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# Editorial

**Dr. Md. Anwarul Azim Majumder**  
Director of Medical Education, FMS, Cave Hill.  
Editor, MeduLink



Medical education is on the move! Over the last few years, a number of initiatives have been taken to improve the quality of medical education in the Faculty of Medical Sciences at The University of the West Indies (UWI).

One of the on-going projects is the cross-campus collaboration for gaining and maintaining CAAM-HP accreditation. A number of subcommittees have been working tirelessly to harmonize the undergraduate and postgraduate curricula across the campuses and improve the

quality of teaching, learning and assessment. The results are visible and some of the best practices were captured in the last three issues of the MeduLink newsletter.

Recently, I attended the 2019 Association for Medical Education in Europe (AMEE) Conference in Vienna, Austria alongside more than 4,000 participants from 94 countries. Around 1,800 papers and posters were presented and discussed. AMEE supports educators and institutions in their current educational endeavours and in the development of new approaches to curriculum development and evaluation, and educational management. I had an opportunity to meet medical educators from across the globe and listen to their ideas regarding innovation and experimentation of medical education. I urge our colleagues to participate in future AMEE conferences as well as other similar events to disseminate our best practices in medical education.

This issue contains a wide range of best practices from across campuses. It

is noteworthy to recognize the stalwart contributions of Prof. T. Alafia in the field of public health from the Cave Hill campus. Articles on mental health issues and hypertension highlight the important aspects of public health. Capacity building is key to having a sustainable program, as highlighted in the piece about nursing education in the Mona campus. Other issues such as building awareness, developing social accountability and rewarding excellence in teaching are critical for any higher education institutes. The St Augustine campus has a wide range of contributions starting from the creation of a new research centre, the promotion of nanomedicine, fostering resident education, and emphasizing quality audits and professional accreditation. All these contributions from different campuses add little steps toward the realization of mission and vision of UWI. I truly thank everyone for their continued contribution and support for MeduLink. Be safe and keep up the good work in medical education!

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# Professor T Alafia Samuels Recognized as a Regional Leader in Public Health

**Dr. Md. Anwarul Azim Majumder**  
Director of Medical Education, FMS, Cave Hill.

**H**onorary Professor of the Caribbean Institute for Health Research (CAIHR), UWI, and former Director of the George Alleyne Chronic Disease Research Centre, Professor T. Alafia Samuels, was recently recognized as a leader in public health and epidemiology of Chronic and Non-Communicable Diseases research in the region.

The award was presented at the 64th Annual Caribbean Public Health Agency's Health Research Conference awards, in June, 2019 in Trinidad and Tobago. The former Deputy Dean of the Faculty of Medical Sciences at Cave Hill, Prof. Samuels was the Principal Investigator (PI) for the Canadian IDRC funded "Evaluation of the CARICOM Heads of Government

NCD summit Port of Spain Declaration" which concluded in 2017 and is currently the PI for the follow up project "Improving Household Nutrition Security and Public Health in CARICOM".

Prof Samuels has enjoyed a remarkable career. A medical doctor by training, the UWI and Harvard alumna also holds a Master's in Public Health (MPH) and a PhD in Chronic Disease Epidemiology from Johns Hopkins University, both awarded with honours. Prof. Samuels was recently appointed as a Lancet One Health Commissioner and is one of the 20 Commissioners from around the world who are experts in 'One Health' related fields – the recognition of the interaction between humans, animals and the environment as a prerequisite for understanding and managing global health threats. The One

Health Lancet Commission is hosted by the Centre for Global Health at University of Oslo.

She spent most of her career in public health practice, and has done extensive regional work in the prevention and control of Non Communicable Diseases. Prof. Samuels' contribution to the social, nutritional and commercial determinants of the chronic disease epidemic and strident advocacy to tackle the risks associated with excessive consumption of sugar are well known. Indeed, her commitment to holding government officials of the region to the proverbial fire for policy change is unquestionable.

"When I started as a Medical Officer of Health in Jamaica in the 80's, it was clear to me, even then, that the environment, and what we call the determinants

of health, play a key role in health. We have spent a lot of our time trying to educate the population on making better choices, but there are several factors that impact the choices people make. There is also an important economic dynamic or commercial determinant of health. You have big companies that make profits by selling foods that are detrimental to health which cause people to get sick and die early. I am passionate about ensuring that this region has research based policies and interventions to address the issues that we face. I am grateful to have made a contribution and am honoured to have been recognised by CARPHA and my peers for this work. My hope is that one day we will have a united front to combat the concerns of NCDs in this region and I am still keen to be a part of that mission," she remarked.



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# Guidelines for the Management of Hypertension in Adults

Dr. Kenneth Connell  
Clinical Pharmacology, Cave Hill Campus

On May 17th 2019, academia, civil societies, leading organizations in public health policy, and health care providers, will join the rest of the international community in recognizing World Hypertension Day.

The Geneva based **World Health Organization (WHO)** is a leading authority on setting standards in healthcare internationally, and publishes comprehensive guidelines for the management of both chronic diseases, and emerging health threats. The last revision of the *guidelines for the management of hypertension in adults* was last published in 1999 and is therefore long overdue for an update.

