How to Teach Continuing Medical Education
To Christine, for love and encouragement and tolerating my laptop on holiday.

MD

To Derek and Cleo for their support, understanding and love.

KF
Contents

About the authors vii
Foreword ix
Preface xi
Acknowledgements xiii

1 Introduction to some theories of adult learning 1
2 Teaching design and presentation 32
3 The lecture 41
4 Workshops and discussion groups 60
5 Teaching skills 75
6 Role play and simulated scenarios 86
7 Clinical teaching 94
8 E-learning 105
9 Annotated bibliography 116

Index 123
This page intentionally left blank
About the authors

**Mike Davis** was a teacher of English and Drama for eighteen years, the last twelve of which he was Head of Faculty in a large northern comprehensive school. In 1990 he moved to University of Manchester as a Research Associate in Economics Education and in 1994 became Lecturer in Adult Education in the Centre for Adult and Higher Education at that university. He led the M.Ed. programmes in Adult and Continuing Education and in Training and Development and supervised Masters and PhD students. In 2000, he moved to University of North London (now London Metropolitan University) as Senior Research Fellow in the Learning Technology Research Institute. In February 2002, he returned to the North of England to lead the BA in Education and Literacy at Edge Hill University, where he also contributed to the MA in Clinical Education. In October 2005, he became a full time freelance consultant in continuing medical education. He continues to work in higher education and holds associate posts in Edge Hill University, Lancaster University and Manchester Metropolitan University.

He has published widely and diversely (from William Blake for A level English Literature students to chapters in academic books and journals) and has attended conferences throughout the western world. He has given keynote addresses in Finland, Greece, Ireland and USA, where he was a regular visitor for six years (Department of Adult Education, University of Georgia). During this time he co-developed and taught online courses for students from American, Australian and British Universities. His Ph.D., completed in 1999, was entitled ‘Learning and Teaching in Higher Education: experiences in the group’.

He first became involved in CME in 1996 as an educator with ALSG\(^1\) working on the Generic Instructor Course (GIC). He took up a similar role with the Royal College of Surgeons (London) sponsored ATLS\(^2\) programme. He

---

1 Advanced Life Support Group – a Manchester based medical education charity
2 Advanced Trauma Life Support
has directed an evaluation of the MOET\textsuperscript{3} course and is also conducting an ongoing evaluation of the implementation and early developments of the IMPACT\textsuperscript{4} course. He was involved in the redesign of aspects of the APLS\textsuperscript{5} programme through the ALC-ME\textsuperscript{6} project co-funded by ALSG and Edge Hill University. He helped design the instructor training strategies for the Level 1 RCPCH/NSPCC Recognition of child abuse course for Doctors in Training and is a member of the working party and educational consultant to the online level 2 course Child Protection In Practice, aimed at Registrars and Consultants. He has acted as educational consultant to recent developments in translating existing courses into VLE format, including:

- Paediatric Life Support
- Child Protection: recognition and response
- Advanced Paediatric Life Support

He is currently the education advisor for the college of Emergency Medicine (UK)

**Kirsty Forrest** is a consultant anaesthetist at Leeds General Infirmary.

She has a masters degree in medical education (MMed) from Sheffield University, and works in the Academic Unit of Anaesthesia, as an honorary senior lecturer at Leeds University. She organises and researches aspects of medical education, in addition to a busy clinical workload. She was awarded a prestigious three year University Teaching Fellowship (UTF) in 2006 and a Higher Education Funding Council for England (HEFCE) award to develop a local programme to improve opportunistic teaching. In 2007 she led the successful bid for a mini-project fund from the Higher Education Academy (HEA).

She is a regular faculty member on the Royal College of Anaesthetists teaching courses, and is also an educator for Advanced Trauma and Life Support (Royal College of Surgeons of England) instructor courses. She has developed several postgraduate courses and e-learning material locally, in topics as diverse as acute care and patient safety. She is co-author of the best-selling ‘Essential Guide to Acute Care 2nd Ed’ and ‘Essential Guide to Generic Skills’, and co-editor of the ‘ABC of Geriatric Medicine’ and ‘Essential Guide to Educational Supervision’.

\textsuperscript{3} Managing Obstetric and Emergency Trauma
\textsuperscript{4} Ill Medical Patients’ Acute Care and Treatment
\textsuperscript{5} Advanced Paediatric Life Support
\textsuperscript{6} Alternatives to lectures in continuing medical education
"Teach these boys and girls nothing but facts. Facts alone are wanted in life… nothing else will be of any service to them."

For those who revised for A’ level exams to the strains of the Carpenters, Mud and (a young) David Bowie this statement will seem all too familiar. I freely admit that I belong to this disadvantaged vintage. As a generation we laboured through medical school and many years of postgraduate education devouring yet more facts then struggling to reproduce them in a never ending procession of exams, fellowships and diplomas.

It seems ironic but appropriate that this generation of adult learners now find themselves the educators of today. We know what we have to achieve. But how to do it?! How wonderful that Mike Davis and Kirsty Forrest have produced in this gold standard publication for those of us who wish to create the most ideal of learning environments for our trainees.

