

AMEE Conference "Essential Skill Medical Education (ESME)" Report

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Overview:

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.

The ESME focuses on providing a framework and guiding the development of an essential framework of competency that includes the following areas:

1. Effectives Teaching.
2. Skilled Education Planning.
3. Informed Assessment/Evaluation.
4. Scholarship in Education.

This course is part of the ESME programme that had a larger initiative by AMEE which has as its aims:

- 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.

ESME-AMEE 2013 course was held in Prague of the Czech Republic for two full days on the 24th & 25th of August 2013 in addition to 3 discussion sessions which took place during AMEE conference on the 26th, 27th & the 28th of August 2013.

However, 31 internationally scattered participants joined the course with various health & medical educational backgrounds.

ESME2013 Course Faculty:

1. Professor Stewart Mennin, PhD (Course Director).
2. Professor Regina PetroniMennin, PhD (Course Facilitator).

3. Professor Ruy Souza, MD, PhD (Course Facilitator).
4. Three volunteer students (Course Helper).

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 3 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.

Day 1 (August 24): Effective Teacher:

1. What have we learned about how people learn? Engagement, Relevance Praxis and Essential Skill in medical education.
2. Effective teaching; large- group teaching, techniques, format, questioning, styles.
3. Effective teaching one to one.
4. Effective teaching and planned assessment formative feedback, reflection, and relationship- centered teaching: one to one, individual teaching, one minute preceptor.
5. Effective teaching; small group teaching, techniques, format, questioning style, feedback, reflection.
6. Approaches to pedagogy/andragogy.

Day 2 (August 25):

PART ONE: Informed Assessor/ Evaluator:

1. Essentials in assessment: formative, summative, norm-referenced, criterion-referenced, taxonomy of educational objectives, validity, reliability.
2. Assessment in the classroom: multiple choice tests, complex performance assessment in the class room.
3. Assessment from the classroom to the bench: clinical assessment, validity, reliability, OSCA.

4. Assessment from the bench to the bedside: Mini-CEX, performance, authentic setting.

PART TWO: Skilled Educational Planner:

1. Skilled educational planner; outcome based education, competency, blueprinting, planning strategies, curriculum models, SPICES, hybrids, PBL, TBL, Traditional, community based, integration.
2. Education planning – presentation of group work.

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

1. **August 26, 2013:** Large group presentations.
2. **August 27, 2013:** Assessment, and our abstract poster presentation.
3. **August 28, 2013:** Educational Planning.

Benefits:

1. Learn the positive educational values.
2. Enrich the experience and performances in teaching & learning settings.
3. Develop new concepts and criteria in teaching, learning, assessment, and evaluation were learnt which they would certainly use in their future teachings.
4. The education work becomes more transformative and more grounded in the best practice.
5. It changes my think about, look for and practice teaching, learning, assessment and medical education.

Obstacles:

1. VISA Request.
2. Hotel services.

Recommendation:

At the first, I want to thank IMET2000-Pal team for giving me a chance to go and attend AMEE meeting and ESME course.

Second, my recommendations in future, we should:

1. Resolve the overall obstacles.
2. Our participants should choose according to special criteria.