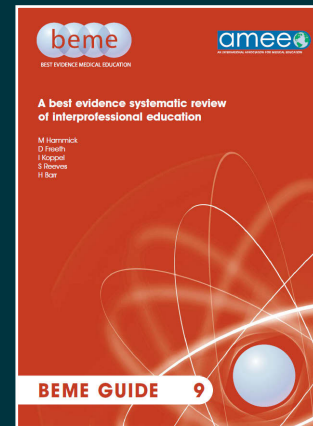


The Best Evidence Medical Education (BEME) Collaboration

www.bemecollaboration.org



Best Evidence Medical and Health Professional Education



WHAT IS BEME

The BEME Collaboration is an international group of individuals, universities, and professional organisations committed to the development of evidence-informed education in the medical and health professions through the creation of a culture of best evidence education amongst individuals, institutions, and national bodies with an education or accreditation remit.

WHAT BEME DOES

- Identifies the best evidence available to support an environment where educational decisions are evidence based rather than opinion based
- Makes accessible the best evidence available through the publication of BEME systematic reviews
- Translates findings from educational research to teaching practice through supporting teachers and other stakeholders to adopt an evidence-informed approach
- Offers opportunities for training and development in relation to implementation of evidence-informed teaching

BEME HAS THE ANSWERS!

The BEME Collaboration provides answers to questions such as:

Question. Which professional (non-technical) competencies are most important?

Answer. Which professional (non-technical) competencies are most important to the success of graduate veterinarians? A Best Evidence Medical Education (BEME) systematic review. By Cake et al, BEME Guide No. 38

Question. Which are the key education issues regarding interprofessional education (IPE)?

Answer. A BEME systematic review of the effects of interprofessional education. By Reeves et al, BEME Guide No. 39

Question. What contributes to effective faculty development?

Answer. A Systematic Review of Faculty Development Initiatives Designed to Enhance Teaching Effectiveness. By Steinert et al, A 10-Year Update: BEME Guide No. 40

Question. How are medical students' career decisions formed?

Answer: Dynamics of career choice among students in undergraduate medical courses. By Querido, et al, A BEME systematic review. BEME Guide No. 33

Question. What are the key elements for success in interventions used to promote education research among clinical educators?

Answer. Building Capacity for Education Research Among Clinical Educators in the Health Professions: A BEME (Best Evidence Medical Education) Systematic Review of the Outcomes of Intervention. By Oswald, et al, BEME Guide 34

Question. How are the relationships between medical education programmes and communities perceived by stakeholders?

Answer. A critical hybrid realist-outcomes systematic review of relationships between medical education programs and communities. By Ellaway et al, BEME Guide No. 35

Question. Should we use a MMI or a traditional method for selecting students for undergraduate health programmes?

Answer. Evidence regarding the utility of multiple mini-interview (MMI) for selection to undergraduate health programs: A BEME systematic review. By Hassell et al, BEME Guide No. 37



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BEME is an AMEE Initiative

amee

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

www.amee.org

Scottish Charity No. SC 031618



BEME REVIEWS

A BEME review is the systematic, logical and explicit appraisal of available information to determine the best evidence relating to an issue in medical and health professional education. BEME reviews are designed to assist individual teachers, institutions and national bodies to make informed decisions about educational practice and policy.

Forty reviews have been published and others are in progress on topics relating to teaching and learning, faculty development, assessment, curriculum strategies and education management.

Four guides are dedicated to BEME process:

- BEME Guide 1: Best Evidence Medical Education Harden RM, Grant J, Buckley G, and Hart IR.
- BEME Guide 3: Systematic searching for evidence in medical education – Haig A and Dozier M.
- BEME Guide 13: Conducting a best evidence systematic review: From idea to data coding – Hammick M, Dornan T, and Steinert Y.
- AMEE Guide 94: Systematic reviews in medical education: A practical approach – Sharma R, Gordon M, Dharamsi S, and Gibbs T.

HOW IS BEME STRUCTURED

Established in 1999 the BEME Collaboration has continued to develop based on:

BEME Board:

Board responsible for the strategic development of the BEME Collaboration and the coordination of current activities. A list of members is on the BEME website www.bemecollaboration.org

Committees:

Review Committee

Education and Training Committee

Research Committee

Translation into Practice Committee

Funding Committee

BEME International Collaboration Centres (BICCs)

- Aberdeen Patient Safety Consortium, UK
- Alabama College of Osteopathic Medicine, USA
- Consortium of Universities of Birmingham, Bournemouth, Essex and East Anglia, UK
- Instituto Universitario del Hospital Italiano De Buenos Aires/Universidad Nacional del Sur, Argentina
- Iuliu Hatieganu University of Medicine and Pharmacy, Cluj Napoca, Romania
- Kings College, London/University of Washington School of Medicine (Seattle), UK and USA
- Maastricht University, The Netherlands
- Medical University of Lodz, Poland
- McGill University, Canada
- Royal College of Surgeons, Ireland
- Stellenbosch University Faculty of Medicine, South Africa
- Tehran University of Medical Sciences, Iran
- University of California, San Francisco, USA
- University College London/Institute of Education, UK
- University of Colorado, USA
- University of Central Lancashire/Blackpool Victoria Hospital, UK
- University of Liverpool School of Medicine, UK
- University of Michigan, USA
- Washington University School of Medicine, Saint Louis, USA



beme[®]

Medical and Health Professional Education

DO YOU WANT TO JOIN US

We invite all those interested in working with the BEME Collaboration to join us.

Please contact beme@dundee.ac.uk

BEME counts on your collaboration...

More information about the BEME Collaboration is available at www.bemecollaboration.org.

Madalena Patrício
Chair BEME Board



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