



**UCD School of Nursing, Midwifery  
and Health Systems**  
UCD College of Health  
and Agricultural Sciences



**Erasmus+**

**IHOD**



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# **IHOD Report on Moscow Visit**

**April 1<sup>st</sup>-5<sup>th</sup> 2019**

**Prepared by**

**Associate Professor Amanda Phelan and Ms Marlize Barnard**

## Structure

The visit to the First Moscow State Medical University occurred from April 1<sup>st</sup> to April 5<sup>th</sup>. This involved two members of the School of Nursing, Midwifery & Health Systems IHOD team (Associate Professor Amanda Phelan and Ms Malize Barnard). The original schedule involved working on the IHOD project on all days. However, on arrival, it was disclosed that staff attendance for the visit would only be possible on the afternoon of the 3<sup>rd</sup> of April and full days on the 4<sup>th</sup> and 5<sup>th</sup> April. The schedule required a complete revision where we did deliver the planned content albeit within a reduced timeframe. The specialist content (Person Centered Care) originally scheduled for two sessions was amalgamated into one session.

The original timetable is available in appendix 1, with the revised timetable in appendix 2.

## Process

At the meeting on Monday 1<sup>st</sup> April, the two UCD facilitators (Associate Professor Amanda Phelan and Ms Marlize Burnard) were asked to deliver a short presentation each at a roundtable discussion (Tuesday 2<sup>nd</sup> April) occurring in an annual conference for Russian Medical Schools. After this initial meeting on Monday, the facilitators worked on revising the schedule and preparing the roundtable presentations. As the presentations were based on the IHOD project, these represent a component of the dissemination work of the project. Both facilitators attended the full day conference on Tuesday 2<sup>nd</sup> April. The Moscow partners arranged for a tour of the First Moscow State Medical University's medical museum on the morning of Wednesday April 3<sup>rd</sup>.

### *Presentations*

While there were attendees over the two and a half days, there were only two participants who were consistently at all sessions. Presentations were given by both facilitators on a variety curriculum development foci and programme quality enhancement areas. In addition, one session was delivered on the topic of Person-Centered Care. Following this process, the participants were divided into pairs to review and revise each of the modules. This was based on an examination of module title, credits, description, learning outcomes, and assessment format.

## Outcome

Outcomes were developed based on a participatory process which interrogated each module as individual units with the programme. In addition to examining each module, the group considered a macro perspective on the Master's degree in Chronic Disease programme. This involved a) the sequence of modules, b) the standardisation of assessment (form and frequency), c) the student experience and d) content overlaps as well as content gaps.

The general recommendations for programme improvement and review pertaining to specific modules are outlined below.

### Recommendations

- Module title changes were recommended for the following modules:
  - Health Informatics and Global Health to Global Health and Health Informatics
  - Bio-statistics and Methods of Investigation to Introduction of Bio-statistics in Public Health
  - Population Health to Chronic Disease Case Management
  - Introduction to Public Health and Practice to Introduction of Public Health
  - Person-Centered Care and International Practicum to Person-Centered Care
  - Leadership and Management to Leadership and Management Strategies and separate modules for Leadership and Management Strategies were suggested
  
- Some modules included 5+5 ECTS credits descriptions and clarification of these are required. Modules include:
  - Health Education and Promotion
  - Introduction to Public Health
  - Person-Centered Care
  - Leadership and Management – Applied to Practice
  
- Assessments
  - Assessments were examined and amended to ensure diversity as well as equality of student effort and comparability of student experience.

Participants commented that it would have been advantageous to have the presentations earlier in the project so that the requirements were clear. However, participants also commented that the process (presentations and programme content review) was valuable in improving the curriculum and that it provided standardisation of content.

