

# **Leonardo EURACT course for trainers in Family Medicine**

**2006, May 17-21, Algarve, Portugal**

*Course is organized by  
European Academy of Teachers in General Practice - EURACT*

## **Course directors**

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## **Resource persons**

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## **Background**

Over recent years a greater proportion of the teaching at undergraduate level is being provided by primary health care teachers, including general practice based teaching, clinical skills training, etc. This has led to an increase in the demand for teachers coming from a general practice setting. There is a similar need for trainers involved in specialty training for general practice. Most of the trainers in practice, teaching trainees on a one-to-one basis, are not trained for this task. They are usually practising physicians who want to contribute to GP teaching, but do not have the specific knowledge and skills necessary for this.

The basic principles required for this type of teaching are different from other teaching methods. For example group teaching, lecturing or hospital based teaching provide a safer environment when compared with the personal communication process during a medical consultation in general practice. One-to-one teaching in the practice setting requires the application of specific methodologies and evaluation techniques, which may involve the patient, with possible consequences on his/her health status from the process; this increases the responsibility of both trainee and trainer. It also requires special knowledge and skills in feedback, and a close working relationship between trainee and trainer. It is therefore necessary to develop the specific educational skills required for general practice teaching in European countries. Some examples of courses on specific training have already been successfully implemented, but there is a need to help other countries to overcome the obstacles to the process of the development of family medicine teaching.

## **Source of the course:**

The Leonardo EURACT course for trainers in Family Medicine was designed and developed jointly by EURACT and the Leonardo da Vinci project "Towards development of the European Network of Postgraduate and Continuing Education for Family Physicians", run by an international consortium promoted by the College of Family Physicians in Poland. All written and electronic educational materials for the course were produced by EURACT and the Leonardo da Vinci project.

## **General aim:**

To improve quality of General Practice/Family Medicine teaching in European Countries

### **Specific objectives:**

- To improve the level of one-to-one teaching in European countries;
- To run a series of courses for GP trainers;
- To ensure dissemination of knowledge and skills by course participants in their own countries;
- To prepare teaching materials for GP trainers;
- To develop a network of GP teaching organizations involved in one-to-one training;
- To stimulate development of FM teaching in participating countries;
- To develop core groups of teachers in European Countries
- To encourage the dissemination of the teaching experience in European Countries

### **Implementation strategy:**

This course is one of a planned series of implementation courses to be run in different European countries, which will be organized by EURACT in conjunction with the national colleges and teaching organizations. Courses will be organized in a different country each year, with the active contribution of national organizations involved in teaching. The first course was organized in 2004 by the College of Family Physicians in Poland, in conjunction with their Leonardo da Vinci project, and with the aid of a grant from WONCA Europe. Groups of trainers from Estonia, Hungary, Latvia, Lithuania, Poland and Slovakia participated.

For subsequent courses teams of trainers from neighbouring countries are invited to participate in the course. This will prepare them to use the basic structure of the course in future in their own country, adapting it to the country-specific requirements for the teaching process and level of development of family medicine teaching. Participants should also be connected with a teaching institution to ensure the sustainability of the project in the longer term. On completion of the course groups of participants should be able to provide teacher-training courses to GP teachers in their own country.

At the end of the course each team of trainers will have to develop a training program for teachers in their own country. The exchange of information and teaching programs between participant countries will ensure wider a dissemination of the skills and knowledge acquired during the course.

### **Expected outputs:**

- A continuing series of courses;
- Teaching materials for teacher training;
- Teaching modules, adapted to individual states;
- A number of cascaded in-country courses
- A network of teachers and tutors;
- Publications in journals.

### **Contents of the course:**

The course is divided into 11 working sessions. Each session contains several modules, presenting a good mixture of different working styles. The course faculty will present several lectures. Some of them summarize current knowledge and "state of the art" in specific fields, other are introductions to exercises and plenary

or small group work. Most of the activities are based on active and interactive work of the participants.

### **Participants**

Teams of four teachers from five different countries (Portugal, Spain, Italy, Malta and Ireland) will be selected by their national EURACT representatives.

These teams will be expected to translate the course materials and repeat the course in their own countries in local language.

The participants belonging to these teams are sponsored and all their costs will be covered by the organizers.

However in addition to these sponsored places there are a further 12 places available for participants who are able to meet the costs of attending the course (course fee, travel and accommodation). Such direct applicants should be general practice/family medicine teachers, involved in one-to-one teaching in a practice setting.

### **Expectations of course participants:**

This course has been carefully designed to provide you with the necessary skills and materials to organize and deliver skills training courses for GP teachers in your country. It is expected that you will:

- 1. Participate actively in the Leonardo EURACT course.**
- 2. Work with your colleagues on the course to prepare, and translate where appropriate, course resource materials.**
- 3. Organize and deliver a teacher training course in your own country within 12 months of the implementation course.**

### **General Information**

The course will be held in Algarve, Portugal.

### **Direct Applicants**

For individual direct applicants prices for accommodation will later be displayed. The course fee is €400 for direct participants, reduced to €350 for current EURACT members and will include course materials, organisation of the course, conference attendance and the participation in social events.

*Dr Justin Allen  
Former President of EURACT*

*Dr Adam Windak  
Leonardo da Vinci Project Manager  
President of the College of Family Physicians in Poland*

## **Sessions of the Course**

The course is divided into 11 working sessions.  
Each session contains several modules, presenting a good mixture of different working styles.