A guideline development group (GDG) has been constituted from a international community of experts in hypertension care, and includes scientists and clinicians representing a diversity of skills and experience. Dr. Kenneth Connell, a UWI Lecturer at the Cave Hill Campus has been nominated to join this group of international experts. The process will involve an extensive review of the best available evidence and expert opinion to create a final document that will very likely set an international standard for

the management of hypertension globally.

Dr. Kenneth Connell, a lecturer in Clinical Pharmacology at the Cave Hill Campus, has been selected as one of the 16 international experts on the guidelines development group. This represents a significant recognition of professional expertise in discipline of hypertension science, and larger endorsement of the contribution made by the region, including The UWI, to producing the highest standard of care for people living with hypertension.

Dr. Connell remarked “I consider this nomination one of the most significant professional recognitions in my relatively early career as an academic. I remember using the WHO guidelines as a medical student, back in 1999, and respected them as the authoritative source of information for the management of hypertension in adults. The members of the GDG are all

leaders in the field, and it is truly an honor to recognized as an equal within this group. I will represent both the people of the region, and the UWI, in Geneva, in the deliberations on the new guidelines.”

Dr. Connell is President of the Heart & Stroke Foundation of Barbados, and is Governor of the American College of Physicians (ACP) Caribbean Chapter.. He was the Principal Investigator on the US CDC/ PAHO *Standardized Hypertension Treatment Project - Barbados pilot* from April 2014 - April 2016, as is currently an expert consultant for United States Centre for Disease Control and Prevention (CDC) on the WHO **Global Hearts Initiative**, a programme of health system interventions to improve blood pressure outcomes

[https://www.who.int/cardiovascular\\_diseases/hearts/en/](https://www.who.int/cardiovascular_diseases/hearts/en/)



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# Cave Hill Psychiatric and Mental Wellness Interest Group

Martin Highland, Cave Hill Class of 2022 and President, PMWIG  
Kevon Huggins, Cave Hill Class of 2022 and Secretary, PMWIG

Students of the Cave Hill Faculty of Medical Sciences Class of 2022 hosted the first-ever Psychological First Aid (PFA) workshop on June 18th 2019, organised under the newly-formed Psychiatric and Mental Wellness Interest Group (PMWIG). Students initiated the group in recognition of the need

for a more diverse and holistic medical school experience and education. The group aims to champion the idea of teaching students to view and treat mental health with the same care and respect as physical health. To launch this advocacy for mental health, PMWIG hosted the PFA

workshop to bring the model and skills not only to Cave Hill students but also with hopes of sharing knowledge and experience to all UWI campuses.

PFA aims to equip both health care providers and the general public with the skills to effectively help persons who are experiencing mental distress and crisis, especially in group settings. The model in essence utilizes practical skills to stabilize psychological crisis situations. This process also facilitates seeking further assistance for other critical needs. This model is analogous to classical first aid, which similarly strives to stabilize patients in acute distress before further assistance can arrive. PFA training uses simulations of relevant settings - from as grand as natural disasters and military invasions to as personal as an individual crisis. The aim is to give prospective providers hands-on experience. This model is extremely flexible and adaptive in its deployment, allowing practically anyone to join a session, learn, practise and gain the skills and knowledge base to be a provider.

PMWIG's own workshop, facilitated by Dr. Mike Campbell, Lecturer in Behavioural Science/ Psychology with the Faculty of Medical Sciences, was divided into two main components: the presentation of information, and the application of skills. During the presentation, students were

taught to identify situations where psychiatric first aid would be applicable and to identify persons who may benefit from help. It should be noted that, although PFA may be appropriate for a situation, there should be respect for autonomy and anyone's right to refuse aid.

During the second part of the workshop, participants were allowed to work on cases as a group to apply their new-found knowledge. The themes of two of the scenarios were: 'a response to a hurricane' and 'alleviating stress in an alien invasion'. Though the latter of these scenarios was more far-fetched, the principles of psychiatric first aid could still be applied. The group session was more interactive, as the scenarios encouraged a team approach to dealing with the task at hand. Persons who attended were able to: determine when to use PFA, assess for situational safety before beginning PFA, identify persons experiencing traumatic stress (or who are at risk), and respect an individual's right to refuse aid. Student response and feedback were very encouraging, with multiple requests to hold the session again with more focused scenarios. To accommodate these, PMWIG has plans to design and plan more workshops. There also plans to extend this model to other UWI campuses and other universities within the Caribbean.



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# Capacity Building for High Fidelity Simulation in Nursing Education

Tania Rae, BScN, MScN, PhD Candidate

Lecturer and Coordinator of the Clinical Simulation Laboratory- UWISON

High Fidelity Simulations (HFS) provide learners with high quality, standardized clinical experiences which can be replicated. The National Council of State Boards of Nursing (NCSBN), has provided significant evidence to support the use of HFS as substitute for up to 50% of the clinical rotation. However, this substitution can only be done if the HFS experiences follow the same conditions of those used in the study (Alexander, Durham, Hooper, Jeffries, Goldman, Kardong-Edgren, et al., 2014).

