

**CLINICAL EDUCATION
AS AN ACADEMIC SUBJECT**
医学教育专业课程

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带着问题看电影

电影里讲述了什么教学过程？

电影里出现的人物在教学过程中扮演什么角色？

每个角色是否完成了自己在教学过程中应尽的职责？

如果没有，他们需要怎样改进？

Aimersoft 



学习者



学习目标
不明确

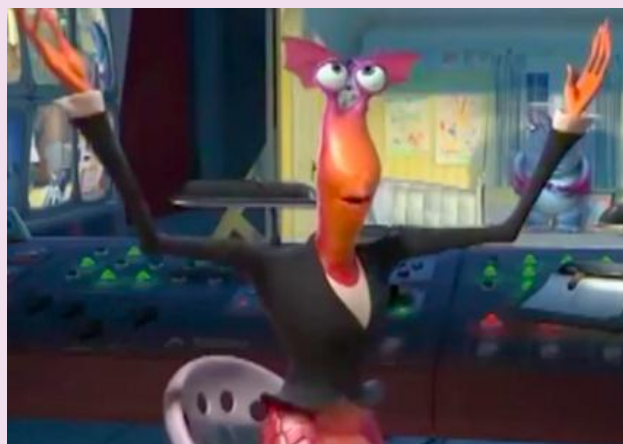
学习动力
不充足

错误发现
不及时

小组成员



导师



监督者

测试者

导师的角色

领导者

评论者

引航者

好朋友

协助者

旁观者



提问

聆听

回应

讲解

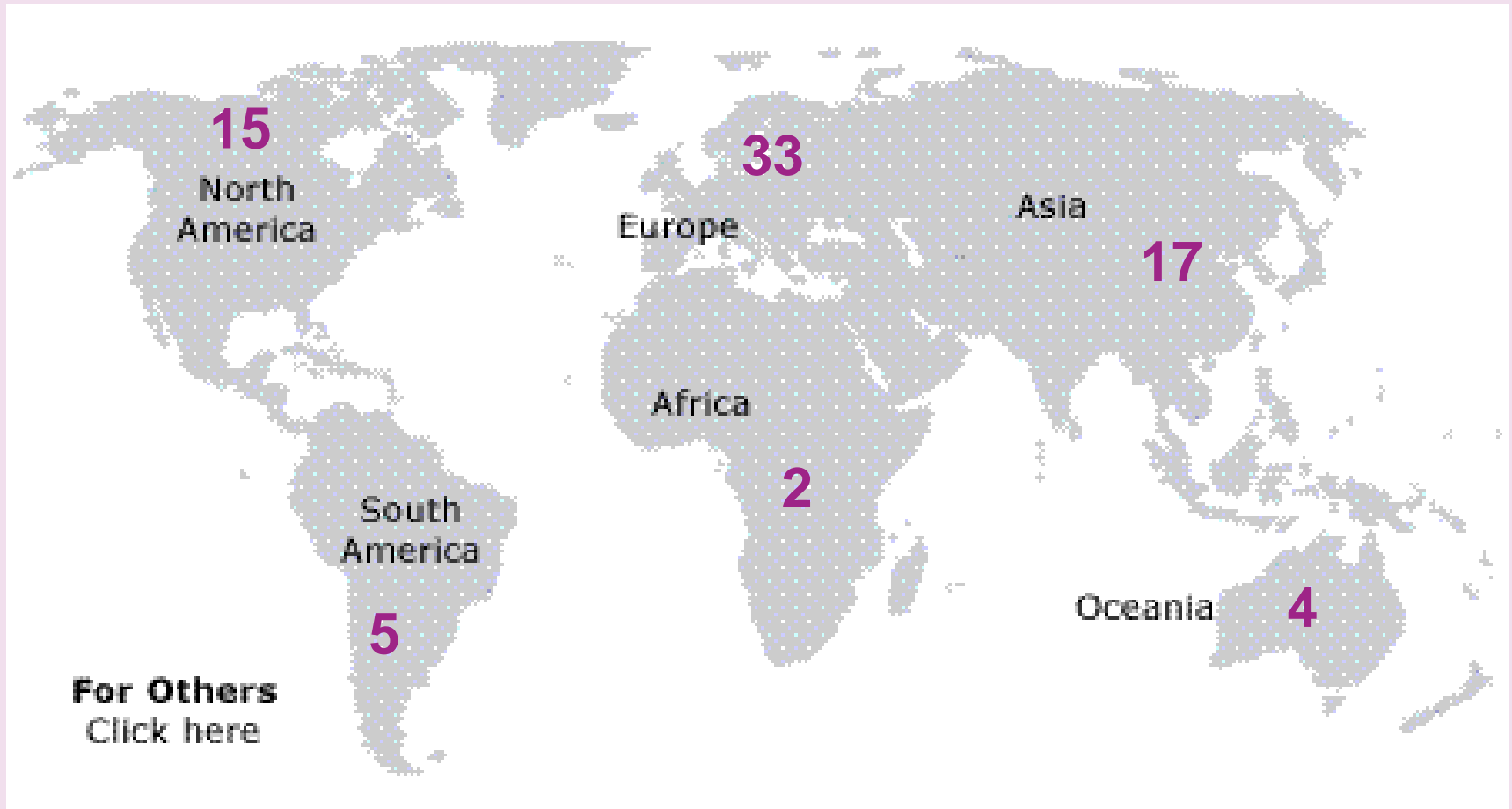
医学教育学科发展

1996年前，全球仅有7个硕士水平的医学教育专业课程
至2012年，骤然升至76个

原因：

1. 医务人员职业需求（MD+MEd）
2. 医疗机构认证需求
3. 教学机构科研需求
4. 医学教育自身需求（理论与实践互相促进、螺旋上升）

Geographic Location



在其他国家学习医学教育的优点和缺点

优点：更多的交流
更宽的视野
更新的理念

缺点：语言障碍
文化差异
需求差异
政策差异
经济差异

需要中国自己的医学教育专业课程

致力于医学教育发展的全球性机构

WFME – The World Federation for Medical Education (1972)

世界医学教育联合会

ASME – The Association for the Study of Medical Education

医学教育研究协会

AMEE – The Association for Medical Education in Europe (1972)

欧洲医学教育协会

BEME – The Best Evidence Medical Education (1999)

Curricular Development - A Six Step Approach for Medical Education

医学教育专业课程设置六步法

- 1) Problem identification and general needs assessment**
- 2) Needs assessment for targeted learners**
- 3) Goals and objectives**
- 4) Educational strategies**
- 5) Implementation**
- 6) Evaluation and feedback**

Step 1 Problem Identification/ General Needs Assessment

明确问题/评估宏观需求

Step 1 starts with the identification and analysis of a health care need or other problem that is to be addressed by the curriculum.

第一步：明确并分析目前存在的问题，以便在课程中体现

