

出國報告（出國類別：出席國際會議）

2019 年國際醫學教育研討會心得報告

服務機關：臺中榮民總醫院
姓名職稱：王素秋 護理督導長
派赴國家/地區：奧地利 / 維也納
出國期間：2019.08.22-2019.08.30
報告日期：2019.09.17

目 次

摘要	3
目的	4
過程	4
心得	4
建議	5
附錄	6

摘要（含關鍵字）

『2019 AMEE 國際醫學教育研討會』於 108 年 8 月 24 日～8 月 28 日在維也納舉辦，是瞭解醫學教育新趨勢及潮流的大好機會，也可參加不同的工作坊，包括：課程設計、教學方法、評量工具及回饋等，今年職以「From experience to action ! A new Strategy for breastfeeding education.」主題，將本院產兒單位新進人員母乳教育訓練創新策略進行 E-Poster 分享，也參與「Teaching on the run:How to deliver high-quality teaching in a busy clinical environment」工作坊。學習如何在有限時間內，進行有效率的教學與回饋。從工作坊引導老師及各國醫學教育專家觀點中，澄清了本人對三明治回饋法的疑點，也學習了 SNAPPS 及 One Minute Preceptor 二種教學模式及 Pendleton's Rules、ALOBAs、SET-GO 三種回饋方法。這些方式各有優劣也需技巧性的應用於不同之教學活動，期待於未來教學中能應用以提升教學品質。

關鍵字：2019 AMEE、醫學教育、教學回饋。

一、 目的

職在護理部擔任教學培訓業務，除需規劃護理人員持續性教育外，更需不斷學習與創新各種臨床技能的教學，與專業態度的傳承。藉由參加『2019 AMEE 國際醫學教育研討會』，將本院產兒單位新進人員母乳教育訓練創新策略，以「From experience to action ! A new Strategy for breastfeeding education.」為主題進行投稿，與各國致力於醫學教育專家學者進行交流，瞭解醫學教育上之新趨勢與變化，作為本院教學上之標竿學習，改善臨床教學環境，進而提升教學品質與成效。

二、 過程

- (一)職參加 108 年 8 月 24 日～8 月 28 日在維也納舉辦之『2019 AMEE 國際醫學教育研討會』，於 8/24 參與「Teaching on the run:How to deliver high-quality teaching in a busy clinical environment」會議前工作坊，與各國不同職類醫事人員進行交流與討論。
- (二)8/25 參加開幕大會，主席說明本次年會主題為“教育未來的醫學教育者與教師角色”，全球有 94 個國家 4052 人參會（含 340 名學生），而臺灣參加者共計 266 人，本院 5 人參加，其中醫師 2 名，其餘 3 人皆為護理職類。會議中核心主題：threshold concepts，以見山是山～學生在課本學到的。troublesome knowledge～就是賽姬進了花園，所見似是而非，怎麼和想像的不同，亦即：見山不是山，臨床實務常與想像不同，讓學生充滿挫折。後來經過邱比特(如同臨床老師)的各種努力，transformational approach to learning～終於了解一切原由，最後見山又是山，視大體老師為捐贈者，也成為一個合格的醫療人員。2019AMEE 開場用希臘神話，闡述醫學教育理論並鼓勵老師全力教育學生，堅持到底。
- (三)8/27 早上參加各國口頭海報發表，下午職進行「From experience to action ! A new Strategy for breastfeeding education.」E-Poster 發表。

三、 心得

- (一) 參與「Teaching on the run:How to deliver high-quality teaching in a busy clinical environment」會議前工作坊，是由英國 Glasgow 大學及美國 Case Western Reserve 大學講師群所主導之課程，利用世界咖啡館方式於短講主題重點後，進行各組討論並鼓勵發言，提出各國在繁忙臨床工作中，如何保有教學熱忱？例如急診室中之教學如何進行等。綜整討論重點為：教師需持續不斷學習與訓練教學技巧，而如何營造臨床學習環境尤其重要，如何引導學習者將知識與臨床結合，比用什麼方法來評值學習者成效更為重要。

(二) SNAPPS 是一個以學習者為中心的教學模式，有六個步驟，包括 Summarizes the case 總結個案、Narrows the differential diagnosis 縮小鑑別診斷、Analyses the differential diagnosis 分析鑑別診斷、Asks the teacher about areas not understood 提出問題、Plans management 處置計畫、Selects an issue for self directed learning 選擇一個自我學習的議題。需要老師以及學員都清楚進行的模式，學習的過程是由學員主導，比較適用於稍有基礎或者是有動機的學員。過程中並沒有一個回饋的步驟。

