



24 November 2014



Essential Skills in Medical Education

SIMEC – Kingdom of Saudi Arabia

Qassim University College of Medicine

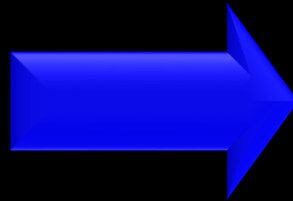


**The teacher
is important**

- What should the learner learn?
 - learning outcomes
- How can the learning be organised?
 - curriculum planning and implementation
- How should the learner learn?
 - teaching and learning principles
- How do we know if the learner has learned?
 - assessment

Learning Outcomes

Process



Product

Process

Product

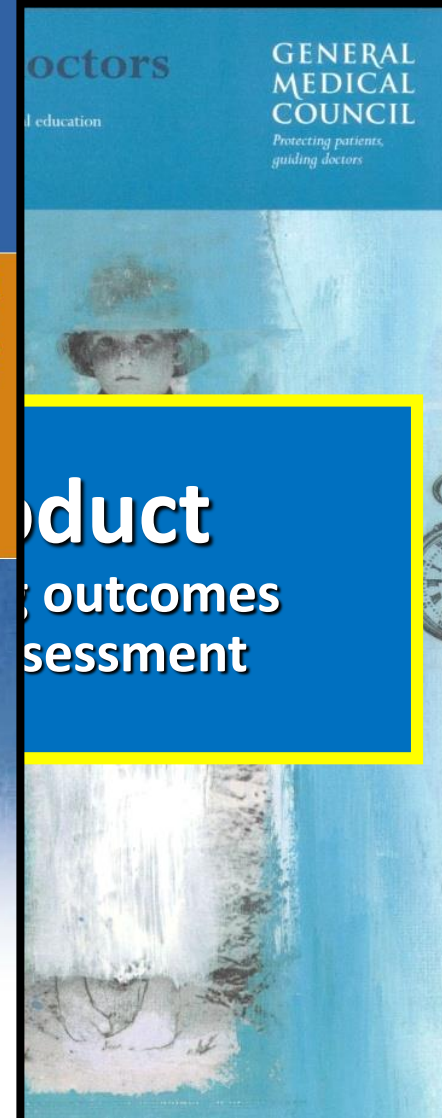
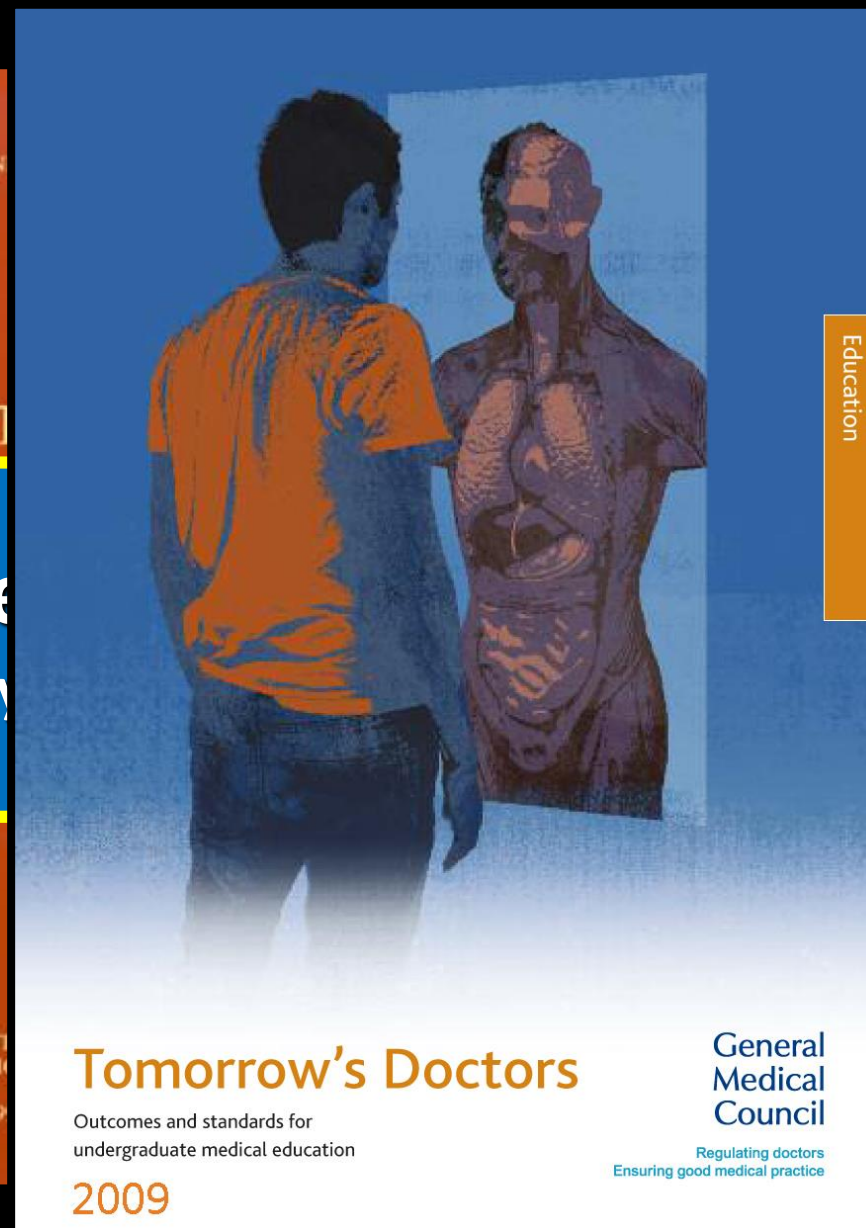
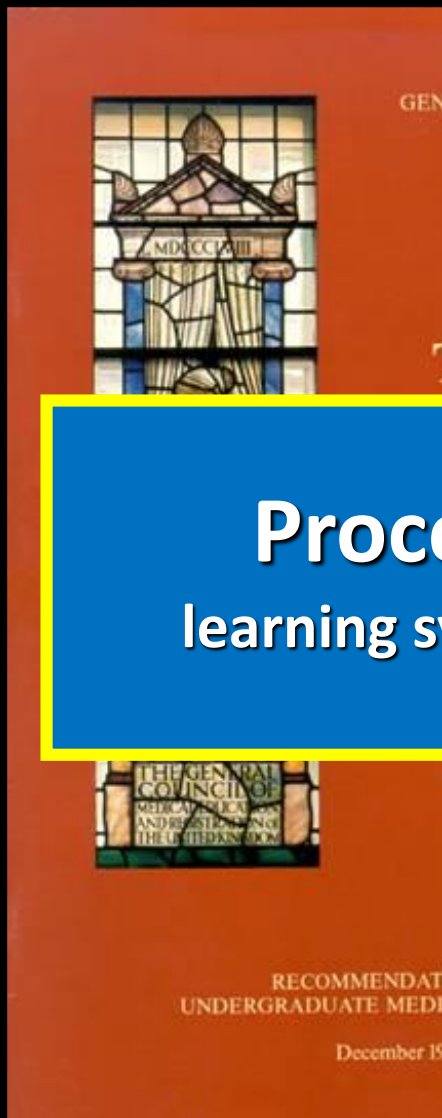