In order to meet the conditions, the NCSBN published Simulation

Guidelines to guide Boards of Nursing in evaluating the readiness of Nursing Programmes to use HFS as substitute of any portion of the clinical experience, and to guide Nursing Education programmes in instituting simulation programmes for the pre-licensure curriculum (Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2015).

The UWI School of Nursing, Mona (UWISON), has been a champion for the use of HFS since 2007. Guided by the NCSBN Standards, major emphasis has been placed on the capacity building component that the guidelines require, in preparation to integrate a Simulation Based Curriculum. UWISON is a PAHO/WHO Collaborating Center for Nursing and Midwifery Development in the Caribbean. The leadership of the Center has played a major role in establishing the necessary



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partnerships for collaboration in this effort:

- October 2016- A lecturer and Coordinator of the Clinical Simulation Laboratory, Tania Rae became the first Visiting Scholar to the University of Alabama at Birmingham (UAB) with focus on the integration of a Simulation Based Curriculum in Nursing and Midwifery Education.
- May 2018- Two consultants from UAB, Dr Penni Watts and Dr Tracie White, facilitated an intensive 3 day- Train the Trainer course at UWISON, on simulation methodology.
- February 2019- Miss Chinwendu Agu, became the second visiting scholar to UAB. Miss Agu embarked on a mentored experience, collaborating with nurse educators, clinicians and researchers with experience in Simulations in the Midwifery Curriculum.
- May 29, 2019- A team of Faculty and a Simulation Technologist from the University of Miami, in collaboration with UWISON, conducted a one day workshop on developing, running and debriefing High Fidelity Simulations.

Through the efforts of UWISON, twenty-nine Nursing faculty, three Consultant Physicians, two faculty in the Emergency Medical Technician programme and two

Laboratory Technicians are trained in High Fidelity Simulation technology. The work continues as we prepare to fully integrate HFS in the curriculum, and to expand our current facilities, improve infrastructure and human resources for the integration of High Fidelity Simulation in the Medical Sciences Curricula.

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# Building Awareness of Diverse Student Groups in Diagnostic Imaging Programme

Carol Rose, Colin McKenzie, Darrion Walker

According to Diamond (2008), designing the learning experience in the 20th century was somewhat a simple, predictive process in which facilitators knew from beginning, the structure of their course, lecture, seminars, laboratory sessions, chose and reserved the needed texts, audio-visuals and other media material through which to deliver the courses, and assumed homogeneity in the general background of their students.

Fast-forward to the 21st century, the process becomes more complex, providing greater instructional options through technological innovations, experimentations, creativity of faculty, and availability of copious research through which to

orchestrate the design of learning. This is the approach to pedagogy taken by the BSc, Diagnostic Imaging programme (formerly, School of Medical Radiation Technology) in the Faculty of Medical Sciences, Mona Campus, Jamaica.

The UWI Mona BSc in Diagnostic Imaging serves as the main training programme for Radiographers across the English Speaking Caribbean, and currently train students from over six territories, and over the years up to nine Caribbean territories. The student population is similar to those in colleges and universities worldwide which are becoming more diverse in their make-up, hence requiring reciprocally diverse and flexible academic staff cognisant of the issues which directly or indirectly impact different groups in their student population.

McMahan (2008) in reporting findings on the most cited preferred skills in job postings for academic advisors, listed *flexibility*, and being able to *effectively communicate with a diverse population* as two skills most needed for a diverse student population. Facilitators within the programme are therefore charged with the responsibility of building awareness of diverse groups, by constantly seeking to engage with new information through reading, research, the news media, legislation and policy directive, and attending seminars and workshops which focus on the different communities of students and their diversities.

The UWI Mona BSc in Diagnostic Imaging programme has embarked on a multifaceted approach to building awareness of the needs of diverse groups of students through;

- ◇ Academic staff membership in the Faculty of Medical Sciences Diversity and Inclusion Committee
- ◇ Completion of the Certificate in University Teaching and Learning
- ◇ Researching and conducting inventories of students' learning styles
- ◇ Participating in Academic Advising workshops in the Faculty of Medical Sciences
- ◇ Membership in international Radiologic Sciences collegiate educators' associations and
- ◇ Subscribing to the education learning communities of Radiologic Sciences associations and journals.



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It is the shared belief that:

- ◇ Reading makes the facilitator good at adapting and empathizing with a multitude of situations; is the portal to others and their experiences (Marshbank, 2018), and provides ammunition for confronting programmed, inflexible approaches (Flanagan, 2016).
- ◇ Research plays a most important part in improving instruction in that it serves to validate teaching and learning principles, helps facilitators improve their classroom practice through better understanding of the means by which diverse learners acquire, process, and apply information.
- ◇ News media provides a rich source of information on diverse interest groups in terms of the range of voices that now contribute to public conversation (Binderkrantz, Bonafont, & Halpin, 2017).
- ◇ Through legislation and policy directives, facilitators are required to incorporate diversity into their curricula, and to undergo training in diversity skills in pedagogical approaches (Gonzalez, de Viron, Lopez, & Resch, 2018; Lewis, A., Klein, A. M. (2004).

