



OxPaL

STRATEGIC PLAN 2022



CONTENTS

Mission	4
Introduction	6
2a) Research Fellowship 1	10
2a) Research Fellowship 2	12
2b) COVID Lecture Series	14
2c) Emergency Medicine Series	15
2d) Revision Series / Prototype lecture	17
Journal Club	18
Virtual Reality	20
Mentorship Programme	21
The Team: new members and roles	22
Papers and Conferences	23

MISSION STATEMENT

OxPal is a collaborative initiative between medical students and doctors at University of Oxford and their counterparts in the West Bank & Gaza. We aim to prepare medical students and doctors for medical practice.

AFTER ENGAGEMENT WITH OXPAL STUDENTS SHOULD:

- Have a stronger problems-based approach to clinical practice and have perceived knowledge-gaps filled.
- Have a greater understanding of the importance of and ability to practice Evidence-Based Medicine.
- Be better enabled and prepared to carry out medical research through taking part in projects or creating and managing their own projects.

HOW WE ACHIEVE THIS:

- Working in partnership and collaboration with students.
- Building a sustainable, scalable and replicable education model that can overcome geopolitical barriers to quality medical education.
- Encouraging other institutions and medical education groups to replicate our model of international medical education for other complex environments.



CHAIRMAN OF THE BOARD:

INTRODUCTION



The opportunity to report that OxPal is thriving and meaningfully impacting the medical education of students and doctors in Palestine is a source of great pride.

Before introducing this report, I must give great praise and thanks to the dozens of people who have made all of the accomplishments in this report possible. The fantastic tutors, who have given countless hours of their time in designing and delivering innovative cross-border teaching sessions. The professors, consultants, clinical entrepreneurs, registrars, journal editors and leaders of other charitable organisations who have provided guidance, financial support and most importantly belief in our mission and the ability of this team to execute it.

To the committee who bought into the idea that a committed group of students with a shared vision could meaningfully impact medical education thousands of miles away. To the two incredible co-directors who believed this project was a worthy use of their considerable talents. Watching the committee grow in ambition and confidence over the past two years has been wonderful to see. Finally, I'd like to thank the students who have come back time and time again to our courses, provided insightful feedback, and most of all encouraged us to keep going.

This report bridges a major transition at OxPal. In the summer of 2020, Osaid and I slowly handed over the reins of the organisation to Rebecca Conway-Jones and Rebecca Jurdon. This was OxPal's first ever handover and to say it was a success would be an understatement. The new team has taken this project from strength to strength, having achieved almost the entirety of the 3-year strategic plan I laid out in 2018.

This report offers space for reflection upon and celebration of all that has been achieved over the past few years.

A handwritten signature in black ink, appearing to read 'K Saini'.

Dr. Kirandeep Saini
BMBCh(Oxon) MA(Oxon)

OUR CO-DIRECTORS

OVERVIEW



This report details the activity of OxPal in the academic years 2019/2020 and 2020/2021. This has been a busy and productive period for OxPal. The committee and board have worked hard to shape the teaching and opportunities provided by OxPal and to achieve our strategic plan.

We were pleased to welcome three members to the central committee. Leasha John (University of Oxford) has taken over from our previous Secretary and will also be our Project lead on Virtual Reality. Mohammad Al-Habil (Al-Azhar University) has been recruited as Social Media Manager. Iwan Raza (University of Oxford) has filled the newly created role of Journal Club Coordinator. This is alongside the recruitment of a network of local ambassadors in Palestine. The Directors and Chair of the Board have started the recruitment process to replace team members who will be graduating this year. The positions that will be replaced in January 2022 are Director and Treasurer.

We have delivered a number of lecture courses which are outlined in detail in this annual report. The subject of these courses have been chosen from the results of Opportunity Assessments. We conducted extensive stakeholder engagement, primarily with Palestinian medical students and doctors, to determine the programmes showcased herein. We have provided two Medical Research Fellowship Series, a course on Emergency Medicine and another rapidly deployed Covid-19 education series. Feedback from students and doctors who have attended these courses has been glowingly positive.

