

EuTEACH seventh summer school on adolescent medicine & health

Lausanne, July, 5-10 2009

REPORT

1. Context & objectives

In July 2002, the EuTEACH working group set-up the first one-week “summer school” course on adolescent medicine and health. The objective in 2002 was to try out, in practice, some of the modules of the EuTEACH curriculum, particularly the ‘interactive training methods’ which constitute one of its central elements. Five further sessions were held in 2003, 2005, 2006, 2007 and 2008, each attended by around 20-25 participants from Eastern and Western Europe and from various NGOs’.

The objectives of the 2009 summer school reflect the evolution of the philosophy of the EuTEACH group over the first 2-3 courses: in that, rather than providing baseline knowledge and skills in the field, it targeted professionals with considerable experience, with the objective of improving their clinical and teaching abilities as well as their skills in designing preventive interventions and policies.

The target audience was defined in the following way:

- ❑ Experienced health professionals working with young people aged 10 to 19
- ❑ Professionals with teaching responsibilities in the field of adolescent medicine & health
- ❑ Professionals involved in public health / policy making for young people

2. General organisation and participants

The 7th EuTEACH Summer School was held from July 5th to 10th 2009, on the campus of the University of Lausanne. Reflecting the shift in the objectives since 2002, the composition of the attending group ranged from policy-makers sent to Lausanne by their administration, to members of NGO’s as well as clinicians involved in teaching activities, many of which were practising in hospitals. The number of participants was 20 skilled professionals from 13 countries, which allowed for a fruitful exchange of experiences within the group. The professional backgrounds of the participants were also diverse (e.g. physicians, nurses, psychologists, etc.). A core staff of three EuTeachers was present for the entire week (Anne Meynard, Pierre-André Michaud and JC Suris, all from Switzerland. The two other EuTeachers, who joined the course for specific sessions, were Saira-Christine Renteria and Susanne Stronski-Huwiler also from Switzerland.

In view of the success of having table-leaders in the 2008 course, we repeated the experience in 2009. So, Christina Akré, Anne-Emmanuelle Ambresin, Françoise Dominé and Ana Lourenço (all former EuTEACH participants) served as table-leaders with groups of 5 participants each. As in 2008 it was a success and participants at the Summer School found that they were very useful. They also acknowledged that their task was not always easy (especially to mediate without “taking over” and without being the “table boss”).

A secretary (thank you Carine!) from the Multidisciplinary Unit for Adolescent Health (University Hospital Lausanne) provided the administrative support before the course. The Department of Continuing Education of the University of Lausanne (Thank you David!) supplied the technical assistance as well as the excellent location in an old, but recently refurbished, castle based on the campus.

There were nine half-day sessions of three hours each, plus a short introductory session on Sunday evening (followed by a get together dinner party). Working days began at 8h30 (except for those wanting to participate at the *Who said...* game. For them it started at 8h25) and ended by 5 pm with a lunch break on site. All participants did a wonderful effort to be on time so that sessions could be run as scheduled. On Friday afternoon, there was an optional visit to the World Health Organisation in Geneva where the participants were able to get an idea of the broad range of activities undertaken there by the WHO Adolescent Health and Development group.

For the first time, this year participants could send in advance a summary of a project they were working in that could be discussed both with the facilitators and other participants. In a second step, those interested can submit a more detailed project in order to acquire ECTS credits.

3. Content of the course

Sunday 5th

CONTENT AND OBJECTIVES	FACILITATORS
Opening session (aim of the course, organisation) <ol style="list-style-type: none"> 1. Getting to know one another 2. Review the objectives of the course as a whole 3. Review the participants' expectations/needs 4. Present the table-leaders and explain their role 5. Introduce the concept of sharing the project 	J-C Suris P-A Michaud
Get together party	

Monday 6th

CONTENT	FACILITATORS
Bio-psychosocial development during adolescence <ol style="list-style-type: none"> 1. Understand the biological, psychological and social components of adolescent development 2. Identify the impact of developmental stage on health behaviour and the delivery of health care and preventive interventions 	A Meynard
Youth Friendly Health Services <ol style="list-style-type: none"> 1. Understand the basic elements of youth friendly health services (YFHS) 2. Recognise ways to promote the concept of confidentiality for young people within the health services 	J-C Suris
Sharing the project session	All
Communication skills <ol style="list-style-type: none"> 1. Skilfully use interview to build partnerships with the adolescent patient and his/her parents, including the use of the HEADS acronym 2. Identify the duty of confidentiality in healthcare as it applies to young people 	A Meynard