Step 1 Problem Identification/ General Needs Assessment

明确问题/评估宏观需求

- How is it currently being addressed?
- How should it be addressed – what is the ideal approach?

The **general needs assessment** is the *difference* between how the problem is currently being addressed and how it should ideally be addressed.

宏观需求评估就是现行问题的处理方法与理想方法之间的**差距**

Step 2 Needs Assessment of Targeted Learners

对目标学习者需求的评估

A needs assessment of targeted learners is a process by which the curriculum developers identify the *differences* between the ideal and actual characteristics of the targeted learner group and their environment.

目标学习者的实际特质及其实际学习与理想状态的 *差距*

Step 2 Needs Assessment of Targeted Learners

Methods for Learner Needs Assessment

- **Informal discussions / Formal interviews** 讨论/访问
- **Focus group discussions** 核心组讨论
- **Questionnaires** 问卷调查
- **Direct observation of skills** 直接观察
- **Examinations** 测试
- **Audits of current performance** 完善现行表现
- **Strategic planning session** 战略性课程

Step 3 Goals and Objectives

目标和目的

- The curriculum's goals and objectives should target the needs of learners.
- A goal or objective is defined as an end toward which an effort is directed.
- **Goal** - *broad* educational directive – communicates the overall purposes of the curriculum
- **Objective** – *specific* educational directive that is usually stated behaviorally, i.e. it is measurable

Step 3 Goals and Objectives

Writing Objectives

Writing goals and objectives are an underappreciated skill.