GENERAL MEDICAL COUNCIL

Tomorrow's Doctors

RECOMMENDATIONS ON
UNDERGRADUATE MEDICAL EDUCATION

December 1993



**4th Asia Pacific
Medical Education
Conference (APMEC)**



8 – 11 February 2007, Singapore
LT 27 (Lim Seng Tjoe Lecture Theatre)
National University of Singapore



Organised by :

Medical Education Unit
Yong Loo Lin School of Medicine
National University of Singapore

Teaching New Competencies in the Medical Curriculum; Leadership and Teamwork in the Gross Anatomy Course

Wojciech Pawlina (USA)

Tuning



Tuning
Educational
Structures
in Europe

Universities'
contribution
to the
Bologna
Process

An
introduction

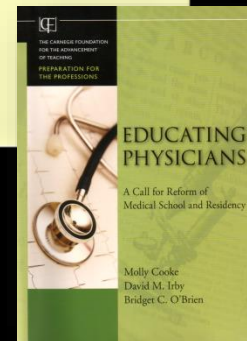


Education and Culture

Socrates - Tempus

“ We argue that medical education should standardize learning outcomes and general competencies.....

Cooke, Irby & O'Brien, 2010, *Educating Physicians*



Curriculum-wide reform based on **CanMEDS:** an ambitious undertaking at UdeM

By Louise Samson, MD, FRCPC



Université de Montréal

faculty professionals in the fields of rehabilitation, nutrition, speech therapy and audiology, as well as with the faculties of nursing and pharmacy.

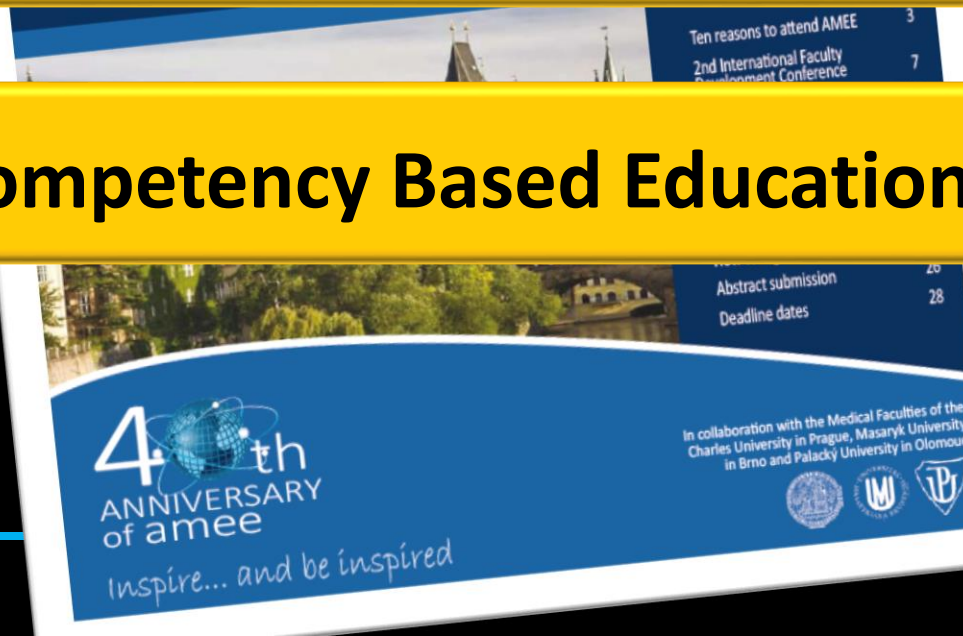
Seven "Competency Councils" were created—one for each of the seven CanMEDS roles (Medical Expert, Communicator, Collaborator, Health Advocate, Manager, Professional, and Scholar)—bringing together

As with all Canadian faculties of medicine, the Université de Montréal (UdeM) recognizes that it has a responsibility to ensure that its graduates are competent in all areas of medical practice.



Outcome Based Education

Competency Based Education



ESSENTIAL SKILLS FOR A MEDICAL TEACHER

An introduction to teaching and
learning in medicine

SECTION 2

Outcome-based education

What should the student or doctor learn?

CHURCHILL
LIVINGSTONE
ELSEVIER

**Outcome-Based Education
is on today's agenda**

WHY?

