

The ITCT Project

- the external perspective on development and quality assurance.

There's so much to learn!

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This course has been developed as part of the EU funded Erasmus+ project IT-Based International Diploma and Professional Certificate in Clinical Toxicology [ITCT] 561915-EPP-1-2015-1-EG-EPPKA2-CBHE-JP

Introduction to the ITCT project

IT-Based International Diploma and Continuing Professional Development Courses in Clinical Toxicology (ITCT)

- An Egypt-initiated international multi-stakeholder project
- Aims to create and implement a series of post-graduate courses in aspects of clinical, medical and occupational toxicology in Egypt
- These to be delivered predominantly through a new customised IT platform
- Aimed at professionals with, or intending, careers in poison centres and/or medical emergency related domains internationally



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ITCT so far

- Comprehensive gap analysis of Egypt's toxicological events and their impact
- A review of existing Egyptian training programmes in clinical toxicology
- Rules ensuring consistency of style and format on the IT platform agreed in advance
- Academic and technological partners established the core educational content and structure.
- Each academic institution responsible for specific modules with subsequent collective critical review
- Development of e-labs - enhance practical aspects of patient management for toxicology cases in more remote and nomadic areas in Egypt.
- European Credit Transfer and Accumulation System (ECTS) for educational courses adopted to facilitate international reach and accreditation
- Four levels of Quality Assurance applied to scrutinise all aspects of the project and content for uniformity of approach and currency.



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ITCT so far

- The diploma course was launched on 22/9/2018
- Over 360 registrants in 16 countries by 1/10/2018
- Countries include Egypt, France, Jordan, Kuwait, Libya, Oman, Pakistan, Qatar, Saudi Arabia, Sudan, Syria, United Arab Emirates. United Kingdom, USA and Yemen
- Diploma comprises 18 Modules, each with 15 e-chapters
- Each e-chapter contains educational material, graphics, notes and references, self-assessment tools
- 23 e-labs have been developed and tested
- Final assessments are through written exams and projects.
- 3 Continuous Professional Development courses on management of poisoning, medication errors and occupational toxicology in their pre-launch phase.



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ITCT – learning for all

What follows are personal comments and reflections

- “End-point focus” for such projects is inevitably on the learning experiences and outcomes of the students who enrol, particularly with regard to their future careers.
- However, all partners involved in the development of the ITCT courses have learnt!
- We’ve all had to appraise our past experience, practice and thinking.
- We’ve all had to adapt, improvise, innovate, create, and embrace the new!



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ITCT – learning for all

- The modern technical era has an occasionally bewildering pace of change.
- It presents daunting and exciting challenges for education and educational techniques.
- Medical science also changes and advances quicker than before, for successful research is disseminated fast and informs practice more quickly.
- In clinical toxicology the issue of evidence-base is particularly complex; heavily reliant on cohort studies, case series and reports and regular critical review. It is INTERNATIONAL.
- Teaching students to think critically and to (self-) challenge their thinking and practice **throughout their careers** is vital.



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ITCT – learning for all

- In the ITCT modules all partners have striven hard to provide the evidence base for all the scientific assertions made.
- This is critical to encourage the enquiring mind and to prompt research – the more so when the learning experience is more solitary.
- In so doing we have had to
 - Debate and discuss
 - Review teaching practice (Powerpoint lectures and tutorials)
 - Adapt to the pre-agreed structure with its opportunities and (self-imposed) limitations
 - Ensure the assessment tools test the content appropriately
 - Consider the demands on the student



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ITCT – learning for all

- And whilst thinking about demand consider
 - How progress can be monitored
 - How support can be provided
 - Consider design and style
 - Be extraordinarily careful about language
 - Use appropriate media and imagery
 - Ensure consistency

Quality Assurance!

- The course is essentially a “product”!
- The above has only been achieved through effective communication and debate



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ITCT – It doesn't end here!

- Feedback, collective review (course compilers and managers) and considered responses and changes are vital to ensure currency and effectiveness
- The IT and technical aspects must also keep pace
- These will need to be resourced from both the academic and technical sides
- Systems are needed to ensure this is managed effectively
- They need to be strategic and planned

Learning and communication



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Summary

- In under three years ITCT – a truly innovative and modern educational course has been developed and launched.
- It is enrolling its first students.
- Their achievements and feedback are keenly anticipated.
- A new generation of medical professionals, scientists and poisons centre staff qualified with current knowledge and experience to handle, monitor and prevent toxicological exposures is surely on its way.

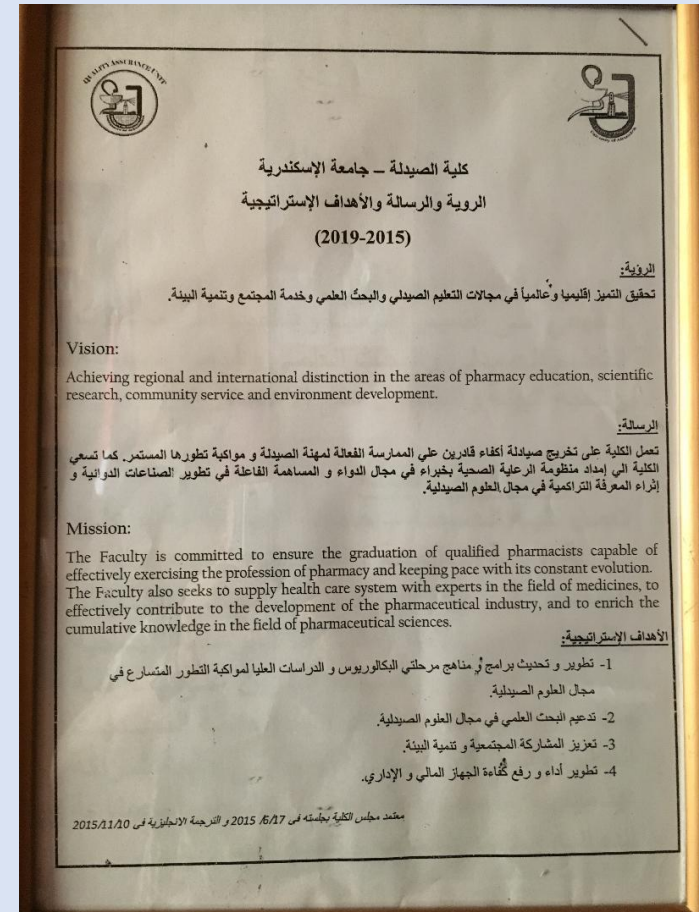


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From the Dept of Pharmacology and Toxicology, Alexandria University

- Vision – Achieving regional and international distinction in the area of pharmacy education, scientific research, community service and environment development.
- Mission - ... committed to ensure the graduation of qualified pharmacists capable of effectively exercising the profession of pharmacy and keeping pace with its constant evolution.



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Thank you – any questions?



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