



medical
center
innovation

The Mohammed bin Rashid Al Maktoum Academic Medical Center
Dubai, United Arab Emirates

Project scope: The Mohammed bin Rashid Al Maktoum Academic Medical Center is the cornerstone of Dubai Healthcare City and exemplifies DHCC’s commitment to a tripartite mission of clinical service, education and research. The first fully integrated academic medical center in the region, the Maktoum Academic Medical Center is comprised of eight main components:

- University Hospital
- Harvard Medical School Dubai Center Institute for Postgraduate Education & Research
- Maktoum Harvard Medical Library which resides within HMSDC
- Dubai Harvard Foundation for Medical Research
- Boston University Dental Health Center and Dental Institute
- The Maktoum Patient and Family Education Center
- Academic offices for physicians and educators
- Jumeirah Creekside Park Hotel featuring 24-hour medical assistance

Collaboration with PHMI: PHMI has played a lead role in all aspects of the Academic Medical Center development including the master planning and design of the physical infrastructure. A greenfield site presented the opportunity to create an innovative model where an education concourse works in concert with a clinical concourse to provide unparalleled access between the clinical and educational realms. By linking the educational resources within HMSDC to the conferencing facilities of the University Hospital and Jumeira Hotel the master plan creates an unprecedented venue for local, regional and international medical events. The location of the Maktoum Patient and Family Education Center at the nexus of the two concourses is symbolic of a deep commitment to making healthcare knowledge available to all members of the community.

At the Maktoum Academic Medical Center, educational activities are not limited to formal conference rooms and traditional classrooms. Both formal and informal teaching has been considered throughout the University Hospital including the ambulatory clinics and nursing units as well as diagnostic and interventional areas. Departmental boundaries are abandoned and instead academic offices are grouped in “neighborhoods” designed to foster more multi-disciplinary interaction and collaboration among faculty and students.



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