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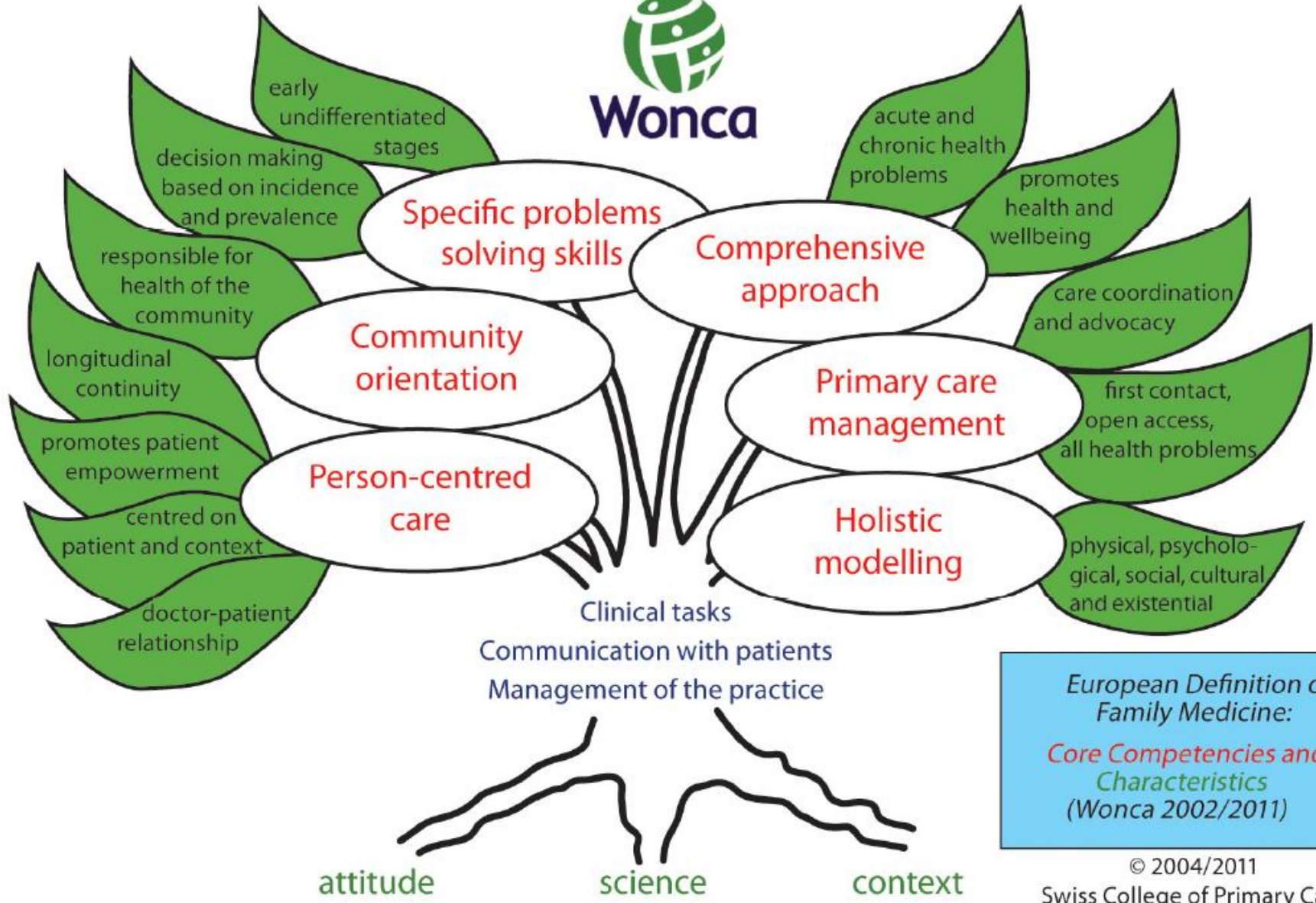
# **TEACHING THE TEACHERS IN FAMILY MEDICINE**

