



**10<sup>th</sup> EuTEACH Summer School  
Basic Course  
Lausanne, July 8-13 2012**

**Report submitted by JC Surís  
August 2012**

The 10<sup>th</sup> EuTEACH Summer School took place in Lausanne from July 8<sup>th</sup> to 13<sup>th</sup>. The objectives of the course were:

- To improve the quality of health care and preventive services delivered to adolescents, using the best available evidence,
- To develop more effective skills for adolescent health teaching and advocacy

### **The participants**

We had 20 participants from 15 different countries (Austria, Cyprus, Denmark, Egypt, Finland, Georgia, Israel, Italy, Kazakhstan, New Zealand, Portugal, Switzerland, United Kingdom, Ukraine, and United States). Most of them were physicians.

Overall it was a nice and enthusiastic group that contributed to all the activities that were offered, even if the age range, background and experience were quite large. On the whole participants enjoyed the course and their evaluations (see below) were very positive.

### **The facilitators & table-leaders**

We had 6 facilitators during the course: Kirsten Boisen (Copenhagen, Denmark), Helena Fonseca (Lisbon, Portugal), Janet McDonagh (Birmingham, UK), Anne Meynard (Geneva, Switzerland), Pierre-André Michaud (Lausanne, Switzerland) and JC Surís (Lausanne, Switzerland).

We also had four table-leaders who were former EuTEACH participants: Christina Akré (Lausanne, Switzerland), Françoise Dominé (Liège, Belgium), Eva Pfarrwaller (Geneva, Switzerland) and Grete Teilmann (Copenhagen, Denmark).

We all met on Sunday July 8<sup>th</sup> for a light lunch to discuss the program and let the table-leaders know about the exercises they would have to lead during the week.

### **The EPFL location**

For the second time we used the new building of the UNIL-EPFL continuous education. Although it does not have the *flavor* of the Château, having the continuous education people on site, air-conditioning and, above all, a sufficient number of toilets makes it worthwhile. Additionally, being able to have the coffee-breaks on site is a plus.

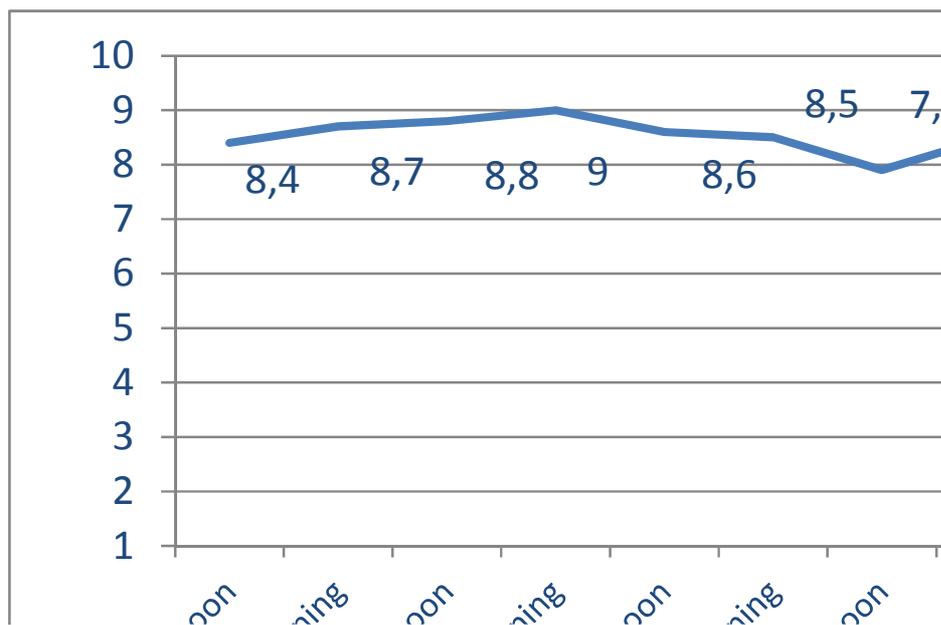
### **Changes**

A few changes were included in the course this year, some of them emerging from last year's feedback:

- For the last three sessions (Thursday morning and afternoon and Friday morning) participants (and table-leaders) could choose three out of six modules (Family; Eating disorders including Obesity; Risk and exploratory behaviors; Ethics; Common medical problems; Sexual health). Although logistically it was hard to

organize, the idea pleased the participants and the feedback was very good. We were encouraged to continue in this line.

- This year we also included a mood-o-meter that participants had to fill in for the morning and afternoon sessions (see graphic below). As we has somehow expected, it goes up at the beginning of the course, decreases in the middle (around Wednesday) and takes up again at the end of the week. The fact that, with only one exception, scores were above 8 over 10 the whole week confirms that the course was very much appreciated.



- For the first time we had participants (as well as facilitators and table-leaders) send a picture and a small biopic. We put them on the wall the whole week and participants found it very useful to find people with similar interests to their own. This was an idea from last year participants and we were asked to maintain it for future editions.
- We only offered coffee in the morning break (no croissant) and we had fresh fruit in the afternoon break. That was also an idea from last year and was very well-accepted.
- We had to change the gala dinner to Wednesday evening as the restaurant was not free on Thursday. Although the participants thought it was OK, both facilitators and table-leaders preferred going back to Thursday and we will try to reserve it well in advance for next year.

