

# ALCMAEON

## Second Project Partners Meeting

### Thessaloniki (EL)

### 12 – 13 September 2019



## **SECOND PARTNERS MEETING**

Thessaloniki, 12 – 13 September 2019

### **Project Information**

1. Agenda of meeting
2. Project Presentation
3. Calendar of Activities
4. Calendar of Deadlines

### **Templates and tools for carrying out the project activities**

#### **IO1 Training Package in Medical History for Medical Humanities Lecturers**

- IO1.D – Table of contents of the Educational Material

#### **IO3 Video Library**

- IO3.A - Guidelines to shoot a video
- IO3.B - Guidelines' interview
- IO3.C – Video Library



## SECOND PROJECT PARTNERS MEETING

Thessaloniki (EL), 12 – 13 September 2019

### AGENDA OF THE MEETING

#### Timetable of 12 September 2019

##### 9:30 Start of the Meeting

1	Welcome of Participants	UCM and Pixel
2	Adoption of the agenda	Pixel
3	Target Group Involvement: <i>Presentation of the representatives of the target groups involved or planned to be involved</i>	All partners

##### 11:00 – 11:15 Coffee Break

4	Presentation of the 3 Intellectual Outputs	
4.1	Intellectual Output 1: Training Package in Medical History for Medical Humanities Lecturers <i>Discussion for the definition of the topics of the educational material</i> <i>Presentation of the:</i> - <i>mapping curricula</i> - <i>focus group</i> - <i>1<sup>st</sup> unit of the educational material</i>	All partners
4.2	<i>Students' questionnaires and piloting</i>	UCM
4.3	Intellectual Output 2: Collection for Digital Medical Museum o <i>Presentation of the planned activities and expected results</i>	UCM, Pixel

##### 13:00 – 14:00 Lunch Break

4.4	Intellectual Output 3: Virtual Video Library with Testimonials from Role-model Doctors o <i>Presentation of the planned activities and expected results</i>	EuroED, UCM, Pixel
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##### 16:00 – 16:15 Coffee Break

5	Presentation of the project's events	
5.1	Multiplayer events (ME) o <i>Presentation of the templates for carrying out the activities</i>	Pixel
5.2	Training Activity in Madrid (TA) o <i>Presentation of the planned activities and expected results</i>	UCM, Pixel

##### 18:00 End of 1<sup>st</sup> Meeting Day

## Timetable of 13 September 2019

### 9:30 Start of the Meeting

6		Presentation of the Project Management Activities (PM)	
	6.1	Presentation and analysis of PM1: Coordination of Activities <ul style="list-style-type: none"> <li><i>Presentation of the current situation</i></li> </ul>	Pixel
	6.2	Financial reporting of the project <ul style="list-style-type: none"> <li><i>Questions and answers session</i></li> </ul>	All partners

### 11:00 – 11:15 Coffee Break

	6.3	Presentation and analysis of PM2: Dissemination <ul style="list-style-type: none"> <li><i>Presentation of the current situation</i></li> </ul>	Pixel
	6.4	Presentation and analysis of PM3: Exploitation <ul style="list-style-type: none"> <li><i>Presentation of the associated partners</i></li> <li><i>Presentation of the exploitation links</i></li> </ul>	All partners

### 13:00 – 14:00 Lunch Break

	6.5	Presentation and analysis of PM4: Evaluation <ul style="list-style-type: none"> <li><i>Presentation of the current situation</i></li> </ul>	Pixel
9		Calendar of Activities and Reminder on Project Deadlines	UCM, Pixel
10		Schedule of Future Meetings	All partners
11		Any Other Business	All partners
12		Meeting Evaluation	All partners

### 16:00 End of the meeting





## Project Presentation

Second Partners' Meeting  
Thessaloniki, 12 – 13 September 2019

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## Funding Programme



European Commission funded through the Spanish National Agency the ALCMAEON project in the framework of the Erasmus+ Programme – Strategic Partnerships for Higher Education.

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## The Target Group

The main target groups of the project are:

- Doctors and universities lectures in humanities in medicine
- Medical students
- Policy makers in the field of education

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## Expected Results

The main project deliverables are 3 intellectual outputs:

- Training package in medical history for medical humanities lecturers
- Collection for digital medical museum
- Virtual video library with testimonials from role-model doctors


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## Project Activities





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## The Project at a Glance

<b>Target Groups Involvement</b>	February 2019 – September 2019
<b>Training package in medical history for medical humanities lecturers</b>	January 2019 – July 2020
<b>Collection for digital medical museum</b>	March 2020 – January 2021
<b>Virtual video library with testimonials from role-model doctors</b>	July 2019 – July 2020
<b>Training Activity</b>	January 2021
<b>Multiplier Events</b>	January 2021


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**Preparatory Activity**  
(part of the Project Management)

**Target Groups Involvement**



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PM1: Project Management 1/5  
**Actions to be Carried Out**

- Involvement of target groups:
  - 50 among lecturers, doctors and practitioners
  - 200 undergraduate medical students



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PM1: Project Management 2/5  
**Expected Results**

Each HEI must select and upload on the project portal at least:

- 10 among lecturers, doctors and practitioners
- 40 undergraduate medical students



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## PM1: Project Management 3/5 Templates and Tools

- PM1.A – Lecturer Information
- PM1.B – Student Information
- PM1.C – Role of the participants



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## PM1: Project Management 4/5 Current results

Partner	Involved Professors	Involved students
UCM	10	
Uni Iasi		
Uni Roma		
Uni Aristotelio		
UoB		



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## PM1: Project Management 5/5 Deadlines

**30 September 2019**  
**All partners**  
 Upload on the project portal the information related to the target groups



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# Intellectual Output 1

## Training Package in Medical History for Medical Humanities Lecturers



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### IO1: Training Package 1/9

## Actions to be Carried Out 1/2

1.1) Creation of all templates needed for carrying out the activities	1 January 2019 31 January 2019
1.2) Mapping curricula and Identification of a common format	1 February 2019 15 April 2019
1.3) Topic proposal	1 February 2019 31 May 2019
1.4) Focus group	1 March 2019 15 April 2019
1.6) Development of the educational material	1 June 2019 31 December 2019



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### IO1: Training Package 2/9

## Actions to be Carried Out 2/2

1.7) Questionnaires for undergraduate medical students	01 August 2019 31 October 2019
1.8) Translation of the training package	1 November 2019 31 January 2020
1.9) Piloting phase	1 January 2020 31 May 2020
1.10) Piloting report	1 June 2020 31 July 2020



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## IO1: Training Package 3/9 Expected Results 1/2

- 1 Map of Medical Humanities
- 1 focus group with 6-8 participants per country
- Availability of 30 questionnaires per country (collected by the HEIs)



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## IO1: Training Package 4/9 Expected Results 2/2

- Educational material  
Each HEI has to develop 2 units, but UCM (ES) that has 4, related to a specific historical period.  
For each unit, each HEI should produce:
  - 1 Power Point
  - 1 reading of around 3000 – 4000 words
  - 1 formative evaluation questionnaire with 5 open-ended questions
  - 1 summative evaluation questionnaire with 10 multiple-choice questions
- Piloting phase:
  - 1 experiment group of 15-20 medical students using the developed educational material
  - 1 control group of 15-20 medical student using the traditional material
- Piloting phase report (UCM)



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## IO1: Training Package 5/9 Templates and Tools

- IO1.A – Mapping curricula
- IO1.B – Focus Group
- IO1.C – Questionnaire for students
- IO1.D – Table of contents of the Educational Material
- IO1.E – Guidelines for the development of the Educational Material
- IO1.F – Piloting Report Guidelines



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## IO1: Training Package 6/9 Current situation

Partner	Mapping	Focus group	1 <sup>st</sup> unit educational material
UCM	OK	To be uploaded	Missing
Uni Iasi	OK	OK	OK
Uni Roma	OK	OK	OK
Uni Aristotelio	To be uploaded	Missing	Missing
UoB	Missing	Missing	Missing



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## IO1: Training Package 7/9 Deadlines 1/3

- **????? 2019**  
UniAristotelio (EL) UoB (UK)  
Mapping curricula
- **????? 2019**  
UniAristotelio (EL) UoB (UK)  
Focus group
- **????? 2019**  
UCM (ES), UoB (UK)  
Proposal of the topics to develop on the Educational Material