# LECTURE OUTLINE

- Family medicine competencies
- Importance of teaching the teachers
- Leonardo EURACT courses
- Janko Kersnik International EURACT Bled course
- EURACT Appraisal portfolio

# BACKGROUND

- Family medicine is a well recognized independent academic discipline in Europe and around the world
- Many factors contributed to the achievement of its present level of recognition
- One of the factors is certainly education



*European Definition of Family Medicine:*  
*Core Competencies and Characteristics*  
*(Wonca 2002/2011)*

# TEACHING THE TEACHERS

- Teachers' training is fundamental to the development of any academic discipline
- The high quality level of education in family medicine is maintained by professional teachers with adequate preparation in the training of future family physicians
- Role modelling

# EURACT

- ◉ European Academy of Teachers in GP/FM
- ◉ One of the main networks of WONCA Europe (the European Association of GP/FP)
- ◉ A comprehensive system for educational development of the family medicine teachers in Europe



# A COMPREHENSIVE SYSTEM FOR EDUCATING THE FM TEACHERS

LEONARDO EURACT  
LEVEL 1-3 COURSE

JANKO KERSNIK EURACT  
BLED COURSE

APPRAISAL PORTFOLIO

Becoming a  
teacher



Continuous  
professional  
development



Assessment  
of quality

# FRAMEWORK FOR CONTINUING EDUCATIONAL DEVELOPMENT

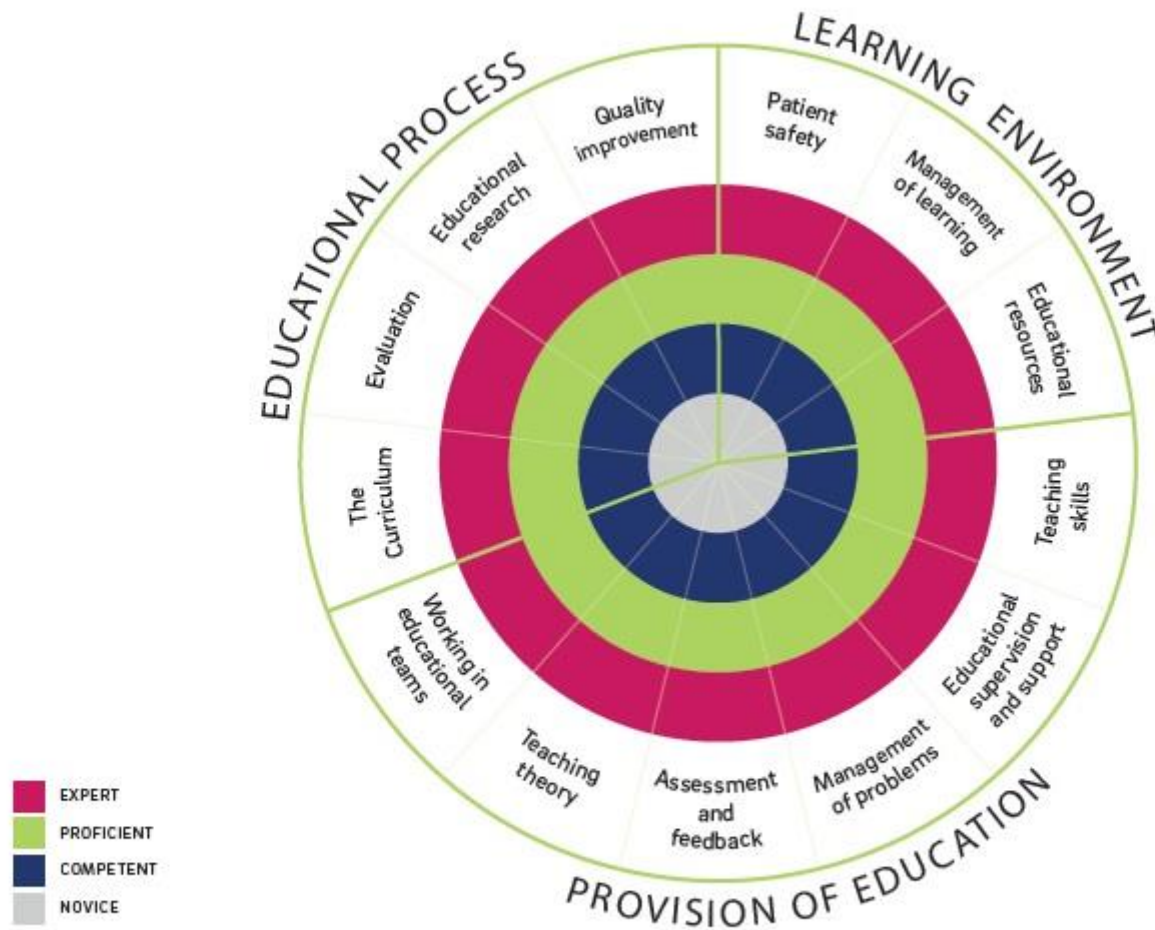
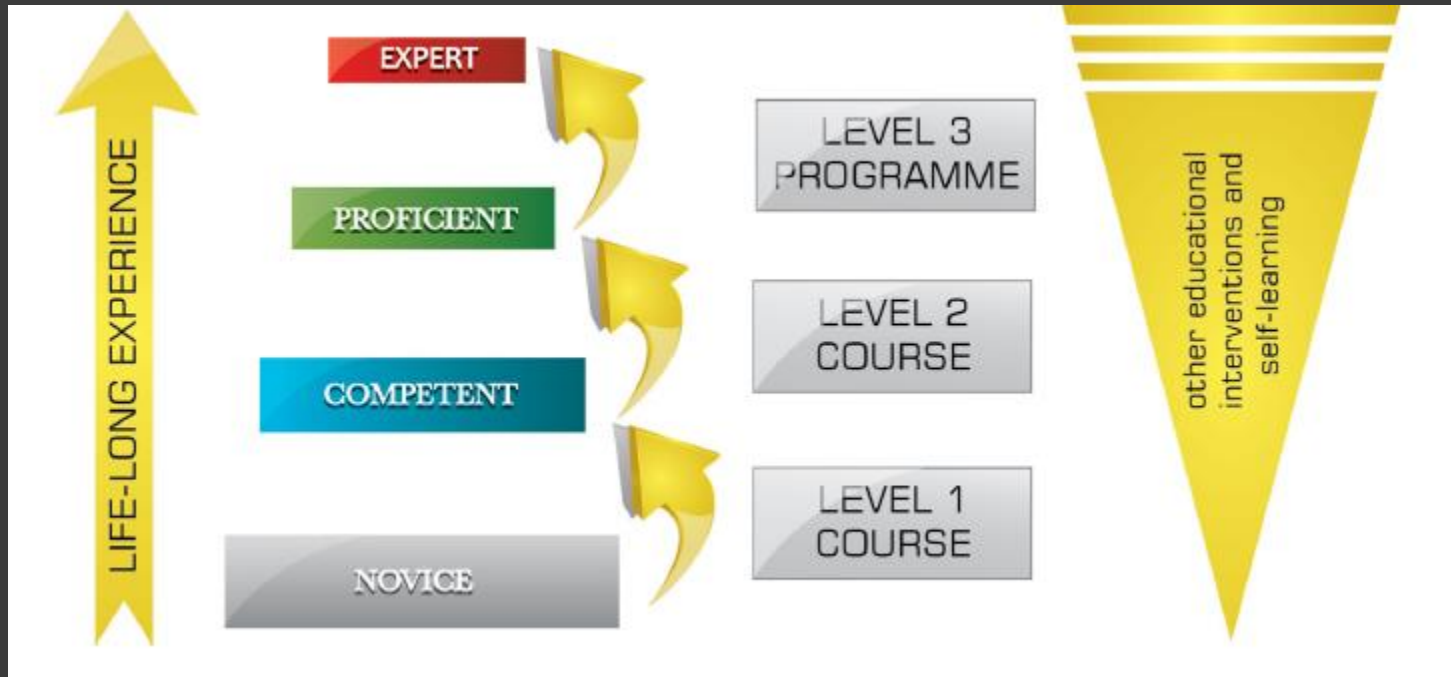


