EU-ACME PROGRAMME

From attendance control to knowledge assessment

3 European CME Forum 16-17 November 2010, Berlin

> Prof. Dr. H. Madersbacher Chairman EU-ACME Office B. Adamczyk Manager EU-ACME





EU-ACME Committee and Programme

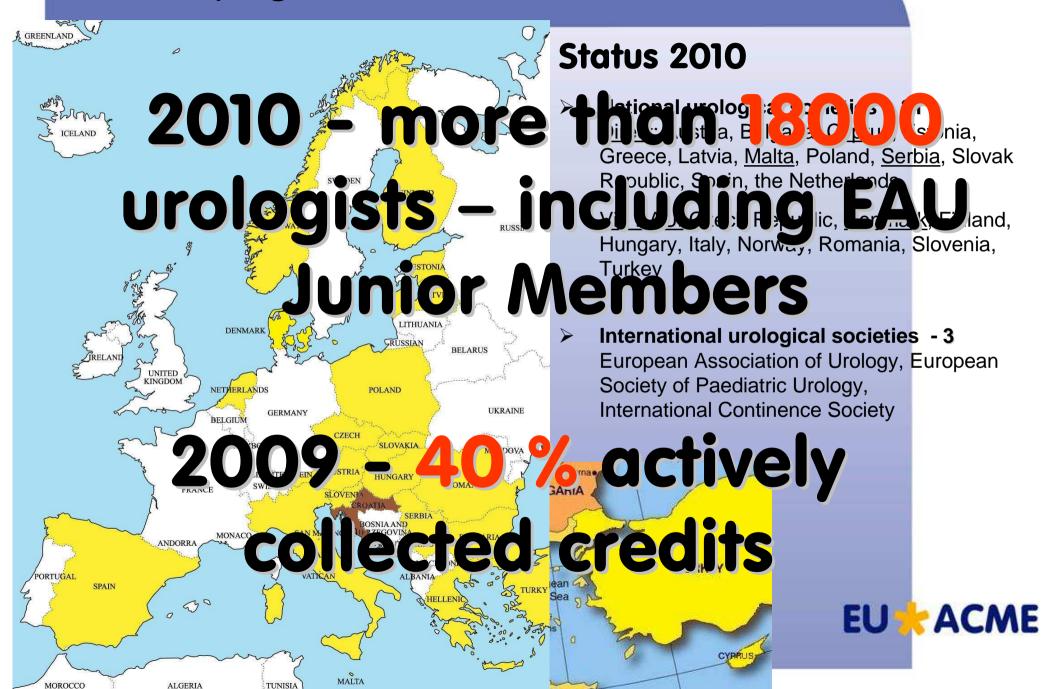
Committee:

- > Constituted on January 6th, 2004.
- > A joined committee of the European Association of Urology (EAU) and the European Board of Urology (EBU).
- > Three member of both, the EAU and the EBU, are represented in the EU-ACME committee.

Main goal of the programme:

- > To assist national and international urological societies in the implementation, promotion and organization of the CME/CPD credit management system among European urologists.
- > registration and administration of CME/CPD credit points.





The EU-ACME office offers:

- Registration of accredited CME events
- Registration and administration of credits for members of EU-ACME programme
- The EU-ACME membership card
- Access to the online CME/CPD credit management system via www.eu-acme.org
- > Yearly Credit Registry Report for participating urologists
- On-site assistance for attendance control
- Assistance in obtaining European accreditation for the international CME events from the EBU/EACCME.



Table scanners and EU-ACME card



On-site assistance in organising electronic attendance control



Estonian Urological Society Tallinn - Estonia



ESPU Annual Meeting Brugge - Belgium



Who has already used knowledge-testing for CME as...

Precourse Evaluation

0%

② Postcourse Evaluation

32%

3 Pre and postcourse Evaluation

54%

4 None

14%

Who used already knowledge testing for CME?

- 1. Pre-course evaluation
- 2. Post-course evaluation
- 3. Pre- and post-course evaluation



From attendance control to knowledge assessment



For the fist time in two ESU courses the gained knowledge was assessed by pre and post knowledge evaluation by using the MCQs; The participants were asked to answer the MCQs before the course starts and again the same MCQs after the course.

Course 4 -Retropubic radical prostatectomy - tips, tricks and pitfalls

- Chair: H. Van Poppel, Leuven (BE)

Course 9 - Advanced management of urethral stricture disease

- Chair: C.R. Chapple, Sheffield (GB)

Moreover 3 months after the course participants were contacted to ask them about an ongoing benefit of this course (method/pilot).



