

# **EuTEACH SUMMER SCHOOL 2010**

## **Report**

**Presented by JC Suris**

**August 2010**

The 2010 EuTEACH Summer School took place as usual in Lausanne from Sunday July 4<sup>th</sup> to Friday July 9<sup>th</sup>.

### Participants

This year's group included 24 participants from 14 different countries (Australia; Bosnia; Finland; Greece; Hong-Kong; India; Ireland; Israel; Kazakhstan; Kosovo; Lithuania; Switzerland; USA; UK) with a good mix of clinicians and public health professionals. For us, it was probably one of the best groups we ever had. Part of it may be due to the fact that we had a younger than usual group. This implied that they were very active, enthusiastic and eager to "play the game".

The classes started on time every day and participants were very compliant on that. Additionally, participants also respected the "cell phones off" rule during the presentations.

### Table leaders

We also had four table leaders, two repeating from 2009 (Françoise Dominé & Ana Lourenço) and two new ones who had taken the EuTEACH course in 2009 (Richard Bélanger & Hugo Tavares). Overall they did an excellent job!

### Facilitators

We also had four facilitators (Anne Meynard, Aidan Macfarlane, Pierre-André Michaud, JC Suris) who stayed the whole week.

### Social events

As usual, we had 3 social events during the week. We started with a get-together party on Sunday evening after an introduction to the course. This was a great moment to start knowing each other. On Tuesday afternoon, right after the end of the sessions, we had a bus tour of the vineyards and a wine testing. Finally, on Thursday evening we had the gala dinner at the 20<sup>th</sup> floor of the hospital. As the weather was wonderful, we had a superb view of the city, the lake and the Alps.

### Evaluation

We had two types of evaluation. The first one was a very short one called How Is It Going (HIIG for short) from Monday to Thursday. Basically participants had to briefly indicate what they had liked the most and the least during the day, what needed to be changed (for next course) and what needed to be changed urgently (for tomorrow). This approach enabled the organizers to look through the HIIG every evening, to give feedback to the participants the next morning, and to adjust things as needed. Participants appreciated it very much. The second type of evaluation was the usual one at the end of the Friday session. These evaluations are extremely useful to improve the quality of the summer school.

Overall, it is important to note that out of 21 responding participants, 17 considered the course very useful and 2 quite useful; 13 indicated that it met very much their expectations and 5 quite much; and that 19 of them would recommend it to a colleague (and 2 didn't know).

<b>The course was useful</b>	<b>Very</b>	<b>Quite</b>	<b>Somewhat</b>	<b>Not at all</b>
	17	2	2	--
<b>The course met your expectations</b>	<b>Very</b>	<b>Quite</b>	<b>Somewhat</b>	<b>Not at all</b>
	13	5	3	--
<b>You would recommend the course</b>	<b>Yes</b>	<b>No</b>	<b>Don't know</b>	
	19	--	2	

### Next year

The next EuTEACH Summer School will be held in Lausanne from July 5<sup>th</sup> to July 10<sup>th</sup>. It will most probably be an advanced course.

# PROGRAM EuTEACH SUMMER SCHOOL 2010

**Sunday July 4th**

**AFTERNOON**

## Content

## Facilitators

### **Opening session (aim of the course, organisation)**

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

JC Suris

PA Michaud

## Monday July 5th

MORNING

### Content

#### **Bio-psychosocial development during adolescence**

1. Define the biological, psychological and social components of adolescent development
2. Identify the impact of developmental stages on health behaviour for effective delivery of health care and preventive interventions

### Facilitators

A Meynard  
JC Suris

#### **Youth Friendly Health Services**

1. Understand the basic elements of youth friendly health services (YFHS)

JC Suris  
A Macfarlane

### Content

#### **Communication skills (adolescent & family)**

1. Identify the duty of confidentiality in healthcare as it applies to young people
2. Skilfully use interview to build partnerships with the adolescent patient and his/her parents, including the use of the HEADSSS acronym

### Facilitators

A Meynard

AFTERNOON

## Tuesday July 6th

	<u>Content</u>	<u>Facilitators</u>
MORNING	<b>Mental health</b>	PA Michaud A.Macfarlane
	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	
	<b>Mental health (2)</b>	PA Michaud A.Macfarlane
	1. Recognize the signs, symptoms and risk factors for suicide and self-harm	
	2. Manage situations of suicide ideation/attempts and self-harm	
AFTERNOON	<u>Content</u>	<u>Facilitators</u>
	<b>Substance use and misuse</b>	PA Michaud A.Macfarlane
	1. Understand the epidemiology of substance use across countries (US / Europe)	
	2. Describe different patterns of substance use and how they potentially interfere with adolescent development	
	3. Communicate effectively with an adolescent about substance use and implement an appropriate intervention	
	4. Identify effective public health interventions	
	<b>Obesity and eating disorders</b>	PA Michaud A Meynard
	1. Describe the normal range of adolescent body shape, and place in context of cultural and social influences on body image	
2. Define common eating disorders (ED) and place in context relevant epidemiological data		
3. Assess and diagnose common eating disorders and overweight		
4. Review prevention strategies that address obesity & ED		

## Wednesday July 7th

	<u>Content</u>	<u>Facilitators</u>
<b>MORNING</b>	<b>Chronic conditions</b>	JC Suris
	<ol style="list-style-type: none"><li>1. Recognize the interrelated impacts of chronic conditions and adolescent bio-psychosocial development.</li><li>2. Demonstrate proficiency in developing and implementing interventions directed at adolescents affected by a chronic condition, along with the parents and the professional network.</li></ol>	
<b>AFTERNOON</b>	<b>Sexual and reproductive health</b>	<b>Facilitators</b> PA Michaud A Macfarlane
	<ol style="list-style-type: none"><li>1. Skillfully discuss sexual &amp; reproductive health with an adolescent</li><li>2. Review the development of sexuality during adolescence</li><li>3. Respond to common situations (care &amp; prevention)</li></ol>	
	<b>Sexual and reproductive health (2)</b>	PA Michaud A Macfarlane
	<ol style="list-style-type: none"><li>1. Identify effective preventive interventions</li></ol>	
	<b>How to use health indicators when developing effective interventions and policies</b>	A Macfarlane PA Michaud
	<ol style="list-style-type: none"><li>1. To look at why good and reliable health indicators are essential in developing interventions in the field of adolescent health</li><li>2. To be able to choose health indicators which will be useful in setting priorities for adolescent health</li></ol>	

## Thursday July 8th

MORNING

### Content

#### Prevention & health promotion exercise.

1. Understand the core concepts of public health as applied to adolescence, including school health
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)

### Facilitators

A Macfarlane  
PA Michaud

AFTERNOON

### Content

#### Advocacy

1. Discuss key strategies used by successful youth advocates
2. Educate and inform key decision makers about youth health issues
3. Identify and use multiple approaches for using the media as a tool for youth health advocacy

### Facilitators

JC Suris

## Friday July 9th

	<u>Content</u>	<u>Facilitators</u>
MORNING	<b>Ethics</b>	PA Michaud A.Macfarlane
	1. Understand the importance of bioethics and how it relates to other fields such as religion, law, and culture	
	2. Identify all those (individuals, families, institutions, etc.) who should be involved in bioethical questions and their solutions	
	3. Use a process for addressing bioethical issues as they relate to health of young people	
	4. Recognize that there is no unique answer and therefore, one needs a step by step rational process (deliberation) to address each situation	
	<b>Evaluation</b>	All facilitators
	1. Fill in a formal evaluation sheet	
	2. Review of wishes & worries	
	<b>The <i>not to miss</i> lecture</b>	JC Suris