

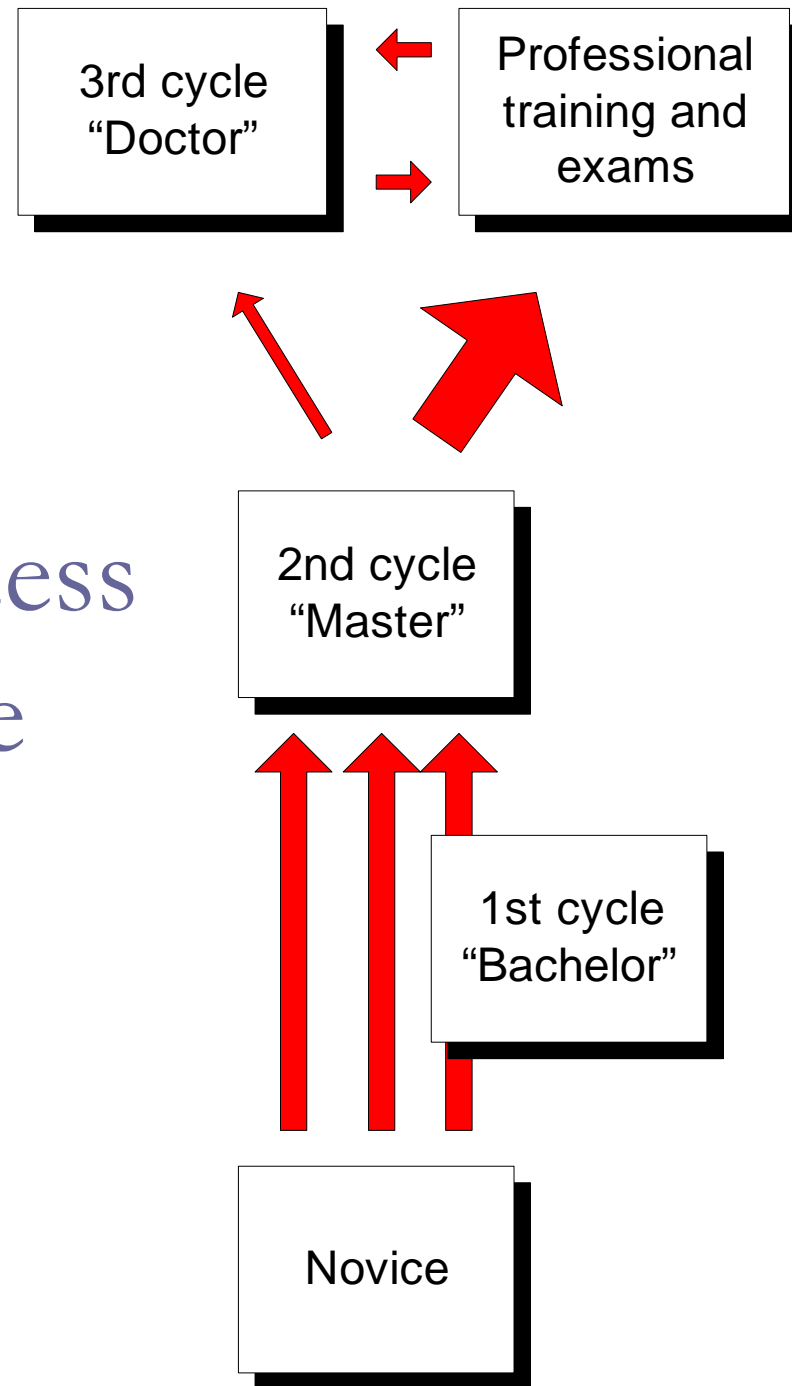
Preparing the 21st Century European Medical Graduate

Dr Michael Ross

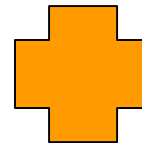
CHarME Workshop 11th Sept '09



Bologna Process in Medicine



Process and Outcome



2nd cycle
"Master"