(三)One Minute Preceptor 教學模式則包含 Get a commitment 確定討論主題、Probe for supporting evidence 提出支持論點的證據、Teach general rules 教導一般性原則、Reinforce what was right 強化做對的部分、Correct mistakes 修正錯誤。適用於當老師知道這個案學員需要了解的學習重點。”一分鐘”並非是指教導時間僅為一分鐘，一分鐘教學法是明確指出在臨床繁忙的工作壓力下，可以有系統的做一個完整教學的模式，有明確的原則與時間分配。此項教學十分適用於臨床案例討論。

(四)在教學回饋中有討論 Pendleton's Rules、ALOBAs、SET-GO 三種回饋方法。Pendleton's Rules 主要由學員自我說出自己表現良好之處，再由臨床教師加強說明學員的優點。學員可自我評估於執行過程中可以改善的地方，必要時由臨床教師給予建議，並由學員回饋臨床教師。ALOBAs 的回饋過程是由臨床教師及學員共同討論執行的過程所需要的技能，共同排演技能並預期結果，並由臨床教師做總結。SET-GO 則由臨床教師提問學員於執行過程中所看到的、所思考的，學員及臨床教師共同討論並設定所預期達到的目標。這三種回饋方式都可以互相交替應用於護理教學中。

(五)此次 E-Poster 初體驗讓我學習到，我們可以自行製作發表簡報檔進行報告，才能避免以大會提供之形式簡報，字體不僅過小，且對於發表者而言介面並不友善，這也是一種經驗學習。

四、建議（包括改進作法）

(一)臺灣各醫學院校都視參加 AMEE 為年度重要活動，其中由以北部醫院相形積極，雖然參加職類多數為西醫師，但也看到中部某醫院有諮商心理師參與研究簡報，因此建議本院每年需有計劃性的鼓勵不同醫事職類人員參加研討會，讓中榮的教學成效讓更多國際教育專家學者看見，同時吸收醫學教育趨勢進行推展，讓中榮教學更上一層樓。

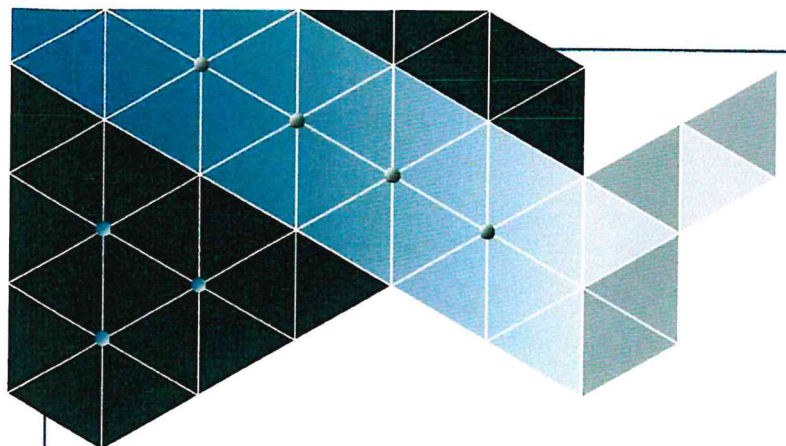
(二)護理部使用三明治回饋法進行回饋技巧教學已多年，但目前已被建議需合併使用其他回饋技巧，以避免過度強調正向而缺乏具體缺失建議。故 109 年將進行回饋技巧翻轉教學，以達到教學回饋之目的。

(三)這次職首次以英文進行 E-Poster 發表，雖然緊張與焦慮，但仍能聽懂提問者之問題並給予回應。建議院方能更重視國際會議人才培育，而語言

能力是需要長期且持續性的培育，故建議除了日文班之外，也能與東海大學合作開設不同 Level 英文班，鼓勵大家朝向國際化，相信會是本院最亮眼的人才培育特色。

五、 附錄

- (一)會議議程(附件一)
- (二)參加會議、口頭報告照片(附件二)
- (三)參與工作坊課程證明(附件三)