- ◇ Seminars and workshops offer opportunities for training facilitators to develop skills to work with diverse groups, and to share experiences with fellow facilitators.

Through these multiple sources and personal and collective experiences, it is expected that facilitators within the programme will develop individual and collective portfolios of approaches to teaching and learning in the diverse classroom. And through the process of reflection, plot individual location on a generic continuum to understand how differences are conceived by comparing their own location on the continuum with that of their students in the diverse teaching-learning environment.

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# Social Accountability in Dentistry – “Times to Give Back”

Thaon Jones

Head, Mona School of Dentistry

Dental students at the Mona School of Dentistry have embraced one of the programme’s philosophical tenets through participation in various dental outreaches/“inreaches” during their 5-year undergraduate programme.

This philosophical aim is to develop empathetic students arising out of the three-pillar approach to developing

professionals who are empathetic, ethical and professional. Through partnerships with Non-Government Organisations, overseas Missions Trips, on-campus collaborations, and numerous schools and churches, dental students in each programme year give back to their external and internal communities. Through these partnerships the school has received donations of portable dental equipment and supplies to support the Outreaches.

Dental Outreaches take students to churches, schools, and health centres all across the island of Jamaica. Students give back to patients who have unmet dental needs while developing their individual competency skills. “Inreaches” bring patients from surrounding communities to the Mona Campus’ Dental Polyclinic, or students go to various on-campus locations to treat staff and students.

In their first year, students learn how to take vital signs in one of their Basic Medical Sciences courses, and in the Summer they are introduced to basic oral examination procedures. These enable them to participate in the Summer Outreaches utilizing these skills.

In each succeeding programme year as students expand their competencies and skills, they directly transfer those competencies to targeted



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Outreaches that further develop proficiency in these newly learnt procedural techniques. The aim is for students to hone in clinical practice ahead of their capstone clinical practice final year.

Dental students now have an annual Outreach Calendar, and are expected to meet a specified number of dental outreaches in the new Social Accountability Special Study Module each academic year in order to matriculate.

Students perform various roles and where possible, rotate through different areas. This is exemplified at a recent Outreach at the Caribbean Christian School for the Deaf in Kingston. The students were divided into groups, and at specified intervals rotated roles. One group registered the clients using Sign Language (a mandatory course for all dental students), another group issued supplies and other infection control items, while a third group acted as dental assistants, and the fourth group acted as dental operators. This Outreach also involved an inter-professional collaboration as students from the UWI Mona School of Nursing took vital signs.

On the Outreaches, there is normally a dental surgeon from the School of Dentistry in a supervisory capacity. Once

approved, overseas dentists are also given responsibility to clinically supervise the students. The students perform examinations, cleanings, extractions and restorations under supervision, and where possible perform Root Canals Treatment, take x-rays and do certain denture-making procedures. The procedures contribute towards the students' clinical requirements.

The supervisors monitor and assess the clinical performance of the students, and complete the Dental Outreach Form that attests to the number of hours and activities that the students performed. The students are given a participation certificate. Since the first Outreach five years ago, the school receives more requests from internal and external sources, than can be accommodated.

The Outreaches continue to provide a bridge between the theoretical/practical aspect of their education and training, and their clinical experience. Students appreciate the benefits of participation immediately as the clients are very receptive of the treatment received, and look forward to the next Outreach. For the students, Social Accountability is a real experience that allows them “times to give back...”



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# From JAMSA to AMEE ESME Certification

Nikolai J. Nunes

MBBS Class of 2020, Mona Campus

Education in Europe (AMEE). In May 2019 I earned the Essential Skills in Medical Education (ESME) Certificate in Medical Education for completion of the EMSE Student Online Course (January - April 2019).

This opportunity has been the product of medical education representation first begun when I was elected National Officer on Medical Education of SCOME in March 2016, serving two consecutive terms before representing JAMSA at the International Federation of Medical Students' Associations (IFMSA) August 2018 General Assembly as a Theme panelist for Social Accountability. This body of work resulted in my selection to the IFMSA/AMEE 40-member Student Task Force (STF) from approximately

1400 global applicants for the AMEE 2018 conference in Basel, Switzerland. AMEE then offered 5 free (waiving the £250 fee) ESME Student Online Course spots to the 2018 STF members of which I was fortunate to be one of the selectees.

The course consisted of 6 modules delivered over a 12-week period:

- 1.What is expected of the student as a teacher? - The 12 roles of a teacher
- 2.What should medical students learn? - Outcome-based education
- 3.How can learning be organised in the curriculum? - The SPICES model
- 4.Teaching and learning - Applying the FAIR Principles
- 5.Assessment of learning - Student assessment
- 6.Scholarship in medical education - Evaluating evidence

Each module consisted of a one-hour online webinar by medical education giants such as Prof. John Dent (course coordinator) and Prof. Ronald Harden which could be interactive in real time or viewed later. Following the webinar there would be various assignments to be completed with excellent online support if needed and an asynchronous online discussion forum facilitated by a tutor.