Why Outcome-Based Education

1 Recognition of additional learning outcomes

Patient safety

Communication skills

Professionalism

Teamwork

Personalised medicine

Evidence-based medicine

Why Outcome-Based Education

1 Recognition of additional learning outcomes

2 Information overload

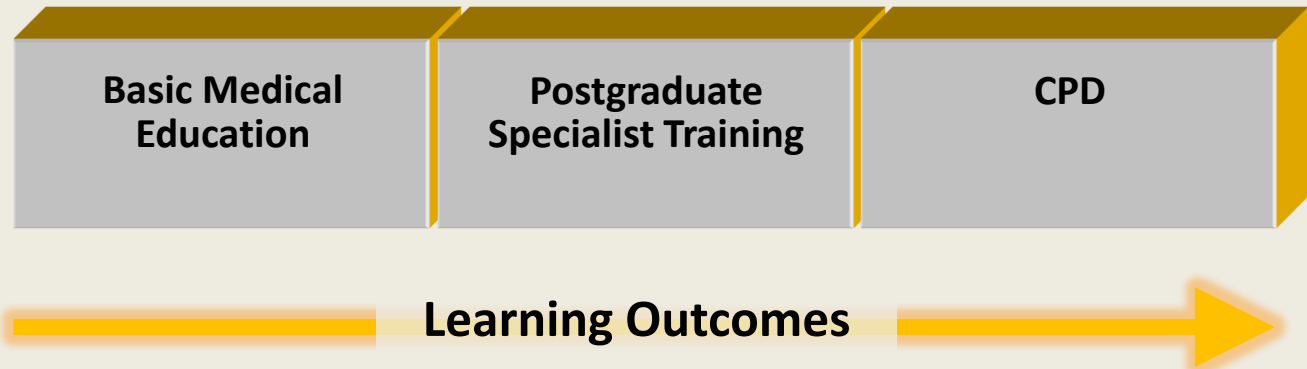


**I have so much to remember.
I have no time to learn.**

Thomson Report (1981)

Why Outcome-Based Education

- 1** Recognition additional learning outcomes
- 2** Information overload
- 3** Student progress



**Basic Medical
Education**



Learning Outcomes

**Basic Medical
Education**

**Postgraduate
Specialist
Training**



Learning Outcomes

**Basic Medical
Education**

**Postgraduate
Specialist
Training**

CPD

Learning Outcomes

Why Outcome-Based Education

- 1** Emphasis on additional learning outcomes
- 2** Information overload
- 3** Student progress
- 4** Accountability

What do you see as the MOST important reason for adopting OBE?

1. **Emphasis on additional learning outcomes**
2. **Information overload**
3. **Planning Progress**
4. **Accountability**



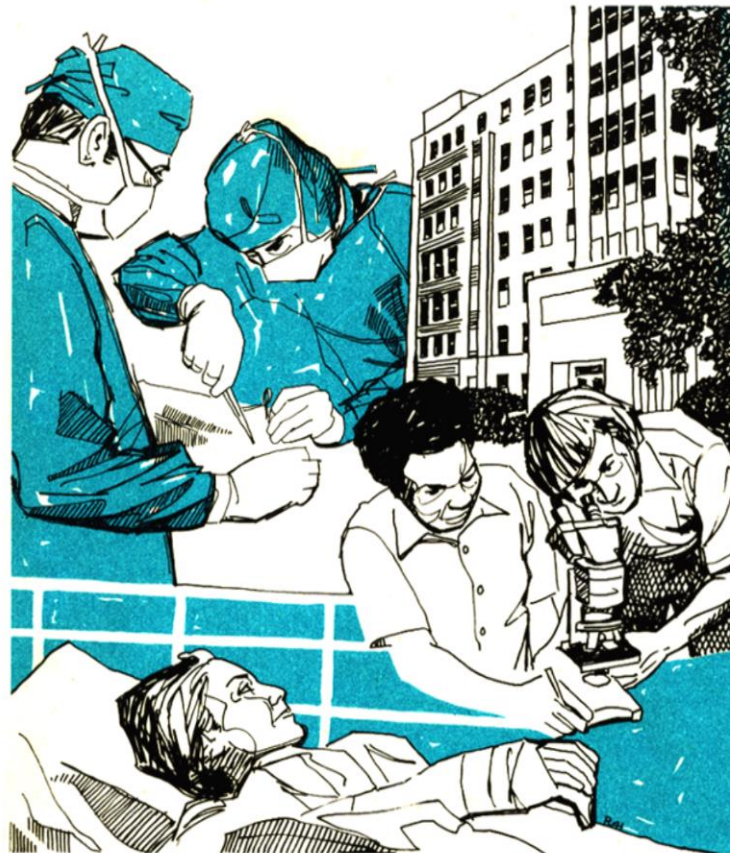
Outcome-Based Education is on today's agenda