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## IO1: Training Package 8/9 Deadlines 2/3

- **????? 2019**  
UniAristotelio (EL), UoB (UK), UCM (ES)  
Development of contents of the first unit of the educational material
- **30 September 2019**  
UCM (ES)  
Production of questionnaires for students
- **31 October 2019**  
All HEIs  
Collection of 30 questionnaires per country
- **31 December 2019**  
All HEIs  
Development of contents of the second unit of the educational material



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## IO1: Training Package 9/9 Deadlines 3/3

- **31 January 2020**  
All HEIs  
Translation of the training package
- **31 May 2020**  
All HEIs  
Piloting phase
- **30 June 2020**  
All HEIs  
National piloting report
- **31 July 2020**  
UCM (ES)  
Piloting report



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## Intellectual Output 2 Collection for Digital Medical Museum



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## IO2: Digital Collection 1/5 Actions to be Carried Out

2.1) Creation of all templates needed for carrying out the activities	01 March 2020 31 March 2020
2.2) Creation of the digital platform	01 March 2020 31 March 2020
2.3) Development of the map	1 April 2020 31 May 2020
2.4) Selection of the contents for the digital collection	1 June 2020 31 July 2020
2.5) Development of the contents	1 July 2020 31 December 2020
2.6) Development of the labels	1 December 2020 31 January 2021



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## IO2: Digital Collection 2/5 Expected Results

- An interactive map that connects the developed educational contents with the objects of the digital collection
- Availability of around 40-50 objects selected by the partners that will be upload on the digital platform
- Development of objects' labels to describe their characteristics


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## IO2: Digital Collection 3/5 Templates and Tools

- IO2.A – Map (TBD)
- IO2.B – Digital objects (TBD)
- IO2.C – Labels (TBD)


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## IO2: Digital Collection 4/5 Deadlines

- **31 March 2020**  
Pixel (IT), UCM (ES)  
Creation of the Templates
- **31 March 2020**  
Pixel (IT)  
Creation of the digital platform
- **31 May 2020**  
All partners  
Development of the map





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## IO2: Digital Collection 5/5 Deadlines

- **31 July 2020**  
All HEIs  
Selection of the contents for the Digital Collection
- **31 December 2020**  
All HEIs  
Development of the contents of the Digital Collection
- **30 January 2021**  
All HEIs  
Development of the labels



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## Intellectual Output 3 Virtual Video Library with Testimonials from Role-Model Doctors



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## IO3: Video Library 1/6 Actions to be Carried Out

3.1) Creation of all templates needed for carrying out the activities	1 July 2019 31 July 2019
3.2) Identification of doctors and students	1 July 2019 31 July 2019
3.3) Development of the scripts	1 August 2019 30 September 2019
3.4) Development of the videos	1 October 2019 31 May 2020
3.5) Editing of the videos	1 April 2020 31 July 2020



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## IO3: Video Library 2/6 Expected Results


A collection of videos with doctors and medical lecturers showing the role of history linked to the medical profession.

Availability of 4 video interviews (1 per thematic area) per HEI, including:

- The presence of 1 doctor, 1 student and 1 interviewer
- The presentation of archive material
- The description of objects and contents from the digital collection of IO2



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## IO3: Video Library 3/6 Templates and Tools

- Template IO3.A – Guidelines to shoot a video
- Template IO3.B – Guidelines' interview
- IO3.C - Video Library



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## IO3: Video Library 4/6 Current situation

Partner	Participants
UCM	
Uni Iasi	
Uni Roma	
Uni Aristotelio	
UoB	



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## IO3: Video Library 5/6 Deadlines

- **???? 2019**  
**All HEIs**  
 Identification of 1 doctor, 1 student and 1 interviewer per each of the 4 videos
- **30 September 2019**  
**All HEIs**  
 Development of the scripts



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## IO3: Video Library 6/6 Deadlines

- **28 February 2020**  
**All HEIs**  
 Development and upload on the YouTube channel of 2 videos
- **31 May 2020**  
**All HEIs**  
 Development and upload on the YouTube channel of 2 more videos
- **31 July 2020**  
**EuroEd**  
 Editing of the videos



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## Training Activity



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## Training Activity 1/4 Actions to be Carried Out

- Organisation in Madrid of a training event:
  - Topics: Innovation in Medical Humanities Teaching
  - Participants: **2 members of the staff per each HEI**
  - Period: January 2021
  - Duration: 7 days (including 2 travelling days)
  - Certification: Europass Mobility



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## Training Activity 2/4 Template and Tools

- TA.1 - Training Activity Register
- TA.2 – Programme
- TA.3 – Certificate
- TA.4 – Contents for the Mobility Europass
- TA.5 – Participants Profile
- TA.6 – Report



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## Training Activity 3/4 Deadlines 1/2

- **30 September 2020**  
**UCM (ES), Pixel (IT)**  
 Definition of the:
  - Training Programme
  - Certificate for the participants
  - Contents for the Europass
- **30 November 2020**  
**All HEIs**  
 Identify 2 participants in the training activity  
 Contact the National Europass Centre ([link](#)) to activate the Europass Mobility for each participant



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## Training Activity 4/4 Deadlines 2/2

- **January 2021**  
**UCM (ES)**  
Delivery of the Training Activity
- **31 January 2021**  
**UCM (ES)**  
Sending to Pixel of supporting documents (Report on the training activity, Register of participants, Signed Certificates)
- **31 January 2021**  
**All HEIs**  
Sending to Pixel of supporting documents (Participants Profiles, Signed Mobility Europass)



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## Multiplier Events



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## Multiplier Events1/4 Actions to be Carried Out

Organisation of a 3 dissemination events at national level and 1 final conference on the:

- Innovation of the teaching of medical history with the object-based learning approach
- Presentation of the intellectual outputs



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## Multiplier Events 2/4 Expected Results

- 1 Multiplier Event per Country
  - involvement of 20 lecturers, doctors, researchers and medical students
- Project Final Conference:
  - involvement of 40 participants among lectures, doctors, researchers, medical students, policy makers and museum staff



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## Multiplier Events 3/4 Templates and Tools

- ME.1 – Multiplier Event Description
- ME.2 – Multiplier Event Programme
- ME.3 – Multiplier Event List of Participants
- ME.4 – Multiplier Event Minutes



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## Multiplier Events 4/4 Deadlines

- **31 January 2021**  
All HEIs (except UCM)  
Sending of material related to the multiplier events
- **31 January 2021**  
UCM (ES)  
Sending of material related to the final conference



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# Project Management

## PM1 - Coordination of activities



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### PM1 - Coordination of activities 1/5

## Actions to be Carried Out

- Attendance to the partners meeting
  - 1<sup>st</sup> Meeting: Florence (IT) 11-12 February 2019
  - 2<sup>nd</sup> Meeting: Thessaloniki (EL), 12-13 September 2019
  - 3<sup>rd</sup> Meeting: Bristol (UK), April 2020
  - 4<sup>th</sup> Meeting: Madrid (ES), January 2021
- Production of project reports



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### PM1 - Coordination of activities 2/5


## Expected Results

Production of:

- Three months period online Activities Reports
- Yearly Financial Report



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## PM1 - Coordination of activities 3/5 Templates and Tools

- PM1.D – In progress activities reports
- PM1.E – Financial Manual (*external annex*)
- PM1.F – Financial Forms (*external annex*)
- PM1.G - Template of Mobility Declaration



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## PM1 - Coordination of activities 4/5 Current situation

Partner	Online activities report	Financial Report
UCM (ES)	OK	Missing (figures)
Uni Aristotello (EL)	Missing	Missing
Pixel (IT)	OK	OK
Uni Roma (IT)	OK, but PM is missing	OK, to be finalised
UoB (UK)		
EuroEd (RO)	To be updated	OK
Uni Iasi (RO)	To be updated, but PM is missing	OK, to be updated and increased



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## PM1 - Coordination of activities 5/5 Deadlines

**All partners**

- Every three months (31 March 2020, 30 June 2020, 30 September 2019-2020, 31 January 2021)
  - Production of Activities Report Forms
- **15 February 2021**  
Financial Report