Figure 1. Domains of teacher's expertise

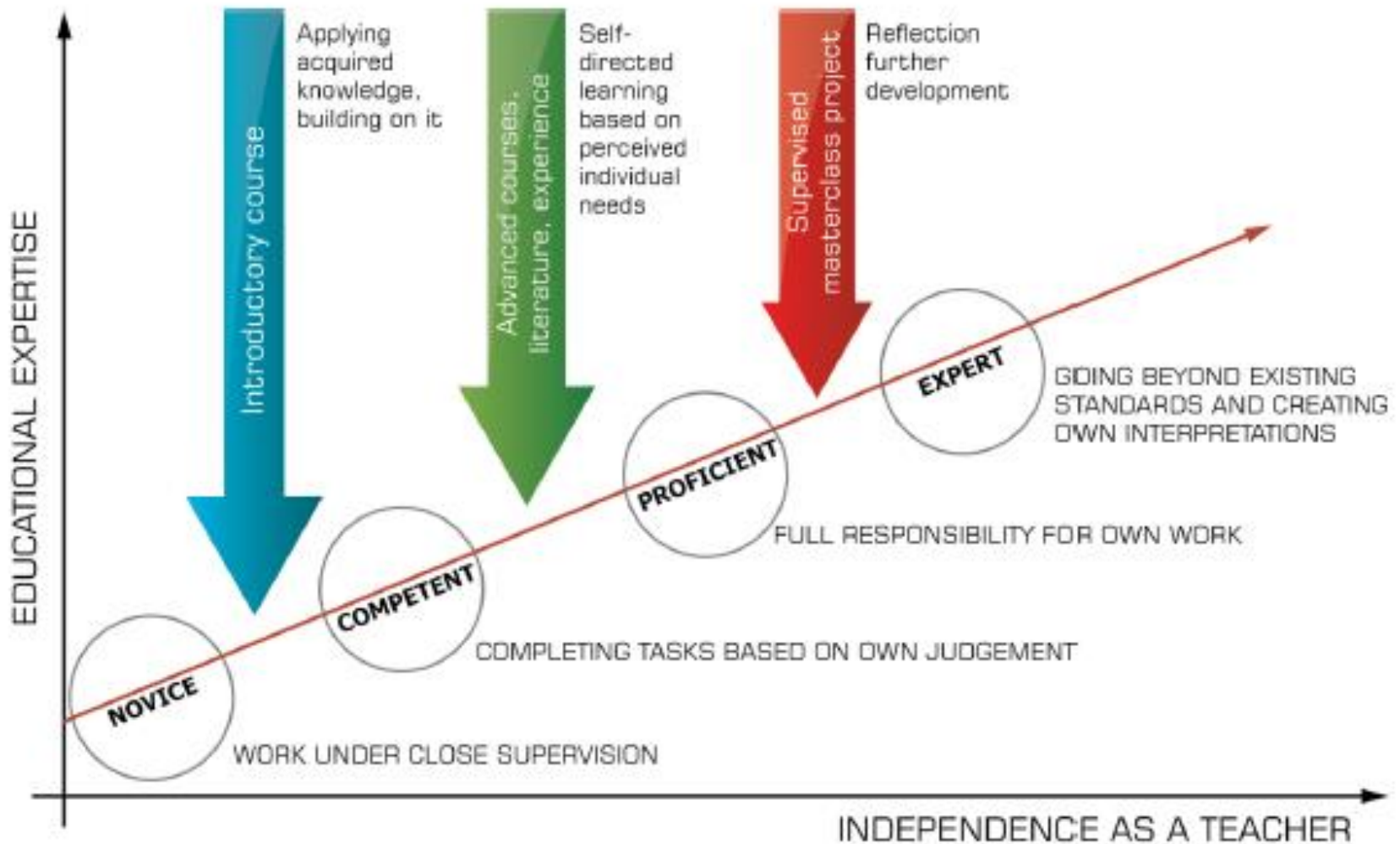
Source: "Framework for Continuing Educational Development of Trainers in General Practice/Family Medicine in Europe", Cracow 2012