Tuning-Medicine

Framework of intended
Learning Outcomes for
Bologna 2nd Cycle
(Primary Medical Degree)

2nd cycle
"Master"

Medical
EDucation
IN
Europe



Learning Outcomes/
Competences for
Undergraduate Medical
Education in Europe



The Tuning Project (Medicine)

Intended Learning Outcomes

Graduates in medicine will be able to:

Carry out a consultation with a patient

- take a history
- carry out physical examination
- make clinical judgements and decisions
- provide explanation and advice
- provide reassurance and support
- assess the patient's mental state



Constructive alignment

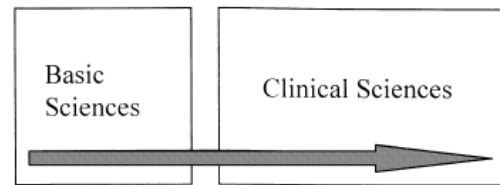


**Define
LO**

**Student-centred
Teaching & Learning**

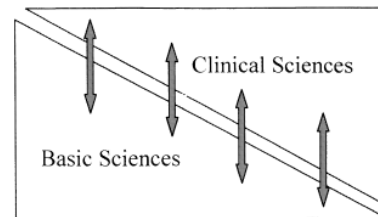
**Appropriate
assessment**

Curricular Processes



Year 1

Year 5

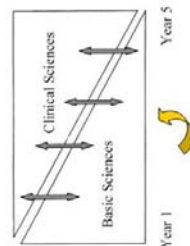


Year 1

Year 5

Horizontal integration between parallel disciplines, e.g. anatomy, physiology & pharmacology

Vertical integration between different phases of the curriculum, e.g. basic sciences and clinical practice



Harden RM, Sowden S, Dunn WR (1984) ASME Booklet 18: Educational strategies in curriculum development: the SPICES model. Med Ed 18:284



The Edinburgh MBChB

Vertical Themes

- Biomedical & Clinical Sciences
- Clinical Skills, Personal Professional Development (CSPPD)
- Social Sciences & Public Health
- Clinical Presentation, Diagnosis & Management
- Pharmacology & Therapeutics
- Psychological Medicine
- Student Selected Components
- Key Clinical Topics



Year 1 timetable

	am		pm
Mon	Lectures and tutorials	Problem based learning 1	
Tues	Practical	Option project or Skills	
Weds	Lectures and tutorials		Problem based learning 2
Thurs	Lecture / study time		Study time
Fri	Lecture and tutorials		

version 7.2, August 2007

Year 1	Year 2	Year 3	Year 4	Year 5
Principles for Practice (i)	Principles for Practice (ii)	Process of Care (i)	Process of Care (ii)	Preparation for Practice
Molecules to Society	Neuroscience	Respiratory system	Obstetrics & Gynaecology/GUM	General Medicine
Introduction to life		Gastrointestinal system		Geriatric Medicine
Cardiac health	Nutrition	Cardiovascular system	Haematology	General Surgery
Respiration	Genetics	Locomotor system	Oncology	Accident & Emergency
Bones and Joints	Renal Function	Vertical Theme Weeks	Renal Medicine/Urology	Anaesthetics
	Endocrinology		Dermatology	Intensive Care
	Virtual Clinic		Otolaryngology	Child Life & Health
			Ophthalmology	General Practice
			Psychiatry	Preparing for Practice
Clinical skills, Personal and Professional Development	Introduction to Clinical Practice		Clinical Neurosciences	
			General Practice	Common Shadowing Period (End of June)



WFME Global Standards: European Specifications

Global Standards
for Quality Improvement
in UG, PG & CPD
Medical Education,
explicitly tailored
to the European context

