
MINISTRY OF HIGHER EDUCATION EXTERNAL QUALITY PROGRAMS

WORKSHOP PROPOSAL

ESSENTIAL TEACHING AND ASSESSMENT SKILLS FOR HEALTH EDUCATORS (ETASHE)

٢٠ – ٢٤ July ٢٠٠٩

**THE UNIVERSITY OF DUNDEE, DUNDEE, UK,
BY**

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وزارة التعليم العالي
برامج الإبداع و التميز الخارجية

مقترح ورشة عمل

المهارات الأساسية في التدريس و التقييم
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بالتعاون مع

جامعة دندي، المملكة المتحدة

مقدم من

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1) Program General Information

Doctors and Health Professionals working at King Abdulaziz University Faculties of Medicine, Dentistry, Pharmacy, Nursing and Allied Health Sciences form about 30% of all the University Staff. They are likely to have teaching responsibilities for undergraduates, postgraduates, peers and other healthcare workers. Therefore, competence in teaching and assessment should be an essential part of the personal profile of all medical doctors and health professionals.

Although all Doctors and Health Professionals are qualified in their respective health related professions, most of these staff have no training in teaching and assessment skills in Health Professions Education.

Essential Teaching and Assessment Skills for Health Educators (ETASHE) is an internationally recognized course that has been established by the Association of Medical Education of Europe (AMEE) in August 2000. When established, the ETASHE Board programmed the following aims:

1. *Identification of an essential set of competencies in teaching that all Health Professionals with teaching responsibilities should possess*
2. *Delivery or accreditation of courses which address these competencies*
3. *Recognition of achievement of the minimum required competencies with the awarding of an ESME Certificate in Medical Education*

The ETASHE Program is accredited by the Association for Medical Education in Europe (AMEE) and was developed in collaboration with Stewart Mennin and Ronald Harden. The Program is organized at the AMEE headquarters, University of Dundee, Dundee, UK.

1.1 Program Title

ESSENTIAL TEACHING AND ASSESSMENT SKILLS FOR HEALTH EDUCATORS

(ETASHE)

١,٢ Overview of Program

ETASHE course is a ٥ days program that comprises of a combination of presentations and hands on workshops delivered by expertise in Health profession education. The course aims to help teaching staff in the medical field to develop their skills in the following three areas:

١. *Effective teaching*
٢. *Curriculum planning*
٣. *Effective assessment*

All participants who complete the five days course will be awarded an ETASHE Certificate of Attendance. Some participants will choose to complete further work which, together with their participation in the five-day program, will qualify them for the award of the ETASHE Certificate in Medical Education. This Certificate will be awarded on the basis of satisfactory completion of a portfolio which demonstrates that the participant has applied and reflected on the principles discussed in the course during his/her own day-to-day teaching program. The portfolio may be in electronic (preferred) or a paper-based format. Activities and reflection undertaken during the five-day program may be included in the portfolio. Critical incidents that demonstrate what has been learned during the course also may be included.

١,٣ Target Audience

The current program targets faculty and teaching staff at the Faculties of Medicine, Dentistry, Pharmacy, Nursing and Allied Health Sciences.

١,٤ Program Location

The Head office of The Association of Medical Education of Europe (AMEE), the University of Dundee, Dundee, United Kingdom

١,٥ Selection Criteria for Candidates

Priority to attend the course will be given to:

- *Department's Chairpersons*
- *Course Leaders and Exam Coordinators*
- *Members of Curriculum Committees*
- *Members of Exam Committees*

١,٦ Faculty Entry Knowledge or Assumptions

Apart from competency in the English language, no special prerequisites are required to attend the current training course.

٢ Program Objectives and Contents

The following is a short description of the training program:

٢,١ Program Objectives:

The objectives of the ETASHE program: are to equip Faculties and teaching staff at Health Colleges with essential skills in:

١. *Assessment of students performance*
٢. *Planning for the educational objectives and Curriculum*
٣. *Skills of teaching small and large groups*

٢,٢ Contents of the Program:

The overall desired outcome of ETASHE is that participants will obtain, apply and begin to continuously develop a more comprehensive and skilled approach to Health Profession Education. The ETASHE course will provide a framework and guide with which to navigate new ideas about medical education, assessing, teaching and learning. It will also offer practical approaches for the multiple roles, responsibilities, and expectations of new and/or relatively inexperienced teachers in today's complex medical education environments. The emphasis will be on three essential competencies:

- *Effective teacher*
- *Informed assessor/evaluator*
- *Skilled educational planner*

Their integration and linkage into a dynamic network of educational practices will result in more meaningful medical education. For example: teaching in a clinical setting becomes more meaningful and effective when it is linked with reflective dialogue and quality feedback to learners. Performance assessment becomes more meaningful when it is linked to self-assessment and formative and summative approaches. The sciences basic to medicine become more meaningful when experienced and applied in different contexts. Planning educational experiences becomes more meaningful when they are linked to effective assessment, multiple teaching methods and well defined, clear learning outcomes. Improved teaching and learning lead to better patient care and healthy people.

It is expected that participants will change the way they think about and practice teaching, learning, assessment and medical education; and that their

educational work will become more transformative and more grounded in best practices. Outcomes, described below (Fink, ۲۰۰۳), will be derived from the dynamic linkage of the three key competencies and will include:

- *Foundational Knowledge in Medical Education - Basic principles of learning, memory and feedback; criteria for and application of effective assessments; a practical framework and guidelines for planning, conducting and evaluating teaching in different venues and different levels using multiple methods; and the role of technology in medical education.*
- *Application of Foundational Knowledge -Thinking about and applying new knowledge about teaching/learning and seeking opportunities for continuous development in skills in teaching/learning.*
- *Integration - Seeing the dynamics of the relationships and connections among the three essential competencies.*
- *Human Dimension - Discovering the personal and social implications of what is being learned; being reflective about teaching and learning; helping students realize their own way to learn; recognizing that different people learn in different ways.*
- *Caring - Developing and integrating new values, interests and feelings about teaching and learning.*
- *Life-long Education - As a process of learning in the macro and micro context of the work place, learning that is inclusive of others and seeks*

to continuously develop co-workers in the educational setting and work place.

٢,٣ Teaching and Learning Activities

The current training program will be delivered as both lectures and hands on workshops.

٢,٤ Program Timeframe (٠ days/ ٨ hrs a day)

ESME program was designed to spend ٠ consecutive days (٨ hours daily). Each participant has to attend the whole ٠ days to be eligible for an ETASHE Certificate.

٢,٥ Program Capacity/Session

Due to the training nature of the program, the maximum capacity of the number of staff accepted in each ٠ days workshop; will only be ٢٥.