Students received an electronic copy of Prof. Ronald Harden's textbook; 'Essential Skills for a Medical Teacher: An Introduction to Teaching and Learning in Medicine'. Prof. Harden's textbook delivers a comprehensive introduction to medical education and is pitched at a level that is quite understandable to medical students; I would recommend this textbook to students and Faculty with an interest in medical education.

As a LMIC, opportunities such as these are few and far between for our student body. Students thirst for capacity building opportunities and organizations such as IFMSA and AMEE via our national member organizations such as JAMSA or TTMSA are integral in assisting access to such. Our web connected world can bring capacity building to us, when we cannot send our students abroad. To this end I hope to work with these organizations and our faculty to develop regional medical education capacity building for our students, and on a personal basis hope to pay forward opportunities I have been fortunate to receive by sponsoring at least one medical education student leader for this course following my graduation next year.



# Rewarding Excellence in Teaching FMS Mona Campus

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**Professor Russell Pierre**

Director of Medical Education, Health Professions Education Unit, Faculty of Medical Sciences,  
UWI, Mona Campus

**T**he Faculty of Medical Sciences (FMS), Mona Campus launches its inaugural Annual Faculty Teaching Award in October 2019.

The FMS has a track record of excellence in teaching, and faculty have been recipients of the biennial UWI Guardian Life Teaching Award in the past few years (Dean, Dr. Tomlin Paul; Dr. Sharmella Roopchand-Martin; Dr. Helen Trotman-Edwards).

We aim to promote excellence in teaching in all programmes in the FMS (Basic Medical Sciences, Dentistry, Bachelor of Medicine Bachelor of Surgery, Nursing, Diagnostic Imaging, Doctor of Pharmacy, Physical Therapy), through encouragement and inspiration with this award.

The award is intended to recognize the outstanding teaching accomplishments of the academic staff and to encourage and reward excellence in teaching in the FMS.

The FMS Teaching Award is exclusively for teaching and all related aspects of teaching such as developing teaching strategies and administrative processes that help create an environment in which teaching excellence is valued and fostered, and linked to effective learning.

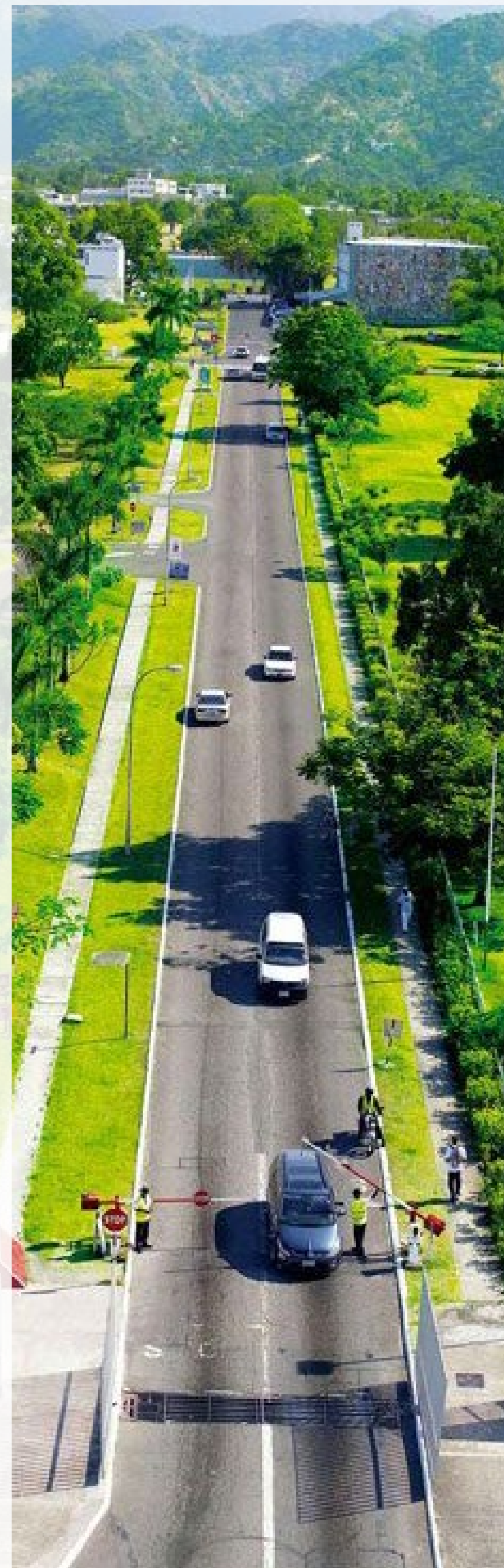
Faculty are guided to document teaching through development of a dossier/portfolio which should include key themes or components [Student evaluation, Peer evaluation and Self-evaluation of teaching; Teaching-related awards; Mentorship; Innovations in teaching and assessment; Scholarly activity; Curriculum

design and development; Products of good teaching].