Alongside delivering lectures the committee have run a number of other projects to supplement the teaching provided by OxPal. The OxPal Journal Club has been running monthly since March 2020 with the aim of developing students' skills in critical appraisal of medical research and Evidence Based Medicine. A mentorship scheme has also been set up which paired Palestinian students interested in medical research with a mentor with experience in their area of interest at resource-rich institutions. This innovative cross-border cross-culture research mentorship programme has been piloted this year.

In June 2020, Chief Medical Officer of Oxford Medical Simulations (OMS) Jack Pottle negotiated a first-of-its-kind deal with OxPal Director Kirandeep Saini and incoming director Rebecca Jurdon to provide state of the art medical simulation software pro-bono to the entirety of Palestine. We are incredibly grateful for the generosity displayed by OMS and have used this opportunity to establish more formal links with the medical schools, who helped to sign students up. The OMS platform enabled students to work through clinical scenarios in VR just using a computer at home. Naturally, this programme has faced a number of technical challenges operating in Palestine, alongside the limitations of it being developed for the US market. However, feedback has been overwhelmingly positive and we have a newly appointed VR project manager who will work to increase availability of this exciting opportunity to a greater number of students.

Our longer term goal of providing a model for those in resource-rich institutions worldwide to replicate has finally begun to germinate. We have helped mentor and spawn a sister organisation at Harvard - the Harvard Palestine Healthcare Initiative (HPHI) - which contributed to the local COVID response. We have also been pleased to provide support and receive invaluable guidance in return from Palestinian Medical Forum (PMF) and International Medical Education Trust (IMET).

Evaluations of OxPal's work have also been published in multiple journals with the hope of providing transparent evaluation of our teaching, and insight to the wider medical education community of the work of OxPal.

This report marks the end of the third and final year outlined in our strategic plan. Overall, the original plan - conceived by co-founders Dr. Alser and Dr. Saini - has largely been delivered. Herein we reflect on the aspects of the plan we have achieved and those we have yet to deliver.