How to communicate the outcomes

Curricular Objectives

1976

Southern Illinois University
School of Medicine



Accreditation Council for Graduate Medical Education

The CanMEDS project:

the Royal College moves medical education into the 21st century

Domains of Competencies

Outcome Frameworks

Arising in response to the dynamic changes in healthcare and education, the Royal College CanMEDS Project has quietly become a Canadian triumph. The College undertook a fundamental re-examination of the core competencies of physicians. The "CanMEDS Roles framework" was the result of an extraordinary collaboration between the Royal College and other experts in the field.

healthcare environment, and physicians could be prepared for it. Included patient consumer regulations, financial imperatives, and the evolution of medicine on the Internet.

Competency

Cognition:

- recall
- understand
- apply
- analyse
- synthesise
- evaluate



Psychomotor:

- imitate
- manipulate
- develop precision
- articulate
- expertise
- mastery



Affective:

(values, beliefs, attitudes, ethics, professionalism)
- receive -respond -value -organise -adopt behaviour

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MEDICAL TEACHER

Outcome-Based Education September 2007

informa
healthcare

IN COLLABORATION WITH THE
ASSOCIATION FOR MEDICAL
EDUCATION IN EUROPE



An Educational Blueprint

for the Brown University School of Medicine

Competency-based Curriculum





THE SCOTTISH DOCTOR

Learning Outcomes for the
Medical Undergraduate in
Scotland: A Foundation for
Competent and Reflective
Practitioners

3rd Edition

Scottish Deans' Medical Education Group

April 2008

Outcome-based education



Doing the right thing

What the doctor is able to do

- Clinical skills
- Practical procedures
- Investigations
- Patient management
- Health promotion
- Communication
- Information handling

Doing the thing right

How the doctor approaches their practice

- Scientific understanding
- Attitudes and ethics
- Decision making
- Teamwork

The right person doing it

The doctor as a professional

- Role of the doctor
- Personal development

AMEE

EDUCATION
GUIDE



No.

14

Outcome-based
Education

Centre for Medical Education
University of Dundee
Scotland

Association for Medical Education in Europe

AMEE Secretariat
Centre for Medical
Education
Tay Park House
484 Perth Road
Dundee DD2 1LR
Scotland
UK

What is Outcome-Based Education?

