



Faculty of Occupational Medicine

OM–Medical School Curriculum development

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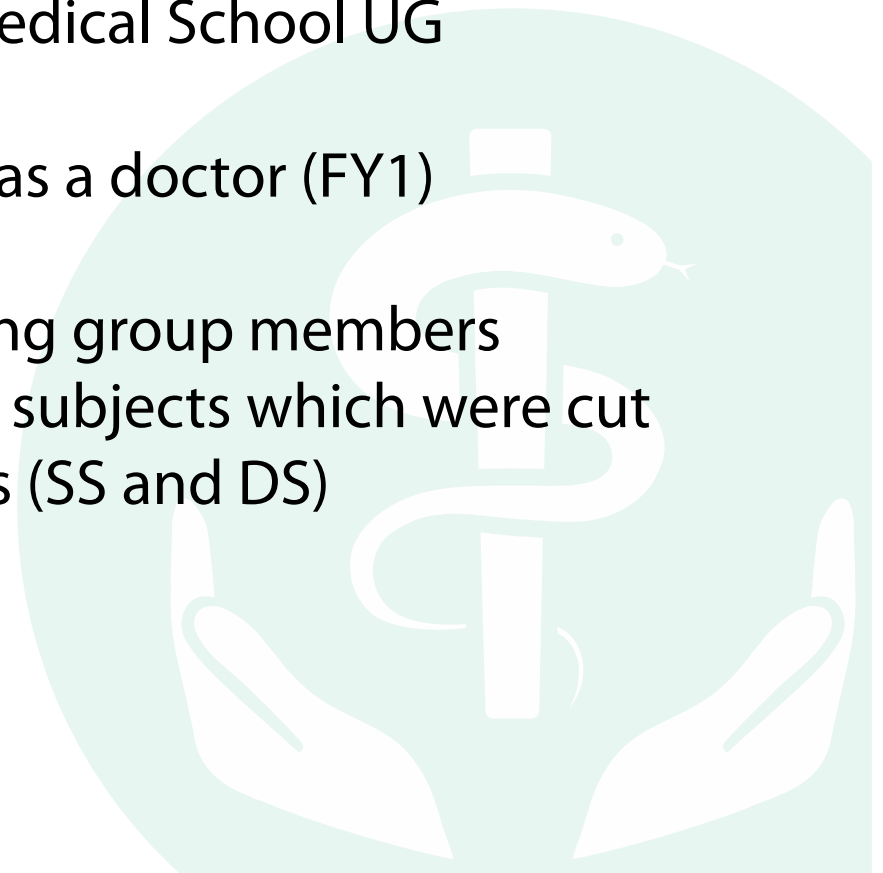
And the FOM UGT Steering Group

18th April 2018



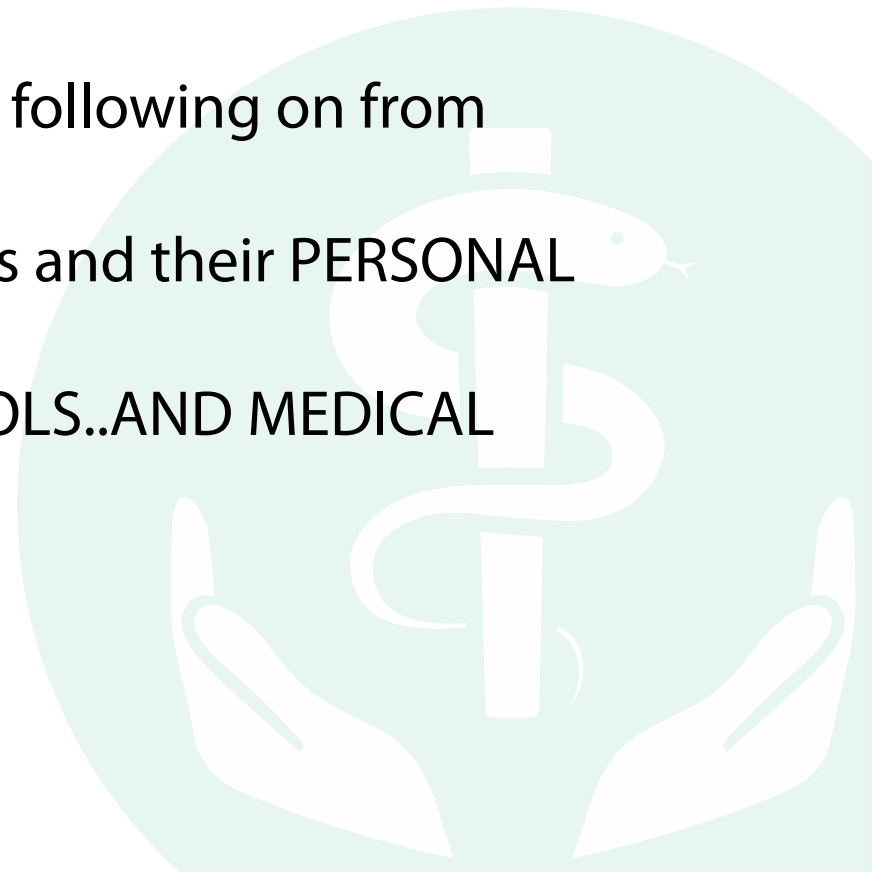
Curriculum development

- Approach & information sources
 - Current syllabus for Medical Students (FOM)
 - What is currently taught in Medical School UG curriculum
 - Key aspects relevant to work as a doctor (FY1)
 - View and consensus of steering group members
 - Initially a very broad range of subjects which were cut down for review by educators (SS and DS)



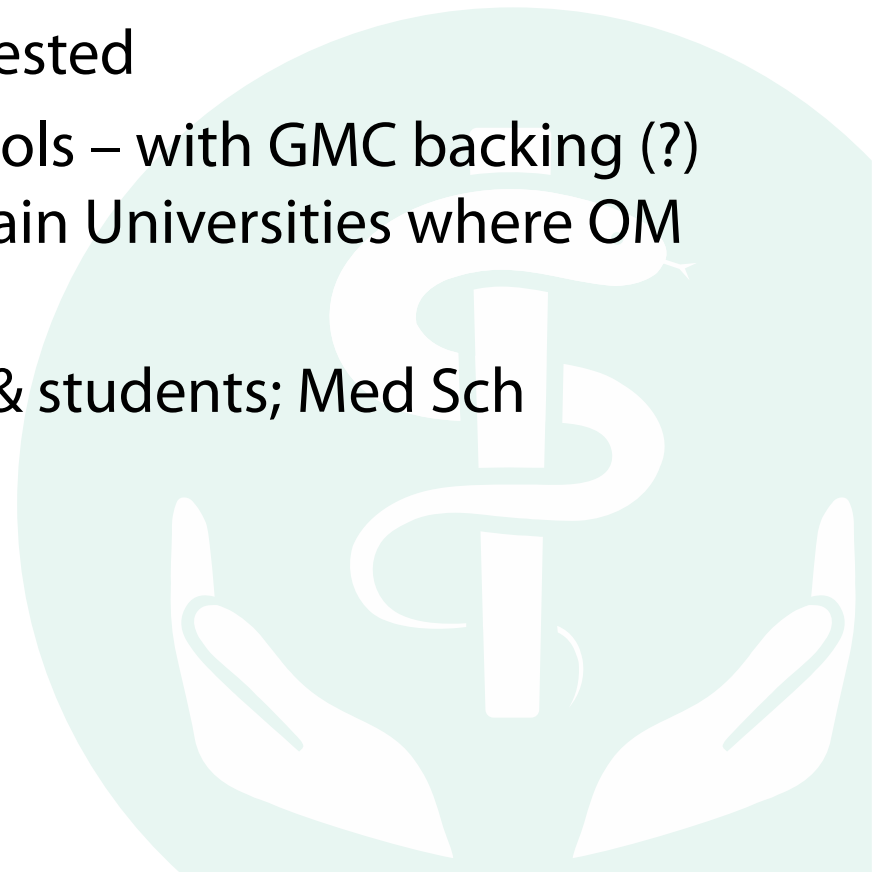
WHY do we need to do this?

