

Challenges in quality assurance in experiential education: professional practice perspective

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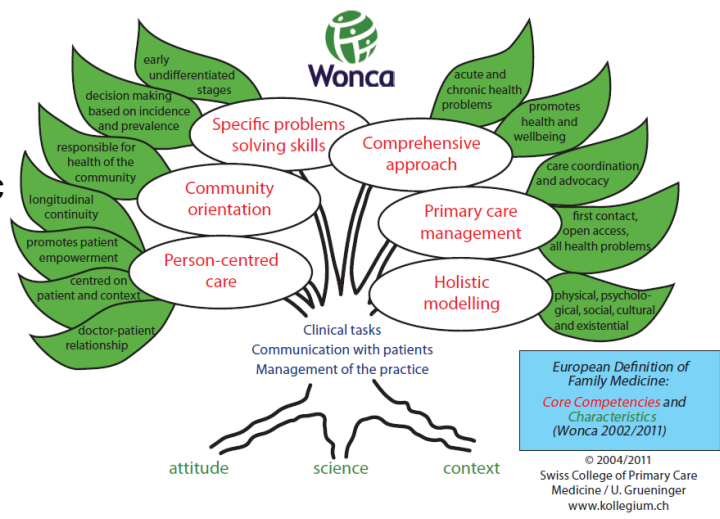
- ▶ Founded in 1923. as the Central ambulance near London square to provide health care to the population of Belgrade
- ▶ It was redesigned as the First Healthcare center in 1948.
- ▶ Accredited for the first time in 2008 and again in 2012 with the highest score.
- ▶ In 2010.a contract on buisness cooperation was signed with the Medical School of the University of Belgrade to achieve a higher quality instruction for students of the 6th year on clinical practice



Family / general medicine

Is:

- a clinical specialization and a separate academic / scientific discipline
- place of first contact with the health care system
- provides comprehensive services to all family members, regardless of type of problem, age, gender
- provides continuous care throughout time and in different environments
- has its own specific epidemiology and uses a specific decision-making process
- It deals with health problems in their physical, psychological, social and cultural dimensions
- provides a patient-oriented care approach and characterized by the creation of a close relationship, over time, between a doctor and a patient
- promote good health and well-being through appropriate, safe and effective interventions
- makes efficient and safe use of resources through care coordination, patient management management and through contact with other professionals



WONCA - Europe mart 3, 2002 Noordwick, Netherlands



Medical school University of Belgrade

- ▶ The University of Belgrade was **founded in 1808.**
- ▶ Since 2012. it has held a place on the Shanghai world ranking list of 500 best universities
- ▶ In 2016. it was listed *among the top 300 World universities*





The Department of General Medicine

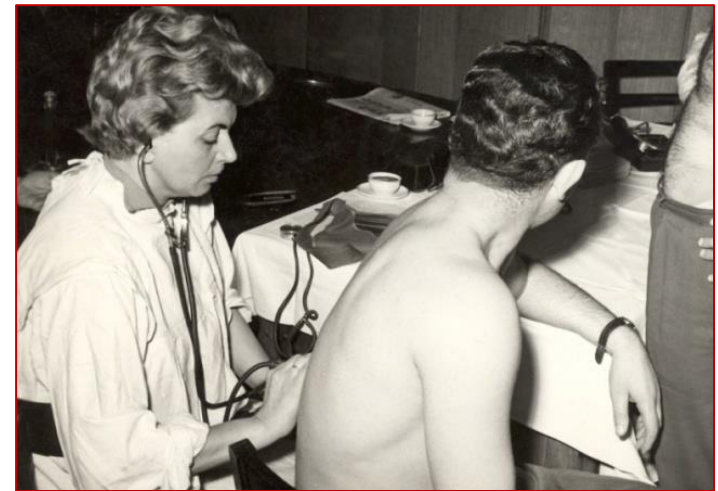
In the year 1979 , the Faculty of Medicine in Belgrade formed the Department of General Medicine for postgraduate teaching.