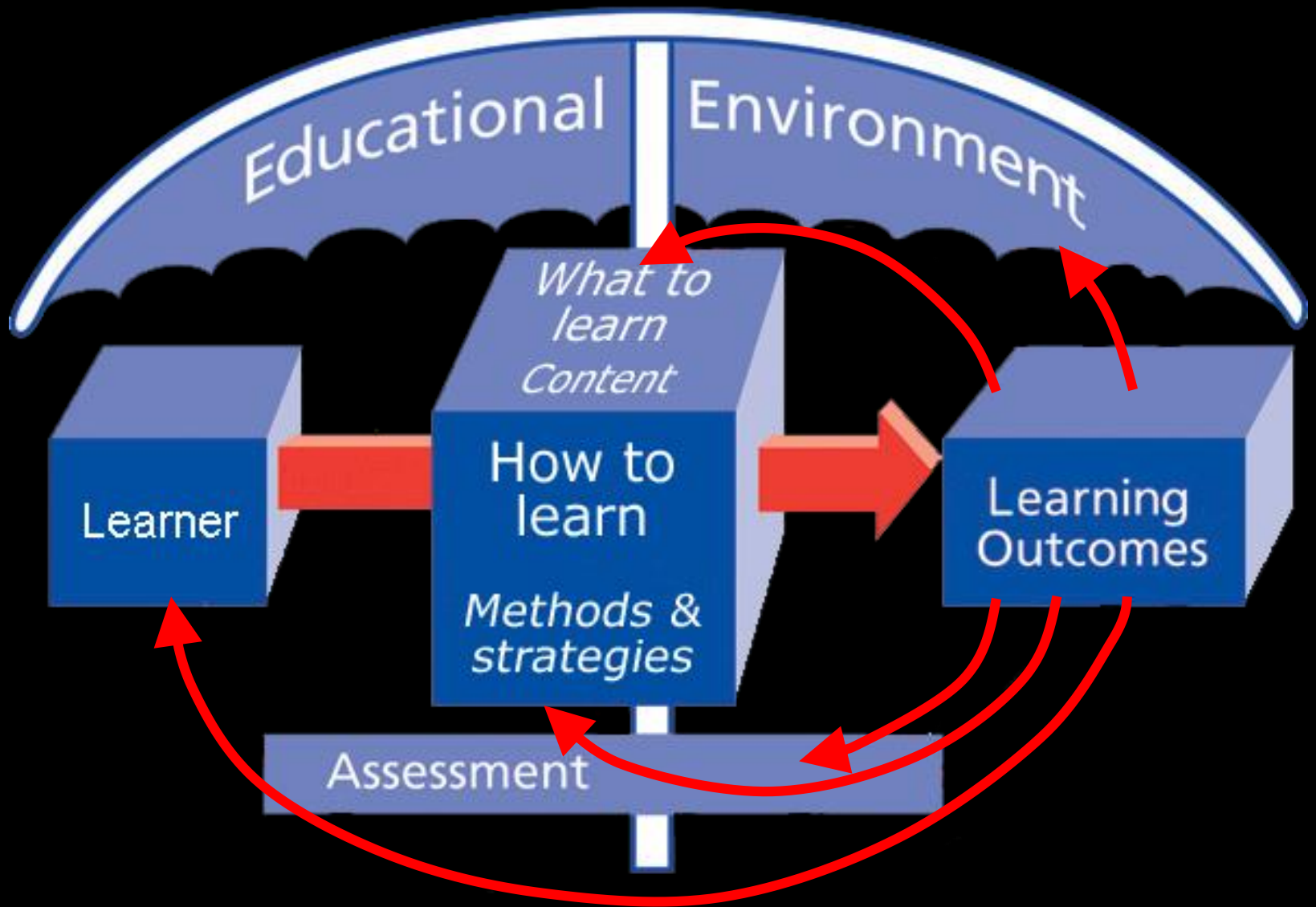
**Outcome-based education is
more than determining and presenting
a series of learning outcomes!**

Requirements of outcome-based education

1. The learning outcomes are identified, made explicit and communicated to all concerned.
2. ?

Requirements of outcome-based education

1. The learning outcomes are identified, made explicit and communicated to all concerned.
2. Decisions about the curriculum are based on the agreed learning outcomes.



Outcome-based education – the ostrich, the peacock and the beaver

RONALD M. HARDEN

International Virtual Medical School (IVIMEDS), Dundee, UK

Abstract

Significant progress has been made with the move to outcome-based education (OBE) in medicine and learning outcomes are on today's agenda. Learning outcomes have been specified in a number of areas and frameworks or models for communicating and presenting learning outcomes have been described. OBE has, however, two requirements. The first is to make the learning outcomes explicit and the second is the use of the specified outcomes as a basis for decisions about the curriculum. It is the second requirement that is often ignored.

Three patterns of behaviour have been identified – the 'ostriches' who ignore the move to OBE believing it to be a passing fad or irrelevance, the 'peacocks' who display, sometimes ostentatiously, a specified set of outcomes but stop there and the 'beavers' who, having prepared their set of learning outcomes, use this as a basis for curriculum related decisions.

An OBE implementation inventory is described that allows schools to assess their level of adoption of a curriculum at an institution. Schools can use this to rate their level of OBE adoption on a five point scale on nine dimensions: learning outcomes, communication with staff/students about the outcomes, the educational strategy, opportunities available, the course content, student progression through the course, assessment, the learning environment and student selection. A profile for OBE implementation can be generated from the inventory.

What is the status of OBE education at your school?