- HOW can recently qualified FY1s help their patients, when asked about WORK & HEALTH?
- 'WORK as a HEALTH OUTCOME' – PHE and Healthcare Professionals' Consensus
- GMC also want this to be done – following on from *Tomorrow's Doctors*
- Also good for newly qualified Drs and their PERSONAL health & wellbeing
- SO...GOOD FOR MEDICAL SCHOOLS..AND MEDICAL STUDENTS!



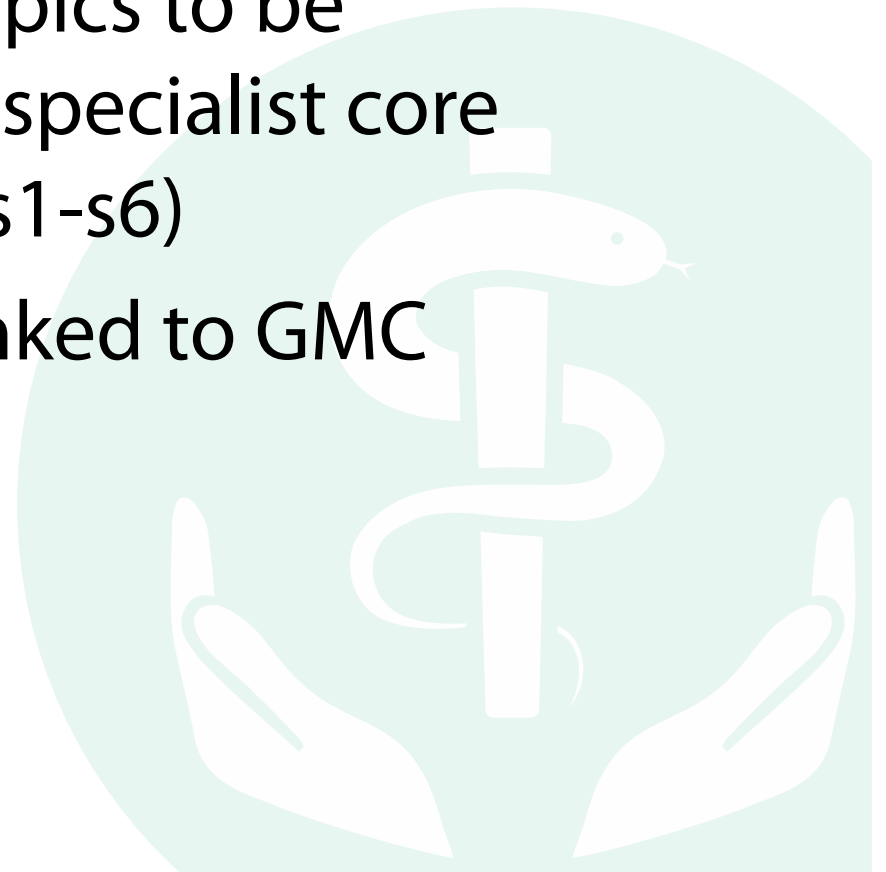
WHO leads the way?

- CHANGE of scene & curriculum
- Some Med Schools already doing this...
- BUT rest doing v little, and no academic leadership/nobody really interested
- Need FOM LEADS in Med Schools – with GMC backing (?) [Already have PG Leads in certain Universities where OM taught- v.few]
- OUR AUDIENCE? Med schools & students; Med Sch Council; AoMRC; RSAs in OM



OM Curriculum

1. Core Occupational Medicine (c1-c6)
2. System specific OM topics to be integrated in to other specialist core curriculum teaching (s1-s6)
3. Learning outcomes linked to GMC standards



FOM Competency framework

Six competencies for UG Medical Students

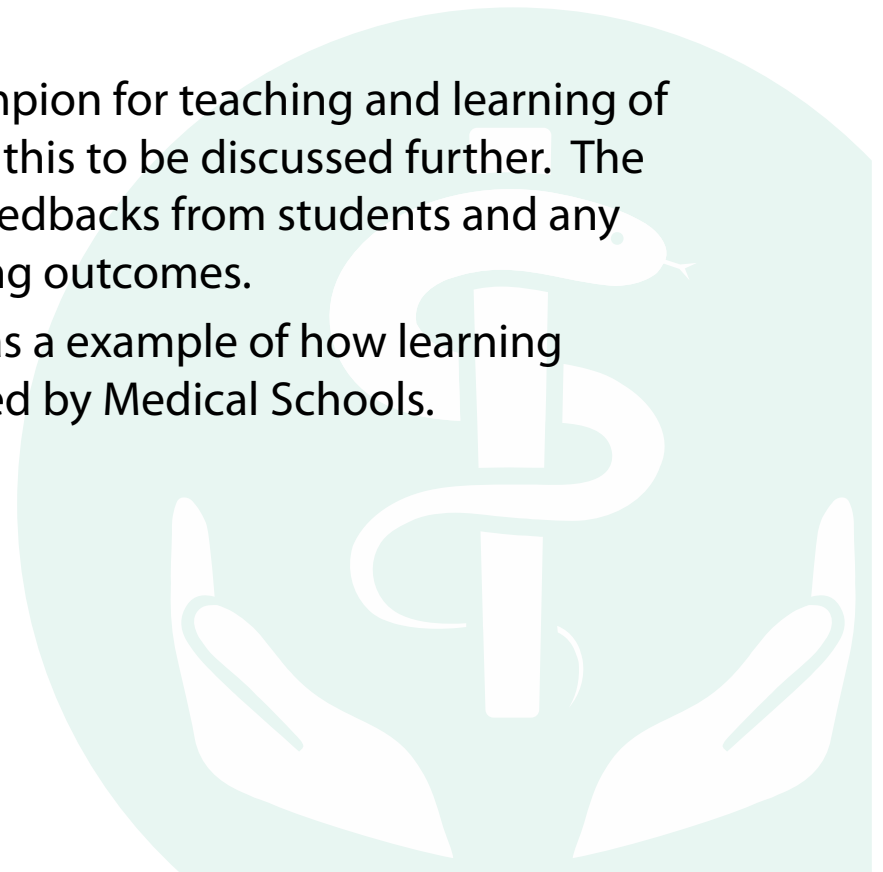
- Competencies 1,2 and 3 (Good Clinical Care)
 - History taking and examination
 - Clinical risk management and decision making
 - Communication
- Competencies 4 and 5 (Relationships with patients)
 - Maintaining trust; professional behaviour
 - Maintaining trust, ethical and legal issues
- Competency 6
 - Working with colleagues



General requirements to support the implementation of the new curriculum

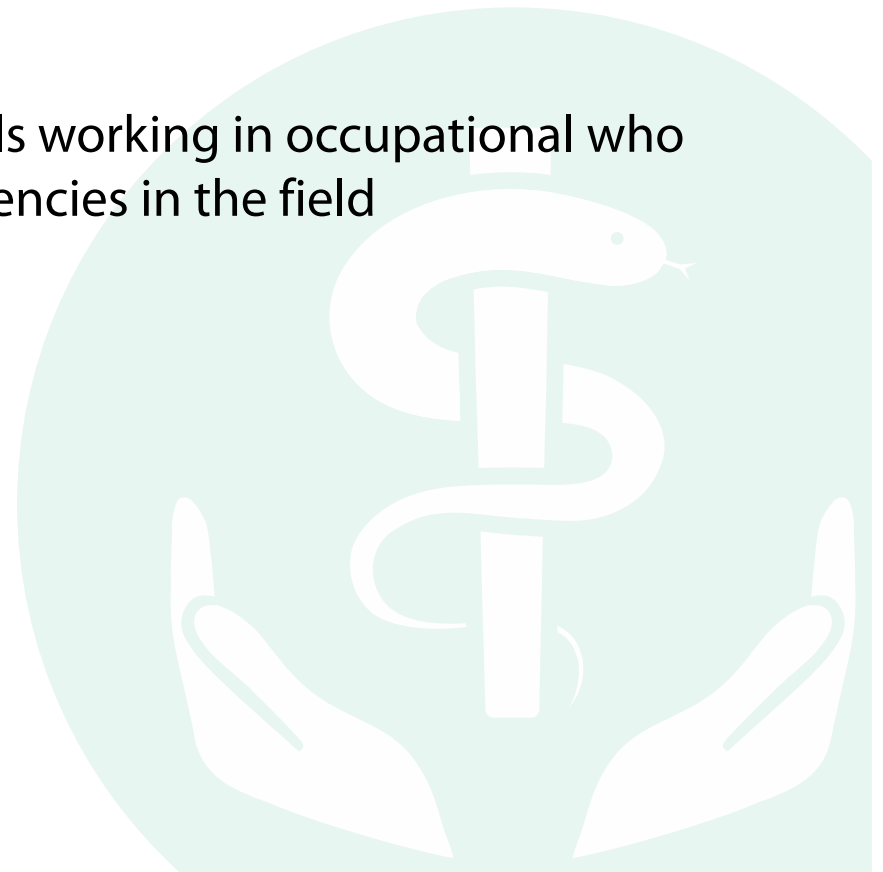
The importance of the following were discussed which was considered to be central to implementation of the new curriculum:

