

Annex 6

Task Force Reports

**EURACT Council meeting
May 3-7, 2006
Turku, Finland**

Assessment Task Force

Participants: Justin (Chair), Egle, Bernhard, Llukan, Monica, Roger, Fergus, Roar, Janko, Givi.

Purpose: To develop the work started in Vienna and progressed between meetings.

Process:

1. Discussion of notes from Vienna
2. Review of proposed template.
3. Group brainstorm on the issues.
4. Proposals on content and faculty.
5. Action planning.

Discussion of notes from Vienna

In the notes of the last meeting there were two main areas for possible future action, a course on assessment and the development of a high level overview publication – the EURACT Assessment Agenda. Further work on the publication was to be preceded by a questionnaire which was to be developed at this meeting.

It was decided to concentrate on the assessment course, and defer work on developing an overview document. This could be based on the course materials which will be produced before the Prague meeting, and might be a subject for consideration once the course is running.

The actions from the previous meeting included the preparation of a draft outline for the course content. This had been done but was subject to electronic debate between meetings. There was vigorous discussion on this with a clear dichotomy on two issues within the group. These were firstly a wish to concentrate on high level assessment of specific training as opposed to concentration on the needs of entry level teachers. Secondly there was a feeling by some that the proposed plan concentrated on summative methods whereas others felt that the methods proposed could and do apply to both and formative and summative processes. The course plans, aims and description as reported in the notes from the previous meetings were examined, and it was agreed to proceed as previously decided – “a practical and basic level for GP teachers” and not to aim for the high-level masterclass approach. It is to be a “Leonardo” format with the intention of providing participants with course materials to repeat the course in their own country. The aims of the course were reconfirmed as:

On completion of the course participants will:

1. understand the different purposes of assessment.
2. understand the theoretical frameworks for assessment and the terminology used.
3. understand the assessment methodology most suited to general practice/family medicine.
4. develop skills in using the appropriate assessment tools.
5. have practiced their skills in assessment and feedback in a secure learning environment.
6. understand the impact of assessment on teaching and learning, and on themselves as teachers.
7. be able to apply their knowledge and skills in their own context as teachers (time, level of students, place, country).

Review of proposed template.

A major review of the proposed template was carried out and a new session plan agreed, with broad areas of content and module authors. This is now to be as follows (each module = 1 three-hour session):

<u>Module 1 Introduction</u>	1.1 Introduction to faculty 1.2 Course aims 1.3 Ice-breaker 1.4 What is assessment for? (based on Leonardo Teachers' Module)	Justin
<u>Module 2 Theory</u>	2.1 Theory of assessment 2.2 Terminology – quiz? 2.3 Definitions – reliability, validity, generalizability, predictive value, judgements, standards, feasibility, knowledge, skills, attitudes, competence, performance, ranking, cut-off. (based on Leonardo Teachers' Module)	Justin
<u>Module 3 Overview of methods</u>	As brainstorm during the meeting	Roger
<u>Module 4 MCQ, incl extending matching, standard setting.</u>	4.1 Constructing questions 4.2 Types of question, including extended matching 4.3 Setting standards 4.1 Writing a question 4.4 Use for formative and summative purpose	Janko Bernhardt George
<u>Module 5 - OSCE</u>	5.1 What is an OSCE? 5.2 What shall we test? 5.3 Writing the stations 5.4 Setting the standard	Fergus Givi
<u>Module 6 – Consultation skills</u>	6.1 Direct methods - video - simulated / standardised patient - sitting in 6.2 Indirect methods - patient review	Monica Roar Egle
<u>Module 7 - Work-based assessment</u>	7.1 Methods 7.2 Continuous or periodic 7.3 Formative or summative 7.4 Patient input 7.5 Feedback skills	Roar Justin
<u>Module 8 - Course evaluation</u>	8.1 Teachers 8.2 Teaching 8.3 Courses	Justin

NB Modules must be produced to the Leonardo framework: this includes detailed plans, which contain preparation, background reading, teaching processes and evaluation. It will need to be transferable to different contexts and country situations.

1. Session timetable (in minutes from session start)
2. Aims
3. Methods
4. Description
5. Evaluation
6. References
7. Recommended further reading
8. Handouts
9. Equipment

Faculty

The issue of the teaching faculty was discussed. It was felt that in the first instance the Faculty should be delivered by task group members, and the following members volunteered and were approved by the group: Justin, Fergus, Roger, Janko, Roar, Monica.

Justin is leaving Council now and Fergus after the Prague meeting but the group approved their continuing involvement. Justin will continue to act as programme director.

Chair of the group

As Justin is leaving Roger was elected the new chair of the task group.

Venue and participants

Adam has indicated that he is prepared to host the course in October 2007; other Council members have been invited to consider this – a final decision will be in Prague. Participant countries will be invited (the rule is that they must identify 4 members who will run the course in future in their home countries, and finance their travel). The group will have to decide on the participant countries next time.

