Edinburgh Summer School in Clinical Education (ESSCE)

Session information

Please note, **this is a draft outline for your information**. Details may be subject to change. For more information, see: http://www.ed.ac.uk/medicine-vet-medicine/summer-school

Monday 12 August: Learning needs and professional development

> **PARTICIPANTS ARE ASKED TO PREPARE BY:**
> Thinking about how they and others identify and address their own learning needs and develop as a professional.

Tutors
Ms Gill Aitken
Dr Derek Jones

Description of Activity
Participants will consider how people learn and reflect on their own learning preferences, think about different ways to identify and address individuals' learning needs, and consider how they, as clinical teachers, can best facilitate learning. Participants will also discuss personal and professional development and the influences on this process. The Tutors will present relevant material on research into learning and professional development.

Intended Learning Outcomes
At the end of the session, participants will be expected to be able to:
- Apply some key theories of learning and teaching
- Apply their understanding of the concept of learning styles and preferences
- Reflect on their own learning preferences and how to develop other approaches
- Reflect on the nature of professional development, and apply this to their teaching and learning

Monday 12 August: Clinical teaching

Tutors
Mr Ian Lee

Description of Activity
This session begins with a short introduction to the value of service provision for its learning opportunities and the workplace, especially patients, as an educational environment. Participants are then asked to discuss the benefits and challenges of the workplace as an educational environment in terms of patient, teacher, student and service factors, engage in a variety of interactive activities (including video) exploring effective planning, methods and strategies for impromptu clinical teaching, interspersed with some short "information giving" sessions.

Intended Learning Outcomes
At the end of the session, participants will be expected to be able to:
- Recognise the value of patients as the ultimate learning opportunities and the workplace as an excellent educational environment
- Be aware of the skills and benefits of effective feedback
- Appreciate the value of generalisable key points from impromptu clinical teaching
- Understand the constructive use of tools that can aid clinical teaching

Welcome reception
From 4.30. Optional opportunity for participants to attend an informal reception to meet each other and staff after the first day.

Tuesday 13 August: Lecturing

> **PARTICIPANTS ARE ASKED TO PREPARE BY:**
> A. Watching an online lecture on large group teaching
> B. Creating a 7-minute formal presentation on a topic of your choice. You should practise beforehand to ensure you can deliver this within 7 minutes.
>
> The presentation should be deliberately pitched at a general audience with no prior specialist knowledge of the topic. A computer with Powerpoint, data-projector, whiteboard and lapel-microphone will be available for your use. Powerpoint presentations should be sent to our administrator **before arrival in Edinburgh**. The group will be asked to provide constructive feedback on your presentation based on: clarity, organisation, impact, learning, timing, etc.

Tutors
Dr Derek Jones
Dr Fred Pender
Dr Marti Balaam
Dr Simon Riley

Description of Activity
The session will begin with a short introduction and question-and-answer session on large group presentations and producing learning resources (handouts, study guides, etc). Participants will be invited to consider what to look for in a good presentation and the best ways to give constructive feedback to colleagues.

The large group will divide into smaller groups, where each participant will be invited to deliver a short pre-prepared presentation, tutorial or other large-group teaching activity on a topic of their choice, lasting up to a **maximum of 7 minutes**. This should be deliberately pitched at a general audience with no prior knowledge. Other group members will be encouraged to constructively evaluate and critique the presentations, with the aim of helping all participants to communicate and teach more effectively.

Following each presentation there will be a short group discussion and feedback to the presenter. The session, which is intended to be fun as well as a learning opportunity, will end with a review and take-home messages for participants.

Intended Learning Outcomes
At the end of the session, participants will be expected to be able to:
- Describe principles of good presentation design and delivery, and also how to produce good written handouts and other learning resources
- Reflect on an experience of delivering a formal presentation to a group of peers and receiving constructive feedback on this
- Consider different ways of evaluating large group presentations and written learning resources, and reflect on an experience of evaluating and offering constructive feedback on peer presentations

Tuesday 13 August: Interactive teaching methods

PARTICIPANTS ARE ASKED TO PREPARE BY:
- Reflecting on their experiences of small group learning and teaching;
- Thinking about any small group sessions that they are likely to be running in the future and making a note of group size, stage of learners, venue, time of day, resources required and topic.