**Rebecca Jurdon &
Rebecca Conway-Jones**

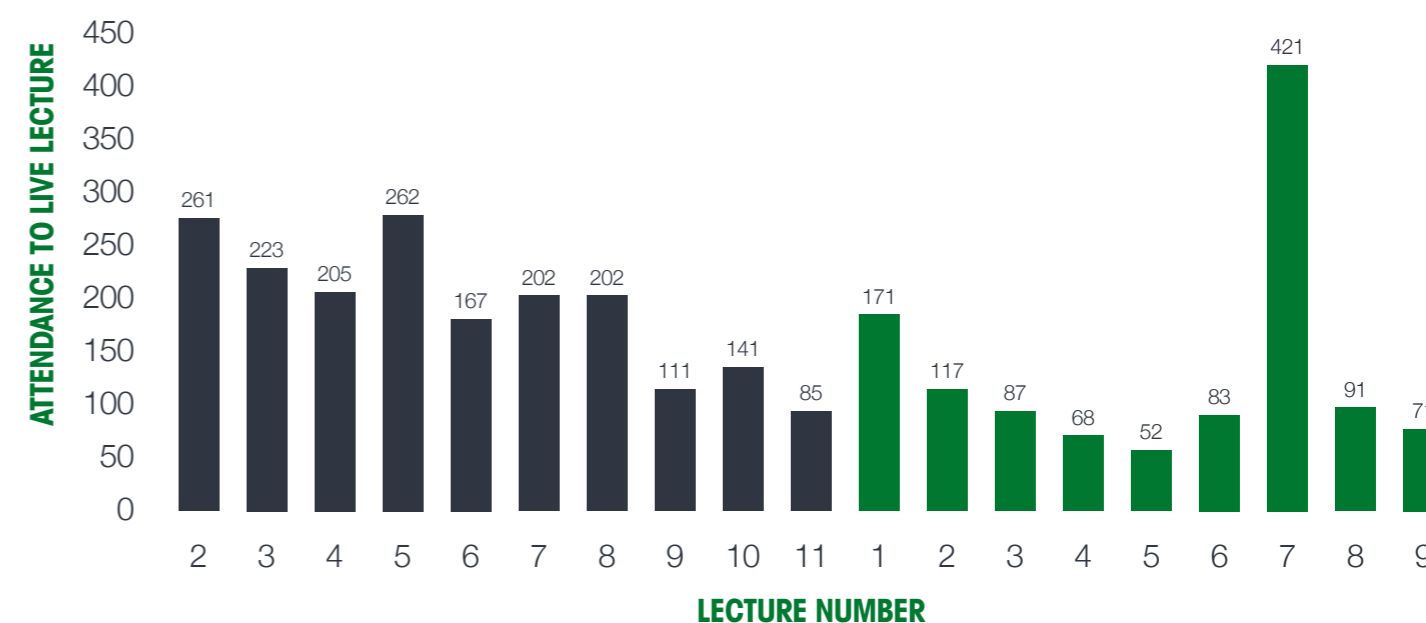
2A) RESEARCH FELLOWSHIP 1

A Needs Assessments of students and doctors in the West Bank and Gaza revealed that there was a widespread desire for further training on aspects of Medical Research. Taking input from local students, we designed, developed and delivered a 'Medical Research Fellowship' lecture series spanning 4 months.

The course was designed with advice from professors and researchers across Oxford, Harvard and M.I.T. to encompass pressing addressable needs in this space. The goals were to provide all students with an understanding of Evidence Based Medicine (EBM), encompassing how research is done, and how research should be interpreted with the eyes of a clinician. Pioneers such as Dr. Khamis Elessi, Professor Iain Chalmers and Professor Colin Green have helped spark an intense interest in promoting EBM within the Palestinian healthcare system. Ongoing support for research in the area by groups such as the Lancet Palestinian Healthcare alliance mean that students were keen to pick up skills they are aware will be crucial in developing their future medical practice. We hoped students would leave the series knowing how to design a research project, how to read a research paper, and how to write one.

Attendance was strong throughout and feedback was overwhelmingly positive. We were pleased that attendance ranged from 85 to 262 attendees. All lectures are now publicly available on our YouTube for anyone to view or review. We share our internal data on attendance to help other groups using our model of cross border medical education, as we initially found the attendance fluctuations difficult to interpret without available comparators. Design of longer term (>2 years on) evaluation of the impact of these research fellowships is currently underway, and hopefully can be reported in the near future, if feasible.

ATTENDANCE AT RESEARCH FELLOWSHIP 1 & 2



Date	Title	Lecturer	Attendees	Feedback respondents	Youtube views (as of May 2020)
3/1/2020	Introduction to medical research	Dr Osaid Alser		184	655
18/1/2020	Research Proposal and Research Funding	Dr Osaid Alser	261	157	530
25/1/2020	How to formulate your research question and how to do a literature review	Asmaa Rimawi from Harvard Medical School	223	130	NA
8/2/2020	Ethics in biomedical research (including obtaining ethical approval)	Ayah Hamdan. Palestinian-American researcher from Harvard School of Public Health	205	119	116
21/2/2020	Data Collection	Dr Othman M. Mohammad. A Palestinian physician, an assistant professor of Psychiatry with UMASS Medical School-Baystate	262	102	NA
6/3/2020	Study Design	Prof Dani Prieto-Alhambra from University of Oxford. The theme lead for observational research and chair for the big health data research group at the Centre for Statistics in Medicine, NDORMS, University of Oxford	167	78	185
28/3/2020	Data cleaning and descriptive analysis using SPSS	Shayma Al Waheidi. MSc in Public Health. Undertaking PhD in cancer studies at Kings College London	202	87	204
16/4/2020	Descriptive statistics part 2	Shayma Al Waheidi. MSc in Public Health. Undertaking PhD in cancer studies at Kings College London	202	73	159
20/4/2020	Introduction to hypothesis testing and univariate analysis	Ayah Hamdan. Palestinian-American researcher from Harvard School of Public Health	111	70	196
24/4/2020	Academic writing 1: Preparing a scientific manuscript for publication	Jennifer De Beyer. BSc, DPhil. Research, Training, and Publication Manager.	141	88	870
1/5/2020	Academic writing 2: Scientific language and style	Jennifer De Beyer. BSc, DPhil. Research, Training, and Publication Manager.	85	71	396



2A)

RESEARCH FELLOWSHIP 2

This series sought to build on the content taught in the first Medical Research Fellowship as Medical Research, for the second year running, was the most requested lecture series topic in the Opportunity Assessment 2020.

