

Professional
Diploma in
Travel
Health

LSTM

LIVERPOOL SCHOOL
OF TROPICAL MEDICINE



Programme
Handbook

Dear Students,

A very warm welcome to the Liverpool School of Tropical Medicine.

LSTM was founded over one hundred years ago and was the first institute in the world devoted to the study of medicine and health in the tropics. We are proud of our tradition and our achievements and can claim to lead the world in a number of important areas of research. Through our research and scholarship, and our close working links with colleagues, universities and governments in low- and middle-income countries, the staff involved in our many teaching programmes bring a unique blend of experience and innovation to their work.

We trust that you will find the LSTM online platform a friendly learning environment. On behalf of all the staff, we wish you an interesting, informative and, most of all, an enjoyable time on this online Professional Diploma in Travel Health course.

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1. INTRODUCTION

The Professional Diploma in Travel Health (Post nominal: Prof.DipTH) is awarded by the Liverpool School of Tropical Medicine (LSTM) as a Professional Diploma aimed at equipping both new and experienced practitioners in the development of their knowledge, skills and competencies in travel health. The programme is delivered as a fully on-line course and provides a platform for confident practice, through interactive online learning, an opportunity for reflection and continuing professional development with subject specialists and peers. The course is open to registered doctors, nurses, pharmacists and travel & expedition medics who carry out travel health consultations, who wish to further develop their travel risk assessment and problem-solving skills in clinical practice.

The programme has been jointly developed by the Liverpool School of Tropical Medicine (LSTM) and the National Travel Health Network and Centre (NaTHNaC) and is delivered through a series of four online modules, each with a corresponding summative assessment, culminating in a final online MCQ exam and written assessment.

The Diploma is based around the successful completion of four modules:

- Travel Vaccination Principles and Practice (TVPP)
- Malaria Prevention in Travel Health (MPTH)
- Governance and Safety in Travel Health (G&STH)
- Hazards in Travel Health (HITH)

All four modules plus the four summative assessments must be successfully completed over 6-15 months to undertake the final written assessment and MCQ exam for award of the diploma.

All components are delivered via online distance learning through a virtual learning environment (VLE) known as Brightspace.

Overarching Course Aims:

- To enable practitioners to develop their knowledge and skills in evidence-based travel risk assessment
- To provide an opportunity for continuing professional development through interactive learning with subject specialists and peers
- To develop independent and reflective approaches to study that will enable graduates to continue to learn in the future.

This will be assessed through achievement of the following key criteria in the final written summative assignment: (Please refer to Appendix One)

- a) Demonstrate critical thinking, analysis and synthesis by: Correctly interpreting information on travel health from a variety of relevant, appropriate, evidence based online sources.
- b) Demonstrate key skills by: Presenting a structured and organised assignment using writing skills to communicate effectively.
- c) Demonstrate use of appropriate evidence/relevant literature by: Retrieving and analysing relevant literature using accurate source citations within the text and a comprehensive bibliography using the Harvard referencing system.
- d) Demonstrate reflection by: Using a recognised model to reflect on own practice and professional skills learned on the Professional Diploma in Travel Health that will help you when dealing with similar scenarios in your future practice.

Reflective practice is a compulsory requirement to pass this course. If you are not familiar with reflective writing, we strongly recommend you access our guidance on this within the study skills section on Brightspace which can be found here:

<https://brightspace.lstmed.ac.uk/d2l/le/sequenceLauncher/6759/View>

2. CONTENT AND LEARNING OUTCOMES OF THE COURSE MODULES

2.1 Travel Vaccination Principles and Practice (TVPP)

The main aim of this module is to develop confident practice related to travel vaccination and provide an opportunity for reflection and continuing professional development through interactive learning with subject specialists and peers.

Learning outcomes for the TVPP module:

By the end of this module, students should be able to:

- Explain the basic principles of the immune response to vaccines
- Analyse the clinical features of the vaccine preventable diseases studied
- Review the vaccines relevant to your travellers in their practice setting and summarise the schedules and efficacy of these vaccines
- Critically review the application of their learning in travel health consultations

TVPP course content:

- Vaccine preventable diseases of importance in the travel health context and in relation to public health advice in your country of practice
- Accessing reliable evidence-based country specific vaccine information
- The immune system and the interplay with vaccination
- Types of vaccines
- Practical aspects of administering vaccines and vaccine scheduling
- Factors that affect vaccine delivery (e.g. traveller specific issues and vaccine heat stability).
- Application of knowledge using travel health scenarios
- Travel Risk Assessment