# LEONARDO EURACT COURSES



# LEONARDO EURACT COURSES



# JANKO KERSNIK INTERNATIONAL BLED COURSE

- The international Bled course for teacher training has played a central role in faculty development in family medicine for the past 25 years
- Structure and learning aims of the Bled course have remained stable over 25 years
- It provides a safe, well-structured learning environment for the participants even though the course topic is different every year
- The course has had a significant impact on curriculum development and teacher training in Slovenia as well as in many other countries in Europe and beyond

# BLED COURSE'S AIMS

- ① To develop an understanding of the role of group work in enabling participants to reflect and learn about their work both as clinicians and educators
- ② To develop skills in producing an educational module, which can be used by participants in teaching activities in their home countries
- ③ To promote the exchange of teaching experiences among the participants

# BLED COURSE'S TEACHING METHODS

- Homework assignments
- Assigned readings
- Lectures
- Small-group work
- Fieldwork
- Projects
- Presentations
- Small-group discussions

# TIME-TABLE

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction	Ice-breaker	Ice-breaker	Ice-breaker	Country reports
Keynote lecture 1 with discussion	Keynote lecture 2 with discussion	Keynote lecture 3 with discussion	Keynote lecture 4 with discussion	Presentation of the teaching module from small-group work
Group work 1	Group work 3	Group work 5	Group work 7	Reflection on the course
Group work 2	Group work 4	Short keynote lecture	Group work 8	Course assessment
	Fieldwork	Group work 6	Group work 9	Closure
	Reports from fieldwork and discussion			

# BLED COURSE'S TOPICS

Location (Slovenia)	Year	Topic
Bovec	1992	Practice organization
Bovec	1993	Medical record-keeping
Gozd Martuljek	1994	Quality assurance
Gozd Martuljek	1995	Doctor-patient communication
Bled	1996	Prevention
Bled	1997	The family
Bled	1998	Prescribing
Bled	1999	Management of chronic diseases
Bled	2000	Evidence based medicine
Bled	2001	Out-of-office medicine
Bled	2002	Medical errors
Bled	2003	Ethical problems
Kranjska Gora	2004	Patient-centred care in modern cross-cultural communities
Kranjska Gora	2005	Co-morbidity
Bled	2006	Community orientation
Bled	2007	Patient empowerment
Bled	2008	Self-medication
Bled	2009	Impact of medicalization
Bled	2010	Impact of new information technologies
Bled	2011	Professionalism
Bled	2012	Managing difficult relationship with patients
Bled	2013	Doctors' wellbeing
Bled	2014	Scope and limits of general practice/family medicine
Bled	2015	Managing multimorbidity in aging populations
Bled	2016	Future developments in family medicine (refugees and migrants, the role of the family, new technologies)

# BLLED COURSE'S IMPLICATIONS

- ⦿ A series of workshops are organized annually in Slovenia on the same topic as the Bled course of that year for Slovenian teachers and trainers in family medicine
- ⦿ The workshops are shorter in duration than the Bled course and provide the material covered by the courses in a more concentrated way
- ⦿ Attendance at these courses is a prerequisite for recognition as a tutor of family medicine in Slovenia
- ⦿ Similar national courses also in Serbia, Israel, Portugal, Ireland, and Austria



# APPRAISAL PORTFOLIO

- A model of an international appraisal of family medicine teachers
- Based on the previously mentioned Framework for continuing professional development of family medicine teachers

# FEATURES OF THE PORTFOLIO

- A valuable tool for self-assessment
- A tool for systematic reflection – and getting feedback
- A tool for objective measurement of your competences and having feedback on them
- A method of learning about your past and your future
- A way to find areas for improving your teaching

# AIMS AND SCOPE

- To support, develop, and recognize the standard of the individual trainer/teacher
- To demonstrate the existing high standards of education/training in family medicine in Europe and the ambition for further development
- To coordinate family medicine training throughout the countries in the European Union