Members of the Academic Staff of the FMS from any department, unit or section, who participate in the teaching of undergraduate and/or graduate students at any level are eligible to apply. The eligible Academic Staff include full-time, part-time and associate lecturers.

We believe that this initiative will encourage faculty to strategically develop and track key attributes in teaching as they advance their career. The award will be conferred during the FMS Annual Award Ceremony in October of each year.

We look forward to celebrating teaching excellence with the first recipient in October 2019.





# Newest UWI Research Centre Emerged from the FMS, St Augustine

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The [Caribbean Centre for Health Systems Research and Development](#) (CCHSRD), a Campus Research Centre (St. Augustine), was formally launched in September 2018 to pursue a program of work in Health Policy and Systems Research (HPSR). It will address urgent issues faced by health decision-makers in the Caribbean. Indeed, the Centre's core functions include research execution, knowledge translation, citizen engagement and health human resource training and development.

Its establishment was led by Prof. Terence Seemungal, Dean, Faculty

of Medical Sciences (St Augustine) and Prof. Donald Simeon, CCHSRD's inaugural Director. They oversaw a transparent process that ensured that the Centre's mandate addressed areas of greatest need while complementing the existing health research centres at The UWI and the wider Caribbean.

Appreciating the importance of strategic collaborations to support the conduct of its work, the CCHSRD has signed Memorandums of Understanding with key partners such as the Ministry of Health, Trinidad and Tobago and the McMaster Health Forum. Through the MOU with the latter, interns from McMaster University have been assigned to the Centre to conduct knowledge management activities.

Consistent with its MOU, CCHSRD has prepared and presented policy briefs to the Ministry of Health, Trinidad and Tobago. It is also collaborating with the Ministry to develop a national health research ethics policy as well as a national health research agenda. The former will strengthen the country's research ethics system, including the introduction of reliance agreements among existing research ethics committees as well as the establishment of a national research ethics council to provide oversight and maintain standards.

CCHSRD has received a grant from the WHO Alliance for Health Policy and Systems Research on a global project to develop durable and sustainable capacity for evidence-informed decision-making in health. Through this project, CCHSRD has been working closely with the Knowledge to Policy Centre (K2P), American University of Beirut to strengthen its HPSR capacity as well as that of key stakeholders. This grant was very timely as it was received just after the CCHSRD launched its program of work.

The [Caribbean Community of Practice For Health Policy And Systems Research](#) (CoP4HPSR) was recently established. CoP4HPSR is a network of researchers, health professionals, policymakers, and other stakeholders in CARICOM, who are committed to strengthening HPSR in the Caribbean, through information sharing; joint research; peer-to-peer support; and training activities. This Community of Practice will be a primary vehicle to promote and support HPSR in the Caribbean and interested researchers, policy makers and program managers are encouraged to join.

The Centre also has a critical role to provide support for the staff at the FMS, St. Augustine in the design and conduct of research. It has begun to host research capacity building sessions.

As it approaches its first Anniversary, the CCHSRD is committed to continuing its work and contribute to bridging the gap between research evidence, effective health policies and ultimately, the strengthening health systems in the Caribbean.



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# THE PULSE – A new Era for Student Involvement

Amrika Rohan

Editor In Chief, The Pulse

**T**he Pulse is a medical-  
student oriented  
magazine of the Trinidad and  
Tobago Medical Students'  
Association, TTMSA. In  
2019, The Pulse underwent  
a change in Executive; as  
such a Revival Edition was  
recently published by our  
new leadership.

The pulse serves as a major  
portfolio for the faculty Medical  
Sciences and its respective staff  
and students. The Pulse grants  
us as students a platform and  
a window to produce and view  
the variety of opportunities and  
new innovations of the medical  
community. We as a faculty of an  
everchanging and ever improving  
field need an outlet to vocalise  
and learn new concepts with  
regards to culture, technology,  
research and innovation in  
medicine - which The Pulse is  
striving to bring to our students.

As a medical based platform, we  
can now exhibit our very own  
local medical professionals and  
encourage discussions on progress  
in this common journey.

As a faculty we accommodate  
foreign students; who become  
limited in their options for  
extracurricular activities when  
they return home; isolated  
from faculty development  
making it impossible to take on

responsibilities locally. The Pulse  
now bridges the distant gap as our  
publication can be done online;  
allowing us to have an integrated  
team.

The Pulse delivers traditional  
media in an untraditional fashion;  
catering for new interests in  
technology and innovation.

For this publication, from  
the design of the logo, to  
articles, to graphic art have  
been accomplished by purely  
a student-based team. We are  
proud that on our team are  
students with previously hidden  
talents are given the opportunity  
to be trailblazers of new  
accomplishments in a traditionally  
academic- driven faculty. Our  
major goal is to be a consistent



publication, continuously  
appealing to the secretly skilled  
medical student; to empower  
them to redefine a medical  
professional as an aggregated,  
multi-faceted professional.

I have intent to constantly create  
student focused opportunities for  
holistic development and capacity  
building.