1. Each medical school having a named champion for teaching and learning of OM – liaison with FOM and SOM in enabling this to be discussed further. The named lead would report back to FOM on feedbacks from students and any barriers to delivering or assessing the learning outcomes.
2. The GMC to signpost the new curriculum as a example of how learning outcomes for teaching of OM can be achieved by Medical Schools.
3. Piloting of new curriculum



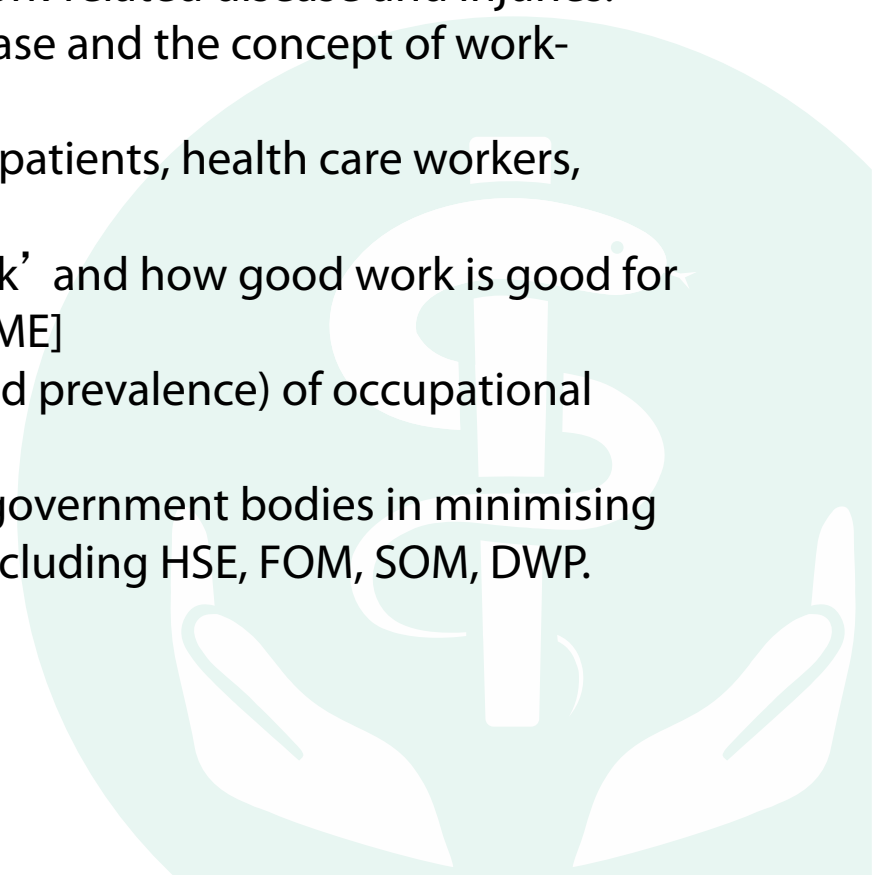
Other points on development and use of the new curriculum

- Once the curriculum is agreed by member of steering committed and endorsed by FOM then it would be:
 - Forwarded to the GMC
 - Discussed with others professionals working in occupational who wish to develop skills and competencies in the field



C(0)- Introduction and benefits of occupational health

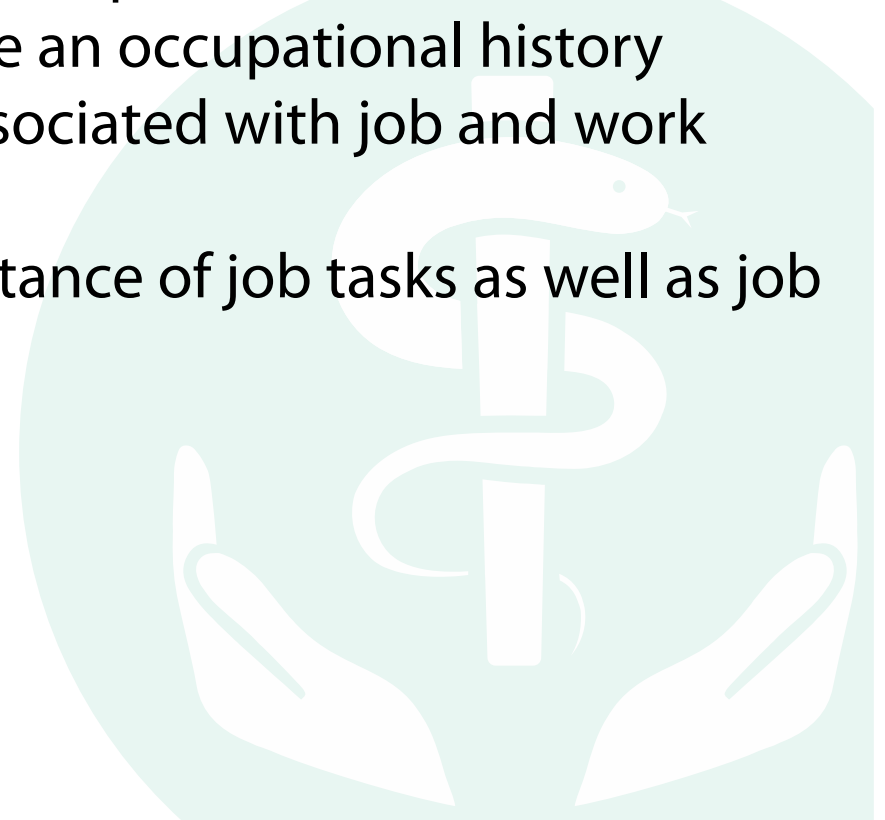
- Learning outcomes
 - Understand the purpose of occupational health and the role of OH providers including prevention of work-related disease and injuries.
 - Explain what is an occupational disease and the concept of work-relatedness of disease /condition.
 - Explain benefits to of OH services to patients, health care workers, employers and society.
 - Explain what is meant by ‘good work’ and how good work is good for health. [WORK AS A HEALTH OUTCOME]
 - Understand the extent (incidence and prevalence) of occupational injuries and diseases
 - Explain the role of professional and government bodies in minimising work-related ill health and injuries including HSE, FOM, SOM, DWP.