As the first series lectures are readily available on YouTube, we aimed to add something new in this series. Therefore, whilst some core content about the principles of research and academic writing was reviewed and consolidated, there was also a section of more specialist statistics lectures. By delving into more specialist material, including use of software in statistical analysis we naturally appealed to a smaller fraction of students than previously. However, the consistency of the attendance and the high retention rate suggests that, for those students whom it was at an appropriate level of difficulty, the lecture course was well received. Feedback was again overwhelmingly positive both via online forms and focus groups.

Date	Title	Lecturer	Attendees	Feedback respondents	Youtube views (as of May 2020)	Youtube feedback respondents
30/01/2021	Intro to EBM: systematic review + meta-analysis	Khamis Elessi, Loai Albaraqouni	171	88	333	2
6/2/2021	Critical appraisal of a scientific article	Loai Albaraqouni	117	82	124	1
19/2/2021	Univariate analysis (parametric and non-parametric tests) – theory + practical e.g. SPSS	Cedric Tan Kai Wei	87	43	93	1
20/2/2021	Linear and logistic regression analyses	Imen Hammami. senior medical statistician at the Clinical Trial Service Unit and Epidemiological Studies Unit (CTSU) within the Nuffield Department of Population Health (NDPH), University of Oxford.	68	33	106	1
27/2/2021	Logistic Regression Analyses	Imen Hammami	52	31	80	0
6/3/2021	Survival analysis (Kaplan Meier curve/Cox regression)	Greco Malijan	83	29	46	0
16/3/2021	Webinar: How to Get in to Research as a Medical Student	OxPal Board members!	421	72	84	0
19/3/2021	Academic writing: copyright & plagiarism awareness	Dr Jen De Beyer	91	40	110	1
26/3/2021	How to submit a journal for publication and to disseminate your publication	Patricia Logullo a research and website officer at the Equator Network's UK Centre at the Centre for Statistics in Medicine, University of Oxford.	71	52	82	0

Excerpts from qualitative feedback on the second Medical Research Fellowship:

- Regarding the ‘Critical Appraisal of a Research Paper’ lecture: “[I enjoyed the] real understanding of how to read a scientific paper and its approach. Also, discussion and judgment of the evidence quality. It was an amazing lecture.”
- Regarding the ‘Univariate Analysis’ lecture: “It was an amazing lecture, I learned a lot about statistics and its use. Some other definitions such as variance, and types of variables [...] descriptive statistics, also para and non parametric tests.”
- Regarding the ‘how to get in to research as a medical student’ webinar: “All the time I was like “WOW!”. Such an inspiration! Before this webinar, my knowledge about how to get into research was a big zero, and that it was impossible and needs a professional, but now after I saw each of panelists experiences, I find it very possible and worth the time. Big big thanks to you all <3”

2B)

COVID LECTURE SERIES

In early 2020, COVID-19 was spreading and a pandemic was soon declared. We were conscious of the importance of knowledge sharing in such an international health emergency, made more difficult by international lockdowns and social distancing recommendations, with many medical schools having to temporarily reduce their face-to-face teaching offering.

With this in mind we quickly began a series of talks and webinars on COVID-19. We began with 3 sessions: an introductory lecture about COVID-19, a webinar on the role of the medical student and a lecture on data-sharing in the pandemic. This was followed by 3 smaller tutorial style talks on management of COVID-19, with the best knowledge available at the time of production. The feedback from this has been discussed and published in Saini et al. 2019, Medicine, Conflict & Survival.

Date	Title	Lecturer	Attendees	Feedback respondents	Youtube views (as of May 2020)
23/3/2020	OxPal Covid 19 lecture I: Updates from the front line	Dr. Kherallah a critical care and infectious disease consultant. An associate professor at the University of North Dakota.	428	70	653
5/4/2020	The role of the Medical Student during the COVID-19 Pandemic in Palestine.	Osaid Alser Hiba Al Ghoul Zahra Al-Khateeb Senan Ebrahim Asmaa Rimawi	231	NA	59
10/4/2020	Data sharing and AI in the Era of COVID-19	Dr Leo, a clinical research director and principal research scientist at the MIT Laboratory for Computational Physiology. And a practising Intensive Care Medicine physician.	176	45	88
Three part series.	COVID-19 Management: Three part series	Dr Tahir Ali. Consultant in Intensive Care Medicine Stoke Mandeville Hospital.	5-24 students per session.	8	107

