

A new 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.

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
- Resource material – The ESME Student Study Guide, core reading from chapters in Essential Skills in Medical Education (Harden & Laidlaw, 2016) and selected booklets in the "Getting Started..." series (Dent & MacRae, 2013)
- Online access to AMEE Guides and additional material
- An assignment to be completed after each module.
- Free access to MedEdWorld website for a year after the end of course.

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, **Professor Richard Hays**, University of Tasmania, a leading expert in medical education, and **Dr Catherine Kennedy**, AMEE Education Officer.



Dr John Dent



Professor Ronald Harden



Professor Richard Hays



Dr Catherine Kennedy,

KEY FEATURES

flexible

practical

international

engaging

rewarding

Recognised by:



Flinders University
Adelaide



Pontificia Universidad
Catolica de Chile.



University of Dundee
UK



University of
Hong Kong



Liverpool University
United Kingdom



University of Khartoum
Sudan

Essential Skills in Medical Education Assessment

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

How can students learn more effectively?
Part 1

- The FAIR principles

MODULE 5

How can students learn more effectively?
Part 2

- Teacher's toolkit

MODULE 6

How can student learning best be tested?

- Student assessment

"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
- a written report summarising the work of the discussion group.

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

Course fee £250 per participant or £700 for three participants or £1,000 for five participants from the same institution/school

Fee for AMEE Student members £200

COURSE STARTS ON

Monday 23rd January and runs
to Friday 14th April 2017

The closing date for application is 13th January 2017.

FOR INFORMATION ON HOW TO APPLY PLEASE SEE

www.amee.org

OR EMAIL

esmeonline@dundee.ac.uk

WE LOOK FORWARD TO WELCOMING YOU TO THIS COURSE

W | www.amee.org

E | esmeonline@dundee.ac.uk