Tuesday 7th

CONTENT	FACILITATORS
Mental health <ol style="list-style-type: none"> 1. Differentiate normal and abnormal psychological functioning during adolescence 2. List and recognize the main alerting symptoms of common mental health problems 3. Identify and manage situations of adolescents with mental health problem 4. Recognize the signs, symptoms and risk factors for suicide and self-harm 5. Manage situations of suicide ideation/attempts and self-harm 	PA Michaud
Substance use and misuse <ol style="list-style-type: none"> 1. Describe different patterns of substance use and how they potentially interfere with adolescent development 2. Understand the epidemiology of substance use across countries and public health responses which can be implemented 	PA Michaud
Substance use and misuse & motivational interviewing <ol style="list-style-type: none"> 1. Respond to substance use in clinical situations 2. Get familiar with a communication style enabling behaviour change 3. Understand core principles of motivational interviewing approaches 	A Meynard

Wednesday 8th

CONTENT	FACILITATORS
Chronic conditions <ol style="list-style-type: none"> 1. Recognize the interrelated impacts of chronic conditions and adolescent bio-psychosocial development 2. Develop and negotiate a management plan assuring optimal adherence with the adolescent and his/her parents 	J-C Suris
Sharing the project session	
Sexual and reproductive health (clinical approach) <ol style="list-style-type: none"> 1. Understand the main sexual and reproductive health problems relating to adolescence and how to manage them in clinical situations 	S-C Renteria
Sexual and reproductive health (public health approach) <ol style="list-style-type: none"> 1. Access and analyse available adolescent health data to make a case for adolescent health and care 2. Design a “fact sheet of sexual and reproductive health indicators” on the situation of adolescents in some EU countries 3. Recognize the potential of evidence-based sexual education and other interventions 	P-A Michaud & S Stronski

Thursday 9th

CONTENT	FACILITATORS
Investing in school health: 1. Recognize the potential of the school health setting for preventive interventions	S Stronski
Prevention & health promotion 1. Understand the core concepts of public health as applied to adolescence 2. Outline key components of evidence-based public health interventions for healthy adolescent development 3. Prioritise, plan, implement and evaluate interventions at national/regional/local/individual levels (small group exercise focusing on the development of an intervention using 4 types of situations)	PA Michaud S Stronski
Advocacy & media 1. Describe key strategies used by successful youth advocates across various political systems 2. Identify and use some approaches for using the media as a tool for youth health advocacy	J-C Suris

Friday 10th

CONTENT	FACILITATORS
1. Describe the fundamental principles of medical ethics in the field of adolescent health 2. Identify all those (individuals, families, institutions, etc.) who should be involved in the framing of bioethical questions and in their solutions 3. Use a process for addressing bioethical issues as they relate to the health of young people	P-A Michaud
Fill in a formal evaluation sheet	All facilitators
Review of personal projects Individual visit to WHO (optional)	P-A Michaud & JC Suris

4. Evaluation

As already done in 2008, the evaluation laid emphasis on the usefulness of the course for the audience rather than the overall quality of the course. This was because the teachers felt they had had enough formal feedback from the preceding courses and that the participants would benefit more from reflecting on each day separately. There was as well as an evaluation undertaken at the end of the course about how they would use the information and skills gained during the week, what they liked about the course, and what they thought could be improved. All comments included in this report are taken from the final course evaluation.

The overall feedback was very positive, and the vast majority of participants found the course useful, reported that it fulfilled their expectations and would recommend it to someone.

However, there is still place for improvement:

- Some participants would like to get deeper into some of the subjects of the course
- There were also some comments about group dynamics: to rotate groups more often, to create more homogeneous groups
- A better explanation of group tasks was also put forward by some participants
- Having a more international group of teachers, specially as this year they were all based in Switzerland
- To strongly recommend that mobile phones should be disconnected during the sessions!!

As this was the first time that participants were discussing their personal projects, we were very interested in their feedback. Overall, participants indicated that their personal projects should be more integrated in the course, that the work with personal projects could be structured in clusters of interests and that more time should be allowed to them. This is an important point to improve for future editions of the Summer School.

This year the traditional visit to the WHO headquarters in Geneva was also slightly changed. On the one side, it was an option for Friday afternoon. On the other, WHO officials offered several themes for discussion that participants could choose from. The experience was very positive and participants valued very much the presentations. In informal discussions with WHO officials, this seems to be the way to go for future editions.

5. Future perspectives

Over the past editions, the type and number of areas covered and the balance between interactive presentations and group work seems to have reached a satisfactory level. From this point of view, the Lausanne Summer School seems to be working well although some adjustments (especially in the domain of personal projects) need to be done for future editions.

Nevertheless, the question we must think about in the near future is whether (as demanded by participants every year) we should also organize an advanced course...