2.2 Governance and Safety in Travel Health (G&STH)

To develop healthcare professionals' knowledge and skills of the legal and ethical challenges in travel health and how to apply these principles to practice

Learning outcomes for the G&STH module:

By the end of this module, students should be able to:

- Evaluate key governance principles in travel health practice
- Manage incidents and complaints and identify solutions
- Critically review the application of learning to their clinical practice

G&STH course content:

- Principles of governance in travel health
- Legal and ethical issues in travel health
- Safeguarding
- Medicines management (PGDs, PSD and clinical guidelines)

- Managing the vaccine cold chain
- Reviewing incidents and complaints to learn lessons
- Travel health professional competencies

2.3 Malaria Prevention in Travel Health (MPTH)

The aim of this module is to develop confident practice in malaria prevention and provide an opportunity for reflection and continuing professional development through interactive learning with subject specialists and peers.

Learning outcomes for the MPTH module:

By the end of this module, students should be able to:

- Explain basic principles of malaria transmission and global impact of the disease
- Analyse the principal features of malaria prevention in travellers using the ABCD approach.
- Critically evaluate the application of learning in travel health consultations

MPTH course content:

- Introduction and global impact of malaria
- Malaria parasite life cycle, chemoprophylaxis and the ABCD approach to malaria prevention (includes signs and symptoms and diagnosis of malaria)
- Individual travel risk assessment for malaria
- Bite prevention
- Advising travellers with special risks on malaria chemoprophylaxis, including drug interactions with current medication and side effects of anti-malarial medications.
- Carrying out a malaria risk assessment during a travel consultation

2.4 Hazards in Travel Health (HITH)

The aim of this module is to explore “non-vaccine preventable” health hazards related to travel (excluding malaria) and how these can be prevented/managed when discussed in the travel consultation providing an opportunity for reflection and continuing professional development through interactive learning with subject specialists and peers.

Learning outcomes for the HITH module:

By the end of this module, students should be able to:

- Identify “non-vaccine preventable” health hazards related to travel (excluding malaria).
- Critique the features of these hazards and how to prevent them
- Critically evaluate how to assess the returned traveller and the components of taking a good travel history.
- Critically review the application of learning to travel consultations in practice

HITH course content:

- Safety and accident prevention
- Vectors and parasites
- Sexual health
- Travellers’ diarrhoea
- Mountains and altitude

- Sun care
- Hazards of flying
- Assessment of the Returned Traveller.

3. LEARNING & TEACHING STRATEGY

The learning and teaching strategy has been designed based upon Gilly Salmon's 5 stages of online learning: Access and motivation, on-line socialisation, information exchange, knowledge construction and development. Students work through the different levels in the different activities during each module.

Throughout the online learning process, a variety of learning and teaching approaches are adopted, including video lectures, online individual and group activities, quizzes, problem-based learning using scenarios, discussion board topics, comprehensive reading lists, reflective practice and other activities which enable students to become self-directed learners who are able to integrate their learning to practice. A culture of reflective practice and self-evaluation is an integral part of the learning and is encouraged throughout. The online platform provides a rich and encouraging environment in which students will acquire knowledge and skills throughout the duration of the Diploma in Travel Health.

The following Learning and Teaching methods are applied in combination to assist students in attaining learning outcomes:

Formative Assessment: In the introductory block to each module, participants are given the opportunity to start a reflective portfolio to complete during the module and are encouraged to use their reflections to examine their own practice, professional skills and competencies and explore how they might develop their practice further. Each module also has some formative MCQs plus individual and group work activities.

In each module there are a number of keynote video lectures that introduce the subject matter for the group work activities that follow. Problem based learning through real-life travel health scenarios enable the participants to apply theory to practice.

4. KNOWLEDGE, SKILLS AND ATTRIBUTES

Below are the knowledge, skills and attributes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are offered

4.1 Knowledge and understanding

Upon successful completion of the programme, a student should be able to:

- Identify the key features of travel-vaccine-preventable diseases and the basic principles of the immune response to live and non-live vaccines.
- Describe the features of malaria prevention in travellers: using the ABCD approach.
- Describe the key governance issues in the travel health context.
- Identify non-vaccine preventable health hazards related to travel and how to prevent them.
- Identify the key resources that should be utilized to support accurate and competent

travel risk assessment.

4.2 Cognitive skills

Upon successful completion of the programme, a student should be able to:

- Synthesise, analyse, evaluate and critically interpret information on travel health from a variety of sources
- Reflect on own practice and learning.
- Solve problems relevant to own professional travel health practice.