C1. Taking an occupational history

(8b, 11aeigj, 13abg, 14abcefg, 15abcdefgh, 19abc –GMC standards)

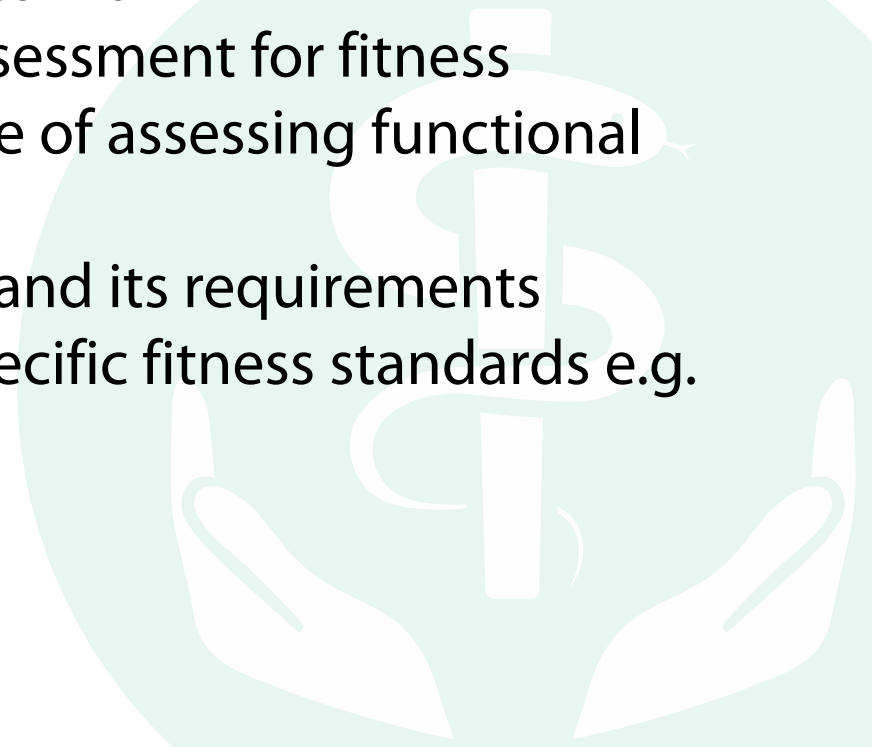
- Learning outcomes
 1. Importance of occupational history as tool in understanding the relationship between work and health
 2. How to systematically take an occupational history
 3. Understand exposures associated with job and work environment
 4. Understanding the importance of job tasks as well as job roles



C2. Assessing fitness for work

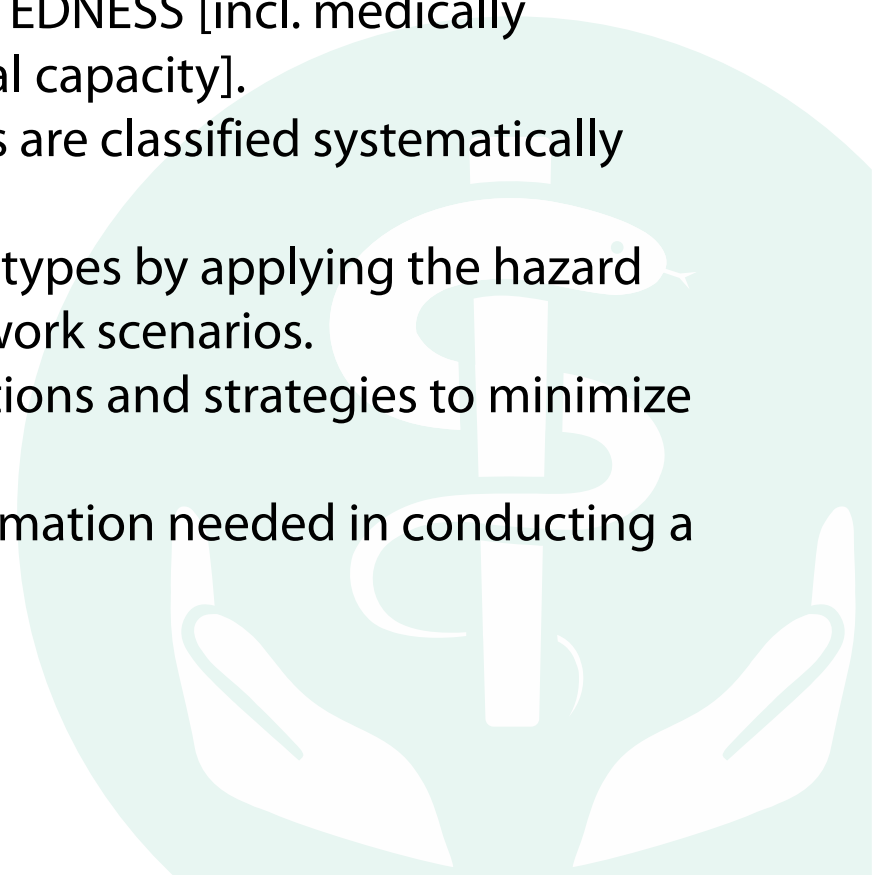
(11a, 15a, 10d, 20g,19acd,20g, 23abcd)

- Learning outcomes
 - 1 Reasons for assessing fitness for work
 - 2 Role of GP and Occupational Physicians in assessing fitness for work and return to work
 - 3 Circumstances requiring assessment for fitness
 - 4 The reasons and importance of assessing functional assessment
 - 5 The purpose of the fit note and its requirements
 - 6 Understand existence of specific fitness standards e.g. Fitness for driving (DVLA)



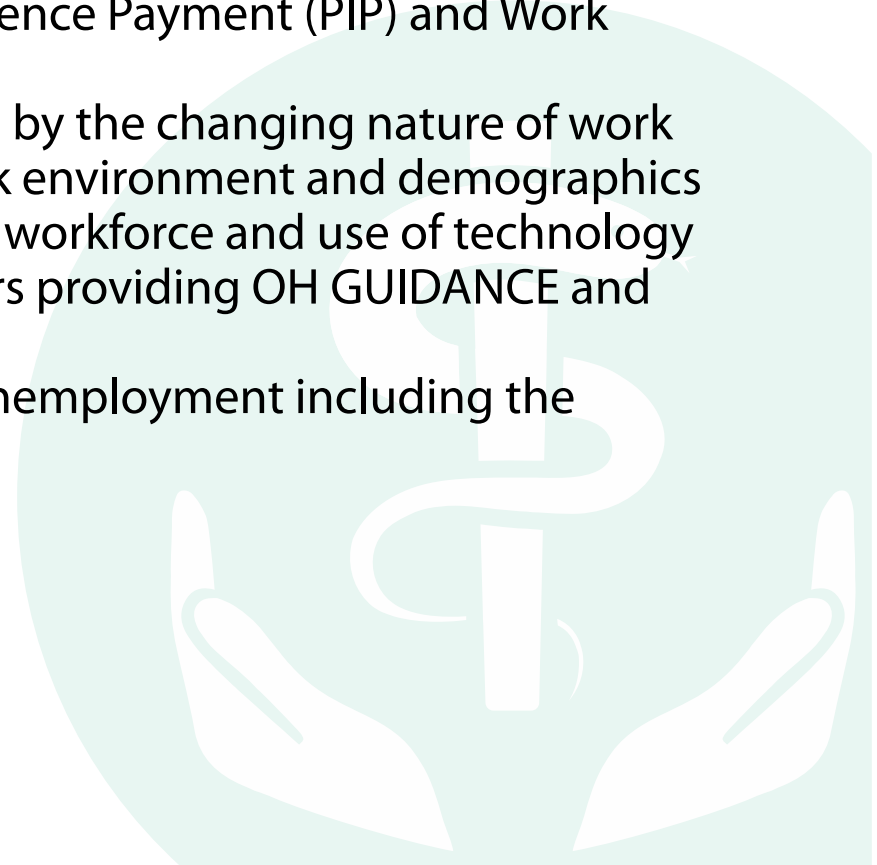
C3. Workplace risk assessment and management (11abefghij)

- Learning outcomes
 1. Understanding of the definitions and concepts of hazard, risk and risk assessment AND WORK-RELATEDNESS [incl. medically unexplained symptoms, functional capacity].
 2. Explain how occupational hazards are classified systematically (Ph,,Ch,,Bio.,Psy.,Erg., & Mech.)
 3. Identification of different hazards types by applying the hazard classification system to different work scenarios.
 4. Understand risk management options and strategies to minimize risk of work-related disease
 5. Understand of the steps and information needed in conducting a risk assessment



