Sackler School of Medicine
Tel Aviv University

- 6 year program
- 4 year program
- NY Program
Characteristics of Medical Education in Tel Aviv (Israel)

- 6 year program, no pre-med studies
- No University Hospital (several scattered affiliated hospitals)
- Heterogeneity of Medical Centers
- No dedicated clinical faculty for teaching*
- Variety of faculty’s background
- No academic set-up in the community
We are in the process of developing measures by which to access the performance of departmental chairs with regard to their contributions to medical education. We have identified some dimensions:

Supports faculty teaching roles;
Pays faculty for teaching;
Sends faculty to teaching improvement activities;
Sponsors faculty development activities within the department;
Protects faculty time to engage in educational activities;
Supports a director of undergraduate medical education.
Is personally engaged in professional development initiatives for herself/himself (leadership, scholarship in teaching & learning, etc.).

...
Mission Statement

The desired outcome of the medical education process should be scientifically inquisitive and compassionate physicians who have the motivation, tools, and knowledge to find the necessary information to provide the best and most scientifically sound care for their patients.

As such, the medical school curriculum should be integrated across disciplines and repeatedly emphasize the importance and relevance of the sciences basic to medicine.
Accreditation Standards

LCME 10/2006

- Creating an appropriate learning environment. Define professional attributes it wishes students to develop in the context of the school’s mission *(ABIM Project Professionalism)*
- “Service learning” – structured learning experience that combines community service with preparation and reflection *(behav. Sci. family project)*
- The curriculum must introduce students to the basic principles of clinical and translational research, including to how such research is conducted, evaluated and applied to patient care *(curriculum, PBL, ABC, summer projects)*
- Educational program objectives in course design and evaluation – what students are expected to learn, *not* what is to be taught: objectives of educational program as guides for establishing curriculum content and basis for evaluation
- Outcome-based objectives and expected competencies *(ACGME/CanMeds 2000)*
- Specify types of patients or clinical conditions that students must see and other patient-based experiences students must have
Charter on Medical Professionalism


• Fundamental Principles

  Principle of:  Primacy of patient welfare
                Patient autonomy
                Social justice

• Professional responsibilities

  Commitment to: professional competence
  honesty with patients
  patient confidentiality
  maintaining appropriate relations with patients
  improving quality of care
  improving access to care
  a just distribution of finite sources
  scientific knowledge
  maintaining trust by managing conflicts of interest
  professional responsibilities
A key element for professionalism—the transformation of “lay person” to physician

Professionalism = most articles define professionalism as a set of virtues, including altruism, honesty, compassion, and integrity, then create behavioral definitions under each of these virtues that are quantifiable in physicians

Once this transformation occurs, it is impossible to believe being a physician is “just a job”
Professionalism: The Formation of Physicians

- Skill acquisition in professionalism, as in other things, is developmental and proceed through a continuum
  “…Anatomy is the first course that can address issues related to professionalism i.e., respect, responsibility, confidentiality, self-policing and interpersonal skills”

- Important role of context in professional development – reinforcement by environment

- The “professional self” – the internalization of the values and virtues of medicine as a discipline and a calling

- Difference between being a professional and acting professionally (without having authentically internalized core values…)
Teaching Professionalism


Setting expectations
• White coat ceremonies
• Orientation sessions
• Policies and procedures
• Codes and charters

Providing experiences
• Formal curriculum
• PBL
• Ethics courses
• Patient-doctor courses
• Community based education
• International electives
• Hidden curriculum
• Role models
• Parables

Evaluating outcomes
• Assessment before entry*
• Assessment by faculty
• Peer assessment
• Assessment by patients (patient satisfaction)
• Multiperspective (360-degree) evaluation
Core Competencies
Skills for the new millennium CanMeds 2000/ACGME

• **Patient Care**
  provide patient care that is compassionate, appropriate and effective

• **Medical Knowledge**
  demonstrate knowledge about established and evolving biomedical, clinical, and cognate (i.e., social-behavioral) sciences and the application of this knowledge to patient care

• **Practice-Based Learning**
  locate, appraise, and assimilate evidence from scientific studies related to their patients
  use information technology to manage information, access on-line medical information,
  support their own education
Core Competencies

• **Interpersonal and Communication Skills**
  ethically sound relationship with patients, effective listening skills, work effectively with others

• **Professionalism**
  professional responsibilities, adherence to ethical principles, sensitivity to diverse patient populations

• **System Based Practice**
  awareness and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value

3C: Competent Curious Compassionate

“Competency is not separable from communication skills. It’s not a tradeoff”

J Groopman *How Doctors Think* 2008
The Nine Competencies (Brown University)

I. Effective Communication
II. Basic Clinical Skills
III. Basic Science Knowledge
IV. Lifelong Learning
V. Self-Awareness and Self Care
VI. Social and Community Context of Health Care
VII. Moral Reasoning and Ethical Judgement
VIII. Problem-Solving
IX. Professionalism and Role Recognition
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Major Changes in the Pre-clinical Curriculum

- Competency oriented approach*
- Integrating clinicians into the curriculum
- Continuity of subject matters (up to the clinical phase)
- System (integrative) approach led by physician-scientists
- Computerized programs for pre-clinical education
- Early exposure to medical problems in the community
- ABC course – translational research before graduation

* The knowledge, skill or attitude that enables an individual to learn and perform in medical practice and to meet or exceed the standards of the profession
Changes in the Clinical Curriculum

- Training in outpatient settings and in the community
- Wide exposure to elective rotations
- Ethics and professionalism in the bedside context
- Applying simulation techniques
- Faculty development program: ethics instruction/tutorship assessment
Future Plans...

- Task force – future goals and curriculum reassessment
- Establishing “new generation” in medical education
- Clinical skills laboratory
The Need to Reward Clinician-Educators
Problems

Acad Med 75:906, 2000

- The reputation requirement
- Lack of training opportunities
- Lack of valid measurements
Promotion Criteria for Clinician-Educators

JAMA 278:723, 1997

Importance Rating (7 – extremely important)

- Teaching skills (6.3)
- Clinical skills (5.8)
- Mentoring (5.7)
- Academic administration (5.3)
- Developing educational programs (5.3)
- Non research scholarship (5.1)
- Clinical research (4.8)
- Service coordination (4.7)
- Education research (4.5)
Methods of Evaluating Teaching

- Awards
- Peer evaluation
- Learner evaluation
- Teaching portfolio

Clinical Skills

- Peer evaluation
- Awards
- Trainee evaluation
- Objective measures
Recommendations for Successful Achievement of Promotion

1. Document and track all activities, including objective measures of teaching or clinical success
2. Achieve a reputation for excellence
3. Publish all scholarly activity
4. With the help of a mentor, set and meet goals and objectives
5. Develop an area of expertise or focus for your work
6. Be involved in research
7. Be actively involved in getting yourself promoted
8. Develop curricula or other educational projects