4.3 Practical/Professional skills

Upon successful completion of the programme, a student should be able to:

- Use online travel health resources and to develop knowledge and skills in carrying out travel risk assessments for individuals so that appropriate vaccines and preventative and standby medications are prescribed.
- Develop skills in producing written PGDs for delivery of vaccines and anti-malarials by non-prescribers.
- Develop practical skills in how to conduct and manage the travel health consultation.
- Develop practical skills in incorporating health promotion within the consultation.

4.4 Key skills

The programme also gives students the opportunity to develop the following key (transferable) skills:

- Communicate effectively both orally and in writing.
- Develop digital literacy skills, with the ability to retrieve information and use IT efficiently.
- Develop reflective skills to review clinical practice.
- Demonstrate critical thinking, analytical and problem-solving skills.
- Take responsibility for self-directed learning and manage time efficiently.

5. ASSESSMENT: TESTING YOUR KNOWLEDGE

The assessment strategy is designed to encourage participants to develop their clinical knowledge as well as a range of practical skills for health professionals.

Formative assessment: You will be able to track your progress through practical scenarios and case studies, practice multiple choice questions (MCQs) and reflective practice throughout the course modules. The results of these assessments do not contribute to the final mark.

Summative Assessment:

Each module has a summative assessment at the end of the module. The pass mark for each of these four assessments is 50%. Students must achieve a pass mark in all criteria of the marking rubric in order to pass an assessment. A fail in any one section of the rubric is a fail overall. You

must pass all four module assessments in order to be able to progress to the final written assessment and MCQ exam.

Assessments that are submitted after the deadline date/time are automatic fails.

In accordance with the marking rubric, any inappropriately managed clinical incident or inappropriately managed drug error in any assignment will result in a fail for that specific assessment.

Module summative assessments

There is a summative assignment at the end of each of the four modules. The assessment varies dependent on the module.

TVPP	Vaccine case study: Patient centered scenario (choose 1 of 2) (Maximum of 2000 words)
G&STH	Formal reflective written report based on <u>one</u> of the following subject areas: a) a clinical incident <u>or</u> b) a cold chain incident <u>or</u> c) a safeguarding issue <u>or</u> d) a consent issue (Maximum of 2000 words)
MPTH	Malaria case study: Patient centered scenario (choose 1 of 2) (Maximum of 2000 words)
HITH	Objective Structured Knowledge Examination (OSKE) Online simulation of a travel health consultation (20 minutes)

A detailed specification and assessment rubric for each module assignment is provided on Brightspace.

5.1 Final Written assignment (worth 60% of overall marks)

Students complete a 3500 word reflective report centered on a complex case study of their choice. This assessment requires students to demonstrate the ability to critically analyse and evaluate how they carried out a complex risk assessment from start to finish, having identified all the vaccination, anti-malarial and health hazards for the destination and having made suitable recommendations appropriate to the particular context.

It also requires a reflective approach to place the knowledge and skills gained on the programme within the context of future professional practice. The student has the flexibility to decide when they wish to submit for the diploma (two opportunities per year) but must submit within eighteen months of starting their first module.

The reflective case study report is expected to take approximately 28-35 hours to complete. During this period, students have access to the on-line discussion group for all active diploma students where peer support can be accessed and if necessary, tutor support will also be provided.

The reflective case study report will be submitted via Turnitin and will be (blind) double marked. An assessment rubric for the final case study written assessment can be found in appendix one.

5.3 Students should observe the following rules in presenting the final written assignment:

- a) Length: 3500 words
- b) Use Ariel 12-point size
- c) Pages should be numbered page x of y at the bottom of each page.
- d) The final written assignment will be submitted to Turnitin on Brightspace. The document title should only contain the Student's exam number. Do NOT use your name.

- e) The title page should state:

Final Written Assessment, Professional Diploma in Travel Health and give the student's exam number, and a total word count (not including references) at the top of the page. Penalties are applied for not including a word count.

The student's name should not be included as the assignment will be marked anonymously.