Chair for undergraduate studies in general medicine has not yet been established

When it all started

- 1966 th, the first generation of doctors completed the specialization of general medicine
- At that time, the General Medicine Section of the Serbian Medical Society was established.



**Dr Ana Mutić Trifunović,
Prva grupa specijalizanata
1963.-1966.**



Specialization program

The specialization now lasts a total of 4 years

- ▶ The trainee spends 2 years **in a hospital** where he is taught to treat the leading clinical entities .
- ▶ He also spends 2 years **in an outpatient department** with immediate supervision of a mentor, a specialist in general medicine.



Specialist exam

- ▶ Its taken completely at the Medical School
- ▶ Test (60% correct answers)
- ▶ Practical part of the exam is done in a hospital
- ▶ Oral examination before the examination committee

surgeon, internist, gynecologist, pediatrician and specialist in the field of public health (an epidemiologist or a specialist in social medicine or hygiene)





Royal College of
General Practitioners

MRCGP Exam is an integrated assessment system, success in which confirms that a doctor has satisfactorily completed specialty training for general practice, and is competent to enter independent practice in the United Kingdom without further supervision

- ▶ Applied Knowledge Test (AKT)
- ▶ Clinical Skills Assessment (CSA)
- ▶ Workplace Based Assessment (WPBA)



Position of general practitioner

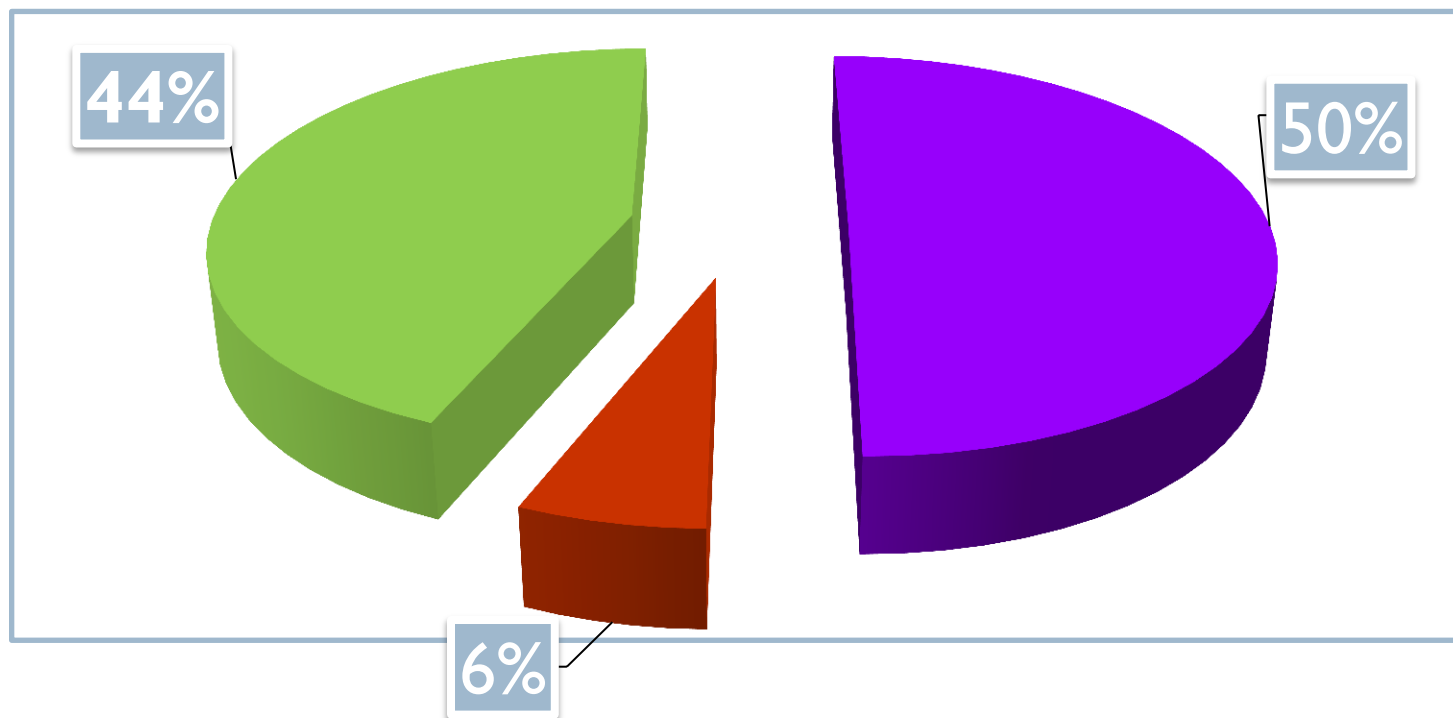
- ▶ Specialization in general medicine **is not yet a condition for independent work of doctors in the field of general medicine**
- ▶ The content and scope of the work as well as the price of the medical examination service are the same for both general practitioners and doctors without specialization.