I motivate each of our readers  
to allow yourself to learn and  
not limit your potential within  
medical school; take opportunities  
to diversify your capabilities!

Check out our Revival Edition at  
<http://anyflip.com/undxs/dsqi>  
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# UWISoN Forging a Strategic Position of Leadership in Nursing Education through CAAM-HP Accreditation

Dr Oscar Noel Ocho

Director, UWISoN, St Augustine

Nursing education in the CARICOM region has changed over the last twenty years with the shift in focus from the apprenticeship type system of education to full studentship status at the tertiary level. Further, the Regional Nursing Body (RNB) through CARICOM has adopted the BScN as the entry requirement for nursing in the region.

To this end, The University of the West Indies Schools of Nursing is in the process of making advances in forging a strategic position as leaders in nursing education in the region. This is predicated on its preparation of the Self-Study

Report which will form the basis for its joint application between both Schools of Nursing, Mona and St Augustine for accreditation with the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions CAAM-HP).

We recognize the critical importance of having our Schools accredited bearing in mind the University's Triple A Strategic Framework namely Access, Alignment and Agility. Further, the receipt of accreditation status for UWISoN will ensure alignment with best practice to allow reciprocity with other internationally recognized academic institutions consistent with the University's strategic mandate. The CAAM-HP is

the internationally recognized authority for accreditation of health focused academic programmes in the region. During this preparatory phase, a number of Sub-Committees have been established to ensure the completion of the Self-Study Report which will be developed using the six Standards as outlined in the guidelines document. These Sub-Committees are guided under the leadership of Dr Steve Weaver, Head, UWISoN, Mona and Dr Oscar Noel Ocho, Director, UWISoN, St Augustine.

There is a clearly articulated road-map with agreed timelines between both Schools of Nursing to facilitate the completion of the Self-Study Report. The successful completion of the activities that are required for submission of the report to CAAM-HP is predicated on an agreed monitoring systems including working, steering and advisory committees comprising membership from both campuses. It is envisaged that by November 2020 a formal, joint request will be submitted to CAAM-HP that

will position UWISoN as the first nursing institutions in the region that will achieve accreditation status.

As a part of the preparations for the effective completion of the Self Study Report a workshop was conducted with all members of staff of UWISoN, St Augustine on May 6, 2019. This workshop was facilitated by Dr Bidyadhar Sa, Deputy Dean, Quality Assurance/ Head, Centre for Medical Sciences Education (CMSE) and Mr Michael Bradshaw, Quality Enhancement Officer, Faculty of Medical Sciences, St Augustine. This was an extremely productive workshop as staff were exposed to the rudiments required for the Self Study as well as the importance of collaboration for the completion of the report. Staff left the workshop with a greater commitment to effective collaborative efforts between academic, administrative, clerical and support staff as well as the student population. We look forward to the transformation of nursing education in the region through accreditation.



# Nano-Medicine Conference 2019

Mrs Louise Bovell

Senior Secretary, Entrepreneurship and Business Transformation Office, FMS, St. Augustine.

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The Faculty of Medical Sciences (The UWI, St. Augustine) recently hosted its 2nd successful Nano-Medicine Conference on May 10th, 2019. This year's conference was hosted by the recently formed Entrepreneurship and Business Transformation Office (EBTO) which is headed by Dr Sandeep Maharaj.

The theme of this year's Nano Medicine Conference was "*A Glimpse into the future of Medicine: An exploration of the Purpose, Potential & Passion for Nano medicine in the Caribbean Context*". The conference was well attended by Ministry Officials, members of the regional health authorities (RHAs), the Pan American Health Organization (PAHO), members of the Faculty of Medical Sciences, including persons from the Schools of Dentistry, Veterinary Medicine and Pharmacy. Pharmacy students also participated to learn about this emerging biotechnology.

The prestigious presenters and their topics were:

- ◇ Professor Yashwant Pathak,  
Associate Dean, College  
of Pharmacy, University of

South Florida. He presented *Pharmaceutical Technology and EMBA and MS Conflict Management*

- ◇ Professor Alekha K. Dash,  
Professor & Chair, Department  
of Pharmacy Sciences, Creighton  
University: *Pharmacy Sciences*
- ◇ Professor Sureshwar Pandey,  
School of Pharmacy, The  
University of the West Indies,  
St. Augustine: *Medicinal  
Chemistry /Drug Discovery*
- ◇ Dr Shivaughn Marchan, Senior  
Lecturer, Unit of Restorative  
Dentistry, The University of West  
Indies, St. Augustine: *Dental  
Biomaterials Research*

The conference was generously funded by a variety of sponsors and received accreditation via the Trinidad and Tobago Medical Association (T&TMA). Participants were awarded certificates of attendance and continuing medical education (CME) credits. Professor Terence Seemungal, Dean, Faculty of Medical Sciences, extends a heartfelt thank you to the presenters, participants, sponsors, the T&TMA, the Nano-Medicine Committee members and all the staff members who assisted to make this sold out conference a success.

We look forward to hosting Nano-Medicine 2020.