2C)

EMERGENCY MEDICINE SERIES

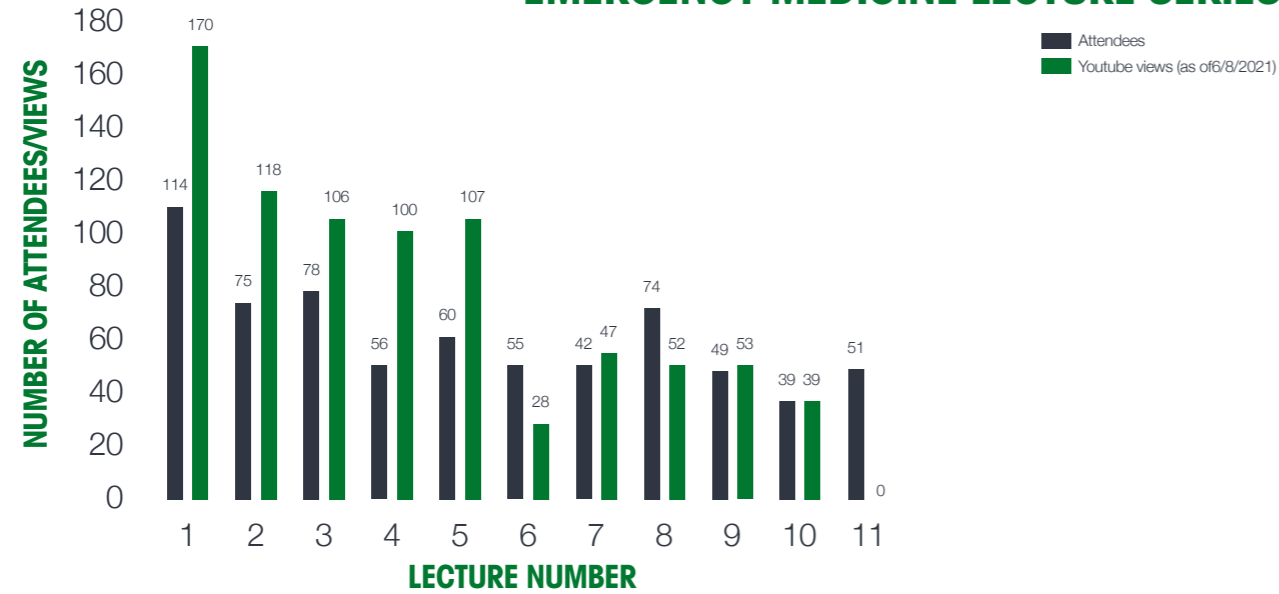
Behind Research, the second most requested teaching topic in the Opportunity assessment 2020 was Emergency Medicine.

In line with our goals of providing students with a problems-based approach to Medicine we designed a series of sessions according to common patient presentations.

Throughout, students were encouraged to be interactive via Zoom, suggesting their differentials, required investigations and management plans. Again, feedback was very positive with students commenting positively on the interactivity and problems based structure of the sessions.



