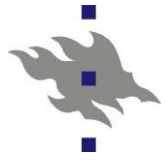




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# EDUCATION FOR MEDICAL TEACHERS – EFFECT PRESERVED AFTER SIX MONTHS

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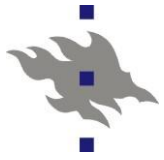
# Background

- Medical education throughout a career:
  - learner centered methods
  - clinical skills
  - communication skills
  - assessment of clinical competence
  - e-learning
- Medical professionals need education to increase their educational competence



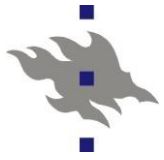
# Duodecim

- Medical scientific society
  - 19 500 physicians and medical students
  - all specialist physicians organisations
- Annual educational seminar with topics
  - 2003 Clinical Practice Guidelines
  - 2004 Prevention of errors
  - 2005 Leadership, management and administration
  - 2006 General practitioners
  - 2007 E-learning, effectiveness and research in medical education



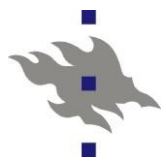
# Aims of the study

- To evaluate the effect of seminar
  - on professional development
  - on every-day work
- To offer the participants a practical experience about educational research



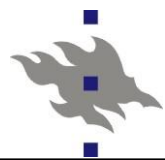
# Methods

- Three cross-sectional e-questionnaires
- Before the seminar (background), immediately after and 6 months later
- Self-evaluation: open and structured questions
- Seven permanent questions using 7-point Likert scale  
4 = totally disagree, 10 = totally agree



# Results

- Response rates 78%, 68% and 40%
- Cronbach alphas 0.894, 0.848, 0.887
- Participants:
  - University 53.3%
  - Clinical practitioners 17.8%
  - Administration 13.3%
  - Other 15.6%
- 26/60 participants (40%) answered all three questionnaires



# Description of participants

	<b>All participants (N = 48)</b>	<b>Study sample (N = 24)</b>
<b>Age (years, mean)</b>	44.0 (23 - 63)	43.5 (27 - 62)
<b>Gender (male, female)</b>	11 / 37	5 / 19
<b>Share of physicians / other occupations</b>	35 / 13	17 / 7
<b>Educational experience (years, mean)</b>	7.6 (0 - 30)	7.25 (0 - 28)
<b>Experience about e-learning</b>	13 (26%)	7 (28%)
<b>Experience about educational research</b>	26 (52%)	11 (44%)
<b>Participated previous seminars</b>	21 (42%)	11 (44%)
<b>International educational congress</b>	25 (50%)	10 (40%)



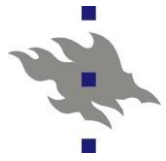
# Self-evaluation

	1st vs. 2nd	2nd vs. 3rd	1st vs. 3rd
I use several teaching methods	-	-	-
I know educ. theories well	$p < 0.05$	$p < 0.05$	$p < 0.01$
Good ability to research	-	-	-
I know e-learning well	$p < 0.01$	-	-
Good ability to assess knowledge	$p < 0.05$	-	$p < 0.001$
Good ability to assess skills	-	-	$p < 0.001$
Good ability to assess effectiveness	$p < 0.05$	-	$p < 0.01$



# Structured questions

- Immediately after the seminar:
  - Educational idea? 8 sure, 12 possibly
  - Educational model? 5 sure, 7 possibly
- After 6 months:
  - Educational idea? 11 had, 7 going to, 10 might
  - Educational model? 8 had, 3 going to, 13 might
- Main reasons not to experiment:  
lack of time, position in hierarchy
- Personal interest is the most important factor!



# Free comments

- Second questionnaire:
  - 58% found the workshops productive
  - 74% wished for more workshops
- Take home message:
  - e-learning
  - evaluation of educational effectiveness
- Increasing knowledge was the best thing
- Interaction was the best!



# Summary

- Educational effect is preserved and matured after 6 months
- Pedagogical education is needed by physicians and other health care professionals in all levels of health care
- Interaction and networking is valued especially outside the university