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# Project Management

## PM2 - Dissemination



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### PM2 - Dissemination 1/5

## Actions to be Carried Out

- Development and translation of project brochures
- Organization of at least 1 dissemination event on the project every month
- Creation of a Facebook page
- Production of the best practice dissemination report



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### PM2 - Dissemination 2/5

## Expected Results

- Production of Project Brochure in all partners languages
- Database of dissemination events on the portal
- Creation of a Facebook Page
- Production of National Best Practice Dissemination Report



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## PM2 – Dissemination 3/5 Templates and Tools

- PM2.A – In progress dissemination reports
- PM2.B – How to write the Best Practice Dissemination Report



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## PM2 – Dissemination 4/5 Current situation

Partner	Dissemination events
UCM (ES)	0
Uni Aristotelio (EL)	0
Pixel (IT)	30
Uni Roma (IT)	2
UoB (UK)	
EuroEd (RO)	19
Uni Iasi (RO)	5



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## PM2 - Dissemination 5/5 Deadline

- **Every three months** (31 March 2019-2020, 30 June 2019-2020, 30 September 2019-2020, 31 December 2019, 31 January 2021)  
**All partners**  
 Upload of 1 dissemination events per month
- **Every month**  
**All partners**  
 Upload of 1 posts on the Facebook page
- **15 January 2021**  
**All partners**  
 Final Best Practice Dissemination Report



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# Project Management

## PM3 - Exploitation



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### PM3- Exploitation 1/5

## Actions to be Carried Out

- Involvement in the project of associated partners
- Collection of exploitation links



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### PM3 – Exploitation 2/5

## Template and Tools

- PM3.A - Associated Partner Letter
- PM3.B - Associated Partner Information
- PM3.C - Exploitation links



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## PM3 - Exploitation 3/5 Expected Results

- Involvement of 6 associated partners
- Collection of 6 exploitation links


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## PM3 - Exploitation 4/5 Current situation

Partner	Exploitation Links	Associated Partners
UCM (ES)		3
Uni Aristotelio (EL)		
Pixel (IT)		
Uni Roma (IT)		
UoB (UK)		
EuroEd (RO)		
Uni Iasi (RO)		


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## PM3: Exploitation 5/5 Deadlines

- **15 September 2019**  
**All Partners**
  - Involvement of 3 associated partners
  - Collection of 3 exploitation links
- **15 January 2021**  
**All Partners**
  - Involvement of a total number of 6 associated partners
  - Collection of a total number of 6 exploitation links


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# Project Management

## PM4 - Quality and Monitoring Plan



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### PM4: Quality and Monitoring Plan 1/4

## Actions to be Carried Out

- Collection of evaluation questionnaires
- Collection of testimonials
- Production of testing evaluation report



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### PM4: Quality and Monitoring Plan 2/4

## Expected Results

- 3 issues of the Quality Plan
- Collection of 4 testimonials
- Collection of 20 evaluation questionnaires per country
- 1 Evaluation Report on IOs per country



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## PM4: Quality and Monitoring Plan 3/4 Templates and Tools

- PM4.A – Quality Plan
- PM4.B – Project Meeting Evaluation Questionnaire
- PM4.C – Project Evaluation Questionnaire
- PM4.D – End users' Evaluation Questionnaires for Intellectual Outputs
- PM4.E – Tool for questionnaires analysis
- PM4.F – Guidelines for the evaluation report on Testing Activities



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## TA4: Quality and Monitoring Plan 4/4 Deadlines

- **31 January 2021**  
**All Partners**
  - Collection of 6 testimonials
  - Collection of 20 evaluation questionnaires
  - Sending of evaluation report on the IOs



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## Thank you for Your Attention

Questions?



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## CALENDAR OF DEADLINES

### IO1 – Training Package in Medical History for Medical Humanities Lecturers

Deadline	Results	Partner	Template and Tools
4 October 2019	Focus group	UniAristotelio (EL)	IO1.B – Focus Group
15 October 2019	Production of questionnaires for students	UCM (ES)	
22 October 2019	Development of contents of the first unit of the educational material	UniAristotelio (EL), UoB (UK), UCM (ES)	IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
15 December 2019	Mapping curricula and Identification of common format	UoB (UK)	IO1.A – Mapping curricula
15 December 2019	Focus group	UoB (UK)	IO1.B – Focus Group
15 December 2019	Collection of 30 questionnaires for undergraduate medical students	All HEIs	IO1.C – Questionnaire for students
15 January 2020	Development of contents of the second unit of the educational material	All HEIs	IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
15 February 2020	Provide list of 10 students with good level of English with email addresses to carry out a Delphi analysis	All HEIs	
15 March 2020	Translation of the training package	All HEIs	
15 June 2020	Send a report related to the Delphi analysis	UoB (UK)	

### IO2 – Collection for Digital Medical Museum

Deadline	Results	Partners Involved	Template and Tools
31 March 2020	Creation of all the templates needed for carrying out the activities	Pixel (IT), UCM (ES)	
31 March 2020	Creation of the digital platform	Pixel (IT)	IO2.A – Map
31 May 2020	Development of the map	All partners	IO2.A – Map
31 July 2020	Selection of the contents for the digital collection	All HEIs	IO2.A – Map
31 December 2020	Development of the contents	All HEIs	IO2.B – Digital objects
31 January 2021	Development of the labels	All HEIs	IO2.C – Labels

### IO3 – Virtual Video Library with Testimonials from Role-Model Doctors

Deadline	Results	Partners Involved	Template and Tools
30 October 2019	Identification of 1 doctor per each of the 4 videos	All HEIs	PM1.A – Lectures
28 February 2020	Development and upload on YouTube of 2 videos	All HEIs	IO3.A – Guidelines to shoot a video



28 February 2020	Sending of raw videos and documents related to 1 video	All HEIs	IO3.B – Guidelines' interview IO3.C – Video Library
15 March 2020	Sending of raw videos and documents related to 1 more video	All HEIs	IO3.A – Guidelines to shoot a video IO3.B – Guidelines' interview IO3.C – Video Library
31 May 2020	Sending of raw videos and documents related to 2 more videos	All HEIs	IO3.A – Guidelines to shoot a video IO3.B – Guidelines' interview IO3.C – Video Library
31 July 2020	Editing of the videos	EuroEd	IO3.A – Guidelines to shoot a video IO3.B – Guidelines' interview

## Training Activity

Deadline	Results	Partner	Template and Tools
30 September 2020	Definition of the: <ul style="list-style-type: none"> <li>- Training Programme</li> <li>- Certificate for the participants</li> <li>- Contents for the Europass</li> </ul>	UCM (ES), Pixel (IT)	
30 November 2020	Each HEI should: <ul style="list-style-type: none"> <li>- Identify 2 participants in the training activity</li> <li>- Contact the National Europass Centre (<a href="#">link</a>) in order to activate the Europass Mobility for each participant.</li> </ul>	All HEIs	TA.4 – Contents for the Mobility Europass
January 2021	Delivery of the training activity	UCM (ES)	TA.1 – Register TA.2 – Programme TA.3 – Certificate
31 January 2021	Sending to Pixel of supporting documents (Report on the training activity, Register of participants, Programme, Certificates)	UCM (ES)	TA.1 – Register TA.2 – Programme TA.3 – Certificate TA.6 – Report
31 January 2021	Sending to Pixel of supporting documents: copies of the Europass certificates, description of the participants profiles and selection methodology	All HEIs (except UCM)	TA.5 – Participants Profile

## Multiplier Events

Deadline	Results	Partner	Template and Tools
31 January 2021	Organisation of an event for 20 (Greek/ Italian/ Romanian/ Spanish/ English) doctors/lectures/researchers/policy makers in order to present, discuss the project results and address their sustainability in the national system. Sending of documents related to the multiplier events.	All HEIs	ME.1 - Multiplier Event Form ME.2 - Programme Template ME.3 - List of Participants Template ME.4 - Minutes form

## Project Management

### PM1 - Coordination of Activities

Deadline	Results	Partner	Template and Tools
30 September 2019	Finalize the progress financial report	UCM (ES), UniRoma (IT), Unilasi (RO)	
11 October 2019	Sending of financial report	AUTH (EL)	
22 October 2019	Selection and involvement for the piloting phase, by each of the	All HEIs	PM1.A – Lecture Information