ATTENDANCE AND YOUTUBE VIEWS OF EMERGENCY MEDICINE LECTURE SERIES



Date	Title	Lecturer	Attendees	Feedback respondents	Youtube views (as of 6/8/2021)
2nd Oct 18:00-19:30	A to E Assessment & Human Factors	Dr Natasha Dole Clinical Fellow Emergency Medicine, University of Oxford	114	52	170
12th Oct 16:30-17:30	Hypotensive patient	Dr Kavian Kulasabanathan Clinical Research Fellow Emergency Medicine, University of Oxford	75	47	118
17th Oct 18:00-19:00	Acute chest pain	Dr Mohamed Abdelrehim Senior Clinical Teaching Fellow Emergency Medicine, University of Oxford	78	40	106
23rd Oct 18:00-19:00	Acute breathlessness	Dr Zia Khaja Specialty Registrar Emergency Medicine, University of Oxford	56	33	100
30th Oct 18:00-19:00	Acute abdomen	Mr Giles Bond-Smith Consultant General Surgeon University of Oxford	60	38	107
6th Nov 18:00-19:00	Psychiatric Presentations in ED	Dr Emma New Psychiatry Registrar, University of Oxford	55	34	28
13th Nov 18:00-19:00	Trauma and burns	Dr Natasha Dole Clinical Fellow Emergency Medicine, University of Oxford	55	40	59
16th Nov 18:00-19:00	Mid-lecture series quiz	Dr Kavian Kulasabanathan Clinical Research Fellow Emergency Medicine, University of Oxford	42	20	47
27th Nov 18:00-19:00	Acute Kidney Injury: oliguria	Dr Zia Khaja Specialty Registrar Emergency Medicine, University of Oxford	74	30	52
4th Dec 18:00-19:00	Endocrine and metabolic emergencies	Mr Eddama Specialty Registrar General Surgery (Endocrine Focus), University College London Hospitals Trust	49	15	53
11th Dec 18:00-19:00	Disordered consciousness	Dr Ramsundar Consultant in Emergency Medicine University of Oxford	39	13	39
18th Dec 19:00-20:00	Final Revision Quiz	Dr Natalie Marzouqa Foundation Doctor, University College London Hospitals Trust	51	20	Not recorded

2D) REVISION SERIES / PROTOTYPE LECTURE

Here we started a finals revision series to discuss high yield topics for upcoming exams.

We provided an liver function test interpretation lecture as a trial, for 43 attendees. With events in Palestine in this time period and lecturer lack of availability we have not plan further lectures in this series immediately, but will seek to build on this in the new academic year. General feedback was that students would prefer if lectures were more case based discussions.

JOURNAL CLUB

Journal Club was started in response to the request in the Needs Assessments for teaching on “Medical Research”. To further understand students’ desire for teaching, focus groups were carried out in Spring 2020. These discussions highlighted a desire for more teaching on evidence based medicine (EBM) for medical students in Palestine.

Before the Journal Club began in July 2020 a pre Journal Club Questionnaire was disseminated. 80 respondents outlined their current confidence in different aspects of EBM and what they hoped to achieve through attending Journal Club. Key figures from this research showed 71% of respondents had never “been part of a journal club or any other form of meeting where medical research papers are critically appraised”. Examples of frequent themes in answers to “What would you most like to gain from taking part in journal club” are shown below:

- Level up my skills in reading, critical appraisal and subject knowledge
- Highlighting new research
- Sharing resources
- Getting Peer support
- Applying what has been learnt in previous OxPal courses
- Improving reading comprehension skills

This information gathering led to Journal Club beginning in July 2020 with clear aims

- To provide regular, reliable meetings where students could engage with clinicians with particular interest and expertise in EBM
- To encourage students to present their own critical appraisal of papers to provide the opportunity for improvement of their presentation skills, and constructive feedback from peers and clinicians on their critical appraisal
- To ensure every meeting provided opportunity for discussion amongst students

Date	Title	Lecturer	Attendees	Feedback respondents
6/3/2020	Medical education in Palestine - in collaboration with Oxford University Global Surgery Group	Rose Penfold	167	NA
4/7/202	Does hydroxychloroquine have any therapeutic benefit in the treatment of Covid-19?	Dr Kherallah and 3 groups of Palestinian medical students and doctors	26	25
29/8/2020	The coagulation system in COVID19: from pathophysiology to treatments	Dr O'Sullivan a clinical research fellow and PhD student at Oxford University, and 3 groups of students presenting	27	19
25/09/2020	The role of Remdesivir in COVID-19	Dr Desai and 3 groups of students presenting	18	5
31/10/2020	The treatment of Functional Neurological Disorder	Hala Khalawi. Research assistant at the Institute of Community and Public Health (ICPH) at Birzeit University	17	5
8/11/2020	Cohort studies	Miranda Voss a Senior Clinical Fellow at the Surgical Emergency Unit John Radcliffe Hospital and Doctoral Teaching Fellow at the Department of Education, University of Oxford.	33	19
12/12/2020	Randomised Control Trials	Miranda Voss a Senior Clinical Fellow at the Surgical Emergency Unit John Radcliffe Hospital and Doctoral Teaching Fellow at the Department of Education, University of Oxford.	34	30
30/04/2021	Randomised control study investigating the role for antibiotics vs surgery in appendicitis	Dr Albarquoni	39	15
31/07/2021	Research bias within type 2 diabetes	Professor David Matthews, Emeritus Professor of Diabetic Medicine at the University of Oxford	17	0

Evaluation:

In terms of meeting our objectives there have been a number of hurdles.