This book covers everything from formal lecturing to e-learning. It explains in easy to read everyday language how to get the best out of one’s own teaching abilities as well as to maximise the students’ capacity to learn. The book is ideal for those who are educating and those who are learning. In particular it will provide an excellent reference point for those who teach regularly on the short life support courses. Each chapter as well as dealing with fundamentals of adult learning describes real-life teaching situations with colourful practical guidance.

As a seasoned ATLS instructor I found the section on simulated scenarios and role playing a valuable addition to my educational armoury. I would particularly encourage all ATLS instructors to read this chapter which I have no doubt will improve and consolidate their instructor skills.

As a busy clinician I discovered much of interest and practical help in the chapter on clinical teaching. I now know how I can complete an efficient business ward round whilst including some quality teaching for those accompanying me.

As a learner of the 1970s I found the book a breath of fresh air and a huge incentive to continue to develop my own competency as a teacher in this, the second half of my clinical career.
“Maintain a clear vision of your teaching outcomes. Know your audience and know your materials”.
What better advice could there be?

**Ros Roden**
DRCOG DCH Drp IMC FRCS FCEM
ATLS® Steering Group, Chair, UK
Raven Department of Education
The Royal College of Surgeons of England
35–43 Lincoln’s Inn Fields
London
WC2A 3PE

Associate Postgraduate Dean for Careers & Personal Development
The Yorkshire Deanery
Department for NHS Postgraduate Medical & Dental Education
Willow Terrace Road
University of Leeds
LEEDS
LS2 9JT

Consultant in Emergency Medicine
Regional Advisor in Emergency Medicine
Leeds Teaching Hospital Trust
Leeds
Preface

This book is intended to introduce the reader to:

- Some of the theory underpinning medical education in the postgraduate context
- A robust model for preparation and presentation of teaching material
- An exploration of a number of teaching modalities.

It is not meant to be an exclusive handbook, rather an invitation to explore some approaches that, in our experience, work with doctors at various stages of their training. As such, it is not a resource that would support studies in education at Masters or Diploma level, although we would hope that the introduction to some theory, particularly in chapter 1, might encourage you to pursue further studies.

The chapters are based on the practical experience of both authors, particularly in the preparation of instructors for Advanced Life Support and Advanced Trauma Life Support instructor courses. The invariable good fellowship and commitment of both instructors and candidates on these courses are an inspiration and a reminder that learning and teaching can be great fun. We both hope this book contributes to that.

Mike Davis
Kirsty Forrest
This page intentionally left blank
Acknowledgements

As quoted in *Interpersonal Computing and Technology: An Electronic Journal for the 21st Century*¹ the Australian academic, Dale Spender², (paraphrasing I.A. Dorner) pointed out: “as any self-respecting deconstructionist will tell you, any text is the product of other texts”. I am delighted to quote this here to demonstrate the extent to which I owe the contribution of others to my thinking.

Among these are: Sue Wieteska, Chief Executive of Advanced Life Support Group who first involved me in the Generic Instructor Course in 1996; Pete Driscoll (Dean), Ruth Brown (Registrar), Kevin Mackway-Jones (Professor of Emergency Medicine) and Jacky Hanson (Chair CPD committee), Aruni Sen, Darren Kilroy and others at the College of Emergency Medicine with whom I have had challenging and interesting discussions; there are about fifteen other educators involved in resuscitation and trauma training and they have all made an impact on how I work, as have course and medical directors, notably over many years James Ferguson, John Hiscox, Ros Roden and Chris Vallis. There is a cohort of sixty or so other faculty colleagues who I have worked with on ALSG and ATLS Instructor courses and it goes without saying that these are an invaluable source of inspiration and good ideas, many of which are stolen, used and never attributed. I would like also like to mention candidates who are eager to learn and deeply appreciative of their experiences on the courses.

Kate Denning and I have worked together in a number of contexts, all of which were challenging, interesting and, in some cases, scary, if not groundbreaking.

Acknowledgements

Kate Wieteska did the drawings, against very tight deadlines, and to her many thanks.

—Mike Davis

I would like to say thank you to Nicola Cooper for her helpful comments on the manuscript and for being the inspiration for many ideas. Also thanks to Sean Smith for helping with resources for the e learning chapter.

—Kirsty Forrest
Chapter 1 Introduction to some theories of adult learning

1.1 Learning outcomes
By the end of this chapter, readers will be able to:
• demonstrate familiarity with a number of theories of adult learning;
• show awareness of the contribution that it makes towards continuing medical education (CME).

1.2 Introduction
While adult learning has been described as ‘an atheoretical field of practice’, there are some theories that are acknowledged as having a contribution to make to our understanding of the process involved in CME. These are not exclusive and there are other theories that you are directed towards in the annotated bibliography. For the purposes of this chapter, however, the focus will be on:
• experiential learning;
• constructivism;
• situated learning;
• group dynamics;
• reflective practice.

The purpose of this chapter, therefore, is to review some of the dominant methods of teaching in CME: to describe good practices; and, where appropriate, to relate these to theory. After this brief introduction to some important issues in adult learning, further chapters address each of the chosen teaching modalities, make recommendations as to their particular utility, describe good practices and suggest things to avoid. These chapters are not intended to be in any way prescriptive, but they are based on experience in education in a wide variety of educational settings. This chapter is designed

How to Teach Continuing Medical Education. By Mike Davis and Kirsty Forrest. Published 2008 by Blackwell Publishing. ISBN: 978-1-4051-5398-0