	HEI, of - 40 medical undergraduate students - 10 among lectures, researchers, doctors and practitioners Upload on the project portal of the related information		PM1.B – Student information PM1.C – Role of the target groups
25 October 2019	Update online activity reports	AUTh (EL), UniRoma (IT)	<a href="https://alcmadeon.pixel-online.org/MNG-wip.php">https://alcmadeon.pixel-online.org/MNG-wip.php</a>
15 November 2019	Selection and involvement for the piloting phase, by each of the HEI, of - 40 medical undergraduate students - 10 among lectures, researchers, doctors and practitioners Upload on the project portal of the related information	UoB (UK)	PM1.A – Lecture Information PM1.B – Student information PM1.C – Role of the target groups
30 September 2019 - 2020, 31 December 2019, 31 March 2020, 30 June 2020, 31 January 2021	Production and Uploading of Project Activities Report	All partners	<a href="https://alcmadeon.pixel-online.org/MNG-wip.php">https://alcmadeon.pixel-online.org/MNG-wip.php</a>
15 February 2021	Production of Financial Reports	All partners	PM1.E – Financial Manual PM1.F – Financial Forms

### PM2 - Dissemination

Deadline	Results	Partner	Template and Tools
15 October 2019	Upload at least 10 dissemination events	All partners	<a href="https://alcmadeon.pixel-online.org/MNG-diss.php">https://alcmadeon.pixel-online.org/MNG-diss.php</a>
30 September 2019-2020, 31 December 2019, 31 March 2020, 30 June 2020, 31 January 2021	Organization of 1 dissemination events on the project every month and uploading the dissemination events description on the project web site (every three months)	All partners	<a href="https://alcmadeon.pixel-online.org/MNG-diss.php">https://alcmadeon.pixel-online.org/MNG-diss.php</a>
15 January 2021	Production of the final Best Practice Dissemination Report	All partners	Template: PM2.B – How to write the Best Practice Dissemination Report

### PM3 - Exploitation

Deadline	Results	Partner	Template and Tools
15 October 2019	Upload on the project portal of 3 associated partners. Sending to Pixel of 3 exploitation links	All partners	PM3.A - Associated Partner Letter PM3.B - Associated Partner Information PM3.C – Exploitation links
15 January 2021	Upload on the project portal a total number of 6 associated partners. Sending to Pixel a total number of 6 exploitation links	All partners	PM3.A - Associated Partner Letter PM3.B - Associated Partner Information PM3.C – Exploitation links

### PM4 - Quality and Monitoring Plan

Deadline	Results	Partner	Template and Tools
January 2021	- Collection of 6 testimonials - Collection of 20 evaluation questionnaires - Sending an evaluation report per country on the IOs	All partners	PM4.D – Lectures' Evaluation Questionnaires for Intellectual Outputs PM4.E – Tool for questionnaires analysis PM4.F – Guidelines for the evaluation report on Testing Activities



## CALENDAR OF DEADLINES

Area	Deadline	Results	Partner
DISS	30/09/2019	Upload on the project portla of 1 dissemination event per month	All partners
MAN	30/09/2019	Update online activity reports	All partners
MAN	30/09/2019	Finalize the progress financial report	UCM (ES), UniRoma (IT), Unilasi (RO)
IO1	04/10/2019	Focus group	UniAristotelio (EL)
MAN	11/10/2019	Sending of financial report	AUTH (EL)
DISS	15/10/2019	Upload at least 10 dissemination events	All partners
EXPL	15/10/2019	Upload on the project portal of 3 associated partners Sending to Pixel of 3 exploitation links	All partners
IO1	15/10/2019	Production of questionnaires for students	UCM (ES)
IO1	22/10/2019	Development of contents of the first unit of the educational material	UniAristotelio (EL), UoB (UK), UCM (ES)
MAN	22/10/2019	Upload on the project porta, by each of the HEI, of 40 medical undergraduate students and 10 among lectures, researchers, doctors and practitioners	All HEIs
MAN	25/10/2019	Update online activity reports	AUTH (EL), UniRoma (IT)
IO3	30/10/2019	Identification of 1 doctor per each of the 4 videos	All HEIs
MAN	15/11/2019	Upload on the project porta, by each of the HEI, of 40 medical undergraduate students and 10 among lectures, researchers, doctors and practitioners	UoB (UK)
IO1	15/12/2019	Mapping curricula and Identification of common format	UoB (UK)
IO1	15/12/2019	Focus group	UoB (UK)
IO1	15/12/2019	Collection of 30 questionnaires for undergraduate medical students	All HEIs
DISS	31/12/2019	Upload on the project portla of 1 dissemination event per month	All partners
MAN	31/12/2019	Update online activity reports	All partners
IO1	15/01/2020	Development of contents of the second unit of the educational material	All HEIs
IO1	15/02/2020	Provide list of 10 students with good level of English with email addresses to carry out a Delphi analysis	All HEIs
IO3	28/02/2020	Development and upload on YouTube of 2 videos	All HEIs
IO3	28/02/2020	Sending of raw videos and documents related to 1 video	All HEIs
IO1	15/03/2020	Translation of the training package	All HEIs
IO3	15/03/2020	Sending of raw videos and documents related to 1 more video	All HEIs
IO2	31/03/2020	Creation of all the templates needed for carrying out the activities	Pixel (IT), UCM (ES)





IO2	31/03/2020	Creation of the digital platform	Pixel (IT)
DISS	31/03/2020	Upload on the project portla of 1 dissemination event per month	All partners
MAN	31/03/2020	Update online activity reports	All partners
IO2	31/05/2020	Development of the map	All partners
IO3	31/05/2020	Sending of raw videos and documents related to 2 more videos	All HEIs
IO1	15/06/2020	Send a report related to the Delphi analysis	UoB (UK)
DISS	30/06/2020	Upload on the project portla of 1 dissemination event per month	All partners
MAN	30/06/2020	Update online activity reports	All partners
IO2	31/07/2020	Selection of the contents for the digital collection	All HEIs
IO3	31/07/2020	Editing of the videos	EuroEd
DISS	30/09/2020	Upload on the project portla of 1 dissemination event per month	All partners
MAN	30/09/2020	Update online activity reports	All partners
TA	30/09/2020	Definition of the: - Training Programme - Certificate for the participants - Contents for the Europass	UCM (ES), Pixel (IT)
TA	30/11/2020	Each HEI should: - Identify 2 participants in the training activity - Contact the National Europass Centre in order to activate the Europass Mobility for each participant.	All HEIs
IO2	31/12/2020	Development of the contents	All HEIs
DISS	15/01/2021	Production of the final Best Practice Dissemination Report	All partners
EXPL	15/01/2021	Upload on the project portal a total number of 6 associated partners Sending to Pixel a total number of 6 exploitation links	All partners
EVAL	15/01/2021	- Collection of 6 testimonials - Collection of 20 evaluation questionnaires - Sending an evaluation report per country on the los	All partners
TA	15/01/2021	Delivery of the training activity	UCM (ES)
IO2	31/01/2021	Development of the labels	All HEIs
TA	31/01/2021	Sending to Pixel of supporting documents (Report on the training activity, Register of participants, Programme, Certificates)	UCM (ES)
TA	31/01/2021	Sending to Pixel of supporting documents: copies of the Europass certificates, description of the participants profiles and selection methodology	All HEIs (except UCM)
ME	31/01/2021	Sending of documents related to the multiplier events.	All HEIs
DISS	31/01/2021	Upload on the project portla of 1 dissemination event per month	All partners

MAN	31/01/2021	Update online activity reports	All partners
MAN	15/02/2021	Production of Financial Reports	All partners



**TEMPLATE: IO1.D – TABLE OF CONTENTS FOR THE EDUCATIONAL MATERIAL**

<b>Pre-history (Spain)</b>	<b>Hippocratic medicine (Greece)</b>	<b>Arabic medicine (Spain)</b>
<b>Unit 1 -</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 3 - Correlation between ancient medicine and philosophy</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 5 -</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>
<b>Unit 2 -</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 4 - Medical practice in antiquity</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 6 -</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>

<b>Renaissance medicine (Italy)</b>	<b>Modern medicine (United Kingdom)</b>	<b>Contemporary medicine (Romania)</b>
<b>Unit 7 – Anatomy book and instruments for the construction of anatomy</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 9 -</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 11 - Mental health as illustrated in literature</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>
<b>Unit 8 - Chemistry and alchemy</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 10 -</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 12 - The health system in movies</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>

## **IO3.A – Guidelines to shoot a video for the Virtual video library with testimonials from role-model doctors**

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## 1. Introduction

### 1.1. About the ALCMAEON project

The teaching of medical history is usually included in the program of medical humanities courses available for undergraduate medical students. The role of medical humanities in medical education responds to the need of connecting medical practice with the human dimension of doctor-patient relationship and extra-scientific values involved in clinical decision-making processes. Medical humanities contribute to improve a fuller understanding of patients, cultures and communities, as well as the social dimension of scientific enterprise to cure illnesses and develop new therapies.