Tutors
Mr. Ian Lee
Dr Maia Forrester

Description of Activity
The session begins with an introduction to how to plan and structure small group teaching sessions. This is followed by an activity to help participants set clear learning objectives for their teaching, in the context of a session plan. After coffee, participants will learn about some specific activities that help introduce interactivity into their small group sessions. In groups, they will then be able to put these into practice by facilitating a small group activity for the rest of the group, with time for discussion about these afterwards. The session will close with a review and summary of small group learning processes.

Intended Learning Outcomes
At the end of the session, participants will be expected to be able to:
- Recognise the aims and challenges of small group teaching
- Develop a good educational environment and help students learn within that environment
- Write clear objectives for a teaching session in the context of a basic session plan
- Select and use teaching techniques that are appropriate for small group teaching

Wednesday 14 August: Assessment Day

PARTICIPANTS ARE ASKED TO PREPARE BY:
Thinking about the context in which assessment is an issue for you. Consider issues you have encountered that you would like to discuss. Do you tend to use multiple-choice tests? Oral exams? OSCEs? Are you familiar with the evidence-base in favour of the assessment protocols you use? To answer this last question – merely reflect on the basis on which you have made decisions about how to assess students.

If there are outputs you receive upon completion of your tests that you would like to discuss bring them along e.g. item analysis results.

Finally, choose a context within which you would like to spend some time writing multiple choice questions. For example think about a specialty or a topic that you know enough about to write a couple of questions.

Tutors
Ms Avril Dewar
Dr David Hope

Schedule
- Writing and evaluating questions
- Principles and practice of assessment

Description of Activity:
This workshop is intended to provide a practically-oriented overview of the science of student assessment. Through a combination of lecture, group discussion and practice we will explore some basic principles of assessment (i.e. determine how to define whether or not an assessment protocol is working) and experience question writing, standard setting, and item analysis protocols that are likely to be useful in local settings.

Intended Learning Outcomes
At the end of the session, participants will be expected to be able to:
- Describe the criteria for high quality questions and write some MCQs
- Blueprint and standard-set an assessment protocol
- Interpret basic item-analyses for the purpose of improving future questions Discuss the key issues to consider when planning assessment of clinical students

Thursday 15 August: Objective structured clinical examinations (OSCE)

> **PARTICIPANTS ARE ASKED TO PREPARE BY:**
> Reading 'A Short Guide to the OSCE and Creating the Station Mark Sheet' and 'OSCE Guidance and Worked Example for Station Authors'. These will be sent out a few weeks prior to the Summer School.
>
> The 'Short Guide' gives a brief overview of the reasons for using OSCEs and takes you systematically through the steps to create a mark sheet. It has 25 slides with very short written commentaries. If you can find 30minutes to look through it, it will give you a great head-start for the busy practical session.
>
> The OSCE Guidance and Worked Example for Station Authors is best looked at second and can be read through quite quickly to give you an overview of the type of information your team should log on each page of the OSCE paperwork.

Tutors:
Dr Alan Jaap
Dr Tim Fawns
Mr. Bryan Allan
Ms Avril Dewar

Description of Activity:
This will be an interactive workshop with consideration of ideas, designs and implementation of an OSCE. Participants will work in small groups to design and run a set of OSCE stations. Activities will include:
- Discussion of issues to be considered when designing an OSCE station
- Designing an OSCE station in a small group including: writing the instructions, devising the mark scheme, and setting a pass standard
- Running a small OSCE with simulated patients and students
- Review and discussion of the station designs
- Discussion of the options for standard setting an OSCE station

Intended Learning Outcomes
By the end of the session, participants will be expected to be able to:
- Discuss key design and process issues affecting the quality of OSCE stations
- Plan and create simple OSCE stations
- Deliver and examine OSCE stations
- Critique and offer feedback on OSCE station design
- Discuss the issues around standard setting and how they might be tackled

Thursday 15 August: Workplace based assessment

> **PARTICIPANTS ARE ASKED TO PREPARE BY:**
> Thinking about prior experiences of workplace based assessment and feedback.