## Appendix 1



**IHOD Course:** Train the Trainer Course- original schedule  
**Venue:** I.M. Sechenov First Moscow State Medical University  
**Date:** 01/04/19 – 05/04/19

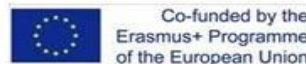
Time	Day 1	Day 2	Day 3	Day 4	Day 5
09h00-10h30	The process of curriculum development The benefits using curriculum models <b>MB &amp; AP</b>	Specialist content as related to the facilitator's expertise Person Centered Care <b>AP &amp; MB</b>	<b>Workshop:</b> Agree modes of formative and summative assessment for 3.modules <ul style="list-style-type: none"> <li>● Introduction to PH</li> <li>● Epidemiology of CD</li> <li>● Health Policy, Quality</li> </ul> <b>AP &amp; MB</b>	Workshop: Agree modes of formative and summative assessment for 2 modules Clinical Practicum <ul style="list-style-type: none"> <li>● Population Health</li> </ul> <b>AP &amp; MB</b>	Specialist content as related to the facilitator's expertise Person Centered Care <b>AP &amp; MB</b>
<b>BREAK</b>					
11h00-12h00	Using Fink's Model of Significant Learning <b>MB &amp; AP</b>	<b>Workshop:</b> Engage in the process of creating learning outcomes for 3 modules <ul style="list-style-type: none"> <li>● Introduction to PH</li> <li>● Epidemiology of CD</li> <li>● Health Policy, Quality</li> </ul> <b>AP &amp; MB</b>	<b>Workshop:</b> Engage in the process of creating learning outcomes for 3modules <ul style="list-style-type: none"> <li>● Health Education &amp; Pro</li> <li>● Health Informatics &amp; GH</li> <li>● Biostatistics &amp; M of I</li> </ul> <b>AP &amp; MB</b>	<b>Workshop:</b> Engage in the process of creating learning outcomes for 3.modules <ul style="list-style-type: none"> <li>● Advanced Research M</li> <li>● Leadership &amp; Mgt</li> <li>● PCC &amp; Intern. Clinical</li> </ul> <b>AP &amp; MB</b>	<b>Workshop:</b> Revise and submit 6 complete module descriptor on 1 page <b>AP &amp; MB</b>
12h00-13h00	What is competence? A description of ASPHER's List of Core Competences <b>MB &amp; AP</b>				
<b>LUNCH</b>					
14h00-15h00	Explain the process of creating learning outcomes <b>AP &amp; MB</b>	What is the value of the European Accreditation System to the IHOD programme? <b>MB &amp; AP</b>	<b>Workshop:</b> Agree modes of formative and summative assessment for 3.modules <ul style="list-style-type: none"> <li>● Health Education &amp; Pro</li> <li>● Health Informatics &amp; GH</li> </ul>	<b>Workshop:</b> Agree modes of formative and summative assessment for 3 modules <ul style="list-style-type: none"> <li>● Advanced Research M</li> <li>● Leadership &amp; Mgt</li> </ul>	<b>Workshop:</b> Revise and submit 5 complete module descriptors each on 1 page <b>AP &amp; MB</b>

			<ul style="list-style-type: none"> <li>• Biostatistics &amp; M of I</li> </ul> <b>AP &amp; MB</b>	<ul style="list-style-type: none"> <li>• PCC &amp; Intern. Clinical</li> </ul> <b>AP &amp; MB</b>	
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
15h30-17h00	Compare and contrast different modes of module assessment <b>AP &amp; MB</b>	Kolb's Learning Cycle <b>MB &amp; AP</b>  Discuss different Learning styles <b>MB &amp; AP</b>	Workshop: Engage in the process of creating learning outcomes for 2 modules <ul style="list-style-type: none"> <li>• Clinical Practicum</li> <li>• Population Health</li> </ul> <b>AP &amp; MB</b>	Specialist content as related to the modules submitted to IHOD Clinical Practicum <b>AP &amp; MB</b>	<b>Evaluation</b>

**Note: AP= Professor Amanda Phelan; MB Marlice Barnard**

## Appendix 2

IHOD



**IHOD Course:** Train the Trainer Course- revised schedule  
**Venue:** I.M. Sechenov First Moscow State Medical University  
**Date:** 01/04/19 – 05/04/19