The responsibility of educators involved in medical humanities teaching programs is showing to the students that medical history is a great opportunity for evidence-based medical practice because it improves cross-cultural interventions and, at the same time, promote a continuing reform of health care provision.

ALCMAEON project represents an alternative model of medical history provision and an attempt to overcome the gap between clinical practice and historical perspective of medical humanities, through the representation of the historical scenarios and the integration of historical evidences in specific educational contents.

The ALCMAEON project is funded, by the European Commission through the Spanish National Agency for the Erasmus+ Programme. The project develop a digital museum teaching platform with audio-visual materials and digitalized collections of medical museums from Italy, Spain, Greece, UK and Romania, in an attempt to promote the different traditions characterizing European medical history and bring medical museums in the classroom.

### 1.2. About the Virtual video library with testimonials from role-model doctors

The virtual video library consists of interviews with notorious doctors with a relevant career whom the professions regard as a role model, and placed on the digital platform elaborated within the project ([link to be included](#)).

The videos illustrate lectures or can be used as debating in the class for thematic areas, such as: clinical practice (evidence based medicine), medical ethics (health expectations and experiences in term of values and ethical principle change through the time), medical social sciences (lifestyle, environment, global health), communication skills (doctor-patient relationship).

The virtual video library with testimonials from experienced doctors, relevant for the history of medicine, complements the existing traditional resources, dedicated to the study of the history of medicine. This type of repository of resources consolidate the role of the history of medicine as a motivational domain, which acts as a bridge between the past, the present, and the future of the medical profession. The video library offer a modern and motivational incentive to the generations of medical students and teach them how to identify the perennial values of the profession, how to meet successfully its constant challenges and how to react to its rewards.

### 1.3. What is a video testimonial?

The system of using videos to teach important skills and knowledge to medical students and use them as a pretext for reflection, personal problem solving, critical thinking and projection of their own future of medical responsibilities is an ingenious way to activate the students' participation and interactivity; this system proposes an instructional strategy with a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom.

The videos are designed to be used in the following ways:

1. watching the video during the lectures related to the units corresponding to the approached thematic areas (Pre-history; Hippocratic medicine; Arabic medicine; Renaissance medicine; Modern medicine; Contemporary medicine)
2. watching of the video after the lecture followed by class discussion during the formative assessment after each unit
3. watching of the video out of the classroom following recommendation from the teacher in order to participate to the debate on the online forum of the digital platform

### 1.4. What makes a good testimonial?

The secret to the success of testimonials in any area of activity is social proof; so, a good testimonial is all about amplifying this effect.

First, a good testimonial video speaks to your target audience. The project foresees an active participation of experts that are doctors and university lecturers in humanities in medicine, but always keep in mind that the end beneficiaries are the medical students. The content of the testimonials must be meaning and inspirational for the medical students.

The interviews are taken by partners' experts, involving where possible also students so that a lesson about the medical profession is taught live during the shooting.

Secondly, a good testimonial video must be credible. People are highly sceptical of what they see on the Internet, so anything you can do to play up the authentic enthusiasm of the subject in your video will go a long way. In other words, testimonials should never be fake. Moreover, you should never ask your subjects to learn by heart the answers to your questions.

## 2. How to prepare your video testimonial?

### 2.1. Identify the doctors who are role-model

The video testimonial should be structured as an interview, to whom the protagonist is a notorious doctor with a relevant career whom the profession regard as a role model.

The video must include a short biodata of the doctor.

*(e.g. Prof. Dr. Victor Tacu, former physician Internal Medicine, professor of the University of Medicine and Pharmacy Grigore T. Popa Iasi and former head of the 4th Medical Clinic, at Parhon Hospital, professor with vocation and a man dedicated to the patient and this noble profession)*

The interviews are taken by partners' experts, involving where possible also students so that a lesson about the medical profession is taught live during the shooting.



Please do not forget that every person who will appear on the video must sign the Agreement for accepting the use of the image and story tells as educational resources within the project purposes.

### 2.2. Establish the content of the interview

Together with the doctor, partners must establish the content of the interview, the subjects that will be reached. Have in mind that must be highlighted in the interview the following:

- Period
- Topic
- Learning objectives

As a suggestion, but not mandatory, the videos can reflect:

- The periods identified in IO1 (Pre-history; Ancient medicine; Golden Age; Renaissance medicine; Modern medicine; Contemporary medicine).
- The thematic areas, such as: clinical practice (evidence based medicine), medical ethics (health expectations and experiences in term of values and ethical principle change through the time), medical social sciences (lifestyle, environment, global health), communication skills (doctor-patient relationship).

The videos do not need to be strictly related to these, but can be used during the lecturers in order to introduce the lesson and discuss the specific historical period.



Stick to one topic per video. If the doctor would like to talk about more subjects, structure the interview for the creation of more videos. Do not make exhaustive interviews.

In planning the content of the video, use the IO3.B – Guidelines' interview to establish the questions and the structure of the interview.

It is important that you do not make up the questions on the spot. This makes the video seem disorganized and false; moreover, it can put the subject(s) in an awkward position if they cannot immediately generate a response. Plan ahead and craft some quality questions and send them over





the e-mail. If possible, study the interviewee before designing the questions. It is advisable that you give your interviewees at least a few days notice with the questions. Your testimonial video will benefit more if your subject has had the opportunity to prepare and practice before facing the actual interview.

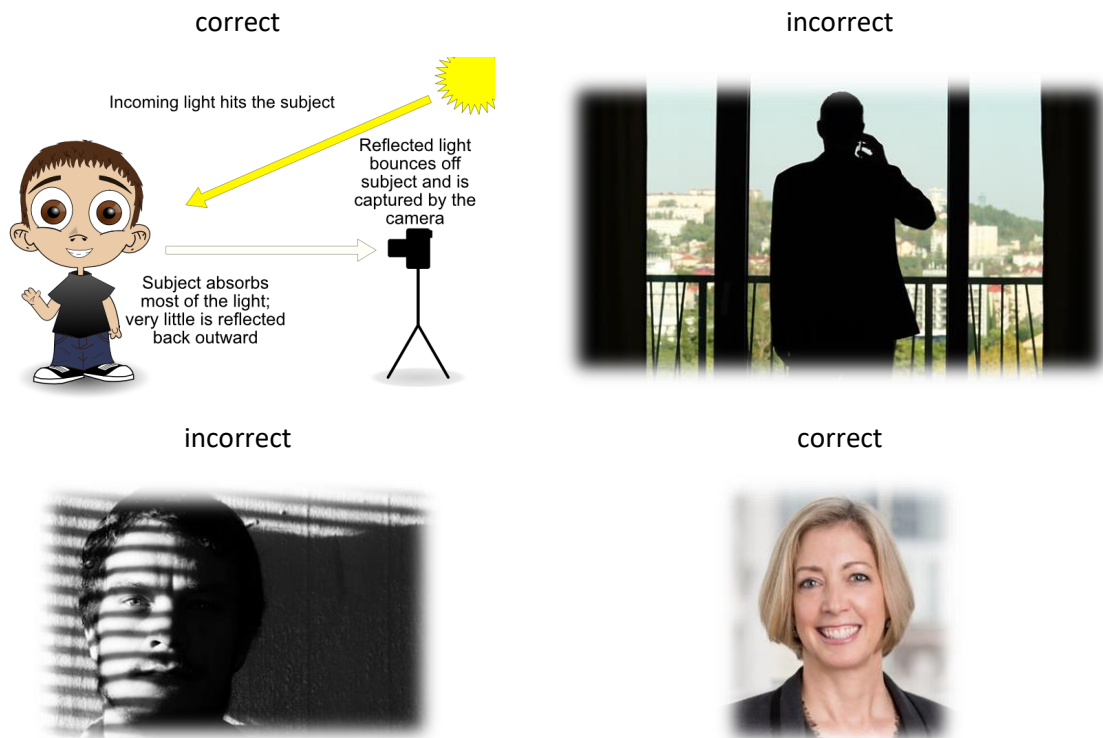
### 2.3. Setup the location for filming

#### Location

Select a location for your video testimonial (e.g. office). Pay attention to select a quiet place (no noise, music from outside, kids playing ...), preferable not to be a large room (better sound capture).