### Final evaluation (based on 18 responses)

Mean rating of the course (on a scale from 1 [very poor] to 10 [excellent]): 9,2

The course was useful	Very	Quite	Somewhat	Not at all
	13	5	--	--
The course met your expectations	Very	Quite	Somewhat	Not at all
	11	7	--	--
Would you recommend the course?	Yes	No	I don't know	
	17	--	1	

## Program EuTEACH Summer School 2012

		MONDAY		Leader
Morning	8:30-10:00	Adolescent development		J McDonagh
	10:00-10:30		Coffee break	
	10:30-12:00	Youth –friendly health services		JC Suris
		12:00-13:00	Lunch	
Afternoon	13:00-14:30	Communication skills		A Meynard
	14:30-15:00		Coffee break	
	15:00-16:30	Communication skills (simulated patients)		ALL
	16:30-17:00	Informal discussion with students		ALL
		TUESDAY		Leader
Morning	8:30-10:00	Mental health		PA Michaud
	10:00-10:30		Coffee break	
	10:30-12:00	Substance use		A Meynard
		12:00-13:00	Lunch	
Afternoon	13:00-14:30	Chronic conditions		JC Suris
	14:30-15:00		Coffee break	
	15:00-16:30	Epidemiology (finding relevant data)		J McDonagh
	16:30-17:00	Informal discussion with students		ALL
		WEDNESDAY		Leader
Morning	8:30-10:00	Public health		PA Michaud
	10:00-10:30		Coffee break	
	10:30-12:00	Public health (groups prepare their presentations)		ALL
		12:00-13:00	Lunch	
Afternoon	13:00-14:30	Public health (groups' presentations)		ALL
	14:30-15:00		Coffee break	
	15:00-16:30	Advocacy		K Boisen
	16:30-17:00	Informal discussion with students		ALL

		THURSDAY	Leader
Morning	8:30-10:00	Chosen module 1	(see below)
	10:00-10:30	Coffee break	
	10:30-12:00	Chosen module 1	(see below)
		12:00-13:00	Lunch
Afternoon	13:00-14:30	Chosen module 2	(see below)
	14:30-15:00	Coffee break	
	15:00-16:30	Chosen module 2	(see below)
	16:30-17:00	Informal discussion with students	ALL
		FRIDAY	Leader
Morning	8:30-10:00	Chosen module 3	(see below)
	10:00-10:30	Coffee break	
	10:30-12:00	Chosen module 3	(see below)
	12:00-14:00	Evaluation The <i>you better don't miss</i> lecture Final comments	ALL
	14:00	End of the course	

### Thursday & Friday, three modules to choose from:

#### Module A. Eating disorders including obesity (H Fonseca)

Adolescents are at risk for a broad spectrum of weight-related problems including body dissatisfaction, disordered eating behaviors, eating disorders and obesity. This session will cover definitions and diagnosis; Weight and shape issues and how to address them with young people; The parents' role; Assessment of medical compromise (both at the individual and familial levels); Prevention and therapeutic strategies including motivational and systemic.

Case-based presentations will guide the session, and practical problem solving and solution focused strategies will be discussed. Participants are encouraged to bring challenging scenarios with which they are wrestling to be shared during the session.

#### Module B. Legally young (K Boisen)

Ethical and legal subjects are often especially challenging when dealing with young people. Adolescence is a period of identity building and autonomy seeking and most

young people are competent to make decisions regarding their own health. However, legal regulations and patient rights differ between nations. In this module we will review and discuss international ethical and legal guidelines and resolutions regarding young patients. We will use experiences from participants as well as clinical and public health cases in the module.

#### Module C. Exploratory and risk behaviors (JC Surís)

Adolescence is a time of experimentation. However, the line between an exploratory and a risk behavior is often very thin. The objective of this module is to define these different types of behaviors together with risk and protective factors and to put them in the context of adolescent bio-psychosocial development. We will also explore the reciprocal association between social influences and exploratory/risk behaviors.

#### Module D. Family influences and dynamics (H Fonseca)

Families invariably encounter crises often manifested by adolescents who may present to us for care. Addressing the health needs of the adolescent requires an awareness of family issues and appropriate strategies for management, including behaviour change. In this session, the dominant patterns of family functioning will be presented as well as their impact on the fulfilment of the adolescent developmental tasks. Grounded in the bio-psychosocial model and emphasizing a developmentally based, family oriented approach, this session is designed for professionals who desire to gain further knowledge and skills that will enhance their confidence and competence to provide integrated health care.

#### Module E. Common medical problems during adolescence (J MacDonagh)

This module will consider the range of common medical problems that young people frequently present with in clinical practice including skin problems, musculoskeletal conditions, fatigue, and idiopathic pain syndromes. The adolescent-specific aspects of these conditions will be explored and the skills in assessment, diagnosis and management of the conditions highlighted. Teaching tools will include, mini lectures, group discussions (particularly to enable sharing of expertise of the participants themselves) and role play.

#### Module F. Sexual health and sexual health promotion in various settings (A Meynard)

This module will focus on general aspects of sexual health and sexual health promotion and how to teach them both for clinicians and public health professionals in a multidisciplinary approach. It will not focus on specialized gynecological topics. At the end of the module the participants will be able to: Integrate various pedagogical tools; Practice various communication styles to address sexual health issues in clinical settings (clinical non gynecological settings, school health settings, etc.); Increase awareness of the influence of cultural values and gender issues, including sexual orientation when dealing with sexual health issues (public health and clinical issues); Get familiar with European sexual health education standards; Discuss the role of sexual health education in various settings (schools, communities, adolescent clinics,..).