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# The Department of Paraclinical Sciences Quality Assurance 2019

Dr G. Davis

Head, Department of Paraclinical Sciences, St. Augustine Campus

**P**ara-clinical Sciences as a combined Department held its first Quality Assurance (QA) exercise from May 13 – 17, 2019. The Department bridges the Pre-Clinical and Clinical Sciences and consist of comprise the Units of (1) Pathology and Microbiology, Pharmacology, Public Health and Primary Care (PHPC) and a Skills Laboratory.

Pathology/Microbiology and Pharmacology are taught in Years 1 and 3 and the PHPC Department provides teaching from Year 1 to Year 5 of the undergraduate medical curriculum. All units are also involved in postgraduate medical programmes. In the past, the three (3) units would be assessed separately and at different times in a five-year cycle, this had the effect of being disruptive and did not lend itself to be reflective of the Department's goals. With the Department being assessed as one

entity it now makes sense as now the core administrative functions, structures and lines of reporting was now not represented in part but is presented with a holistic view and focus. An example of this is the membership of the Core Examination Committee which cuts across Units.

The QA exercise itself demanded an early start to preparation which started with an overview presentation by the QUA office to the Department. This resulted in the Department setting of timelines, working groups and goals with a stress on the importance of persistent and consistent teamwork overtime to achieve a successful end product ...the self-assessment report. The Review Team noted that the Department of Paraclinical Sciences uses existing standard policies and procedures developed by The UWI, and resources developed by CETL and CMSE for quality assurance and enhancement activities to

improve the standard of teaching, administration and technical activities.

The Department is currently in the process of developing a QA manual which would include all Standard Operating Procedures (SOPs) for the departmental systems and processes. One of the major recommendations which may apply elsewhere in the Faculty is the need to develop a FMS Research Database which should list all our research, development and interests etc. The Team pointed out that this may increase collaboration. Also, consideration should be given to develop a disease-specific database for community based research. In this instance the role of the Medical Sciences Library (MSL) would be important. In the end the Department had a smooth QA exercise resulting in over fifty (50) recommendations covering all aspects of teaching and learning in the Department and links with the rest of the FMS.



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# The Caribbean Association of Orthopaedic Surgeons

## Fostering Resident Education

Marlon M. Mencia, Lecturer in Orthopaedics (UWI) St. Augustine

Camille Quan Soon, Lecturer in Orthopaedics (UWI) St. Augustine

REC Rose, Senior Lecturer in Orthopaedics (UWI) Mona

The DM Orthopaedic Residency Training Programme at UWI was established to produce competent, dedicated and compassionate surgeons who were trained to international standards but whose experience would be best suited to address the unique problems that we as a region share.

Unfortunately for many doctors the end of residency signals the end of learning. This is particularly true in most Caribbean territories because the Medical Councils do not insist on compulsory Continuing Medical Education (CME).

On Saturday October 1st 2005, a group of 23 orthopaedic surgeons gathered at the Kapok Hotel in Trinidad, for an inaugural meeting



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dubbed an “Orthopaedic Lime”. The Caribbean Association of Orthopaedic Surgeons (TCOS) was formed in 2007 with one of its main objectives being the development and advancement of CME and clinical research.

The annual scientific meeting of TCOS serves as a forum for surgeons to share ideas and learn from one another as well as for the residents to present their research. A research project is now an integral part of the DM curriculum and allows residents to develop their scientific investigative skills in the production of original work.

Over the years there has been a steady improvement in the quality of the presentations, with some of the papers going on to become published manuscripts in peer-reviewed journals. This is a trend that we encourage, and hope will continue, as improving one’s curriculum vitae through the inclusion of published work increases the likelihood of securing fellowships abroad. To date, several of our residents have completed subspecialty fellowships in the UK, Canada and Australia.

As part of this year’s TCOS conference, a one-day workshop in knee arthroplasty and arthroscopy was held at the San Fernando Teaching Hospital. Residents enjoyed the interactive setting in which surgical maneuvers could be practiced under the watchful eyes of expert surgeons. Faculty gave willingly of their time and experience, imparting pearls of wisdom gained over many years of practice. The impact of TCOS has manifested itself in a number of ways:

- ◇ Strong relationships have been forged with other international orthopaedic associations, including the J Robert Gladden Society (JRGS) and the American Association of Orthopaedic Surgeons (AAOS).
- ◇ Professor Douglas Letson arranged for annual scholarships to be offered to eight residents to attend the Orthopaedic Oncology Review Course at the Moffitt Cancer Centre in Florida free of charge.
- ◇ Dr. Jose Morcuende, world renowned Paediatric

orthopaedic surgeon in the field of clubfeet, conducted the first Ponsetti Workshop in the Caribbean in Trinidad and Tobago in April 2018

The above relationships have benefitted our residents tremendously. The future of orthopaedics rests with the residents of today, and TCOS sees as fundamental its role in mentoring and nurturing these young surgeons who will be the leaders of tomorrow.



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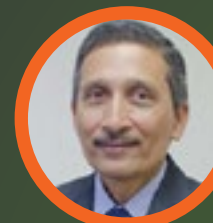
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