ESU Pilot Pre and post course evaluation Results – ESU Course 4 and 9

Course 4

- registered 105
- present 71
- 5 MCQs

45 participants took part in this pilot pre and post knowledge evaluation

Course 9

- registered 82
- present 69
- 7 MCQs

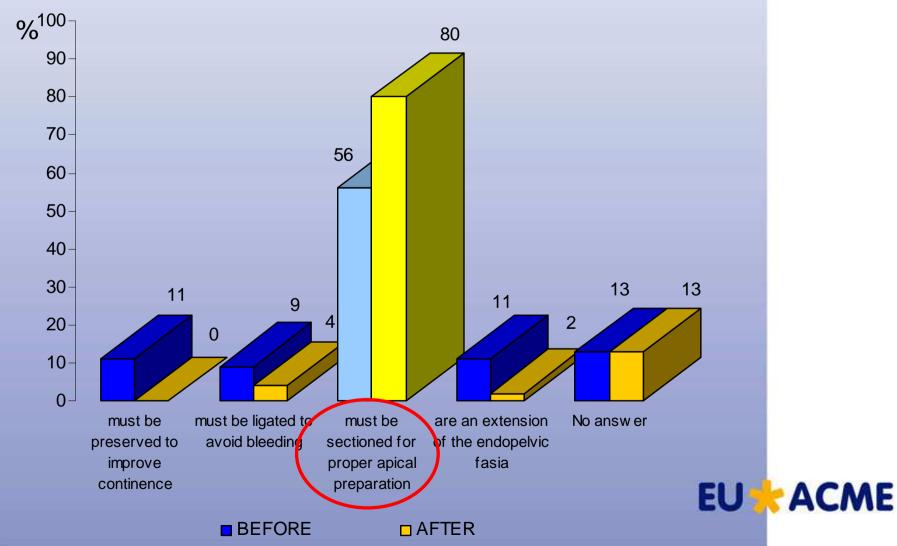
36 participants took part in pilot pre and post knowledge evaluation





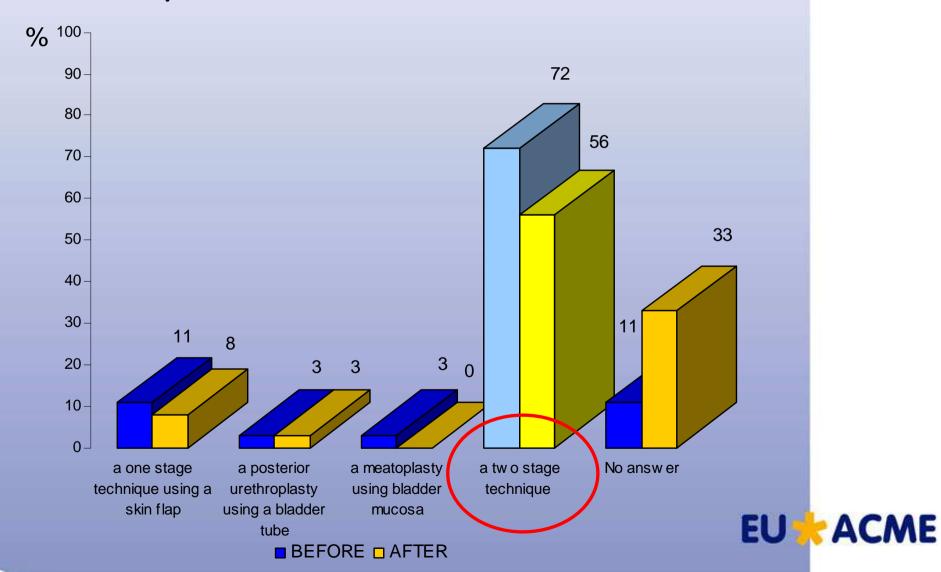
ESU Pilot Pre and post course evaluation Results – ESU Course 4

1. In open retropubic radical prostatectomy the pubo-prostatic ligaments:



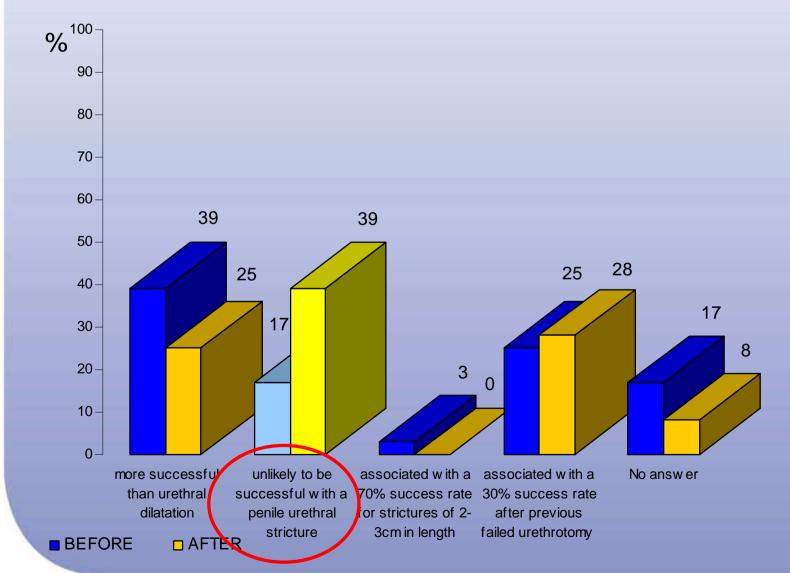
ESU Pilot Pre and post course evaluation Results – ESU Course 9