Action plan

1. **First draft of completed templates to Justin by 1st July**
Action: all
2. **Circulation for comment – to be received by 21st July**
Action: all
3. **Draft plan for course collated and produced by 20th August.** Action: Justin
4. **Letters to inform Council Members, publicity material, web-site notice to be developed by 20th August.**
Action: Justin
5. **Presentation of this report to Council and EB in Prague.** Action: Roger

Task Force on Educational Agenda

Rules about the EURACT Educational Agenda

1. Complete version

1. Official version is English copyrighted and is called EURACT Educational Agenda, ISBN 9075828152 / EAN 9789075828153 , available as pdf on website

- content can not be changed for the coming years, till the council decides otherwise
- free available for all academic purposes
- will not be printed anymore (last 80 copies will reserved for official duties)

2. Official translated version can only be made under the responsibility of the national council delegate : official translations should be complete and a correct translation of the original

- official permission for authorization will be signed by the editor
- obligatory reference to this permission on first inside page : Original copyright : (official reference), authorized xx (language) translation, guaranteed by xx (name) as (name) council representative, free for academic purposes”
- should carry the same logo with in the outer circle the English text “The EURACT Educational Agenda of General Practice/Family Medicine”and the original copyright reference. The inner circle can be adapted (with paint program from official logo)
- should carry somewhere inside the “tree of wisdom”, in English or translated if possible, with the English reference to the Swiss origine
- colors, layout and size are free
- EURACT keeps an overview list of all the official translated versions, not the versions themselves.

3. National adapted versions (shortened, adapted, locally reworked) are free

- they should refer properly to the original English version
- if the objective list is used, this can not be changed.

2. Short version

An official short version will be written

It will contain only the 8 chapters, the 25 main objectives and the 80 specific objectives, with the full English formulations.

For each of the objectives, a concise “word-formulation” will be added

A new adapted introduction and eventually an epilog about the proper use of it can be added.

Felipe and the MS committee is responsible for this

3. Case/ patient vignettes

In line with the examples Igor Svab developed, a concise set of 3 to 6 case vignettes will be developed in a power-point version and be published on the website.

- they put the case in the framework of the EEA, and show the use for clarifying, stimulating and supported a “GP view on case handling”
- each of the cases will show the totality of the 8 chapter contributions to competence needed in the case
- the selection will show a diversity in ages, situations and type of problems, so that the all range of territory and complexity of GP can be demonstrated

- they should be nicely done and be good examples for proper use
- they can be copied, adapted, add and changed to the benefit of each teacher and learner and are free available for all use

An ad hoc task force will work out this task as soon as possible. Yonah, Olga, Francesco, Wolfgang & Jan.

Jan Heyrman is nominated as “guardian” in charge of EURACT.

Task Force on Educational Research

Present: Adam, Mario, Anders, Dolores, Mladenka, Wolfgang, Margus, Igor, Job (chair)

Absent with explanation: Janko, Roar

Absent: Smiljica, Francesco, Okay, Iuliana

The Educational research Taskforce had defined 5 objectives in April 2005

- 1. Stimulate the teaching of research methods in the Basic Medical Education as well as in Vocational Training**
- 2. Promote research on education**
- 3. Organise courses on research methods in educational research**
- 4. Conduct (multi-national) research on education**
- 5. Present results of educational research**

The upcoming joint meeting of EGPRN-EURACT on Educational Research which is preceded by a research course on educational research methods (Malmö/Copenhagen 8-12 May 2006) can be seen as the first result of our Taskforce. Objective 3 and 5 have been taken care of, at least for this moment.

In our lively discussion the following was discussed and decided

Present results of educational research

We should also use our own meeting to present results of educational research that is research on teaching in general practice. We have to make a distinction between “published research” and “research plans/thoughts”

Conclusion:

- research plans/thoughts with questions about the method to be used, with discussion should take place in the Educational Research Taskforce.
- presentation of published or in press papers of a council member in the council meeting.
- The ERT will propose to the council that at each council meeting we will have one hour for 2-3 presentations with discussion

The council accepted the plan for the next meeting. Job will organise the session.

Promote research on education

The upcoming joint EGPRN-EURACT meeting is a good opportunity to present research but there are other fora such as WONCA, but also AMEE, EACH, Ottawa conference. Euract should try to present also at AMEE, but it has to be Euract work.

We looked at current activities and identified two possible Euract presentations for AMEE 2007

- **BME Early Clinical Exposure**

The BME group has collected questionnaires from almost all countries about this topic. A first look showed a great difference between countries and the kind of activities regarded as ECE.

We decided:

- Mladenka will look at the different formats available in AMEE (workshop; symposium;..)
- Wolfgang will contact Yonah to find out if the data can lead to a presentation-publication, and see that we will have data available in Prague
- We will decide in Prague if we will submit for AMEE

– **CPD**

The CME/CPD group is gathering information and it might be worth looking at
We decided:

- Mladenka will write a short outline with the research question on the data
- We will decide in Prague if we will submit for AMEE

Conduct (multi-national) research on education

On this topic we had a very open discussion. What would be our common topic? A suggestion was to look at the outcome of our own Euract products like the educational agenda.

Other topics mentioned were: portfolio; state of the art....; difference between trainees from different countries on manual skills

We decided:

In our next ERT meetings we will set aside time for this objective. Job will organise this.

Job FM Metsemakers