Time	Monday 1/4/19	Tuesday 2/4/19	Wednesday 3/4/19	Thursday 4/4/19	Friday 5/4/19
10h00-13h00	Initial meeting with IHOD Moscow Partners <i>Reshetnikov V.A.</i> <i>Ekkert N.V.</i> <i>Mikerova M.S.</i> <i>Phelan A.</i> <i>Barnard M.</i> <i>Campbell D.</i> (9.00-10.30)			<ul style="list-style-type: none"> <li>Explain the process of creating learning outcomes</li> <li>Compare and contrast different modes of module assessment</li> </ul> <p><b>Eight participants</b>                      Academic Teaching: 3 F; 3 M                      Academic Admin: 1 M                      Non-Academic: None                      Students: 1 M  <b>AP &amp; MB</b></p>	<ul style="list-style-type: none"> <li>Specialist content as related to the facilitator's expertise</li> <li>Person Centered Care</li> <li>Developing clinical learning outcomes</li> </ul> <p><b>Seven participants</b>                      Academic Teaching: 2 F; 2 M                      Academic Admin: 2 M                      Non-Academic: None                      Students: 1 M  <b>AP &amp; MB</b></p>

				<ul style="list-style-type: none"> <li>• What is the value of the European Accreditation System to the IHOD programme?</li> <li>• Discuss different Learning styles</li> </ul> <p><b>Seven participants</b>  Academic Teaching: 3 F; 3 M  Academic Admin: None  Non-Academic: None  Students: 1 M  <b>MB &amp; AP</b></p>	<p><b>Review of modules</b></p> <ul style="list-style-type: none"> <li>• Population Health</li> <li>• Advanced Research M</li> <li>• Leadership &amp; Management-Applied to Practice</li> <li>• Advanced Research Methods</li> <li>• Leadership and Management</li> <li>• Person Centered Care &amp; Intern. Clinical P</li> <li>• Clinical Practicum</li> <li>• Research Project-Applied to Practice</li> <li>•</li> </ul> <p><b>Five participants</b>  Academic Teaching: 2 F; 2 M  Academic Admin: None  Non-Academic: None  Students: 1 M  <b>AP &amp; MB</b></p>
<b>LUNCH</b>					Worked through lunch
14h00-17h00		<b>International Conference:</b> Participation and presentation at Roundtable Session related to the IHOD Programme:	<ul style="list-style-type: none"> <li>• The process of curriculum development</li> <li>• The benefits using curriculum models</li> <li>• Using Fink's Model of Significant Learning</li> </ul>	<p><b>Review of modules:</b> (Title, Credits, Description, Learning outcomes, Assessment)</p> <ul style="list-style-type: none"> <li>• Introduction to Public Health</li> <li>• Epidemiology of Chronic Disease</li> </ul>	Evaluation (15.00) <b>AP &amp; MB</b>



		<p>Explain the process of creating learning outcomes (<b>AP</b> – 10 mins)          What is Competence? A description of ASPHER’s List of Core Competences  <b>(MB</b> – 10 mins)          Session: 14h00 – 17h30</p> <p><b>Approx. 50 International Participants</b>          Academic Teaching: 18 F; 17 M          Academic Admin: 5 M; 8 F          Non-Academic: 2 M          Students: None  <b>AP &amp; MB</b></p>	<ul style="list-style-type: none"> <li>● What is competence?</li> <li>● A description of ASPHER’s List of Core Competences</li> </ul> <p><b>Six participants:</b>          Academic Teaching: 4 F          Academic Admin: 2 F          Non-Academic: None          Students: None  <b>MB &amp; AP</b></p>	<ul style="list-style-type: none"> <li>● Health Policy, Quality &amp; Health Economics</li> <li>● Health Education &amp; Promotion</li> <li>● Health Informatics &amp; Global Health</li> <li>● Biostatistics &amp; Methods of Investigation</li> <li>●</li> </ul> <p><b>Six participants</b>          Academic Teaching: 3 F; 3 M          Academic Admin: None          Non-Academic: None          Students: 1 M  <b>AP &amp; MB</b></p>	
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**Note: AP = Professor Amanda Phelan; MB = Marlize Barnard**