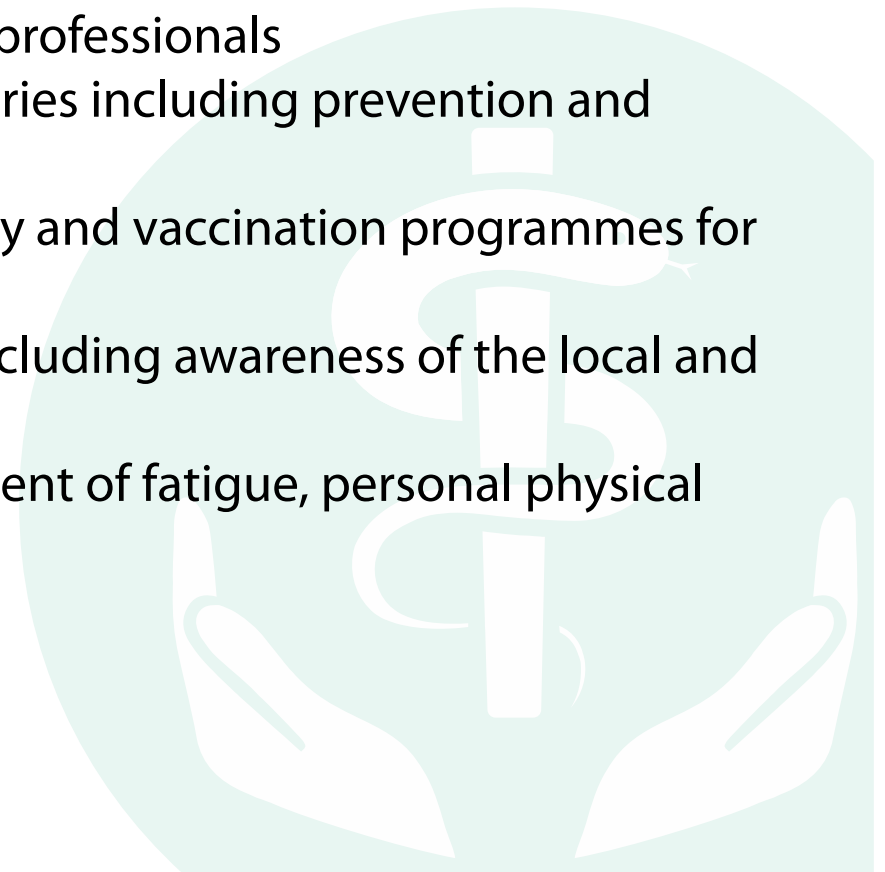
C4. Retention and return to work management (9abcdef, 10abcd, 11a)

- Learning outcomes
 1. Understanding of role Bio-psychosocial approach
 2. The purpose of the Fit Note and its content
 3. Understand the benefits of DWP including Access to Work, Fit for Work Service, Personal Independence Payment (PIP) and Work Capability Assessment (WCA).
 4. Explain the challenges presented by the changing nature of work [shiftwork; zero hrs etc.], the work environment and demographics of working population e.g. aging workforce and use of technology
 5. Role of FOM, SOM, HSE and others providing OH GUIDANCE and support
 6. Explain the negative impact of unemployment including the associated morbidity/mortality



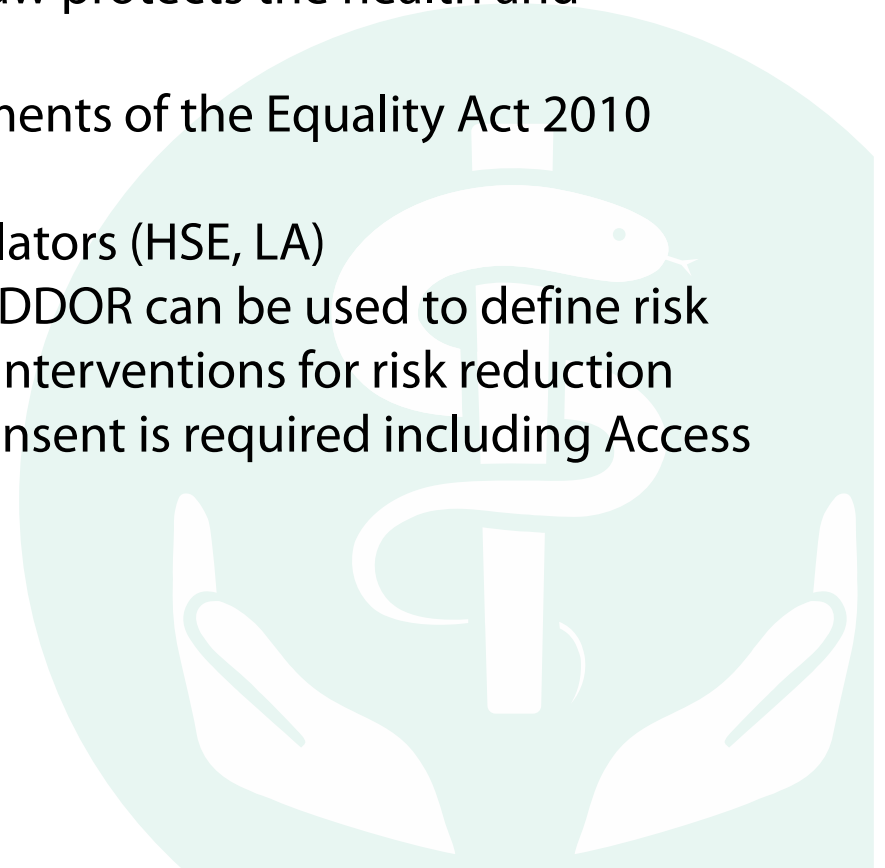
C5. Clinicians' Health

- Learning outcomes
 1. Understanding of Blood Borne Viruses(HBV, HCV and HIV) and their relevance to practice including UKAP OHR Registration)
 2. Exposure Prone Procedures for HC professionals
 3. Understand risk of needle stick injuries including prevention and treatment
 4. Explain the importance of immunity and vaccination programmes for HC professionals
 5. Substance misuse and addiction including awareness of the local and other sources of support
 6. Understand sources and management of fatigue, personal physical and mental health and well being



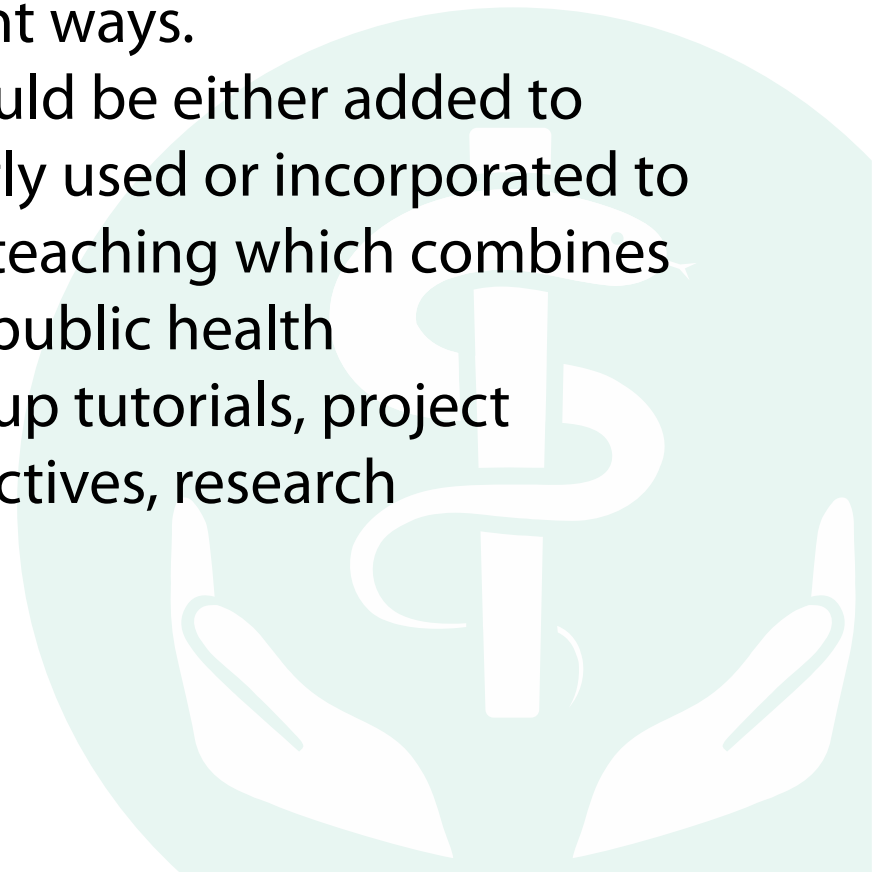
C6- Ethical and legal aspects

- Learning outcomes
 - Understand the requirement for Data protection/GDPR, confidentiality.
 - Explain how the health and safety law protects the health and wellbeing of employees.
 - Explain the definitions and requirements of the Equality Act 2010 including reasonable adjustment.
 - Understanding of the role and regulators (HSE, LA)
 - Explain how data reported under RIDDOR can be used to define risk management strategies and target interventions for risk reduction
 - Understand circumstances when consent is required including Access to Medical Reports