Five basic elements:

- Who
- Will do
- How much (how well)
- Of what
- By when?

每个基础学科教师（*who*）在下学期末前（*by when*）完成“如何提高学生自主学习能力”（*of what*）的文献搜索及分析（*will do*），并可以针对该主题独立授课（*how well*）。

Step 4 Educational Strategies

教学策略

Once the goals and objectives are determined, the next step is to develop educational strategies

- **Content** – specific material to be included in the curriculum
- **Methods** – ways in which content is presented

The content of the curriculum flows from its specific measurable objectives

Step 4 Educational Strategies

Guidelines for choice of Educational Methods

- **Maintain *congruence* between objectives and methods**
教学目的与方法相关联
- **Use *multiple* educational methods**
 - **To suit different learning styles and motivations, maintain learner interest and retention**
运用多种教学方法
- **Choose educational methods that are *feasible* in terms of resources**
考虑可行性

Step 5 Implementation

实施

Identify resources needed:

明确课程所需资源:

- **Personnel:** faculty, secretarial/administrative support, patients
- **Time:** faculty, support staff, learners
- **Facilities:** space, equipment, clinical sites
- **Funding/costs:** direct financial costs, hidden or opportunity costs

Step 5 Implementation

Anticipate and address barriers

- **Financial and other resources**
- **Competing demands**
- **People: attitudes, job/role security, power**

Plan to introduce the curriculum:

- **Pilot**
- **Phase-in**
- **Full implementation**

Step 6 Evaluation and Feedback

评估与反馈

Step 6 closes the loop in the curriculum development cycle and

- **Provides information to guide individuals and the curriculum in cycles of improvement**
- **Evaluation results can be used to**
 - ✓ **seek support for curriculum**
 - ✓ **assess individual achievement**
 - ✓ **satisfy external requirements**
 - ✓ **serve as a basis for presentations and publications**

Step 6 Evaluation and Feedback

Methods of Assessing how a Curriculum is Functioning

Program evaluation

- **Learner/faculty/staff questionnaires**
- **Objective measures of skills and knowledge**
- **Focus groups of learners, faculty, staff**
- **Regular meetings**
- **Special retreats and strategic planning sessions**
- **Site visits** 实地探访
- **Informal observation / discussions**



Leading education
and social research
Institute of Education
University of London

Clinical Education at UCL Institute of Education

www.ioe.ac.uk



**Number 1 worldwide
for Education
2014 QS World
University Rankings**

About the Programme

- **Started in 2007**
- **Collaboration with NHS Postgraduate Education Organisation**
- **Orientated towards the academic intellectual study of clinical education, rather than developing practical teaching skills**
- **Graduated approximately 50 students**
- **Mainly clinicians and mainly from medicine**
- **A small number of international students**
- **Students use their qualification to support their roles as Clinical Educators, Faculty members, Academics and Policymakers**

Programme structure

- **Length: one year**
- **Degree: Master of Arts**
- **Credits: 180**
- **Modules: 1 core modules (30 credits)**
 - 2 recommended modules (60 credits)**
 - 1 free optional modules (30 credits)**
 - 1 dissertation (60 credits)**

or

 - 1 core modules (30 credits)**
 - 2 recommended modules (60 credits)**
 - 2 free optional modules (30 credits)**
 - 1 report (30 credits)**

Modules I took

- **Core module: Contemporary Issues in Clinical Education (30 credits)**
- **Recommended optional modules:**
 - Learning and Teaching for Adults (30 credits)
 - Learning in Small Groups (15 credits)
 - Designing Courses and Curricula (15 credits)
- **Free optional modules:**
 - Education for the Professions (30 credits)
 - Leadership in the Learning Community (30 credits)
- **Report (30 credits)**

Contemporary Issues in Clinical Education

医学教育当今热点

Aims of the module

- Encourage reflection on *educational theory and practice*
- To help develop support learning in healthcare contexts
- Develop design, delivery and critical evaluation skills for *educational ‘opportunities’*
- to explore the *similarities and differences* between clinical and other forms of education
- Develop critical analysis skills of the research base of clinical education