For the most part OBE is ignored

15%

Learning outcomes are specified but have no impact on the curriculum



24%



Specified learning outcomes have a minor impact on the curriculum

24%

Specified learning outcomes have a major impact on the curriculum



30%

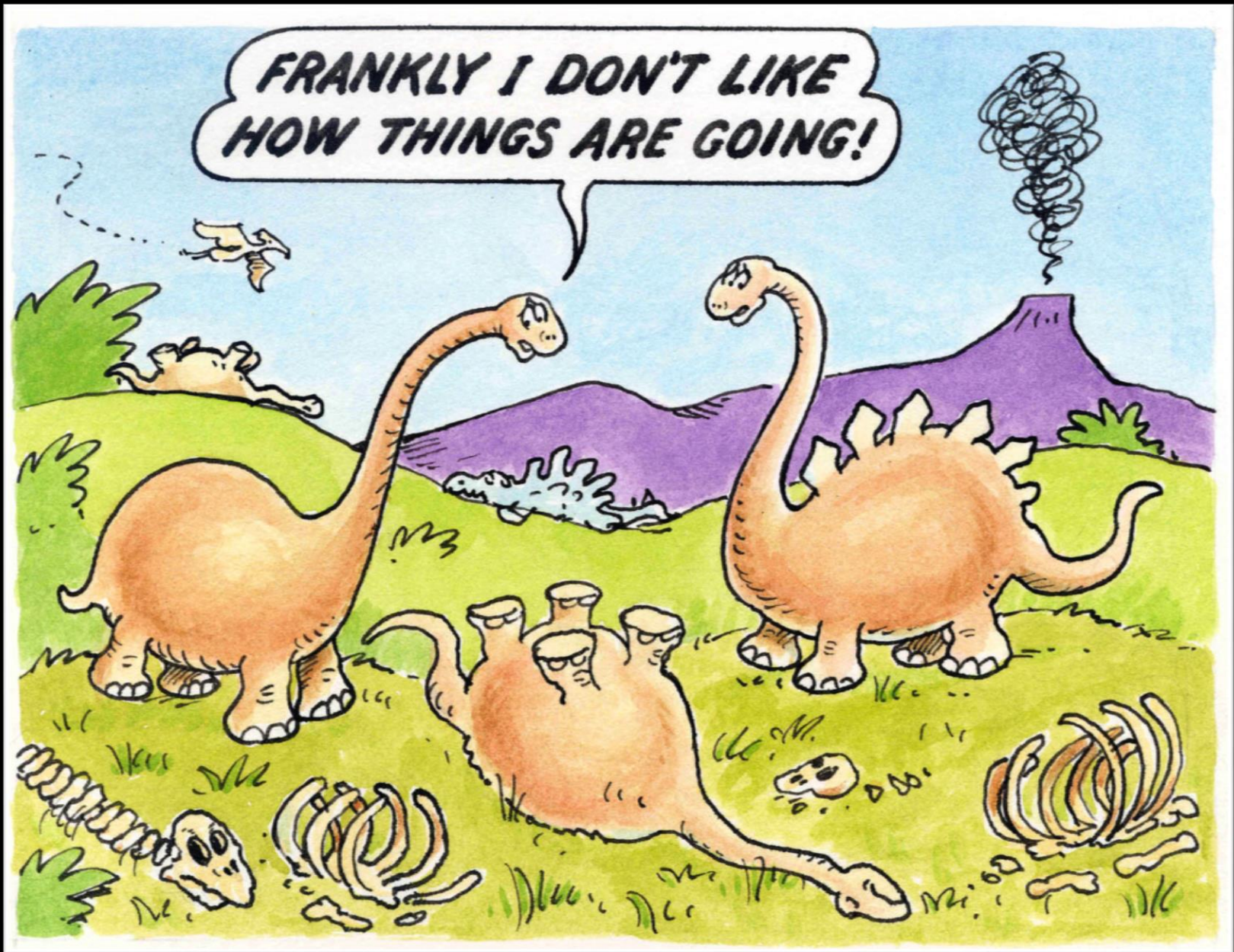
Outcome-Based Education

**If you know
where you are going...**

**...you can decide
how to get there.**



- What should the learner learn?
 - learning outcomes
- How can the learning be organised?
 - curriculum planning and implementation
- How should the learner learn?
 - teaching and learning principles
- How do we know if the learner has learned?
 - assessment





Case Study



**What learning outcomes
should be specified for
a first year cardiovascular course?**