Main topics of the course will be:

- **“What is a good trainer”;**
- **“Practice organization”;**
- **“Adult education theory”;**
- **“Learning styles”;**
- **“Personal learning plan”;**
- **“Teaching methods”;**
- **“Feedback”;**
- **“Designing the programme”;**
- **“Assessment and evaluation”;**
- **“Plans for practical implementation”.**

Most of the activities are based on active and interactive work of the participants. Course participants will be provided with course materials, prepared by course organizers.

## Programme of the Course

### Day 1

<i>Time</i>	<i>Session</i>	<i>Content</i>
<b>50 minutes</b>	<b>Session 1: INTRODUCTION</b>	
20'	M 1.1	Who are we? – <i>Formal introduction of the participants</i>
10'	M 1.2	What is the course about? – <i>Presentation</i>
20'	M 1.3	Shark game - <i>Ice breaker exercise</i>
<b>30 minutes coffee break</b>		
<b>90 minutes</b>	<b>Session 2: WHAT IS A GOOD TRAINER</b>	
60'	M 2.1	Our thoughts about good trainers – <i>Brainstorm in three groups.</i>
20'	M 2.2	What is a good trainer? – <i>Presentation</i>
10'	M 2.3	Discussion on the topic – <i>Plenary discussion</i>

### Day 2

<i>Time</i>	<i>Session</i>	<i>Content</i>
<b>180 minutes</b>	<b>Session 3: PRACTICE ORGANISATION</b>	
5'	M 3.1	Introduction to the session – <i>Oral instructions</i>
50'	M 3.2	A difficult situation in training practice - <i>Role play by tutors &amp; discussion in three groups</i>
35'	M 3.3	Practice organisation – theoretical framework – <i>Presentation</i>
<b>30 minutes coffee break</b>		
60'	M 3.4	A difficult situation in training practice (continuing) - <i>Role play exercise in three groups</i>
30'	M 3.5	Organizing the practice for teaching – <i>“Stickers” game in small groups</i>
<b>60 minutes lunch break</b>		
<b>170 minutes</b>	<b>Session 4: ADULT EDUCATION THEORY</b>	
45'	M 4.1	Education theory for teachers – <i>Presentation</i>
90'	M 4.2	Different perspectives on teaching – <i>Trio exercise &amp; reflection on the process in plenary</i>
<b>30 minutes coffee break</b>		
35'	M 4.3	The relevance of these processes in my country – <i>Instruction in plenary &amp; discussion in country groups</i>
30'	<b>How are we doing? – reflection in plenary on the teaching process throughout the day</b>	
30'	<b>Tutors meeting – reflection on the process (open meeting using gold fish bowl methodology)</b>	

## Day 3

<b>Time</b>	<b>Session</b>	<b>Content</b>
<b>90 minutes</b>		
<b>Session 5: LEARNING STYLES</b>		
20'	M 5.1	What is my learning style – <i>Exercise in plenary</i>
50'	M 5.2	Assessing learning styles in others – <i>Video exercise in plenary</i>
20'	M 5.3	Teaching and learning styles – <i>Presentation</i>
<b>30 minutes coffee break</b>		
<b>90 minutes</b>		
<b>Session 6: PERSONAL LEARNING PLAN</b>		
30'	M 6.1	How to construct a learning plan – <i>Presentation</i>
60'	M 6.2	Developing a personal learning plan - <i>Exercise in three groups</i>
<b>60 minutes lunch break</b>		
<b>105 minutes</b>		
<b>Session 7: TEACHING METHODS</b>		
15'	M 7.1	What do we know about teaching methods? – <i>Brainstorm in plenary</i>
30'	M 7.2	Teaching methods – <i>Presentation</i>
45'	M 7.3	What is applicable in practice? - <i>SWOT analysis in country groups.</i>
15'	M 7.4	What is applicable in practice? - <i>Reports from groups to plenary</i>
<b>30 minutes coffee break</b>		
<b>75 minutes</b>		
<b>Session 8: FEEDBACK</b>		
15'	M 8.1	Feedback in practice – <i>Presentation</i>
60'	M 8.2	Feedback as a concept in FM teaching - <i>Role-play in three groups.</i>
30'	<b>Tutors meeting – reflection on the process</b>	

## Day 4

<b>Time</b>	<b>Session</b>	<b>Content</b>
<b>120 minutes</b>		
<b>Session 9: DESIGNING THE PROGRAMME</b>		
30'	M 9.1	Developing the teaching plan – <i>Presentation</i>
90'	M 9.2	The first 28 days in the practice - <i>Developing a teaching plan in three groups.</i>
<b>30 minutes coffee break</b>		
30'	M 9.3	The teaching plan – <i>Reports from the groups</i>
<b>60 minutes lunch break</b>		
<b>90 minutes</b>		
<b>Session 10: ASSESSMENT</b>		
30'	M 10.1	Assessment and evaluation - <i>Quiz on terminology in three groups</i>
30'	M 10.2	Theory of assessment – <i>Presentation</i>
30'	M 10.3	Designing a program evaluation form – <i>Work in three groups.</i>
<b>30 minutes coffee break</b>		
<b>120 minutes</b>		
<b>Session 11: PLANS FOR PRACTICAL IMPLEMENTATION</b>		
60'	M 11.1	National course design – <i>Work in country groups</i>
30'	M 11.2	National courses - <i>Reports from groups to plenary</i>
30'	M 11.3	What was the course about – <i>Reflection in plenary</i>
<b>Course Ends</b>		
30'	<b>Tutors meeting – reflection on the whole course</b>	