General points related to teaching of system specific learning outcomes

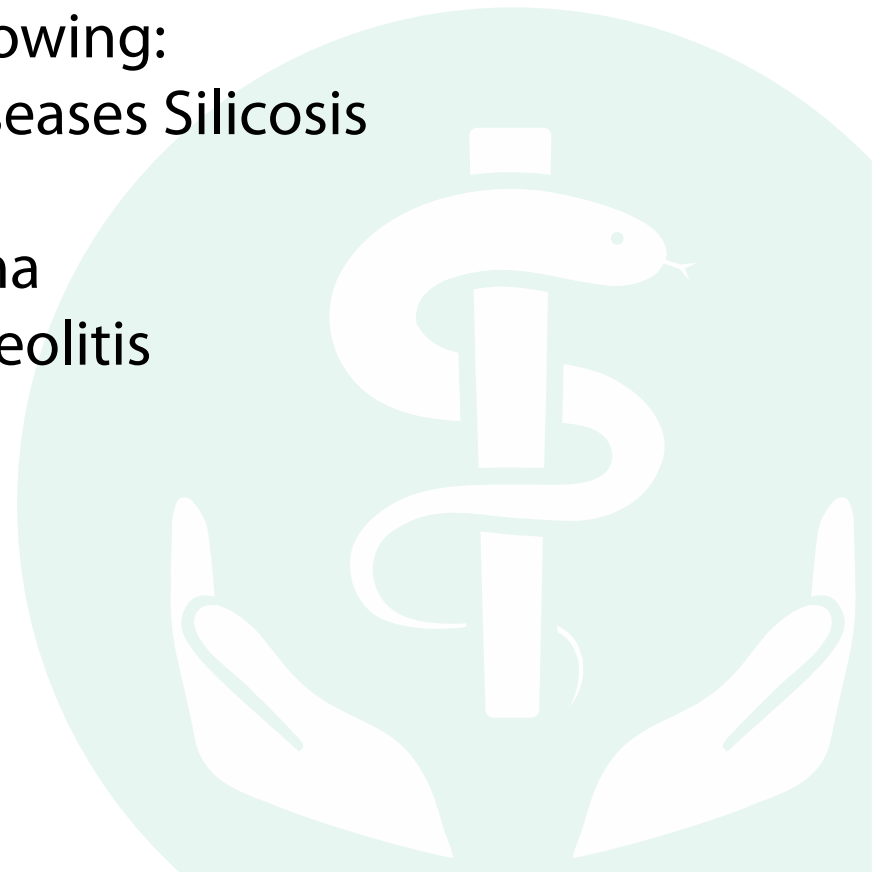
- The curriculum needs to be flexible and should recognise that different medical schools organise, structure and deliver their training in different ways.
- The system based outcome could be either added to lectures /material currently used or incorporated into the more holistic approach to teaching which combines primary care, community and public health
- **BASED ON:** Lectures, small group tutorials, project work+placements, student electives, research
- **ASSESSMENT** (of ILOs) is key



S1- Work and Respiratory Health (11abfgij, 13acg, 14abcdefgh)

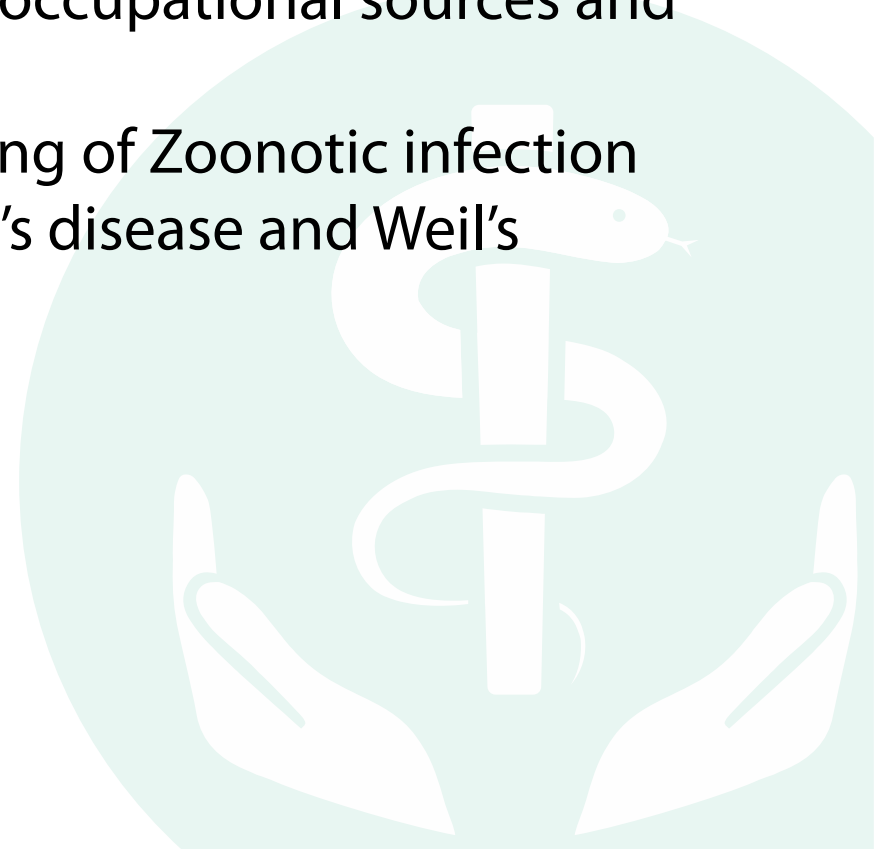
Learning outcomes

1. Understand occupational sources of exposure and impact of work of the following:
 - Asbestos related diseases Silicosis
 - Pneumoconiosis
 - Occupational asthma
 - Extrinsic allergic alveolitis



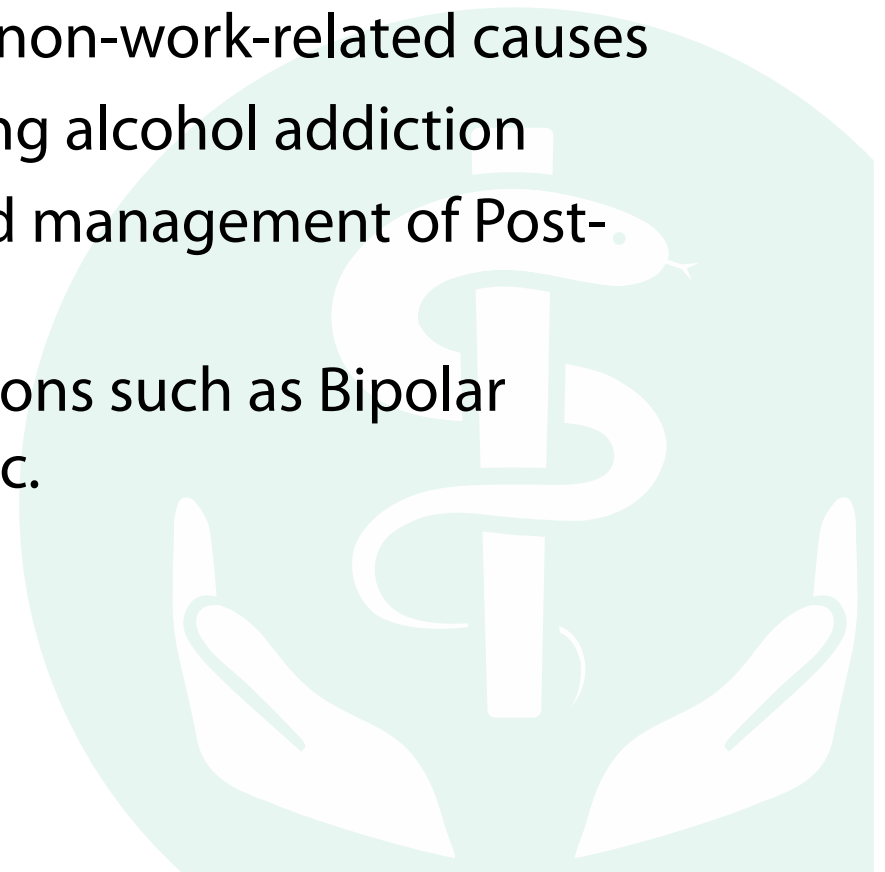
S2-Work and Dermatology (11abfgi, 13acg, 14abcdefgh)

- Learning outcomes
 1. Understand and explain irritant and allergic contact dermatitis including their occupational sources and risk factors.
 2. Demonstrate understanding of Zoonotic infection types including; Orf, Lyme's disease and Weil's disease.



