

# ESME *Student*

Essential Skills in Medical Education

2019

A high quality online course for students interested in medical education

The benefits from having students involved in teaching has recently been recognised by accrediting authorities around the world such as the UK General Medical Council (Tomorrow's Doctors, 2011).

Student involvement with teaching has been highlighted at recent AMEE conferences with a number of papers submitted on the subject.

Student engagement in the curriculum and in the medical school is one of the spheres of medical school activity recognised by the prestigious AMEE, ASPIRE-to-Excellence Award.

This course meets the need for student training in education as part of the undergraduate curriculum. It can also be scheduled as part of an elective or intercalated year in medical education. It is particularly relevant to students who are engaged with the education programme through serving on curriculum or other committees.

The course has been adapted, with the help of an advisory group of students, from the successful ESME-Online course. It aims to meet student needs without imposing an unrealistic workload.

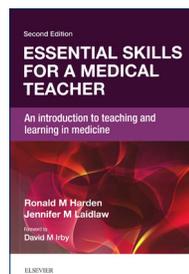
To be eligible to take part on ESME Student you must be enrolled on an undergraduate / graduate-entry medical or other health professions degree programme. Evidence of student status is required.

## ESME STUDENT FORMAT

There are six modules delivered over 12 weeks. Each module comprises:

- A webinar by a leading authority in medical education including student participation
- Online discussion groups of students continue throughout each module facilitated by a tutor
- An assignment to be completed after each module.

Participants receive a copy of 'Essential Skills for a Medical Teacher' (Harden & Laidlaw, 2017) and access through MedEdWorld to a variety of other resources such as selected "Getting Started" booklets (Dent & MacRae, 2013) and AMEE Guides.



Satisfactory completion of the course will result in the award of the AMEE ESME Certificate in Medical Education in recognition of the participant's achievement. This achievement is recognised by the medical schools shown overleaf as contributing to their diploma and Master's courses in medical education.

## COURSE STAFF

The course is led by **Dr John Dent**, a medical educationalist and orthopaedic surgeon; **Professor Ronald Harden**, who brings to the course his many years of experience in medical education; and **Professor Richard Hays**, University of Tasmania, a leading expert in medical education. Course tutors include **Dr Thomas Fassier** (University of Geneva, Switzerland), **Dr Julien Aron** (Assistance publique des Hopitaux de Paris (APHP)), **Dr Michelle McLean** (Bond University, Australia) and **Steve Vilhem** (UHS, Cambodia).



Dr John Dent

## KEY FEATURES

flexible



practical



international



engaging



rewarding





Recognised by:

Flinders University  
Adelaide



Pontificia Universidad  
Catolica de Chile.



University of Dundee  
UK



Liverpool University  
United Kingdom



University of Khartoum  
Sudan

## Essential Skills in Medical Education

### COURSE MODULES

Six modules on key topics studied over a 12 week period.

#### MODULE 1

What is expected of the student as a teacher?

- The 12 roles of a teacher

#### MODULE 2

What should medical students learn?

- Outcome-based education

#### MODULE 3

How can learning be organised in the curriculum?

- The SPICES model

#### MODULE 4

Teaching and Learning:  
How can students learn more effectively?

- Applying the FAIR principles

#### MODULE 5

Assessment of learning

- Student assessment

#### MODULE 6

Scholarship in Medical Education

- Evaluating evidence

"I really enjoyed the course and was glad that I have gained some insight to the sphere of medical education."

"Getting formal teaching on 'Teaching' has developed my interest in medical education further and I hope to use the skills that I've learnt here in the future."

"I think the assignments are fantastic and relevant to me as a student."

Medical Students

### ASSIGNMENTS

Assignments require participants to consider each module in relation to their experiences in the undergraduate curriculum or their work on curriculum or teaching committees in their medical school.

A variety of approaches will be used for assignments including:

- a narrative description of a recent teaching event (about 500 words)
- completion of a table from the course material
- completion of a Pull-out Planner in the appropriate "Getting Started..." booklet
- writing an example of a multiple choice question or of an OSCE station question.

Students will also be assessed on their participation in the discussion groups.

### COURSE FEES:

- Standard Student Fee **£250**
- AMEE Student Member Fee **£200**

### GROUP RATES:

For groups of participants from the same institution/school:

- Three participants **£700**
- Five participants **£1000**

### COURSE DATES

The 12-week course will be offered:

**21 January - 12 April 2019**

*Application closing date: 11 January 2019*

### REGISTER ONLINE

[www.amee.org](http://www.amee.org)

### ENQUIRIES

[esmeonline@dundee.ac.uk](mailto:esmeonline@dundee.ac.uk)

**WE LOOK FORWARD TO WELCOMING YOU TO THIS COURSE**

W | [www.amee.org](http://www.amee.org)

E | [esmeonline@dundee.ac.uk](mailto:esmeonline@dundee.ac.uk)

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