Structure of doctors in the service of general medicine

4031 lekar

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Izvor: Institut za javno zdravlje Srbije "Batut":
Zdravstveno statistiki godišnjak Republike Srbije, 2015.

Mentoring

- ▶ The mentoring **decision** is made by the Faculty of Medicine based on the doctor's report
- ▶ *Mentoring is **voluntary***
- ▶ Mentor **education** is carried out mainly through the cooperation of the
- ▶ General Medicine Section of Serbian Medical Society,
- ▶ EURACT and
- ▶ the Medical Faculty of the University of Belgrade.

All mentors who have attended some of the international EURACT courses are obliged to organize the same in Serbia!



EURACT



(The European Academy of Teachers in General Practice)

- ▶ EURACT was founded in May 1992. with headquarters in Urecht, Netherlands as an association of teachers in GP with individual membership
 - ▶ The roots are in the first Levenhorst group (1972)
 - ▶ Creating an academic local network of teachers and mentors in general medicine and encouraging and maintaining high standards in primary health care
 - ▶ Organizing courses for general health teachers from all over Europe (Leonardo 1, 2, 3, Assessment Course, Bled Course ...)
-



EURACT EDUCATIONAL DOCUMENTS

- ▶ EURACT Educational Agenda is an essential tool for teachers to study key GP competences as well as students to set learning goals and track achievement of results.
 - ▶ **Core Curriculum** for studying GP in undergraduate and postgraduate teachings ...
- ▶ EUPA –Educational Performance Agenda
 - ▶ deals with the process and results of work in everyday practice through case reports and the ability to solve them
 - ▶ All documents can be found on the EURACT website



LEONARDO PROJECT

Framework for Continuing Educational Development of Trainers in General Practice in Europe (**CEDinGP**)

Aim :

- ▶ **acquiring the basic knowledge** and skills that are needed for a mentor with learning in their own practice,
- ▶ development and implementation of **the unique concept of learning "teachers" in order to harmonize medical education in general practice / family medicine in Europe**

The first Leonardo course was held in 2004. by the Academy of the Association of Physicians of Family Medicine in Poland.

The course is organized on 3 levels

Level 1- competent

Level 2- professional

Level 3- expert



Leonardo 2006. i 2018.



Further connecting with international organizations of general practitioners-

Serbian Medical Chamber

„**To work** with the other European medical organisations to strengthen professional status and **to search** for common criteria for the professional practice in Europe.

This will **raise the standard of training** within our country and help **create a uniform level of clinical care** within greater Europe

This will help **extend scientific collaboration** across our continent

Extend the official support network for **the integration of health care across Europe**“



**2017 Fall General Assembly and UEMO 50th Anniversary
Celebration**

Paris, 26th – 28th October 2017



Preparation for practical training: a health institution



Employees in the institution

- ▶ they should be informed about the doctor's stay in the training
- ▶ they should be familiar with his/hers duties and workload
- ▶ they should refer to the doctor on the internship / specialization as they would other colleagues
- ▶ it is necessary to determine the space to use as well as the equipment they will use
- ▶ they should be presented to all employees in the institution
- ▶ The mentor should consider the attendance of the trainee at the meetings of the institution (professional meetings, seminars on quality of work, etc.)
- ▶ The mentor should discuss the contribution and participation of other employees in training

Patients should be familiar with the status of doctors on specialization



Being good trainer...