#### Lighting

We do not recommend using the flash of your smartphone or digital camera to lighten the subject. The best source of light is the sun. Natural lighting looks great in almost every instance. Face your subject toward a window for great natural light. Never have the window behind the subject though or else you'll be left with a silhouette. The subject's face should not be covered by any shadow.



#### Room arrangement

For a better focus of the image, we recommend the interviewee to sit down. Pay attention for no distractions (posters or pictures on the wall, open windows ...). Place the shooting camera in front of the interviewee, at his/her level.

If you are involving a student, place it next to the interviewee and place the camera to capture both of them in the same image (avoiding movements of the camera).



## Clothing

Make the interviewee feel as comfortable as possible and tell him or her that they do not need to wear a formal outfit or have intense hair and makeup. In other words, make it clear to them that they can look natural.

### 2.4. Prepare the equipment needed for filming

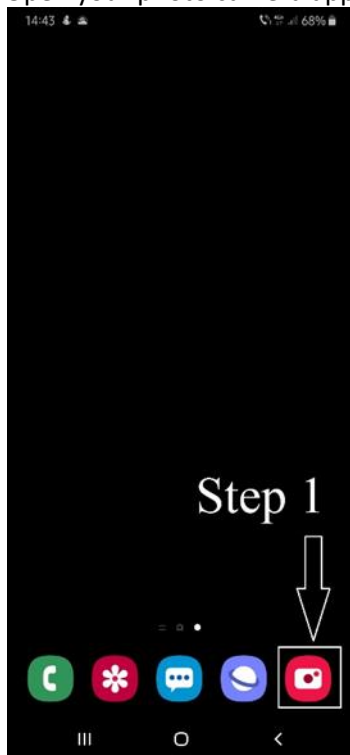
#### Shooting camera

Note that it's highly recommended to use good video cameras to ensure high video quality. If possible, you could use 2 video cameras in order to record the video from 2 different angles (at least 30° from each other).

#### Mobile Phone

Note that the current generation of smartphones and tablets can shoot great video. There's a good chance you already have a smartphone that is able to capture professional looking, high resolution footage. Follow the next guide to configure properly the settings of you mobile phone application camera. Samsung Galaxy A50 is the mobile phone used to illustrate the setup process.

Open your photo camera app



Select rear video size (1)

Select video mode

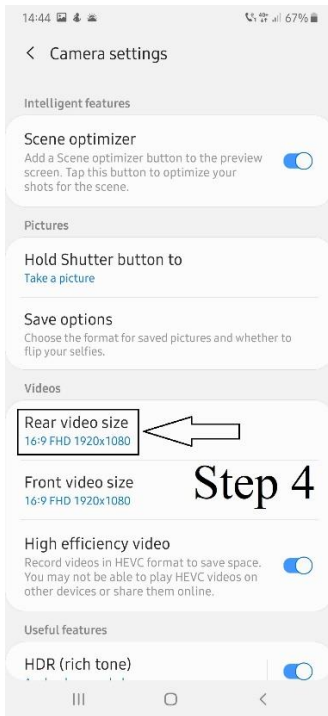


Rear Video Size should be:

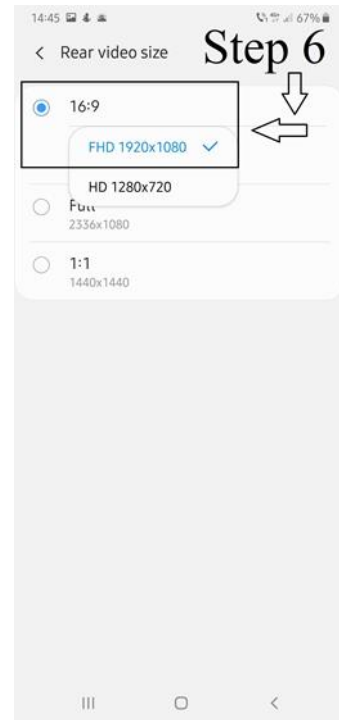
Go to settings menu



Select rear video size (2)



Aspect ratio: 16:9  
Resolution: FHD 1920x1080



### Tripod

Steady hands do not suffice to get rid of the slight movements of hands that ruin the professionalism of the video while recording videos. Therefore, use a tripod to stabilize your footage; this is very important when you try to create a professional video. Most digital cameras can be set up on a tripod; note that there are adapter clips for smartphones that can work with these tripods too.

Mobile Phone Tripod



Camera Tripod



### Sound

It's recommended to use an external microphone to ensure a good quality of sound, without wind, scratches or echoes.

## 3. Recording the video testimonial





Number of videos to be created: 20 in total

University of Bristol, UK: 4 videos

Universidad Complutense de Madrid, ES: 4 videos

Aristoteleio Panepistimio Phessaloniki, GR: 4 videos

Università La Sapienza, IT: 4 videos

UMF Iasi, RO: 4 videos

### 3.1. Length of the video

The total length of the final edited video must be between 5 and 7 minutes. In terms of filming, the raw material will be longer, even 1 hour. If the interview is longer, we recommend to make breaks during the shooting and create more files, according to different subjects. Pay attention not to stop/pause the camera during the discussion of a subject.



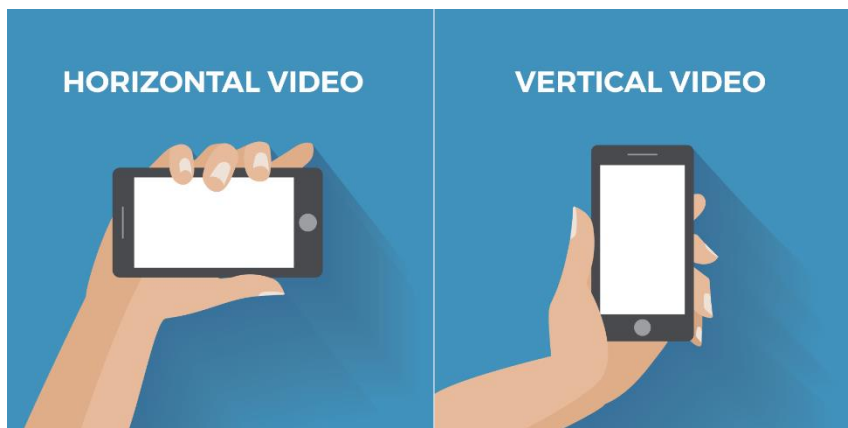
Partners must send to EuroEd the raw material with specific information related to timing to be selected for the video to be edited.

### 3.2. Shooting the video

Here are some tips for creating videos with a smartphone or digital camera.