- f) Citations in the text should be in quotation marks, linked to the list of references, following the Harvard referencing system, with references by the author's surname and date in the text and then listed alphabetically. For more information and guidance please refer to [LSTM's Harvard referencing guide](#) which is available via the Library web pages at:

<https://lstmed.sharepoint.com/sites/Students/SiteAssets/SitePages/Academic%20Liaison%20and%20Training%20Officer/LSTM%20Harvard%20Referencing%20Guide%20booklet%20Final.pdf#search=harvard%20referencing%20guide>

If you need advice on referencing or help with literature searching, please contact: Alison Derbyshire, Academic Liaison and Training Officer: alison.derbyshire@LSTMed.ac.uk

- g) You can also refer to the study skills section on Brightspace where there is a section on: academic integrity and referencing. This can be found under "help and support" in the Brightspace menu bar, then go to study skills.
- h) All written assessments are subject to a word count limit which can be found within the assessment brief. The word count includes quotes and citations written within the main body of the text. Guidance on this can be found at:
<https://lstmed.sharepoint.com/sites/Students/SitePages/Assessment%20Regulations.aspx>
- i) Any abbreviations should be those in normal use and be used only after defining the full meaning early in the assignment e.g. human immunodeficiency virus (HIV).
- j) Maps or other diagrams/illustrations and summary tables may be included if they are likely to help the reader comprehend the written material. All maps, diagrams and other types of images used must be fully referenced.

k) Instructions are provided on Brightspace for each assessment submission.

5.4 Unseen MCQ examination (worth 40 % of overall marks)

A one-hour (40 question) multiple choice examination based on the course content. Multiple choice questions require a single 'best' response. There is no negative marking. The MCQ exam will be on a specific date highlighted at the start of the Diploma course. The exam may be held in early morning or late evening depending on the location of students around the world, so that all students can sit the exam at the same time.

5.5 Pass mark

The award of the Prof DipTH is based on the results of this final assessment and MCQ examination. To receive the award, you must achieve the minimum pass mark of 50% in each of these.

Students must achieve a pass mark in all four criteria of the final written assignment to pass. A fail in any one section of the rubric is a fail overall.

In accordance with the marking rubric, any inappropriately managed clinical incident or inappropriately managed drug error in any assignment will result in a fail for that specific assessment.

Distinction is awarded to candidates who pass each of these two final assessments and have a combined mark of 70% and above. (Please note: The United Kingdom award grading can differ from grading in other countries. A mark of 70% is considered excellent, 60% and above very good and 50% and above satisfactory)

5.6 Late submission

Because the assignments for the four modules are marked as either pass or fail, there is no allowance for late submission of assessed work on any of the modules or final assignment in the Professional Diploma in Travel Health. **Late submission will mean automatic fail for that assignment.**

5.7 Re-sits

Candidates who fail summative assessments may re-sit those assessments on one further occasion only.

Further information on assessment policies and procedures can be found in the LSTM Professional Diploma Handbook, including:

- Marking descriptors for written assignments
- Penalties for the late submission of assessments
- The rules relating to plagiarism and collusion
- Ill-health and other special factors

Re-sitting final examination and assessment: Candidates who fail the final summative written assessment or the final MCQ examination may re-sit those assessments on one further occasion only (instructions for re-submission dates will be emailed to you after a fail is incurred).

The Academic Registrar/Directors of Studies and Course Leader will be able to advise which papers need to be repeated and passed in order to be awarded the Diploma. We offer support to those re-sitting via continued access to the VLE in preparation for the re-sit exam(s).

Fees for students who fail an assignment on two attempts are non-refundable.

A student who fails one assignment may, be permitted to defer their re-sit to a later cohort and carry payment forward, provided the request is made before the assignment and/or payment deadline.

Fees can be carried forward for a maximum of one year.

If, in exceptional circumstances, a student is unable to complete the Professional Diploma programme, fees will not be refunded but the student will be offered the chance to complete the missing components on the next available programme at no additional cost.

5.8 Feedback

Written feedback is provided on formative tasks within modules via comments and discussion boards. Detailed written and verbal is provided on all summative assessed work via the Turnitin system.

5.9 Announcement of Results

Provisional results will be announced following the meeting of the Board of Examiners and then final results and Diploma certificates released following approval from the Audit Committee, this can be several months after the completion of the final assignments.

6. STUDENT SUPPORT

Each student is the responsibility of the Director of Studies and the Course Leader. Students should approach either for any general problems, difficulties with the programme, or personal problems that they would like to discuss. If they are unable to provide assistance themselves, they will identify other sources of support within the School.

Welfare support is provided by the Student Experience Officer and the Welfare Officer, who may be contacted with any welfare related issues by emailing: saw@lstmed.ac.uk

7. STUDENT FEEDBACK

LSTM is committed to receiving and responding to student feedback to develop learning and teaching within the institution and to improve the overall quality of the student experience. Students are invited to evaluate each module upon completion via an on-line survey tool. There is also a separate evaluation form at the end of the diploma. There are also opportunities for ongoing informal feedback via the Director of Studies and Course Leader.