Content and course design

- **30 hours = three full-day workshops + four 2.5-hour evening seminars**
- **Interactive lecture + facilitated discussion + group work + student presentations**
- **Theory + research + practice**

Detailed Content

Session 1 Introduction to the MA Clinical Education

Session 2 Clinical Education in Today's Health Services

Session 3 Selection for Clinical Education and Training

Session 4 Curriculum Design and Development

Session 5 Challenges in Assessment for Clinical Educators

Session 6 Simulation in Clinical Education

Session 7 Interprofessional Education

Session 8 Perspectives on Research in Clinical Education

Session 9 Group Project Presentations

Learning and Teaching for Adults

成人学习与授课

The Module's Aims

- Explore the concept of **professionalism**
- Examine issues around learning in the **workplace**
- Develop an understanding of relevant major **theories**
- Gain an overview of contemporary **approaches** to teaching and learning.

Module Learning and Teaching Methods

Students work in a number of complementary ways:

- **As a single large group**, bringing together the various academic backgrounds and interests of all the participants
- **In small mixed groups** bringing together students from across different teaching contexts
- **In small mixed groups** of students focusing on particular themes of interest for coursework

Detailed Content

Session 1 Exploring the Purpose and Nature of Teaching and Learning

Session 2 Professionalism

Session 3 Theories of Learning

Session 4 Professional Learning – the Role of Reflective Practice and Critical Incidents

Session 5 Enhancing Learners' Motivation

Session 6 Work-based Learning – Pedagogy of the Workplace - Participation in Communities of Practice and Expansive Learning Environments

Session 7 Assessment Workshop– Looking at Past Assignments and Grade Criteria

Session 8 Theories Revisited – Including Student Presentations

Session 9 Student Presentations of Assignment Plans

Learning in Small Groups

小组型学习

Content and Course Design

- **Length:** A two-day workshop
- **Aim:** to develop a professional approach to the facilitation of group work
- **Content:** theoretical perspectives relating to group dynamics and processes
- **Methods:** small group-work activities
 - a problem-solving session (real-life practical examples)
 - a team-teaching task
 - feedback from peers and tutors

Designing Courses and Curricula

设计课程

Content and Course Design

- **Length:** A two-day workshop
- **Aim:** to examine, explore and integrate a range of practical and theoretical issues relating to course design
- **Content:** **approaches** to course design
 - the development of course aims and objectives
 - the **relationship** of objectives to methods of teaching, assessment and evaluation
 - the relationship of course design to student learning
 - the curriculum **context**
 - the institutional/ departmental context

Education for the Professions

专业人士的教育

Course Design

Historical + philosophical + psychological + sociological

- **Issues concerning professional identity**
- **Epistemological issues**
- **Pedagogical issues**
- **Ethical issues**

Detailed Content

Session 1 The Emergence of Professions

Session 2 Are Professions a Distinct Type of Occupation?

Session 3 Professions and Professional Knowledge, Challenges and Opportunities

Session 4 Professional Knowledge and professional Education

Session 5 Approaches to Professional Ethics

Session 6 Professions and the Idea of Expertise

Session 7 Issues in Professional Learning

Session 8 Professional and Vocational Education – Convergence or Divergence?

Session 9 Changes in Professional Education – the Case of Medicine

Session 10 Inter-professional Learning and Practice

Leadership for the Learning Community

学习型社区内的领导力

Module aims

- **develop critical insights into human resource and how people are managed;**
- **Develop understanding of institutions as ‘learning-centred communities’**
- **provide theories, analytical frameworks and insights relevant to working environments.**
- **To contribute towards improvements in learning within an educational institution or environment;**
- **Develop effective ‘people management’ and organisational development skills.**

Detailed Content

Session 1: Introduction

Session 2: Leading and managing CPD; Induction and early professional development