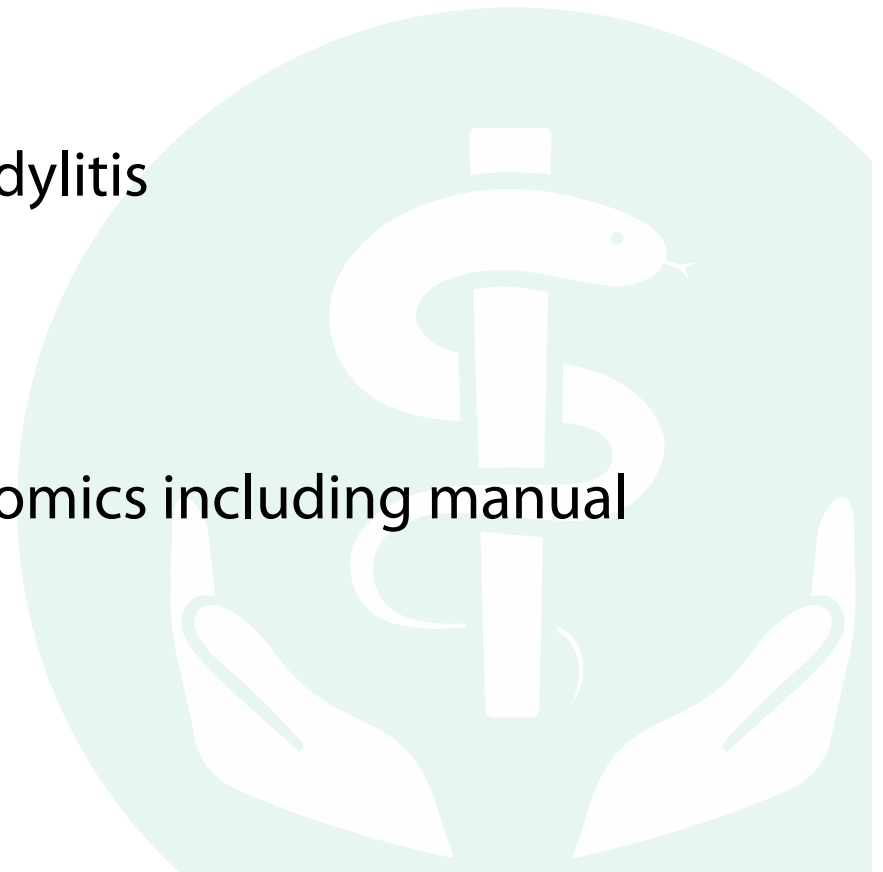
S3-Work and Mental Health (9abcdef,10abcde, 13abdfg, 14abcdefgh, 15d)

- Learning Outcomes
 1. How to manage mental health conditions in the workplace with work and non-work-related causes
 2. Substance misuse including alcohol addiction
 3. Understanding causes and management of Post-traumatic stress disorder
 4. AND working with conditions such as Bipolar disorder, ADHD, Autism etc.



S4-Work and Musculoskeletal /Rheumatology (10 bcde, 11acdfgi, 14abcdefgh, 15d)

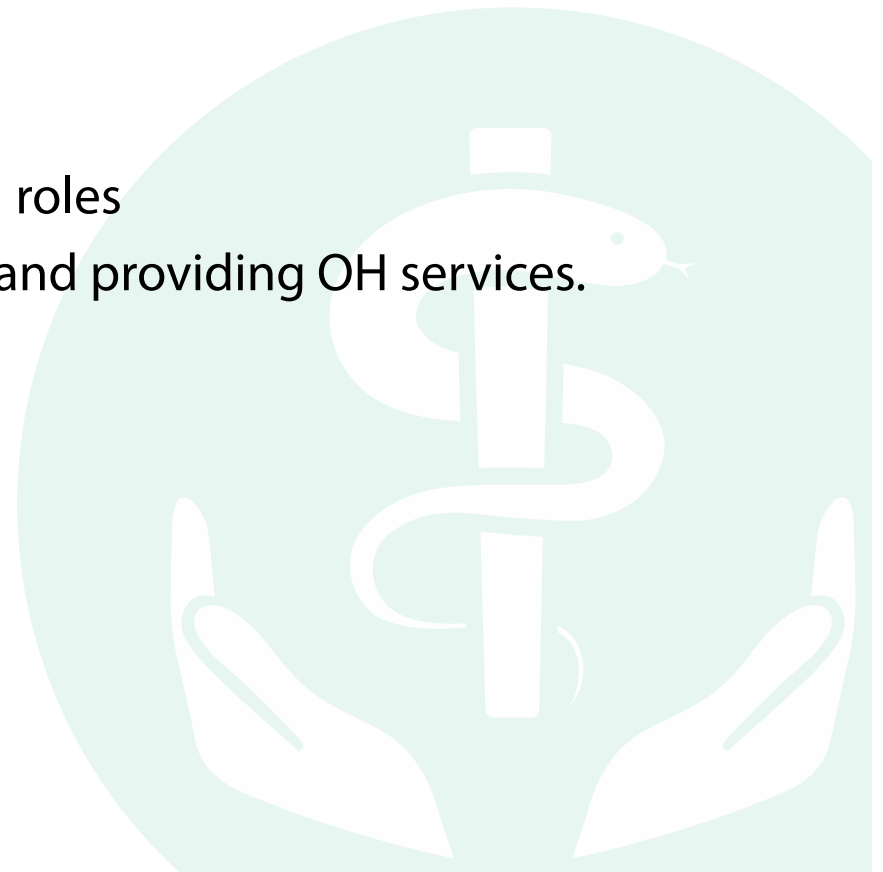
- Learning Outcomes
 1. Understand occupational causes of the following and their impact of workability:
 - WRULD
 - Tendonitis and epicondylitis
 - CTS
 - Osteoarthritis
 - LBP (including flags)
 2. The role of workplace ergonomics including manual handling assessment.



S5-Specialised topics in Occupational Medicine

□ Learning Outcomes

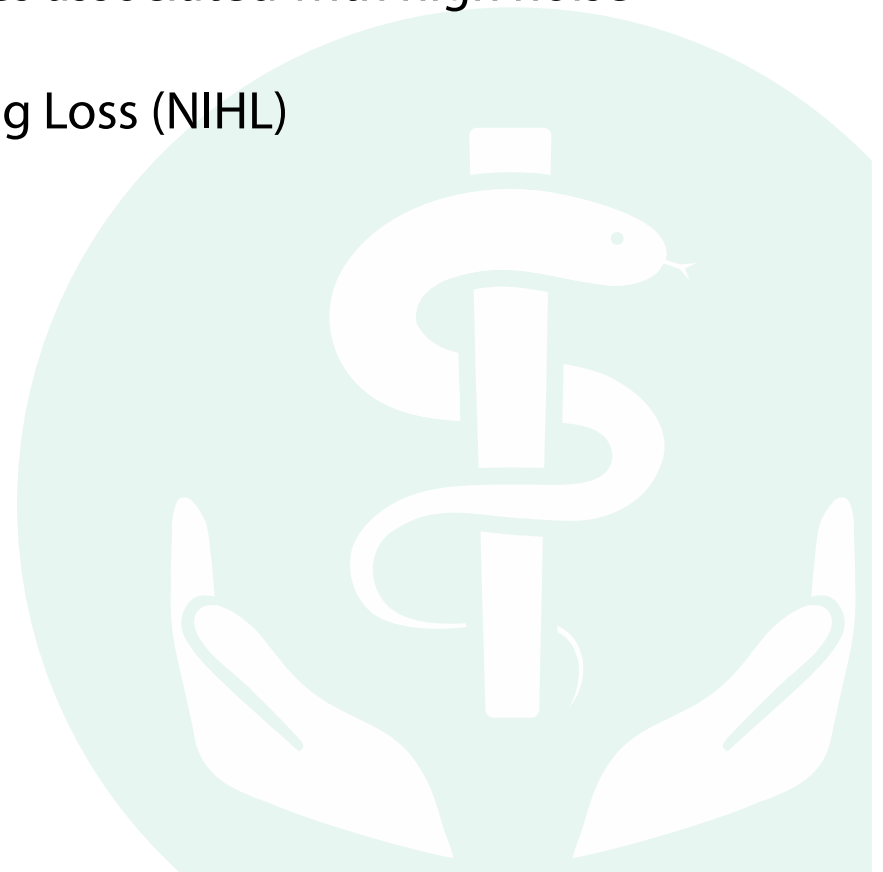
- Aviation & Space medicine
- Diving medicine
- Travel medicine e.g. Malaria
- Fitness for work for Safety Critical roles
- Global challenges in developing and providing OH services.



