allocate the tasks to the right faculty and determine the correct progress status.

Module learning objectives

The participants are expected to accomplish following competency statements at the end of this session:

- (1) explain the importance of faculty development in relation to public health competency in undergraduate medical education;
- (2) describe general principles and potential strategies for faculty development to improve competency-based public health teaching in medical education; and
- (3) assess and evaluate the progress of faculty development with the help of health experts and other educators.

Module activities

Lectures/presentation/explanation

- (1) Introduction to faculty development:
 - the importance and necessity of the faculty development process;

- how to conduct faculty development in terms of public health competency, and also in terms of public health teaching skills; and
- examples of faculty improvement processes carried out in South-East Asian countries and globally.

30 minutes

Class discussion

(2) Faculty development for community medicine and related departments

- The knowledge, skills and attitude for public health teaching required for the staff of the department with a primary interest in public health and related fields.
- What are the current levels of capacity and what are the gaps?
- What are the best approaches for faculty development for the community medicine department and related staff?

60 minutes

(3) Faculty development for noncommunity medicine departments

- How to make clinicians and other non-public health staff be more interested in public health teaching?
- Knowledge, skills and attitude required for public health teaching by the staff: the existing capacity and the gaps.
- What are the best approaches for faculty development for clinicians and non-public health staff?

60 minutes

Conclusion

- (4) Concluding remarks by facilitators, and Q&A:
- reminder of the learning objectives of this module;
 - summary of approaches towards faculty development and the results of the discussion.

60 minutes

Module 7: Conclusion

Module overview

After attending the first six training modules, this module will give training participants an opportunity to review the key competencies developed and the linkages between the modules.

Module learning objectives

The participants are expected to accomplish the following competency statements at the end of this session:

- (1) to synthesize overall knowledge, skills and other attributes developed from attending the previous six modules; and
- (2) to develop a strategy and plan for reforming public health teaching in medical school.

Module activities

Lectures/presentation/explanation

- (1) Revisiting the learning objectives of the first six modules:
 - to summarize of learning objectives of the overall training programme and each module; and
 - to identify key points and their learning experience.

30 minutes

Class discussion

- (2) In-country regional training programme to improve public health teaching:

- discussion on the scope of the training programme to be implemented in the respective countries;
- feasibility and resources needed for in-country training;
- programme adjustment needed to reflect the settings and available resources; and
- overall strategy development.

30 minutes

Closing session

- (3) Wrap-up and concluding remarks:
 - thank organizers, supporters and participants, and hand out certificates;
 - encourage active implementation of what has been learned to improve public health education in medical schools; and
 - networking for collaborative learning and improvement of public health teaching in the Region.

30 minutes

This Teacher/Facilitator Guide for the Regional Training Programme on improving teaching of public health in medical schools in South-East Asia Region has been developed in collaboration with the Department of Preventive and Social Medicine, Faculty of Medicine, Chulalongkorn University, Thailand. It provides guidance on the learning process, assessment and evaluation, and is key study material for the World Health Organization (WHO) Regional Office for South-East Asia Regional Training Programme on Improving Teaching of Public Health in Undergraduate Medical Schools.

It primarily aims to provide the staff and faculty of medical schools in the South-East Asia Region, particularly those who will be actively involved in the design and implementation of public health teaching in medical schools, with the latest evidence and knowledge on the subject. This includes medical school faculties and teachers responsible for or involved in public health teaching, medical education specialists or other medical educators in charge of overall medical curricula or academic coordinators and Institutional leaders involved in medical education policy, such as the medical school deans or vice deans for academic affairs.

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Regional Office for South-East Asia
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Indraprastha Estate
Mahatma Gandhi Marg
New Delhi-110002, India
www.searo.who.int