Medical
Education
IN
Europe



MEDINE 2

Begins 1st October 2009
www.medine2.com

The screenshot shows the MEDINE 2 website. At the top left is the logo 'Medical Education IN 2 Europe' with 'Medical', 'Education', 'IN 2', and 'Europe' stacked vertically. To the right is a banner image of medical students. Below the logo is a navigation bar with links: Home, Work Packages, Contact, and RSS News Feed with an RSS icon. The main content area is divided into two columns. The left column has a green header 'Work Packages' and a list of 11 items: 01 MEDINElingua, 02 Mobility Toolkit, 03 Tuning Toolkit, 04 Bologna First Cycle, 05 Curriculum Trends, 06 Progressing Bologna, 07 Research, 08 Network management, 09 Dissemination of MEDINE2 outputs, 10 Exploitation of MEDINE2 outputs, and 11 Quality Assurance of the Network. The right column has a header 'Project Summary' and a large text block. The text block includes a small image of students in a clinical setting and two paragraphs of text. The first paragraph discusses the MEDINE2 Thematic Network's goals and the challenges of medical education in Europe. The second paragraph discusses the need for modernisation and harmonisation of medical education. At the bottom of the page, there is a status bar showing 'Local intranet' and '100%' zoom level.


Medical Education IN 2 Europe

Home | Work Packages | Contact | RSS News Feed

Work Packages

- 01 MEDINElingua
- 02 Mobility Toolkit
- 03 Tuning Toolkit
- 04 Bologna First Cycle
- 05 Curriculum Trends
- 06 Progressing Bologna
- 07 Research
- 08 Network management
- 09 Dissemination of MEDINE2 outputs
- 10 Exploitation of MEDINE2 outputs
- 11 Quality Assurance of the Network

Project Summary



The MEDINE2 Thematic Network in Medical Education in Europe will build on the work of the MEDINE Network, 2004-2007. The Network is required because the education and training of medical doctors to a high standard is critical to the physical health, well-being, productivity and social cohesion of European society. Various issues must be addressed. Despite facilitative legislation, mobility of medical students and practitioners within Europe is limited, despite increasing mobility of citizens. Standards and content of medical education programmes are inconsistent, and the transparency and comparability of qualifications are limited. This adversely affects equity of access to quality health-care. Application of the Bologna principles to medical education is patchy and variable, leading to further divergence of practice.

There is an urgent need to modernise and harmonise medical education and training across Europe in response to rapidly changing societal needs. This relies on educating learning providers about contemporary developments, and enhanced cooperation between institutions. Medical research is essential for European competitiveness, sustainable economic growth, creativity and innovation, and cooperation between institutions and enterprise/industry. Educational aspects of medical research must be addressed in terms of quality, effectiveness, accessibility, openness and coherence. Advances in ICT have implications for health-care delivery and education/training. The Network will incorporate this and promote innovative use of ICT.

Local intranet | 100%

Begins 1st October 2009

www.medicine2.com

MEDINE 2

Development Workpackages

1. **MEDINElingua**
2. **Toolkit to promote openness and mobility in medical education and training in Europe (application of ECTS)**
3. **Tuning Process for medical education**
4. **Tuning 1st cycle degrees in medicine**
5. **Curriculum trends in medical education in Europe in the 21st century**
6. **Integration of the Bologna Process within medical schools in Bologna countries (Bologna case studies)**
7. **Integration of the research component in European medical education**

Project Workpackages

8. **Management**
9. **Dissemination**
10. **Exploitation**
11. **Quality assurance**

Berlin

Heraklion / ECTS MA

Edinburgh

AMEE

Brussels

Network Office



THE SCOTTISH DOCTOR

Learning outcomes for
the Medical Undergraduate
in Scotland: A Foundation
for Competent and
Reflective Practitioners

3rd Edition

Scottish Deans' Medical Education Group
April 2008

Working Groups - Windows Internet Explorer

http://www.scottishdoctor.org/node.asp?id=workgrp

scottish doctor

Working Groups

THE SCOTTISH DOCTOR

comment

search

- Home Page
- Phase 1: SD1 Outcomes
- Phase 2: Assessment and SD2 Outcomes
- Phase 3: Standards
- Alignment with GMC Tomorrow's Doctors

Working Groups

These are private work areas for Scottish Doctors Working Group Members.