Shoot horizontal videos

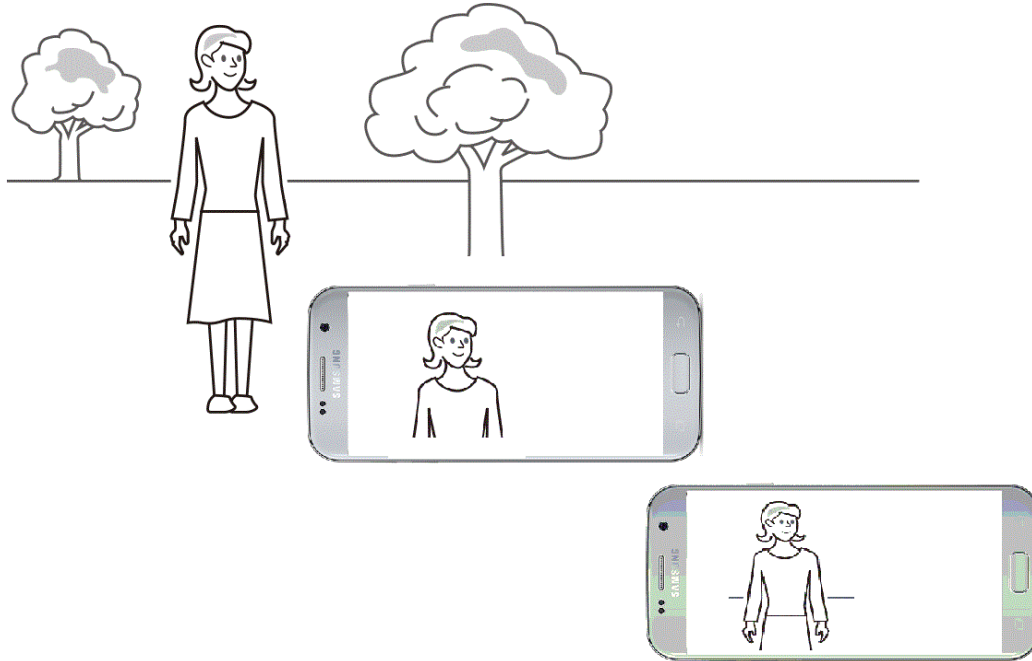
Nowadays smartphones allow you to record both vertical and horizontal footage. Shooting vertical videos would make sense if you play the recorded video on a device which has a screen in portrait orientation. Nonetheless, computer monitors, televisions, even websites, all have landscape-oriented displays so that is why you should shoot only horizontal videos.



Do not use digital zoom



Even though it is tempting to use the zoom feature on your smartphone to get a closer shot of your subject, we recommend that you do not use it. If you want to zoom in with a smartphone without it looking too pixelated, simply walk closer to your subject.



### Exposure and focus

Both smartphones and digital cameras automatically detect and adjust exposure and focus accordingly. It's great for taking quick photos, but ideally while recording videos you want to have more manual control and lock these down so they don't adjust and leave your footage over-exposed and out of focus. Therefore, simply tap on your subject using your smartphone's default camera app to manually lock exposure and focus in your footage.



Out of focus object

In focus object

### Audio recording



Most of the time, recording audio directly from the camera’s built-in microphone will suffice, but in professional videos, namely interviews, you want to have the microphone as close to your subject as possible. You can use an external professional microphone connected to your mobile phone, or a memo recorder. Nonetheless, we recommend recording audio directly from the camera’s built-in microphone. Also, make sure that there are no loud background noises around the room you record your material.



### 3.3.Characteristics of the video file

Full HD is just another name for the 1920x1080 resolution  
Width = 1920 (min) Height = 1080 (min)  
Codec = H.264  
Video format: MP4  
Ratio = 16:9  
Frame rate = 25 fps (min) or 50,00 fps and higher

### 3.4.Insertions

If you intend to make the video testimonial more illustrative, you can send for insertion within the video various elements, like:

Images/pictures	<i>Illustrative images of the doctor or of the story told</i>	About 1024 pixels wide for a horizontal image; or 768 pixels high for a vertical one JPEG 300–600 K
Short videos	<i>Illustrative videos from the life of the doctor or of elements of the story told</i>	Good video resolution MP4 format Length 1 to 5 seconds
Text	<i>Explicative text of the elements mentioned in the video</i>	One, two words or short sentence.
Sound	<i>Illustrative or specific audio elements or music related to the story told</i>	Good sound level MP3 format

### 3.5.Script of the video

EuroEd will be responsible to create the subtitles of the final video, but is essential to receive from each partner the script/text of the video.

Each video must be received along with the following 2 tables (the scrips must include:


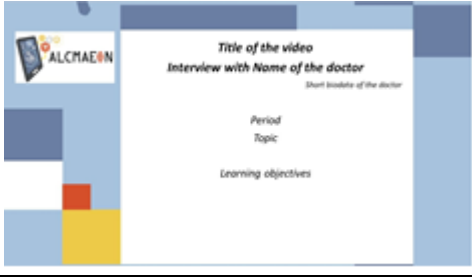

- the text for opening and ending credits
- the selection of images to be included in the final video from the raw material (specify in the timing table the seconds to be selected)
- the text for subtitle with the timing related with the raw material sent:

OPENING/ END CREDITS	Text in mother tongue	Text in English
Title of the video		
Interview with name of the doctor		
short biodata of the doctor		
period		
topic		
learning objectives		
name of the interviewer		

Timing		Text in mother tongue	Text in English
from	to		
1'00''0''	1'2''12''	<i>No sound, just images</i>	
1'2''07''	1'4''21''	<i>M-am nascut intr-un sat mic in Nordul Romaniei</i>	<i>I was born in a small village in the North of Romania</i>

#### 4. Structure of the testimonial video

When planning and shooting the video have in mind that the final video testimonial will have the following structure.

headings	contents	duration	
OPENING CREDITS	<ul style="list-style-type: none"> <li>project logo and title with project number</li> <li>title of the video</li> <li>name of the doctor</li> <li>Erasmus+ logo with EU disclaimer</li> </ul>		about 20 seconds
INTRODUCTION IN THE CONTENTS	<ul style="list-style-type: none"> <li>title of the video</li> <li>name of the doctor</li> <li>short biodata of the doctor</li> <li>period</li> <li>topic</li> <li>learning objectives</li> </ul>		about 40 seconds
INTRODUCTION DEBRIEFING *optional	Video with the interviewer (the partner or the student) talking about the contents of the video testimonial (short introduction of the doctor and highlights of the aspects the testimonial will include). <ul style="list-style-type: none"> <li>name of the interviewer</li> </ul>		about 1 minute
TESTIMONIAL	Video with the interview of the doctor *optional can include insertions		about 5 minutes
FINAL DEBRIEFING *optional	Video with the interviewer (the partner or the student) talking about the contents of the video testimonial (short mention of the doctor profession and highlights of the aspects the testimonial included, lesson learned). <ul style="list-style-type: none"> <li>name of the interviewer</li> </ul>		about 1 minute
END CREDITS	<ul style="list-style-type: none"> <li>title of the video</li> <li>name of the doctor</li> <li>name of the library of video testimonials</li> <li>name of the project</li> <li>reference number</li> <li>project portal link</li> <li>Erasmus+ logo with EU disclaimer</li> </ul>		about 30 seconds



## 5. Compiling the final folder

Each partner must send the collected materials to EuroEd for editing.

The name of the main folder should follow the subsequent naming convention: ALCMEON + Name of the institution that sends the content of the folder + video number

E.g.: ALCMEON\_UMF\_video 1

Each video will have its own folder and must include the following:

1. Video with the testimonial interview of the doctor (MP4 format)
2. The script (in a word file)

OPENING/ END CREDITS	Text in mother tongue	Text in English
Title of the video		
Interview with name of the doctor		
short biodata of the doctor		
period		
topic		
learning objectives		
name of the interviewer		

Timing		Text in mother tongue	Text in English
from	to		
1'00''0''	1'2''12''	<i>No sound, just images</i>	
1'2''07''	1'4''21''	<i>M-am nascut intr-un sat mic in Nordul Romaniei</i>	<i>I was born in a small village in the North of Romania</i>

3. Insertions, like:

Images/pictures	JPEG	Timing in the raw material when to insert the images
Short videos	MP4	Timing in the raw material when to insert the video
Text	Word file	Timing in the raw material when to insert the text
Sound	MP3	Timing in the raw material when to insert the sound

### Sharing the folder

In sharing the folders with the raw materials, as are large files, you can use the following channels:

Wetransfer – [www.wetransfer.com](http://www.wetransfer.com)

DropBox - [www.dropbox.com](http://www.dropbox.com)

Google Drive - <https://www.google.com> > drive

The contact person to receive the folders for editing are:

Andreea Ionel, EuroEd – [andreea.cleminte@euroed.ro](mailto:andreea.cleminte@euroed.ro)

Ioan Juncu, EuroEd - [ioan.juncu.euroed@gmail.com](mailto:ioan.juncu.euroed@gmail.com)

Always use in CC [emanuele.valenti@bristol.ac.uk](mailto:emanuele.valenti@bristol.ac.uk)





## **IO3.B – Guidelines’ interview**

### **for the Virtual video library with testimonials from role-model doctors**

#### **1. The first step is to identify the subjects**

The target groups are doctors (as interviewed) and medical students (as interviewer).