amee 2019

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

FINAL PROGRAMME

AMEE
Annual
Conference



AUSTRIA
CENTER
VIENNA



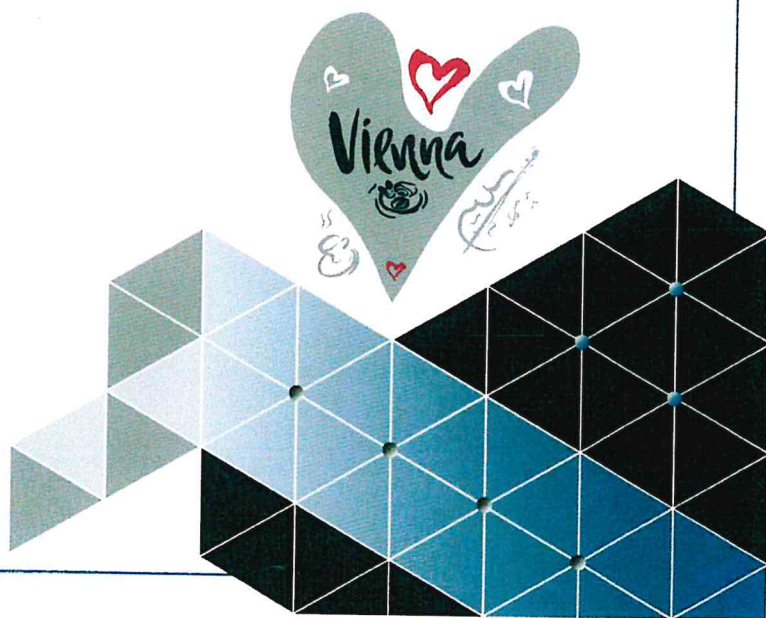
24th to 28th August 2019

Check our social media networks for regular updates throughout the conference



#amee2019 #amee_online #comingtoamee

www.amee.org



MEDICAL UNIVERSITY
OF VIENNA



vetmeduni
vienna



ÖGHG
Österreichische Gesellschaft
für Hochschuldidaktik

1400-1530

#8DD ePosters: Transitions / Interprofessional Practice

Moderator: Jyotsna Pandey, USA
Location: Foyer B, Level 2

8DD01 From doctor in charge to doctor as coach
Maaike Matulewicz, Amsterdam University Medical Centers, The Netherlands

8DD02 "Finding My People": A Longitudinal Study of Physicians in a Master's in Medical Education Program
Samuel Rosenblatt, Children's Hospital of Philadelphia, USA

8DD03 Lessons learnt in the conduct of a pilot interprofessional education program and ward rounds in Singapore
Oh Moh Chay, KK Women's and Children's Hospital, Singapore

8DD04 Accelerated Readiness of Trainees in Oncology to Clinical Practice: Combining e-learning and Facilitated Group-based Discussion Led by Peers
Maiken Ulhøi, Department of Oncology, Aarhus University Hospital, Denmark

8DD05 How the implementation of team-based learning into introductory session regarding transition into Clinical year influences medical students' confidence in adapting to Clinical Year
Sunee Neesanun, Department of Internal Medicine, Sawanpracharak Hospital, Thailand



8DD06 An exploratory study of an individualized coaching exercise for professional development and support of Infectious Diseases physicians
Sharavan Sadasiv Mucheli, NHG - Tan Tock Seng Hospital, Singapore

8DD07 Important skills and job satisfaction during medical internship
Sun Jung Myung, Seoul National University College of Medicine, South Korea



8DD08 Enhancing knowledge of nursing staff with bedside teaching and cross-team discussion in the nephrology ward
Chia Jung Chan, Taipei Medical University Hospital, Taiwan

8DD09 What does it mean to be a medical intern? A phenomenographic study
Matilda Liljedahl, Sahlgrenska University Hospital, Sweden

8DD10 The role of a one week Transition Course in preparing students for Foundation Year 1: Views of medical students and Foundation doctors
Rebekah Judge, Imperial College London, UK

8DD11 Investigate the Undergraduate Medical Students' Perceptions of Early Clinical Exposure Environment in Hospital Settings
Cut Rizka Rahmi, Taipei Medical University, Taiwan

8DD12 Postgraduate Education Fellows: Bridging the gap between trainees and trainers
Luciana Sowole, West Middlesex University Hospital, Chelsea and Westminster NHS Foundation Trust, UK

1400-1530

#8EE ePosters: Teaching – Design, Delivery, Evaluation 1

Moderator: Mary Dankbaar, Netherlands
Location: Foyer C, Level 2

8EE01 Advanced physical examination training course improves medical students' confidence in physical examination
Fen-Yu Tseng, National Taiwan University Hospital, Taiwan