[Report on involvement of Anatomy in contributing to the learning outcomes of the Scottish Doctor](#)

External Working Groups

- [Standard Setting Group](#)
- [Patient Management Group](#)
- [Communication Skills Group](#)
- [Health Promotion and Disease Prevention Group](#)
- [Role of the Doctor and Personal Development Group](#)
- [Basic, Social and Clinical Sciences Group](#)
- [Medical Education Informatics Group](#)
- [Acute Medicine Group](#)
- [Student Select Component \(SSC\) Organisers](#)

Log in:

start In... Mic... W... 00:16

- Home Page
 - Phase 1: SD1 Outcomes
 - Phase 2: Assessment and SD2 Outcomes
 - Phase 3: Standards
 - Alignment with GMC Tomorrow's Doctors
 - The Learning Outcomes
 - Main Group
 - SDMCG Working Groups
 - External Working Groups
 - Comments and Contacts
 - Links
- Log in:

Communication Skills Group

Scottish Doctor Standard Setting Project

Dr Jen Cleland Convener	Aberdeen jen.cleland@abdn.ac.uk
Dr Kirsty Boyd	Edinburgh kirsty.boyd@luht.scot.nhs.uk
Professor John Simpson	Aberdeen pat032@abdn.ac.uk
Dr Sharon Coull, Dundee	Dundee s.l.coull@chs.dundee.ac.uk
Dr Gerry Humphris	St Andrews gmh4@st-andrews.ac.uk
Dr Peter Barton	Glasgow p.barton@clinmed.gla.ac.uk

[Communication Skills Group Discussion](#)

- Attendee List (2)**
- Michael Ros:
 - Ahmad Aziz:
 - Andrew McF:
 - Bryan Allan:
 - Chipo Ndlovu:
 - David Barin:
 - David Blaney:
 - Dhanabalai:
 - Edgar Brinc:
 - Gillian Kidd:
 - Hesham Abdalla:
 - Jenny Bennison:
 - John McCor:
 - Karen Simpson:
 - Kirsty Egan:
 - Lorraine Mc:
 - Mohammed:
 - nick fenlon:
 - Nicole Breit:
 - Papa Keita:
 - Stuart Macp:
 - Ziad Al-Najim:

Camera and Voice

Row 1: Karen Simpson, Stuart Macphers, Gillian Kidd, Hesham Abdalla, Jenny Bennison, Papa Keita

Row 2: Chipo Ndlovu, nick fenlon, Andrew McPherson, John McCormack, David Baring, David Blaney

Row 3: Lorraine McGuigan, Michael Ross, Bryan Allan, Ziad Al-Najim, Nicole Breitenfeld, Kirsty Egan

Discussion Notes

Brief summary of tutorial:

training of trainers and resources given to them are inadequate
Offal? new adjudication body to replace GMC (awful)
Makes sense to have under and postgrad education under the same roof

do you feel any pressure to submit positive answers ab

do you feel any pressure to submit positive answers about training on the PMETB survey?

- Yes
- No
- Not sure

Chat

good mentor could fulfill that role but difficult to tie them down sometimes!

Lorraine McGuigan: how can you prosecute and not judge?

Gillian Kidd: think about a few good men - tom cruise was prosecuting jack nicholson but the judge was responsible for sentencing!

Lorraine McGuigan: aahh - good point well made -Go Gillian

Gillian Kidd: tom cruise has the answer to most things!

Andrew McPherson: good movie gillian

Papa Keita: Thanks Mo

Gillian Kidd: you can't handle the thruth!!

nick fenlon: Should it be #facilitate fair hearing' rather than prosecute?

Lorraine McGuigan: oh yuk i cannot stand him -

Karen Simpson: i agree nick

PLAYING... 0:15:55