<b>Profile of the interviewed (doctor)</b>	<p>Notorious doctors with a relevant career.</p> <p>Doctors whom the profession regard as a role model.</p> <p>Doctors and university lecturers in humanities in medicine.</p> <p>Experienced doctors who can speak relevant for the history of medicine.</p> <p>Doctors dedicated to the study of the history of medicine.</p> <p>Doctors who promote the fact that the medical humanities contribute to improve a fuller understanding of patients, cultures and communities.</p>
<b>Profile of the interviewer (students or partners’ representatives)</b>	<p>Medical student or a partners’ representative.</p> <p>Shows interest in medical history and for evidence-based medical practice.</p> <p>Promotes the integration of historical evidences in specific educational contents.</p> <p>Has the time to engage in project activities.</p> <p>Is creative and empathic.</p> <p>Is calm, patient and a good listener</p> <p>Is willing to updated his/her knowledge and skills by participating in the Alcmaeon project.</p> <p>Is willing to cascade his/her Alcmaeon resources to other beneficiaries.</p> <p>Is willing to engage in dissemination activities in collaboration with the project team.</p>

#### **2. The second step is facilitating contact among the selected subjects**

We either bring a student and a doctor who do not know each other into contact, or we start by choosing a student and then matching him/her with the identified doctor to have the interview with. However, when using two participants meeting for the first time, we have to evaluate the degree of compatibility between them; such as the language used, and their cultural attitudes, in order to avoid potential conflict. The first meeting is often crucial, that is why it has to be carefully planned in order to create a good relationship between the two people. A lack of confidence can be a problem for people new to the project, and as a result obtained stories can be short, hasty, cold, and irrelevant, but regular meetings make the experience easier over time. If they already know each other the problem of confidence is normally less of an issue.

Therefore, we recommend that the filming interview to be preceded by at least one meeting for accommodation of the protagonists, for discussing about the goal of the project; and for discussing the topics of the interview, that they will be recorded and that the findings will be published for educational purposes, but not without their consent.

### 3. Establish the guide of interview

As we mentioned before, in order to facilitate the therapeutic and socio-anthropological effects of the life stories they must be broken down in two parts, which preferably correspond to two different sessions.

In the first part, the subject is introduced to the standard formula called “instruction” and is encouraged to narrate his/her life, and to speak freely, without interruption whilst in the second part, the interviewer uses a list of questions (“interview guide”) structured in interest topics for the researcher.

#### Proposed semi structured guide of interview:

	<b>Semi structured guide of interview</b>
<b>Accommodation</b>	The interviewer presents him/herself (name, position, role in the present context) Consult on the conditions and environment for filming (duration, how the interview is conducted)
<b>Topic introduction</b>	The interviewer introduce the purpose of the interview and the context (short aims of the Alcmaeon project) The interviewer mention the selected medical periods for the interview, such as: (Pre-history; Hippocratic medicine; Arabic medicine; Renaissance medicine; Modern medicine; Contemporary medicine) The interviewer mentions the selected thematic areas, for the interview, such as: clinical practice (evidence based medicine), medical ethics (health expectations and experiences in term of values and ethical principle change through the time), medical social sciences (lifestyle, environment, global health), communication skills (doctor-patient relationship).
<b>Free self-presentation of the interviewee</b>	The interviewer introduce the interviewee in the biographical interview. Invite the interviewee to speak about: <ul style="list-style-type: none"> <li>- Professional experience and current activity.</li> <li>- How do you self-characterize? What are the personality traits that define you?</li> </ul>
<b>The core interview</b>	The interviewer introduce the interviewee in the selected period and medical thematic area. Invite the interviewee to speak about: <ul style="list-style-type: none"> <li>- Memories, medical practices, lessons learned from the selected period.</li> <li>- Intentions, attitudes, expectations on the selected period/thematic area, acting as a bridge between the past, the present, and the future of the medical profession.</li> <li>- Personal characteristics.</li> <li>- Studies. Medical education. Motivation for education.</li> <li>- Building a professional career. Professional/ school guidance</li> <li>- The responsibility of educators involved in medical humanities teaching programs.</li> <li>- Aspirations, values, presence of spirit</li> <li>- What do you value most in life? What is your value system?</li> <li>- Experiences on communication skills (doctor-patient relationship).</li> </ul>

	<p>- Understanding of patients, cultures and communities.</p> <p>Invite the interviewee to exemplify with case situations/ clinical practices/ the assertions made.</p> <p>If you had previous discussions about the subjects/cases the interviewee will present or you did previous research on the profession of the interviewee, you could prepare some more specific questions related, to be able to obtain more focused contents.</p>
<b>Reflections</b>	The interviewer can invite the interviewee to draw some highlights from the lessons learned, advices for the students, guidance or recommendations concerning the thematic areas selected.
<b>End of the interview</b>	<p>The interviewer should thank to the interviewee.</p> <p>The interviewer should address some words of gratitude for the professional activity and some words of appreciation for the support and involvement in the Alcmæon project and motivation for the medical students.</p>

**TEMPLATE: IO3.C – VIDEO LIBRARY**

Title of the Video	
Please give a brief description of the information included in the video	<i>Please write e text between 300 and 500 words</i>
Historical period covered in the interview	<input type="checkbox"/> Pre-history <input type="checkbox"/> Hippocratic medicine <input type="checkbox"/> Arabic medicine <input type="checkbox"/> Renaissance medicine <input type="checkbox"/> Modern medicine <input type="checkbox"/> Contemporary medicine
Topic of the Educational material covered in the interview	<i>To be chosen from the list of topics identified by the partners</i>
Thematic(s) area(s) covered in the interview	<input type="checkbox"/> Clinical practice <input type="checkbox"/> Medical ethics <input type="checkbox"/> Medical social sciences <input type="checkbox"/> Communication skills
Archive material utilised in the interview	<i>Please write e text between 200 and 300 words</i>
Description of objects and contents from the digital collection of IO2 related to the video interview	<i>Please write e text between 200 and 300 words</i>
Country	<input type="checkbox"/> Greece <input type="checkbox"/> Italy <input type="checkbox"/> Romania <input type="checkbox"/> Spain <input type="checkbox"/> United Kingdom
Language of the interview	<input type="checkbox"/> Greek <input type="checkbox"/> Italian <input type="checkbox"/> Romanian <input type="checkbox"/> Spanish <input type="checkbox"/> English
YouTube Link	<i>Please upload the YouTube link</i>

## PROJECT MEETING EVALUATION QUESTIONNAIRE

SECOND PARTNERS MEETING, Thessaloniki (EL), 12 - 13 September 2019

### Compiler's data (optional)

Name

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Institution

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Country

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1. The transnational coordination and the secretariat functioned:

Inefficiently      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Efficiently

2. The information you received before the meeting was:

Incomplete      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Exhaustive

3. The organization of the facilities used for the meeting was:

Not suitable      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Suitable

4. How was the technical equipment available during the meeting?

Not Suitable      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Very Suitable

5. The agenda of the meeting was:

Unclear      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Clear

6. The material distributed during the meeting was:

Not useful      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Useful

7. The way you were received at the meeting has been:

Poor      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Good

8. At the start of the Meeting, the themes, the time available and the procedures of the meeting were:

Not clear      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Clear

9. The working conditions at the meeting were:

Unsatisfactory      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Satisfactory

11. The working atmosphere at the meeting was:

Unsatisfactory      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Satisfactory

12. The general management of the meeting was:

Unsatisfactory      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Satisfactory



13. Did your questions receive satisfactory answers?

Never                      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Always

14. The amount of time available for the meeting was:

Insufficient              ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Appropriate

15. The time management of the meeting was:

Inadequate                ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Adequate

16. The results reached at the end of the meeting were:

Unsatisfactory        ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Satisfactory

17. The level of correspondence of the results of the meeting with the established objectives was:

Inadequate                ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Adequate

18. The level of participation of the different components of the partners' group was:

Unsatisfactory        ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Satisfactory

19. How would you evaluate the social activities organized in the meeting days?

Very poor                ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Very good

20. What did you like the most about the meeting?

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21. What did you like the least about the meeting?

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