2: The Johansen procedure described in 1953 is:

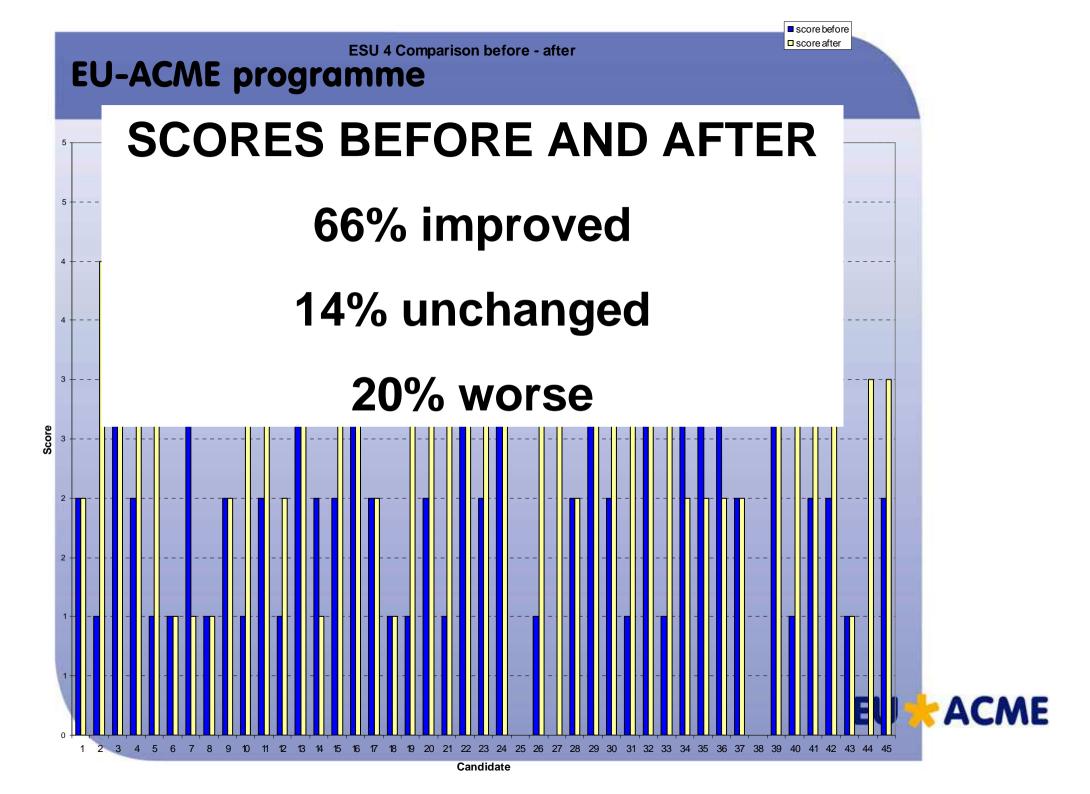


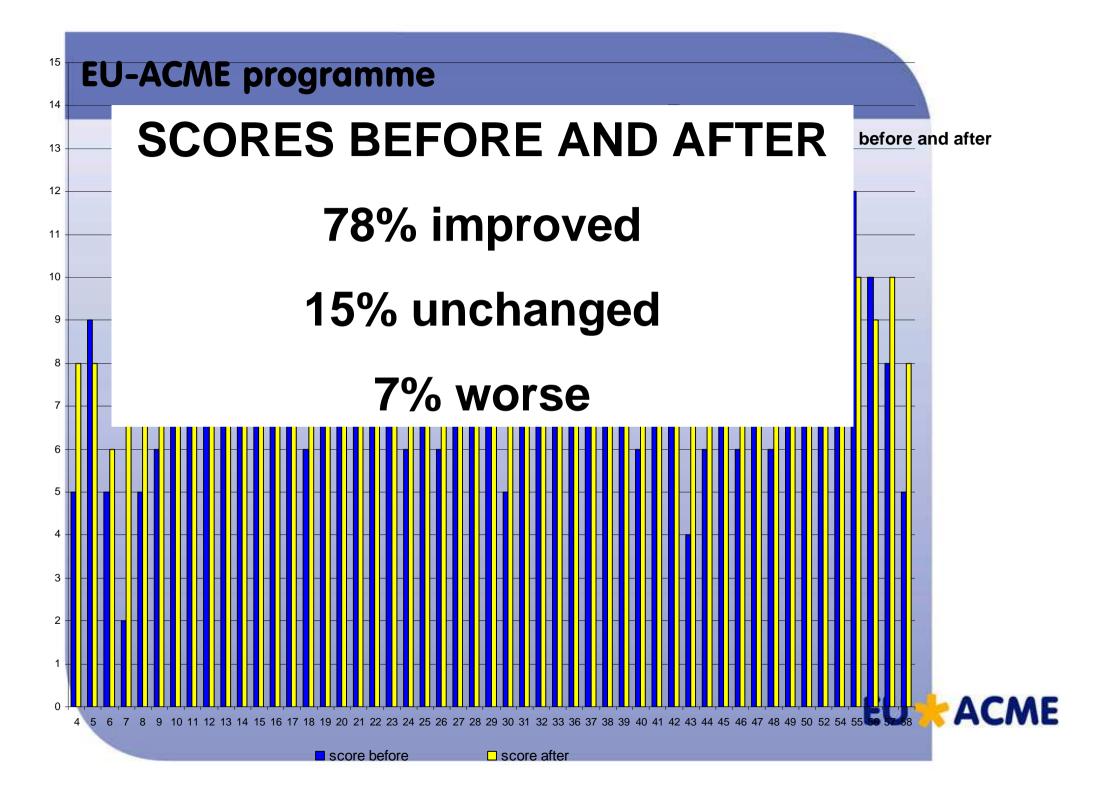
ESU Pilot Pre and post course evaluation Results – ESU Course 9

3: Optical urethrotomy is:



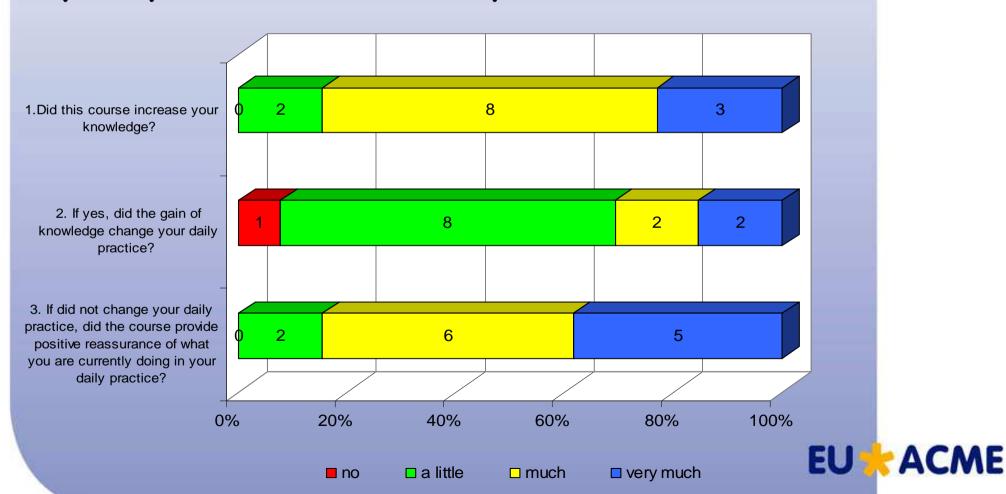
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<u>Evaluation questions – 3 months after the pilot</u>

13 participants have returned completed evaluation form



Information from pre and post course knowledge assessment

- For the participants (urologist)
 - How good was my knowledge before the course mayor deficits?
 - Could I increase my knowledge, did I perform better afterwards?
- For the lecturer
 - Was my estimation of participants knowledge adequate (content of the lecture)?
 - Could I improve the participants knowledge?
 - Were the MCQs adequate?



Analysis

Content:

- Quality of presentations
- Chosen method of education
- Length of the session

Measures:

- Quality of the MCQs
- Questions not related to the content
- Number of questions
- Time for reading and answering the questions

Faculty:

- Language issue
- Chosen teaching method
- Teaching skills
- Working with new tool

Learners:

- Language issue
- Target group
- New tool (ARS)

Procedure:

- Clear goal of the training
- Presentations and questions delivery time
- Not mandatory

Facility:

- Number of participants in a lecture room
- Lecture room set up



GENERAL REMARKS

- The knowledge of the participants increased after the course.
- More time for reading and answering questions.



<u>Future Aspects – Pre and post knowledge test</u>

- Implementation for more ESU courses during the EAU congress 8 courses in 2011
- Implementation at national meetings for some parts of the scientific programme with logistic support of the EU-ACME office.



EU-ACME goals related to pre and post evaluation

- Promotion of pre and post knowledge evaluation among European national urological societies
- Assistance in implementation / organisation of knowledge assessment (pre and post course evaluation) at national and international meetings



All about the EU-ACME programme:

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