

Faculty
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Objectives

- To provide specialists with skills to train, supervise and support doctors in training.
- To provide strategies that help balance service demands with training needs
- To provide some basic understanding of relevant adult educational theory
- Understand the key concepts in assessment and appraisal
- Explore the importance of work based assessments for doctors in training
- Understand the importance and the rules of feedback to enhance learning
- Explore some of the issues in dealing with a trainee in difficulty

GENERAL INFORMATION

Dates

20-22 October 2011

Venue

Sant'Anna Hospital
6th floor, Sector "Corsi di Laurea", elevator n° 2
Via Ventimiglia 3, 10126 Torino

Language

Official language: English.

CME

The Course is open to a maximum of 20 participants.
A total of 12 European CME has been assigned.
A total of 16,3 Italian ECM has been assigned.

Registration

The Registration Fee is Euro 2.000,00
20% VAT included and comprises:

- Attendance to the Course
- Educational material
- Coffee breaks
- Lunch
- Social Dinner

For registration and fees, please contact
M.A.F. Servizi Srl at the following e-mail address:
toscano@mafservizi.it

Organizing Secretariat and ECM Provider

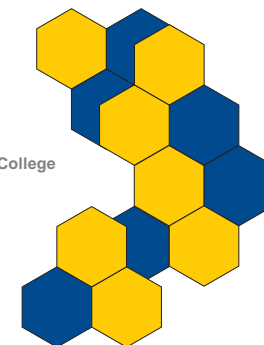


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European Board & College
of Obstetrics and
Gynaecology



EBCOG

Training the Trainers Course

for Educational Supervisors
in Obstetrics
and Gynaecology



Dipartimento di Discipline
Ginecologiche e Ostetriche
Università degli Studi di Torino

Torino (Italy)
20-22 October 2011
Sant'Anna Hospital

20th October 2011 - DAY ONE

Teaching and Training Skills

- 2.00 pm *Welcome and objectives of the course*
- 2.15 pm *Adult learning (Group discussion)*
- 2.45 pm *Mini-talk of principles of adult learning*
- 3.00 pm *Mini-talk on how to give effective feedback*
- 3.15 pm *Small Group exercise: Micro teaching*
- Break into small groups with one facilitator per group (see room allocation on list)
 - Each participant should have prepared a 5 minute lecture on a medical or on a non-medical topic.
 - In each group, one person lectures, one chairs (evaluates) and one (plus a faculty member) is the audience.
 - After the 5 minute lecture there is 5 minute feedback using Pendleton's rules.
 - It is important to keep everyone on task and to time.
 - The roles rotate (except for the faculty member) until everyone has given their lecture and has had the opportunity to act as presenter, giving feedback and chair
- 4.00 pm *Refreshments*
- 4.15 pm *How to teach a practical skill*
- Mini lecture to whole group
Delegates given a 4-step formula, demonstrated with a volunteer, probably a faculty member
- 4.30 pm *Mini talk on the job: Teaching in theatre, clinic and the ward*
- Full group discussion

- 5.15 pm *Small group exercise: Teaching a practical skill*
- Break into small groups with a facilitator per group
 - Each delegate takes it in turn to teach a practical skill to a second delegate, with a third delegate evaluating.
 - Keep to seven minutes per teaching episode and 7 minute giving feedback
 - Again use Pendleton's rules.
 - Each delegate should have experienced all three roles.

6.00 pm *Closing time*

21st October 2011 - DAY TWO

- 9.00 am *Highlights on feedback*
Why bother?
Rules of feedback
Techniques of feedback
- 9.30 am *Mini talk on assessment*
- 9.50 am *Small group exercise: Assessment*
- Divide delegates into groups with a facilitator to discuss some of the difficulties and limitations of assessment.
 - Each group will concentrate on one of the domains of learning i.e. knowledge, skills or attitude and professionalism and discuss methods available for assessing these.
 - After about 10 minutes move discussion forward to include suggestions for improving the assessment process.
 - Each group identifies one person who will present the small group's findings to the whole group.
 - How do you assess knowledge, skills and attitudes?
 - Miller's triangle of competence

10.45 am *Refreshments*

- 11.00 am *Role play*
- Simulation of assessment
- 12.30 am *Appraisal: definition and general principles*
- 1.00 pm *Lunch*
- 2.00 pm *Introduction to the difficult appraisal*
- 2.30 pm *Small group exercise: The difficult appraisal*
- Divide delegates in groups
 - Delegates divide into pairs
 - Facilitators allocate roles (trainer, trainee)
 - Remind them about feedback and Pendleton's rules.
 - Suggest they spend about ten minutes on each appraisal with time for discussion. They should aim to bring at least one issue back to the plenary discussion.

4.15 pm *Refreshments*

- 4.30 pm *Real Life Scenarios*
- In this section participants will be expected to share their experiences
 - Full group discussion

6.00 pm *Closing time*

22nd October 2011 - DAY THREE

- 9.30 am *Small group exercise and role play session: How to break bad news*
- 11.00 am *Refreshments*
- 11.15 am *Plenary discussion*
- 11.45 am *Course evaluation and suggestions for future courses*
- 12.30 am *Closing time of the Course*