

## SC1: HP-KITT COURSE (HEALTH PROFESSIONS – KEY IDEAS FOR TEACHERS AND TRAINERS)

---

**Speakers:** Prof Ronald M Harden, Dr Jeni Harden, Ms Patricia Lilley

---

### Workshop Description

The HP-KITT course serves as an introduction for those with new responsibilities for teaching and training or as an update for those with more experience as health professions educators. Prof Ronald Harden and Dr Jeni Harden, together with local facilitators, share their experiences as teachers, researchers, course organisers and curriculum developers. The course recognises that important changes are taking place in health professions education with additional demands being placed on teachers and trainers. It is based on a series of key education ideas with a theoretical and practical foundation which you may wish to consider in your own teaching practice. The course is interactive with opportunities to explore different educational approaches and to share and discuss your experiences with other course participants and the facilitators.

The course has five modules, each of which is introduced with a short presentation supported by a range of education resources. This is followed by an opportunity to explore through small group discussion the application of the ideas in your own and other contexts.

### Module 1: Challenges in health professions education

In this module we discuss important developments and challenges in health professions education and their impact.

- The changing role of teachers/trainers and students
- Evidence-informed education
- Competency-based education and entrustable professional activities
- Authentic curriculum and assessment
- Advances in medicine and information overload
- Social responsibility of health professions education and widening access to training programmes
- Technology developments and artificial intelligence
- Keeping up to date and the undergraduate, postgraduate and continuing education continuum

## **Module 2: Developing an education programme**

In this module we discuss the curriculum and offer key ideas relating to curriculum planning.

- The 'why' question: the need for and the purpose of a curriculum
- A new model for curriculum planning
  - 10 questions to ask
  - Stakeholders including teachers, students and patients: utilising, nurturing and recognising their roles

## **Module 3: Making learning more effective and efficient**

This module introduces key principles intended to make learning more effective and efficient. It focuses on the FAIR principles:

- F – The value of feedback
- A - Making learning more active
- I - Individualising learning
- R - Making learning relevant

## **Module 4: The teacher/trainer toolkit**

In this module we discuss key ideas to deliver the teaching programme including:

- The need for a range of methods including large group, small group and individual learning
- Apprenticeship and on-the-job learning
- Use of technologies including simulation, augmented and virtual reality and artificial intelligence
- Fusion learning, combining on-line and in-person learning
- Collaborative and peer learning

## **Module 5: Assessment**

In this module we discuss key ideas relating to current thinking in assessment:

- Integrating assessment as part of the education programme
- Authentic assessment
- The different purposes of assessment
- Competency-based assessment
- Performance assessment

- Programmatic assessment
- Technology-enhanced assessment
- The roles of the student

All participants receive a certificate of participation in the course. Following the course, participants may choose to submit a short report demonstrating application of the key ideas in their own context in order to receive an HP-KITT Certificate in Health Professions Education.

### **Reasons for participating**

By participating in this course, you will be able to;

- Familiarize yourself with the important trends taking place in curriculum planning, teaching, learning and assessment, and the use of new technologies in health professions education.
- Explore some new ideas for use in your teaching or training programme, with the aim of making learning for your students and trainees more effective and efficient.
- Gain an insight into your different roles and responsibilities as a teacher or trainer.
- Share and discuss the application of new ideas with others.
- Increase your job satisfaction as a teacher or trainer.

---

### **Who Should Attend**

Health Professions Educators involved in teaching, learning, assessment and evaluation.

---

## Speaker Bios

Name	Department	Faculty	Institution	Country
Prof. Ronald M Harden			University of Dundee	UK

Professor Ronald Harden is Professor of Medical Education (Emeritus) University of Dundee and Editor of Medical Teacher. He is committed to promoting excellence in medical education through the development of new approaches to curriculum planning, assessment and to teaching and learning. He has published more than 400 papers in leading journals. He is co-editor of A Practical Guide for Medical Teachers and the Routledge International Handbook of Medical Education and co-author of Essential Skills for a Medical Teacher, The Definitive Guide to the OSCE, The Eight Roles of the Medical Teacher and The Changing Role of Medical Students, recently published.

Name	Department	Faculty	Institution	Country
Dr. Jeni Harden			Usher Institute	UK

Dr. Jeni Harden (MA MPhil PhD PFHEA) has played a leading role in developing the education programme at Edinburgh Medical School and received the prestigious University of Edinburgh Chancellor's award recognising her contributions to health professions education. She has published in the field and has co-authored the book "The Changing Role of Medical Students" with Professor Harden.

---

---

<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Ms. Patricia Lilley			Ottawa Conferences	

---

Pat has co-authored two books with Professor Harden: The Definitive Guide to the OSCE; and The Eight Roles of the Medical Teacher. She has been responsible for the organisation of courses for health professions educators including those delivered at APMEC, IAMSE and AMEE conferences and has contributed to the development and conceptualisation of the HP-KITT Course.