8. READING LIST

A comprehensive reading and resources list has been developed for each of the four modules on the course. The reading list is there to help you to broaden your knowledge and will also help you extend your answers in assessments. The list is not exhaustive, in addition, we

encourage you to read widely based on your own interests.

9. COMMUNICATION

Students can contact the Director of Studies and Course Leader by email or telephone. When possible, students should use their LSTM email accounts to do this. **General emails and assessment feedback will only be sent to a student's LSTM email accounts and therefore these should be checked regularly.**

Assessment Rubric for the Diploma in Travel Health final written summative assignment:

The criteria for this rubric are based on the key skills in the Professional Diploma in Travel Health Learning Outcomes. The rationale for using a rubric is:

- To enable the markers to evaluate whether the assignment is excellent, good, satisfactory or in need of improvement (Grade as a %), by focusing on Criteria (1-4).
- To give students a clear understanding of the required content and level expected.
- **Ensure you follow the word count limit guidance which can be found on Brightspace under “About the diploma”**
- **Students must achieve a pass mark in all four criteria to pass the assignment. A fail in any one section of the rubric is a fail overall.**
-

Grade	Distinction 70%+	Pass 60-69%	Pass 50-59%	Fail 0-49%
Criteria 1. Demonstrate critical thinking, analysis and synthesis by: Correctly interpreting information on travel health from a variety of relevant, appropriate, evidence based online sources. 40 marks available	Highly appropriate and critically analysed plan of travel health advice and vaccination and malaria recommendations with fully justified appropriate evidence-based actions.	Appropriate and well analysed plan of travel health advice and vaccination and malaria recommendations with clearly justified appropriate, evidence-based actions. Some analysis.	Acceptable plan with adequately described travel health advice and vaccination and malaria recommendations and some justification and some evidence-base provided. Limited analysis.	Inappropriate plan, with inadequate description of travel health advice and vaccination and malaria recommendations. Poor/no justification provided for recommendations given. Poor/no/inappropriate evidence-base for recommendations given. Inappropriately managed clinical incident/error or drug administration error made in travel risk assessment and recommendations. No analysis.

<p>2. Demonstrate key skills by:</p> <p>Presenting a structured and organised assignment using writing skills to communicate effectively.</p> <p>20 marks available</p>	<p>Clear and concise structures in the assignment, all parts are logically connected, with fluent development.</p>	<p>Mostly clear structure and organisation and logical flow of thought.</p>	<p>Adequate structure and organisation, yet relevant to subject.</p>	<p>Organisation poor, structure not relevant to subject.</p>
<p>3. Demonstrate use of appropriate evidence/relevant literature by:</p> <p>Retrieving and analysing relevant literature using accurate source citations within the text and a comprehensive bibliography using the Harvard referencing system.</p> <p>20 marks available</p>	<p>Innovative and extensive use is made of informative, current and relevant literature.</p> <p>Clear and precise citations.</p> <p>Excellent formatted bibliography using the Harvard referencing system.</p>	<p>In many places, use is made of informative, current and relevant literature.</p> <p>Accurate citations. Well formatted bibliography using the Harvard referencing system.</p>	<p>Limited use is made of informative, current and relevant literature.</p> <p>Adequate citations.</p> <p>Adequate bibliography using the Harvard referencing system.</p>	<p>Inadequate use is made of informative, current and relevant literature.</p> <p>Poor or no citations.</p> <p>Inadequate or absent bibliography using the Harvard referencing system.</p>
<p>4. Demonstrate reflection by:</p> <p>Using a recognised model to reflect on own practice and professional skills learned on the Professional Diploma in Travel Health that will help you when dealing with similar scenarios in your future practice.</p> <p>20 marks available</p>	<p>Critical approach that applies a reflective model to your own personal and professional experiences, actions, feelings and responses with clear detailed examples.</p> <p>Evidence of self-questioning and critical reflection on how this will influence your future practice.</p>	<p>Applies a reflective model to your own personal and professional experiences, actions, feelings and responses with appropriate examples.</p> <p>Evaluates own actions and considers how future practice may be influenced.</p>	<p>A model is used but reflection is descriptive rather than critical.</p> <p>Examples are not always provided or may be of limited relevance.</p> <p>Evaluates own actions but does not make clear links to future practice.</p>	<p>A reflective model is absent or applied inappropriately. Examples are not provided.</p> <p>Limited evaluation of own actions or links to future practice.</p>