- Regularity of meetings: As the above timeline indicates monthly meetings were not always held. The gap from January to April was taken to provide the Medical Research 2 course. The gap between May and July was taken due to the conflict in Palestine in May 2021 and Students sitting finals during the summer.
- Students presenting: Not all meetings provided the opportunity for students to present their critical appraisal of research papers. This decision was taken as on a number of occasions no representatives from the groups who had volunteered to present in a meeting joined the call. When students were asked about this, a large proportion said they had become overwhelmed with work or felt they were not ready. We therefore decided to provide meetings which were clinician led, always ensuring there was a large amount of interaction and discussion of the topic. We hope that through providing these sessions more students will feel confident to present in future meetings. Our end goal is a balanced programme, with a mixture of clinician-led and student-led sessions, each with a lot of interactivity.

Future aims for Journal club:

- To increase participation by ensuring optimum timing of meetings and advertisement
- To evaluate our impact on students confidence in EBM

VIRTUAL REALITY

Description

OMS platform provides access to a range of flexible and immersive scenarios, where students must assess, diagnose, treat, and interact with their interdisciplinary team against the clock in a realistic manner. The platform also provides immediate, personalised feedback. We reached out to OMS to collaborate and distribute this software to the medical students, and provide structured guidance and complementary teaching.

OMS agreed to provide this software free of charge to all students enrolled at a medical school in Palestine. We sought to advertise this using our usual streams (email, Facebook and Twitter) and align this advertisement with the ongoing Emergency Medicine Lecture series. Students who had an account were emailed about the relevant scenarios for the lectures each week. We also put a section on our lecture feedback form asking if students had completed the VR, and if not why not.

Initial stats:

- Students signed up: 242
 - Al-Azhar: 156
 - IUG: 24
 - Al-Quds: 59

Students told us in feedback that the most common reason for not doing the VR scenarios was technical issues. AS this is in the early stages of this initiative, we will be further investigating how to bridge that divide. Now we seek to follow up on that feedback and establish if that is modifiable or not, and whether OxPal can aid in reducing this barrier. Once again, we share our internal statistics to honestly reflect the challenges faced in deploying novel software solutions to medical education in an area with huge variability of access to technology, and low reliability of existing technological infrastructure.

Our goals for VR in the next year are to increase reach and usage of VR amongst our students. However, should this not be possible we want to better understand the reasons for this, including any non-modifiable barriers to uptake in the region. We will:

- Set up focus groups or discussions to establish barriers to students accessing VR
- Re-advertise to students via email, Facebook and Instagram
- Collect more feedback on the usefulness of this software for the context of the West Bank and Gaza via surveys, focus groups and usage statistics.

MENTORSHIP PROGRAMME

In Sept 2020 we advertised for students to join a mentorship programme. Students were required to send a short description of research they would like to do and then we would connect them with a senior PhD or post-doc researcher in Oxford in their subject area.

- 7 students applied
- 5 were connected to a mentor
- 2 were not connected to a mentor.

Students Areas of Interest	Description of Mentor
Student 1 - Occupational health	Not matched
Student 2 - Occupational health	A principal investigator working in Harvard.
Student 3 - Nutrition	A PhD student in Oxford
Student 4 - Optometry	Not matched
Student 5 - Trauma/Abx	A plastic surgeon in London
Student 6 - Forensic psych	A psychiatry trainee in Oxford
Student 7 - Psych	A psychiatry trainee in Oxford

This scheme was predicted, in advance, to be more likely to follow a 'power law' of returns based on comparable mentoring schemes. By which we mean that a very small proportion of mentees would produce almost the entirety of the output from the scheme. This is partly because, despite briefing and preparation of mentors, maintaining a personal productive mentor-mentee relationship entirely remotely is a tremendous challenge that requires particular circumstances and traits for both mentor and mentee. Therefore, the majority of these mentorship relationships did not produce fruitful research output, and it was important to ensure students were not discouraged by this. It is also why a pilot scheme trial was helpful before we attempt to design and roll out a more substantial scheme.