Session 3: Teams – developing personal skills in a team context

Session 4: Leading CPD: How adults learn and helping staff develop

Session 5: Managing staff workload and wellbeing

Session 6: Leading professional learning communities and learning networks

Session 7: Managing people's performance: motivation and morale

Session 8: Improving performance management: Improving learning

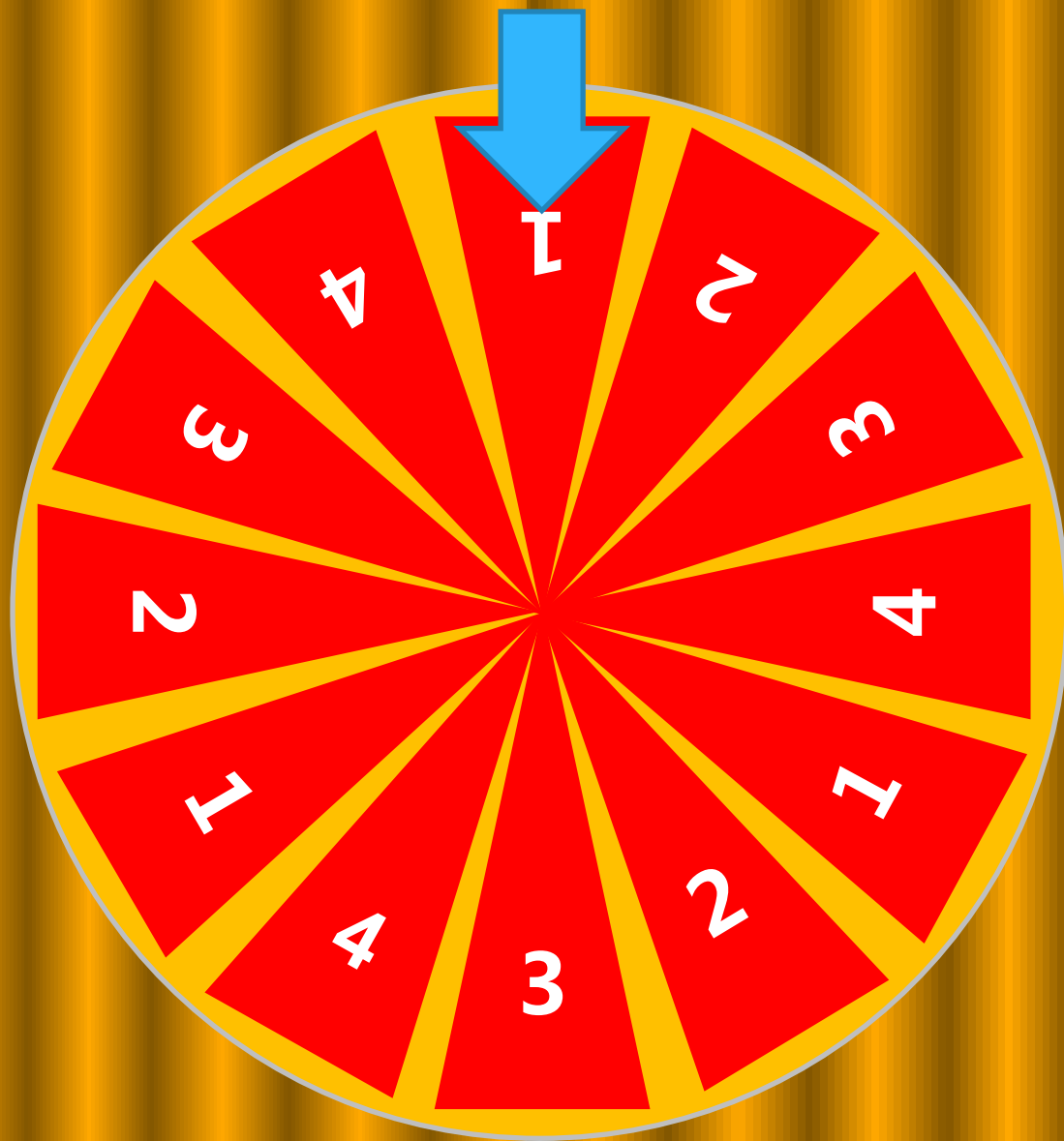
Session 9: Classrooms as learning communities

Session 10: Research engaged schools

Tasks for You

根据所列条件，设计与专业学科相关的医学教育课程

- 1) 明确问题/评估宏观需求
- 2) 目标学习者评估
- 3) 目标与目的
- 4) 教学策略
- 5) 实施
- 6) 评估与反馈



F5 开始
CTRL+P 暂停
ESC 继续

谢谢！

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