8EE02 Effectiveness of an evidence-based practice educational intervention with school nurses
Pei-Lin Hsieh, Chang Gung University of Science and Technology, Taiwan

8EE03 The Situational Judgement Test - Can it really be taught? A near-peer teaching programme to help improve preparation for the SJT
Bryony Peiris, Royal Berkshire Hospital, UK

8EE04 Educating and Empowering Ethiopian Medical Trainees on Quality Improvement and Patient Safety within the field of Infectious Diseases
William Stokes, University of Calgary, Canada

8EE05 Effectiveness of integrating EBM into PBL sessions in Pharmacist PGY Training Program
Hui Chen Su, Chi Mei Medical Center, Taiwan

8EE06 Educational Programs and their Influence on Pharmacist Satisfaction and the Quality of Pharmaceutical Services: Serial Analysis in a University Hospital
Er-Ying Wang, Taipei Medical University Hospital, Taiwan

8EE07 Formal Procedural Skills Training for Internal Medicine Junior Doctors with Task Trainers - A Singapore Experience
Lee Deanna, Sengkang General Hospital, Singapore

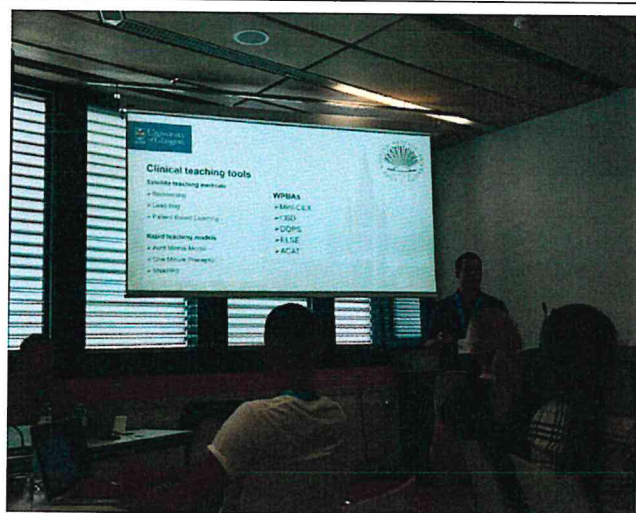
8EE08 From experience to action! A new Strategy for breastfeeding education
Su-Chiu Wang, Taichung Veterans General Hospital, ROC

8EE09 Are 3rd Year Medical Students more likely to attend Medical Bedside Teaching or Case Based Tutorials? A study from a University of Liverpool teaching hospital
Gershan Davis, University of Central Lancashire, UK

8EE10 Case Based Learning versus conventional lecture in Clinical Pharmacology education and its relation to learning styles
Fatih Ozdener, Department of Pharmacology, Bahcesehir University School of Medicine, Turkey

8EE11 A test-driven learning in acute cardiac care conference effectively improves electrocardiogram (ECG) reading skills of medical students and residents
Chungyu Lin, Department of Internal Medicine, National Taiwan University College of Medicine, Taipei, Taiwan

2019 AMEE 參加會議、口頭報告照片(附件二)



8/24 參加會議前 workshop



8/25 2019 AMEE 開幕演講



8/27 E-Poster 口頭發表



E-Poster 口頭發表提問過程



參與他人 E-Poster 口頭發表



2019 AMEE 中榮團隊

(附件三)

amee 2019

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

24th to 28th August 2019



CERTIFICATE *of* PARTICIPATION

This certificate confirms that

Mrs Su-Chiu Wang

attended the following Pre-Conference Workshop

***PCW 15 - Teaching 'On the Run': How to
deliver high-quality teaching in a busy
clinical environment***

A handwritten signature in blue ink.

Ronald M Harden
AMEE General Secretary

A handwritten signature in blue ink.

Trevor Gibbs
AMEE President

12 Airlie Place, Dundee DD1 4HJ, UK

www.amee.org

Scottish Charity SC031618



amee 2019

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

24th to 28th August 2019



CERTIFICATE *of* PARTICIPATION

Awarded by AMEE - An International
Association for Medical Education to:

Mrs Su-Chiu Wang

DATE

28th August 2019

Ronald M Harden
AMEE General Secretary

Trevor Gibbs
AMEE President

AMEE 2019 has been approved by the Federation of the
Royal Colleges of Physicians of the United Kingdom
for 17 category 1 (external) CPD credits.

12 Airlie Place, Dundee DD1 4HJ, UK

www.amee.org

Scottish Charity SC031618

