



www.bemecollaboration.org

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Medical and Health Professional Education

WHAT IS BEME

The BEME Collaboration is an international group of individuals, universities, and professional organisations committed to the development of evidence-informed education in the medical and health professions through the creation of a culture of best evidence education amongst individuals, institutions, and national bodies with an education or accreditation remit.

WHAT BEME DOES

- Identifies the best evidence available to support an environment where educational decisions are evidence based rather than opinion based'
- Makes accessible the best evidence available through the publication of BEME systematic reviews
- Translates findings from educational research to teaching practice through supporting teachers and other stakeholders to adopt an evidence-informed approach.
- Offers opportunities for training and development in relation to implementation of evidence-informed teaching

HOW IS BEME STRUCTURED

Established in 1999 the BEME Collaboration has continued to develop based on:

BEME Board:

Board responsible for the strategic development of the BEME Collaboration and the coordination of current activities. A list of members is on the BEME website www.bemecollaboration.org

Committees:

Review Committee: Responsible for the conduct of BEME reviews including the type of reviews accepted, the 'BEME methodology, the commissioning and monitoring of reviews, support for BEME review groups, the publishing of BEME reviews and the promotion of their use.

Research Committee: Responsible for the promotion and initiation of research activities relating to evidence-informed teaching and the BEME process.

Education and Training Committee: Responsible for the organisation and delivery of training initiatives relating to evidence-informed teaching and BEME related activities.

Translation into Practice Committee: Responsible for promoting the implementation of evidence-informed practice by teachers in the healthcare professions.

BEME International Collaboration Centres (BICCs)

- Aberdeen Patient Safety Consortium, UK
- Alabama College of Osteopathic Medicine, USA
- Consortium of Universities of Birmingham, Bournemouth, Essex and East Anglia, UK
- Instituto Universitario del Hospital Italiano De BuenosAires/Universidad Nacional del Sur, Argentina
- Iuliu Hatieganu University of Medicine and Pharmacy, Cluj Napoca, Romania
- Kings College, London/University of Washington School of Medicine (Seattle), UK and USA
- Maastricht University, The Netherlands
- Medical University of Lodz, Poland
- McGill University, Canada
- Royal College of Surgeons, Ireland
- Stellenbosch University Faculty of Medicine, South Africa
- Tehran University of Medical Sciences, Iran
- University of California, San Francisco, USA
- University College London/Institute of Education, UK
- University of Colorado, USA
- University of Central Lancashire/Blackpool Victoria Hospital, UK
- University of Liverpool School of Medicine, UK
- University of Michigan, USA
- Washington University School of Medicine, Saint Louis, USA

BEME REVIEWS

A BEME review is the systematic, logical and explicit appraisal of available information to determine the best evidence relating to an issue in medical and health professional education. BEME reviews are designed to assist individual teachers, institutions and national bodies to make informed decisions about educational practice and policy. Three guides are dedicated to BEME process:

- BEME Guide 1: Best Evidence Medical Education Harden RM, Grant J, Buckley G, and Hart IR.
- BEME Guide 3: Systematic searching for evidence in medical education – Haig A and Dozier M.
- BEME Guide 13: Conducting a best evidence systematic review: From idea to data coding – Hammick M, Dornan T, and Steinert Y.

Forty reviews have been published and others are in progress on topics relating to teaching and learning, faculty development, assessment, curriculum strategies and education management.

BEME has the Answers!

The BEME Collaboration provides answers to questions such as:

Question. How are medical students' career decisions formed?

Answer: Dynamics of career choice among students in undergraduate medical courses. By Querido, et al, A BEME systematic review. BEME Guide No. 33

Question. What are the key elements for success in interventions used to promote education research among clinical educators?

Answer: Building Capacity for Education Research Among Clinical Educators in the Health Professions: A BEME (Best Evidence Medical Education) Systematic Review of the Outcomes of Intervention. By Oswald, et al, BEME Guide 34

Question. How are the relationships between medical education programmes and communities perceived by stakeholders?

Answer: A critical hybrid realist-outcomes systematic review of relationships between medical education programs and communities. By Ellaway et al, BEME Guide No. 35

Question. Should we use a MMI or a traditional method for selecting students for undergraduate health programmes?

Answer: Evidence regarding the utility of multiple mini-interview (MMI) for selection to undergraduate health programs: A BEME systematic review. By Hassell et al, BEME Guide No. 37

Question. Which professional (non-technical) competencies are most important?

Answer: Which professional (non-technical) competencies are most important to the success of graduate veterinarians? A Best Evidence Medical Education (BEME) systematic review. By Cake et al, BEME Guide No. 38

Question. Which are the key education issues regarding interprofessional education (IPE)?

Answer: A BEME systematic review of the effects of interprofessional education. By Reeves et al, BEME Guide No. 39

Question. What contributes to effective faculty development?

Answer: A Systematic Review of Faculty Development Initiatives Designed to Enhance Teaching Effectiveness. By Steinert et al, A 10-Year Update: BEME Guide No. 40



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BEST PRACTICE EDUCATION

Best Practice Education is an AMEE/BEME initiative currently under development. The aim is to support teachers and trainers in the use of evidence to inform their day-to-day decisions through the provision of short evidence-informed answers to specific focused questions that might be asked by a teacher.

DO YOU WANT TO JOIN US

We invite all those interested in working with BEME Collaboration to join us. Please contact beme@dundee.ac.uk

BEME counts on your collaboration...

More information about the BEME Collaboration is available at www.bemecollaboration.org.

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AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION



BEME is an AMEE Initiative
www.amee.org

Scottish Charity No. SC 031618



AMEE Secretariat, 12 Airlie Place, Dundee, DD1 4HJ, UK.

T: +44 (0)1382 381983

F: +44 (0)1382 381987

E: beme@dundee.ac.uk W: www.bemecollaboration.org

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