We need to better define the target population, what they should be able to gain from the programme and the appropriate pool of mentors. The next action points are (in order):

- Discussions with students on the team, known to OxPal and via PMF about what would be more realistic and tangible outcomes for a typical student seeking mentorship.
- Defining the mentor pool best suited to delivering this.
- Recruiting mentors accordingly.
- Advertising the scheme to students - with clearly stated aims and goals.

There is a notable possibility that the Palestinian diaspora in the UK would be the most useful mentor pool for students in Palestine. In this case OxPal might not have a comparative advantage to other groups and we would seek to be auxiliary to them (e.g. the PMF) in setting up their own programme should they wish. Further, there is a risk that our approach after our pilot could be excessively rigid in trying to define the parameters of the relationship, and this may restrict the upside available to students. Thus, we will continue to more deeply consider our own results and consult with other successful mentorship schemes across a variety of fields to try and optimise the scheme for student benefit.

THE TEAM:

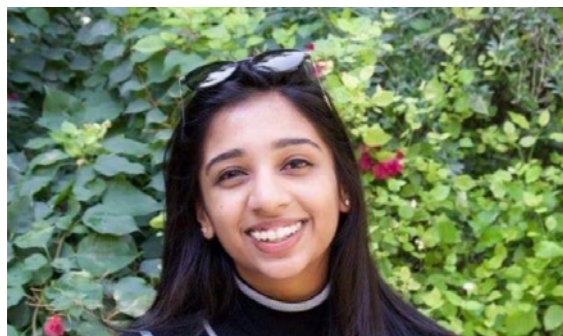
Existing team members



Rebecca Conway-Jones
Co-director



Rebecca Jurdon
Co-Director



Afrah Shibu
Treasurer



Natalie Marzouqa
Regional Liaison

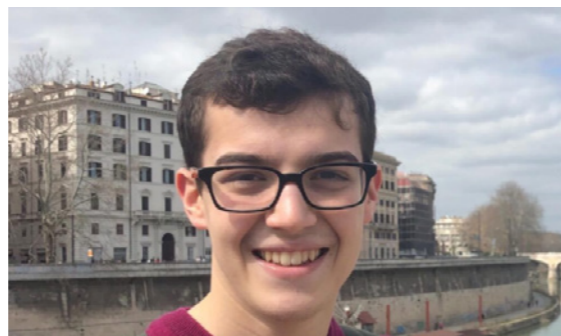
New team members



Leasha John
Communications Manager & Secretary



Mohammed Al-Habil
Local ambassador manager & Social Media Manager



Iwan Raza
Journal Club Co-ordinator

PAPERS AND CONFERENCES

- Saini K, Conway-Jones R, Jurdon R, et al. Distance-learning collaborations for rapid knowledge sharing to the occupied Palestinian territory during the COVID-19 response: experience from the OxPal partnership. *Med Confl Surviv.* 2021. DOI: 10.1080/13623699.2021.1897062
- Alser, O., Alghoul, H., Alkhateeb, Z. et al. Healthcare workers preparedness for COVID-19 pandemic in the occupied Palestinian territory: a cross-sectional survey. *BMC Health Serv Res* 21, 766 (2021). <https://doi.org/10.1186/s12913-021-06804-7>
- European Society of Intensive Care Medicine Conference Abstract
In order to share some of our work with a wider audience we submitted an abstract about our short series on Management of COVID-19, which was given in May 2020, to LIVES2020. This is the conference of the European Society of Intensive Care Medicine. This was accepted and the abstract can now be viewed as Abstract 000828 at: <https://icm-experimental.springeropen.com/articles/supplements/volume-8-supplement-2>
- International Medical Education Trust 2000 - Keynote oral presentation at the Third Annual Conference on Clinical Audit in Palestine

Dr. Kirandeep Saini, Rebecca Conway-Jones and Mohammed Al-Habil were kindly invited to give a keynote presentation by IMET200 at their annual conference. We espoused the virtues of OxPal's training programmes, the limitations we have faced and gave personal insight into how medical students can become more involved in audit work - both from a Palestinian and U.K. perspective.



Authors:

Kirandeep Saini
Director and Board member of Oxpal

Rebecca Conway-Jones
Director of OxPal