# LEVELS OF THE APPRAISAL

- ◎ Competent level (9/13 domains):
  - At least 2 of these domains are from area 1 (Learning Environment)
  - at least 4 of these domains are from area 2 (Provision of Education)
  - at least 3 of these domains are from area 3 (Educational Process)
- ◎ Expert level (5/13 domains):
  - at least 1 domain is from area 1 – (Learning Environment) and
  - at least 1 domain is from area 2 – (Provision of Education) and
  - at least 1 domain is from area 3 – (Educational Process)

# PROCESS OF THE APPRAISAL

- ⦿ The appraisal process is run by:
  - a national educational appraiser if the applicant apply for the **competent level**;
  - 2 international educational appraisers if the applicant apply for the **expert level**.
- ⦿ The whole appraisal process is run in national languages (when applying for the competent level) OR in English (when applying for the expert level).
- ⦿ The appraisal process gives a “pass” or “not ready yet” conclusion

# TYPES OF EVIDENCE

- ⦿ A personal learning log
- ⦿ A reference letter
- ⦿ A multi-source feedback
- ⦿ Learner evaluations
- ⦿ A list of publications
- ⦿ Copies of abstracts
- ⦿ Documentation
- ⦿ Learning and teaching resources
- ⦿ A personal statement



**The electronic portfolio**  
of evidence of teaching performance

[ABOUT THE APPRAISAL PROGRAMME](#) | [ABOUT THE FRAMEWORK REQUIREMENTS FOR EXPERT TEACHER](#) | [REQUIREMENTS FOR COMPETENT TEACHER](#) | [GENERAL TERMS AND CONDITIONS](#) | [TYPES OF EVIDENCE](#) | [GUIDEBOOK FOR APPLICANTS](#)

[EN](#) | [PL](#)

# Welcome

## to the appraisal programme for teachers in General Practice / Family Medicine

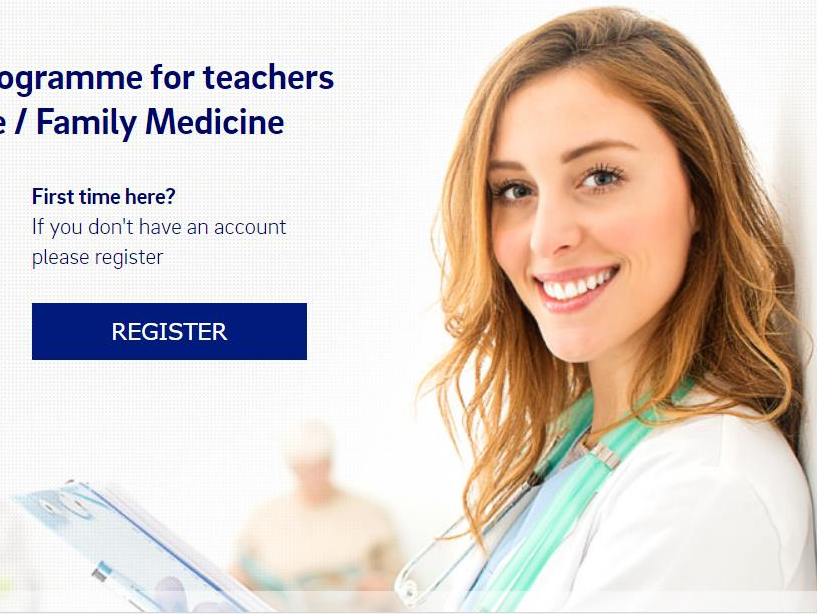
LOGIN

**First time here?**

If you don't have an account  
please register

REGISTER

[Forgot password?](#)



euractframeworkf...pdf

Show all



## Select the appraisal level:

**COMPETENT**

A brief description of appraisal level

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**0/13**

**CHOOSE**

**EXPERT**

A brief description of appraisal level

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**5/13**

Completed

**VIEW MARK**

**GET CERTIFICATE**

You meet the requirements for Expert teacher

**CHOOSE**



The form has been sent to evaluation. You can not edit it anymore.

