

The medical school and postgraduate education

Responsibility for clinical, specialty and
research education

OVERVIEW

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Elements of postgraduate education

- PhD education (ORPHEUS Report from Aarhus)
- Specialty training
- CME/CPD

Medical school in postgraduate research education

- PhD studies – third Bologna cycle
 - supervised research education
- Education for researcher or scientist
- Education for translational research
- Research education in training programme

Continuum of medical education

Training programme

transition from medical school → specialist training programme → specialist Certificate/Diploma

- Objectives of training programme
 - generic competencies
 - all physicians in training in all medical specialties
 - specific competencies: knowledge, skills and attitudes
- Outcome of training programme
 - physician able to practice in a professional, ethical and patient-focused way

Continuum of medical education

Transition from medical student to practicing doctor

- domains of knowledge, skills, values, identity awareness, preparedness for teamwork, interprofessional learning...
- in setting marked by learning in daily medical activities
- integrated practice of many competencies

The performance of junior doctors in transition

- important for evaluation of a medical school curriculum
- how a curriculum can translate the graduate student from the educational to the health system.

Solutions for transition to postgraduate training

The construction of a final year of undergraduate medical education

- a trainee-intern year
- often designed specifically to prepare medical school graduates for the junior doctor role

Internship/foundation programme

- structured programme of practical and classroom-based education
- building on competencies acquired in undergraduate education
- achieving generic competencies applicable to all areas of medicine

Not all countries have a transition programme

Medical schools in postgraduate training in Europe

- lack of responsibility of medical schools for postgraduate training in some countries
(often responsibility of health care system, regulatory role for postgraduate training of the medical academy or chamber)
- all the responsibility in some countries
- shared responsibility with other institutions

Present situation

- much of postgraduate education is delivered by university staff (in their health system capacity)
- university associates responsible for postgraduate examinations
- national medical associations, Royal Colleges etc. have extensive representation of university staff among their members

Possible medical school responsibilities in postgraduate education

- Research education
- Specialist training programme
- Education of mentors
- Other fields – management, leadership etc.
- Teaching and learning methods development
 - e-learning as a tool in postgraduate education etc.
- Assessment methods
- Quality assurance
- Collaboration between the institutions involved

Generic skills programme in postgraduate education

Doctors have to develop

- generic skills and competencies (including assessment and management of emergencies)
- effective relationship with patients and patient safety
- high standards in clinical governance
- effective use of evidence and data
- communication
- team working
- multiprofessional practice
- time management and decision-making

Content for learning in a generic curriculum

Focus Area 1 - Good Clinical Care

Focus Area 2 - Maintaining Good Clinical Practice

**Focus Area 3 - Relationship with Patients and
Communication**

Focus Area 4 - Working with Colleagues

Focus Area 5 - Teaching and Training

Focus Area 6 - Professional Behaviour

Focus Area 7 - Management and NHS Structure

(Generic Curriculum for the Medical Specialties,
Federation of the Royal Colleges of Physicians, 2006)

The CanMEDS physician 7 roles

- Medical expert
- Communicator
- Collaborator
- Manager
- Health advocate
- Scholar
- Professional

Several countries accepted the CanMeds framework

- as a general outline for postgraduate medical training
- specialist training programmes rewritten based on the new principles
- domains incorporated in each part of a programme

Areas of possible medical school responsibilities in training programme

- Programme
- Mentor
- Institution
- Trainee
- CME/CPD standards

Programme

Role of medical schools

- participation in formulating the mission
- professionalism and autonomy
- learning approaches
- scientific methods
- training content, structure, composition and duration
- relationship between training and service
- management of training

Teaching research parallel to specialist training

- research period supported by quality-assured supervision during the training programme
- research may be clinical, basic or population based
- mentoring role and interaction must be increased
- perfect tool for the development of critical judgement of scientific information as well as clinical reasoning
- offering academic qualifications

Mentor

Role of medical schools:

- appointment policy (responsibility of Medical School and University Hospital)
- obligation and developments of trainers
- mentors - pedagogical skills
 - experience in mentoring
 - teaching generic competencies
 - not all the roles of a medical teacher (Harden and Crosby) are applicable to doctors responsible for clinical training
 - professional and research experience
 - feedback about programme quality

Institution

Role of medical schools:

- professional leadership
- academic environment
- clinical teams
- information technology
- research
- high level of educational and professional expertise
- training in other settings, teaching on all levels of education
- involvement of stakeholders

Trainee

Role of medical schools:

- admission policy and selection
- teaching generic competencies
- support and counselling
- assessment methods
- portfolio
- feedback from trainees
- relation between assessment and training

Special attention:

Training programme with PhD students

CME/CPD Standards

- Mission and outcomes
- Learning methods
- Planning and documents
- The individual doctor
- CME/CPD-providers
- Educational context and resources
- Evaluation of methods and competencies
- Organisation
- Continuous renewal

WFME global standards for Quality Improvement in Medical Education

- WFME Standards in Postgraduate Medical Education: Introduction and Definitions
- Standards in postgraduate medical education with European specification

Postgraduate medical education in Croatia

PhD studies

PhD studies in all four medical schools (Zagreb, Rijeka, Split, Osijek)

- Collaboration agreements
 - medical schools and
 - other faculties in the area of biomedicine
- Development of PhD studies network in biomedicine and health
- Doctoral school
- ORPHEUS based in Zagreb School of Medicine

Postgraduate medical education in Croatia specialist training programme

Role of medical schools

- Leading role in the development of training programme in agreement with
 - Croatian Medical Association
 - Croatian Medical Chamber
 - Croatian Academy of Medical Sciences
- Postgraduate specialist study programmes organised by medical school (as formal postgraduate teaching)

Conclusion

Responsibility of medical schools
in basic standards and quality development

- leadership in improving the quality throughout medical education
- initiate students and faculty motivation and ability for postgraduate education
 - training programme
 - translational research
 - academic postgraduate activities
- promote research in postgraduate programmes