S6-Work and Ear Nose and Throat (11abcdgij)

- Learning Outcomes
 - Understanding of industry types associated with high noise exposure
 - Extent of Noise Induced Hearing Loss (NIHL)

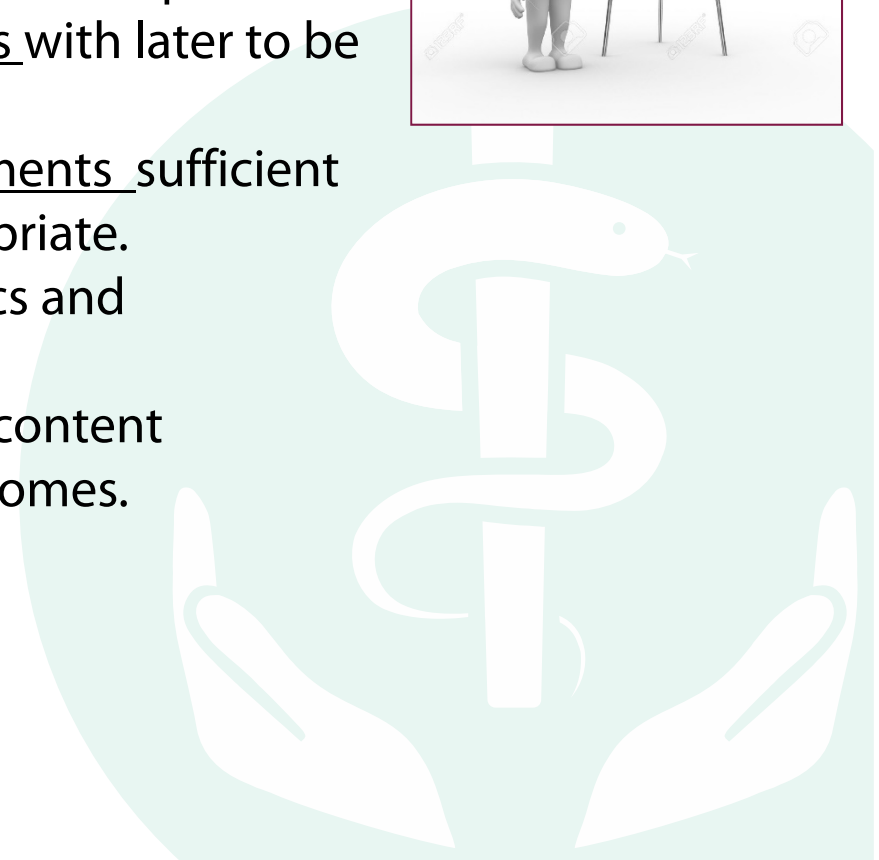
[ALSO Vibration especially HAV]



Your views on the curriculum –construct, themes and the proposed learning outcomes

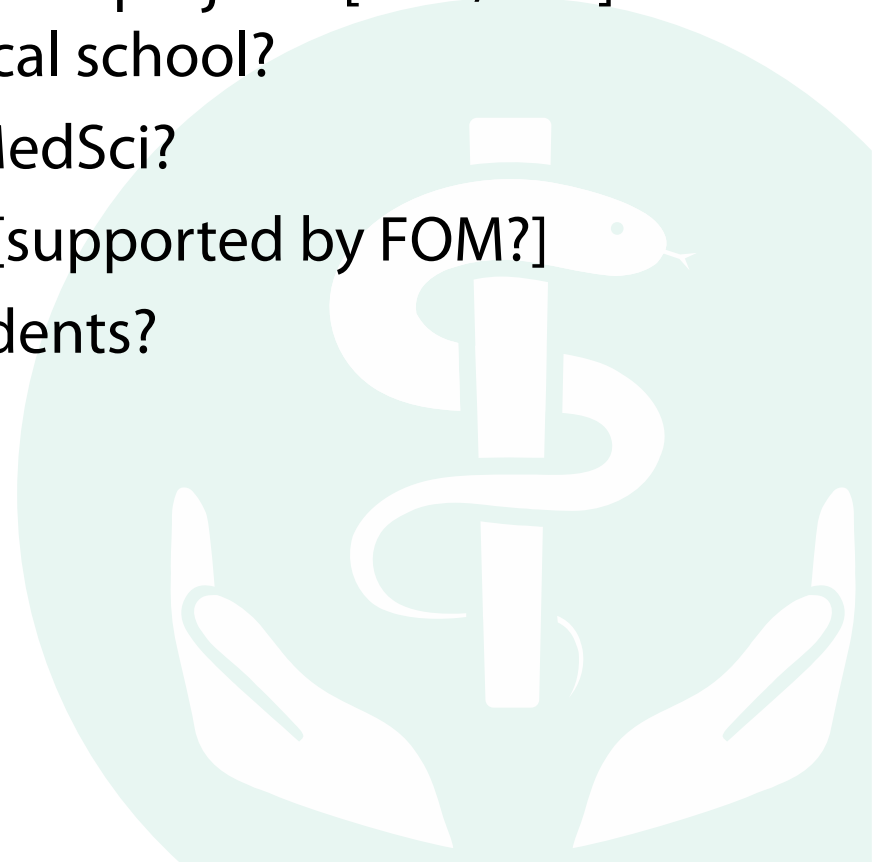
Workshop Questions

1. Does the structure of the recommended syllabus provide suitable framework to cover the topics i.e. divided in to core and system topics with later to be integrated within exiting syllabus.
2. Is the coverage within the core elements sufficient and their learning outcomes appropriate.
3. Any key omissions within core topics and associated learning outcomes
4. Comment on system themes, their content including their stated learning outcomes.



The need to provide additional opportunities for students to extend their learning and interest in OM beyond the curriculum [?possible IDEAS from S5]

- Central listing of potential student projects [SSM/SSC] in OM made available in all medical school?
- Intercalated research – BSc/BMedSci?
- Occupational health electives [supported by FOM?]
- Prizes and scholarships for students?



The FOM Undergraduate Teaching Steering Group – Inaugural meeting attendees

Dr Dil Sen - *Academic Dean (FOM); Programme Director for OM (Uni Manchester)*

Dr Steven Sadhra - *Reader & Director of Education in OM (Uni Birmingham)*

Dr Sam Philips – *Independent OH Physician & Hon.lecturer (Uni Manchester)*

Dr Paul McGovern – *Hon.Clinical Teaching Fellow (UCL, London)*

Dr Jill Crabbe – *Clinical Fellow (and Trainee) in OM, FOM, London*

Prof David Fishwick – *Professor & Hon.Consultant in Respiratory Medicine (Uni Sheffield)*

Dr Ali Hashtroudi – *Consultant & Visiting Senior lecturer in OM (King's College, London)*

Dr Clare Rayner – *Independent Consultant OH Physician & Hon. Lecturer in OM (Uni Manchester)*