- Area I: Learning environment**
  - Patient safety
    - A personal statement
    - A personal statement
    - Learning and teaching resources
    - Learner evaluations
    - Learning and teaching resource
  - Management of learning
  - Educational resources
- Area II: Provision of education**
  - Teaching skills
  - Educational supervision and support
  - Management of problems
  - Assessment and feedback
  - Teaching theory
  - Working in educational teams
- Area III: Educational process**
  - The curriculum
  - Evaluation
  - Educational research
  - Quality improvement
- Letter**
- Completed**

Save to pdf

### Area I: Learning environment

Domain:

# Patient safety

Has responsibility for overseeing the impact of education programmes on patient safety.

NEXT >

The form has been sent to evaluation. You can not edit it anymore.

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- Area I: Learning environment**
  - Patient safety
  - Management of learning
  - Educational resources
    - A personal learning log
    - Learner evaluations
    - A list of publications
    - A personal statement
    - A multi-source feedback
- Area II: Provision of education**
  - Teaching skills
  - Educational supervision and support
  - Management of problems
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  - Teaching theory
  - Working in educational teams
- Area III: Educational process**
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  - Evaluation
  - Educational research
  - Quality improvement
- Letter**
- Completed**

### Area I: Learning environment, Domain: Educational resources

#### Evidence 1/5 A personal learning log

From your personal learning log identify 5 different educational resources you have developed for yourself or your staff members. Describe your role in the process.

1. I edited and also coauthored a textbook for undergraduate students in family medicine which was published by University of Maribor. I planned its content and found appropriate authors for each chapter. I also prepared outline of chapters so authors knew exactly how to prepare their texts. I coordinated writing and reviewed all the chapters. 2. I participated as a coauthor of a textbook of family medicine published by University of Ljubljana. I wrote a chapter on evidence-based medicine and decision making in family medicine. 3. I edited and also coauthored a textbook for GP trainees in family medicine research which was published by University of Ljubljana. I planned its content and found appropriate authors for each chapter. I also prepared outline of chapters so authors knew exactly how to prepare their texts. I coordinated writing and reviewed all the chapters. 4. I edited and also coauthored a instructions for exercises for undergraduate students in family medicine course which were published by University of Maribor. I planned its content and found appropriate authors for each chapter. I also prepared outline of chapters so authors knew exactly how to prepare their texts. I coordinated writing and reviewed all the chapters. 5. I edited and also coauthored a instructions for exercises for tutors in family medicine course which were published by University of Maribor. I planned its content and found appropriate authors for each chapter. I also prepared outline of chapters so authors knew exactly how to prepare their texts. I coordinated writing and reviewed all the chapters.

you attached 0 files, need beetwen 0 - 5

INFO

The form has been sent to evaluation. You can not edit it anymore.

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- Area I: Learning environment**
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  - Management of learning
  - Educational resources
- Area II: Provision of education**
  - Teaching skills
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  - Management of problems
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  - Working in educational teams
- Area III: Educational process**
  - The curriculum
  - Evaluation
  - Educational research
    - List of publications
    - Learning and teaching resources
    - Learning and teaching resources
    - Copies of abstracts
    - Documentation
  - Quality improvement
- Letter**
- Completed**

### Area III: Educational process, Domain: Educational research

#### Evidence 1/5 List of publications

Provide a list of publications reflecting your competence in independently conducting research in the area of teaching family medicine. You should be a principal author in these publications.

I attached the articles.

you attached 5 files, need between 0 - 5

- professionalism-assessment-scale-for-medical-students 2014.pdf
- New virtual case-based assessment method scale development BMC Med Education 2013.pdf
- Using movies to teach professionalism 2011.pdf
- Regional coordinators BMC Medical Education.pdf
- Using movies in family medicine teaching- A reference to EURACT Educational Agenda.pdf

**NEXT >**

INFO

## Certificate of Competence

European Academy of Teachers in General  
Practice / Family Medicine certifies that

**Zalika Klemenc Ketiš**

has successfully completed the appraisal process  
for teachers  
in General Practice / Family Medicine  
and has been recognized as **an EXPERT** teacher  
in Family Medicine education



**Dr Jo Buchanan**  
**EURACT President**

# CONCLUSIONS

- A comprehensive European system for assuring and improving the quality of family medicine teaching
- Can be implemented in individual countries