Tutors
Dr Alan Jaap
Dr Scott Clarke

Description of Activity:
This will be an active workshop in which we will discuss and practise workplace-based assessment. We will focus on the types of workplace based assessment rolled out in undergraduate and post graduate medical education in the UK such as mini-Clinical Examination (CEX), multi-source feedback (MSF) and Direct Observation of Practical Skills (DOPS). Some materials will be presented, but most of our time will be spent in active learning. We will also discuss methods of feedback in the context of workplace-based assessment.

Intended Learning Outcomes
By the end of the session participants will be expected to be able to:
- Discuss the rationale for workplace-based assessment
- Describe and critique different types of workplace-based assessment
- Develop and use anchor statements
- Implement simple workplace-based assessments in their own clinical area
- Offer feedback to learners in the context of workplace-based assessment

> **Dinner (optional)**
> 6.30pm for drinks, followed by dinner at 7.00pm.

Friday 16 August: Mentoring and appraisal

> **PARTICIPANTS ARE ASKED TO PREPARE BY:**
> Thinking about difficult experiences faced by trainees in your field that you might be able to share with the group.

Tutors
Dr Ion Wyness

Description of Activity:
This workshop will explore issues of mentoring and supervision, primarily from a psychology training perspective. In this session, we will consider issues of creating constructive learning environments; building supervision and mentoring relationships; and the use of contracts to formalise working relationships in the context of mentoring and supervision. We will then discuss some models of supervision and think about how you might use these in your field. We will also consider a range of challenging situations and how these might be understood and approached. The session will consist of short presentations with the focus mainly on video, discussions and some role play.

Intended Learning Outcomes
By the end of the session, participants will be expected to be able to:

- Consider the potential use of supervision models in your own learning environment;
- Evaluate the important factors of building a supervision or mentoring relationship;
- Appreciate a range of common difficulties that trainees might face and how they might be understood and approached.

Friday 16 August 13.15-16.30: Designing and evaluating courses

PARTICIPANTS ARE ASKED TO PREPARE BY:
Consider the principles and design features underpinning a curriculum/course you know and think about how it is evaluated. For the course evaluation element, think about a curriculum or course that you are involved in and consider what would demonstrate measures of success. What would tell you that the curriculum is working (e.g. are the graduates trained and prepared to meet the challenges of their first Trainee doctor post?)

Tutors
Dr Tim Fawns
Mr. Keith Wylde
Dr Katharine Byrne

Description of Activity
The session facilitators will introduce the session and pose the question: 'What is a curriculum?' and will then offer a brief introduction to different forms of curriculum and approaches to curriculum design. Participants will work in small groups to design aspects of a curriculum. Facilitators will guide the curriculum design process as it progresses, followed by large group discussion.

The session will then focus on course evaluation. Participants will consider the range of performance indicators that are relevant and useful to different stakeholders. There will be a short presentation on what the General Medical Council (GMC) and other regulatory bodies look for as performance indicators when auditing courses, and how Government initiatives need to be factored in to course evaluation systems. Participants will design performance indicators and effective evaluation systems for curricula. The session will end with a review of material covered in this session and the Summer School as a whole.

Intended Learning Outcomes
By the end of the session participants will be expected to be able to:
- Describe what a curriculum is
- Describe and critique some common curriculum models and principles
- Design the outline of a simple curriculum, write learning outcomes, and select appropriate teaching, learning and assessment methods
- Define broad questions that will test the effectiveness of the curriculum and design corresponding evaluation methods
- Discuss how regulatory and government bodies may influence curriculum design and evaluation