- ▶ **Clinical competence**

- ▶ Experience in working as GP
- ▶ Continuous improvement of knowledge and skills
- ▶ Professional attitudes
- ▶ Providing quality health care
- ▶ Proper medical documentation
- ▶ Typical job profile (responsibility, qualification, experience, working hours, salary ...)



▶ **Personal and professional value**

- ▶ Openness to accept new ideas, attitudes, knowledge
- ▶ Communication skills / active listening /
- ▶ Ability to pass knowledge
- ▶ Good organization of work
- ▶ Good health

▶ **Ability to teach**

- ▶ Dedication to teaching - a motive
- ▶ Specific training for mentoring (Medical School; Professional organizations)
- ▶ Continuing professional development
- ▶ Teaching resources (time, practice ...)



How do adults learn?

"The difference in the learning of children and adults is that adults have better excuses for not doing homework"

- ▶ They are not beginners, the demands for information are constantly growing
- ▶ They have unique experiences and value systems
- ▶ They come with expectations and intentions to the learning process
- ▶ Competitive interest is present
- ▶ They have a personal learning form



Learning theory

- ▶ Learning is a relatively permanent and progressive change in the personality and behavior of the individual as a result of the previous activities or experiences.
- ▶ Forms:
 - ▶ simple
 - ▶ complex (learning by model and learning by insight)



General Principles of Mentoring Teaching

JCPTGP/RCGP 2002

- ▶ That it is based on a careful **response to specific events in practice**
- ▶ To influence the development of **professionalism**
- ▶ To **actively involve students** in all stages
- ▶ It is customized to the **pace of learning and the style** of each student



- ▶ It takes place **in a safe environment** that is similar to the final professional destination of the student
- ▶ With a one-to-one **personal mentor**, which is a good professional model, which encourages the process of learning but also student independence over time
- ▶ Teaching should create **a self-adaptive self-employed practitioner**



Barriers to learning

- ▶ Life situations
- ▶ Hierarchical learning phase
- ▶ Learning Style
- ▶ Perception of lack of relevance
- ▶ Need for support

Izaberite svog
lekara!



Leonardo EURACT level 1
course for teachers in Family Medicine



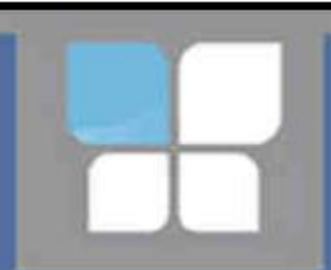
Incentives for learning

Hierarchy of human needs (Maslow)

- ▶ Survival
- ▶ Physiological needs
- ▶ The need for security
- ▶ Need for belonging
- ▶ Need for appreciation
- ▶ Realization of innate potential

Hierarchy of educational imperatives (Neighbour)

- ▶ Autonomy
- ▶ Self-esteem
- ▶ Recognition
- ▶ Security
- ▶ Confidentiality



Assessment...

- ▶ Systematic collection of evidence for the purpose of reaching a conclusion;
- ▶ Completion of a specific learning process, licensing, "consumer protection"



Types of assessment

Summative

- ▶ By a certain date
- ▶ Evaluation past
- ▶ Based on the criteria
- ▶ It uses an assessment to ensure that the student has attained the specified standards
- ▶ Passage or fail, usually does not include feedback and self-assessment

Formative

- ▶ Standing
- ▶ At the present time
- ▶ Normed
- ▶ Dynamic, involves the feedback of the assessment on the learning process
- ▶ It helps to sharpen and improve competencies



Which is better? A formative or a summative assessment?

