

## **Association of Medical Education in Europe AMEE 2012 Conference**

### **Essential Skills in Medical Education Course 2012**

- Lyon – France
- 24-29 August, 2012
- Prepared By IMET2000-Pal Team

#### **Introduction:**

The Essential Skills in Medical Education Course ESME is part of the ESME program which is developed and designed for the Association of Medical Education in Europe AMEE. It is accredited by AMEE and approved by an international Advisory board.

ESME course focuses on providing a framework and guiding the development of an essential framework of competency that includes effective teaching, skilled educational planning, informed assessment / evaluation, and scholarship in education. It also aims at:

- Identification of an essential set of capabilities in teaching that all doctors and other health professionals should possess.
- Delivery or accreditation of courses which address these abilities.
- Recognition of achievement of the minimum required competency with awarding of an ESME certificate in Medical Education.

The ESME course is held in conjunction with the AMEE 2012 Conference. Upon completion of this five-day course, participants received a Certificate of Attendance. Following completion of the face-to-face course participants have the option of completing, within the following 6 months, a report or an individual education portfolio with evidence from their educational practice that they have achieved competence where then an ESME Certificate will be awarded.

The overall desired outcome of ESME is that participants will obtain, apply and begin to continuously develop a more comprehensive and skilled approach to medical education. The ESME course provides a framework and guide with which to navigate new ideas about medical education, assessing, teaching, learning and planning. It will also offer practical approaches for the multiple roles, responsibilities, and expectations of new or relatively inexperienced teachers in today's complex medical education environments.

ESME-AMEE 2012 course was held for two full days on the 25<sup>th</sup> & 26<sup>th</sup> of August 2012 in addition to 3 discussion sessions which took place during AMEE conference on the 27<sup>th</sup>, 28<sup>th</sup> & the 29<sup>th</sup> of August 2012. 27 internationally scattered participants joined the course with various health & medical educational backgrounds.

#### **ESME2012 Course Faculty:**

1. Professor Stewart Mennin (Course Director)
2. Professor Regina Petroni Mennin (Course Facilitator)
3. Professor Ruy Souza (Course Facilitator)

## **ESME Course & Workshop:**

- The course started with each one introducing himself , telling his name , occupation , the reasons for attending ESME COURSE and the expectation from the course. IMET2000-Pal was represented with 4 delegates.
- Prof. Stewart Mennin , gave an overview about the course and clarified the aims and objectives of it. He talked in details about the needs of doctors and other healthcare educators to have training in teaching and strengthening their understanding about the basic principles of medical education and how to improve their skills in teaching.
- The course included 3 key competencies: Effective teacher, Informed assessor & Skilled educational planner.

## **Effective Teacher Session / Day 1:**

### **How do people learn ?**

Lecturer : Prof. Stewart Mennin

- The session started with a presentation and a training on how people learn. The presentation aimed at clarifying the learning differences between people and the suitable ways to make learning effective (through adaptation and adaptive actions ).
- In the second part of the lecture , the trainer talked about the importance of learning determination, having commitment/challenge to learn, having the power, belief and confidence in the process of education. He also talked about the importance of making learning sustainable, collective and permanent. The trainer made a group activity that included telling in pairs something we learnt in the past but we still remember , what was helpful and what made it difficult. Then each group made a small presentation about how do people learn. An analysis was made and moderated.
- In the final part of the lecture , the trainer talked about the needs to make learning dynamical and interactive. It included a clarification about successful adaptation that depends on continuous feedback , interaction and informative assessment.

### **Approach to pedagogy**

Lecturer : Prof. Regina Petroni Mennin

- The lecture started with a discussion about the definition of pedagogy , which is the science of education. The trainer insisted on the fact that teaching is a functional art , in which we use the correct available instructive strategies.

- The second part of the lecture was a case study about DM II. The activity included a case in which students organized visits to DM patients at home. They suggested that patients were not compliant. Students were asked to provide alternative approaches to solve the problem and convince the patients to follow guidelines. Students developed three teaching approaches and participants needed to analyze them. The approaches included passive teaching , demonstration & sharing experience in addition to provoking fear. The aim of this activity was to tell the different types and suitable approaches to problem-situation solving( types of pedagogy).
- The third part of the lecture was a discussion about the pedagogy approaches of transmission and problematization and the instructional design. The trainer reviewed the principles the instructors should adapt such as : Effectiveness (the instructor should facilitate learners' acquisition of the prescribed knowledge, skills and attitudes) , being efficient (the instructor should use the least possible amount of time necessary for learners to achieve the objectives) and motivation.
- The final part of the lecture was about the art of learning , which starts with the identification and perception of the real problem that will be the driving force of the learning process.

### **Large and Small Group Teaching**

Lecturer : Prof. Stewart Mennin

- The lecture started with proving the aims of objectives of the lecture , especially developing the ability of describing the set, body and closure of a lecture and the ways to use questions.
- The lecturer provided some clues about any successful presentation , like working on changing the stimuli of the attendees through telling story , warm-up game ...etc. Hints were also provided concerning the successful closure of lectures.
- Problem-based learning PBL & Team-based learning TBL as methodologies in small group teachings where interaction, focus, team work and communication occurs.

### **Informed Assessor/ Evaluator Session / Day 2:**

Lecturer: Prof. Ruy Souza

The following topics were addressed and discussed:

- Essentials in assessment: formative, summative, taxonomy of educational objectives in addition to validity, reliability and progress testing. Norm referencing and criterion referencing criteria were also addressed.
- Classroom assessment / written assessment including multiple choice tests design, content and context. Selecting the appropriate classroom assessment that fulfills the objective tests.

- Clinical assessment (from the classroom to the bench): approaches for clinical assessment including SMART Rule, Objective Clinical Examinations OSCE. The assessment of clinical skills, competence and performance where professional authenticity is measured.
- Performance assessment (from the bench to the bedside): the 360 degree assessment in addition to the Mini-CEX performance tools.
- Basic concepts in evaluation.

### **Skilled Educational Planner Session / Day 2:**

Lecturers: Prof. Stewart Mennin, Prof. Ruy Souza & Prof. Regina Mennin

The following topics were addressed and discussed:

- Phases of medical education (undergraduate, graduate & continuing education)
- Curriculum/ course planning: defining and assessing learning outcomes, creating learning environments, choosing educational strategies, selecting and integrating content in addition to curriculum evaluation.
- Planning educational resources through developing learning syllabi, using technology and planning labs, ..etc.
- Curriculum management.

Course sessions on the 3rd, 4th and 5th days included evaluation discussions on the following topics:

- 27 August 2012 Large group presentations
- 28 August 2012 Assessment
- 29 August 2012 Educational Planning

### **Course Evaluation:**

- Evaluation forms were distributed on participants on the 1st & 2nd days within the educational material of the course. Participants were asked to fill the forms and give them back to course facilitators in order to get a feedback on the course.
- Verbal evaluation was asked on the final day of the course where each participant expressed his/her thoughts and assessed the outcomes of the course.
- Participants including IMET2000-Pal team expressed the positive educational values that were gained and the experience that enriched them which would in turn reflect their performances in education once they go back each to his/her teaching & learning settings. Many have stated that new concepts and criteria in teaching, learning and assessment were learnt which they would

certainly use in their future teachings. Other participants appreciated the course director and facilitators for their informative and fruitful knowledge and discussions in the field of medical education.

- The course director and facilitators thanked the participants and stated that the benefit was mutual. They also added that the participants' discussions, comments and involvement in workshop activities have also enriched them and contributed in adding others experiences to their own.