- ▶ The purpose of the assessment (pass-fall!) Or ...
- ▶ Valid
- ▶ Reliable
- ▶ Feasible
- ▶ Fair
- ▶ Generalized



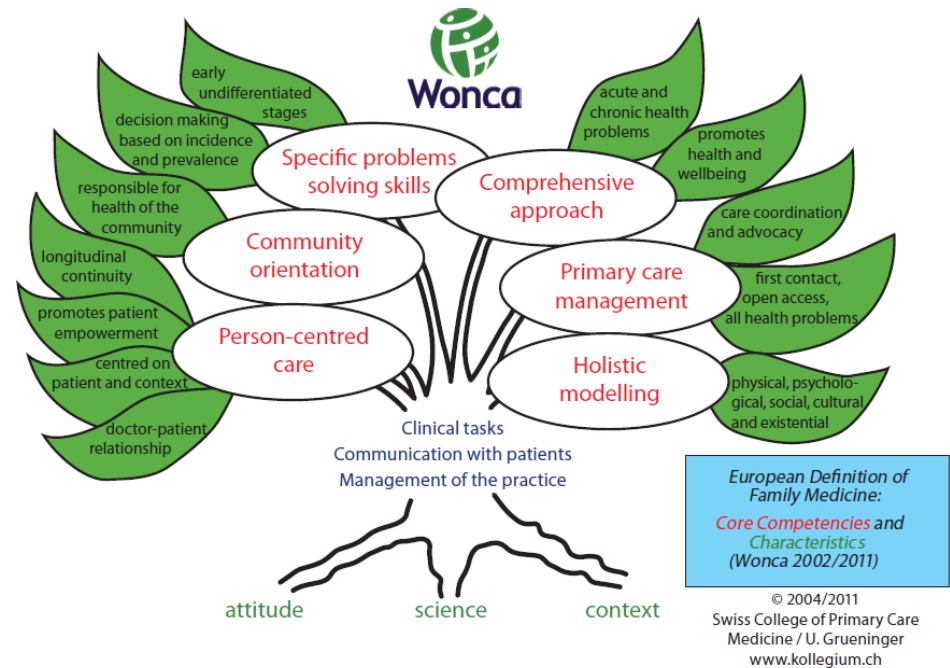
Which one to choose?

- ▶ The great advantage of the right **formative** assessment is informality, with interactivity and time feedback and response
- ▶ Experiencing a large number of students has shown a better effect on the learning process and the reliability of the assessment



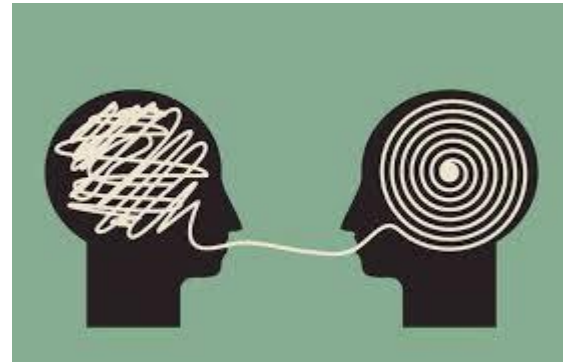
What we estimate

- ▶ Knowledge
- ▶ Skills
- ▶ Attitudes
- ▶ Competencies
- ▶ Performing



Assessment methods

- ▶ Direct
- ▶ Indirect
- ▶ Self-evaluation



Direct methods

- ▶ Knowledge (test, essay questions, oral presentations)
- ▶ Skills (clinical exams)
- ▶ Attitudes (structured interview)
- ▶ Competencies (OSCE)
- ▶ Performing (observing performance)



Indirect methods

- ▶ Reports from colleagues
- ▶ Patient reports
- ▶ External control
- ▶ Review of records, medical documentation
- ▶ Review of instructions



Self-assessment

- ▶ Knowledge, skills, attitudes, competence, performance
- ▶ Scale of self-confidence
- ▶ Impact on practice (analysis of significant events in which a trainee participated)

SELF EVALUA **TION**



The role of mentors

- ▶ Professionalism
- ▶ Facilitating the learning process
- ▶ Supervision
- ▶ Encouragement
- ▶ Evaluation



WHO BELIEVES IN MIRACLES, CREATES MIRACLES !

THANK YOU FOR YOUR ATTENTION !

