



Education is the most powerful weapon
which you can use to change the world

Nelson Mandela

Val Wass

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Working in the community

It is a really hard job.

I can say this as a cardiac surgeon where all our patients come to us ..worked up...

“(In the community) you have to be clinically, intellectually and emotionally strong. You have to sort out the wheat from the chaff to identify major clinical problems hidden in minor ailments...

It requires a lot of intellectual flexibility and people have to be really tolerant individuals.

It is one of the hardest jobs in medicine.”



Overview



- ❖ Why health care is changing
- ❖ What we need to prepare a future work force
- ❖ Why you in community healthcare are so important
- ❖ Bridging the divides to move forward:



Overview



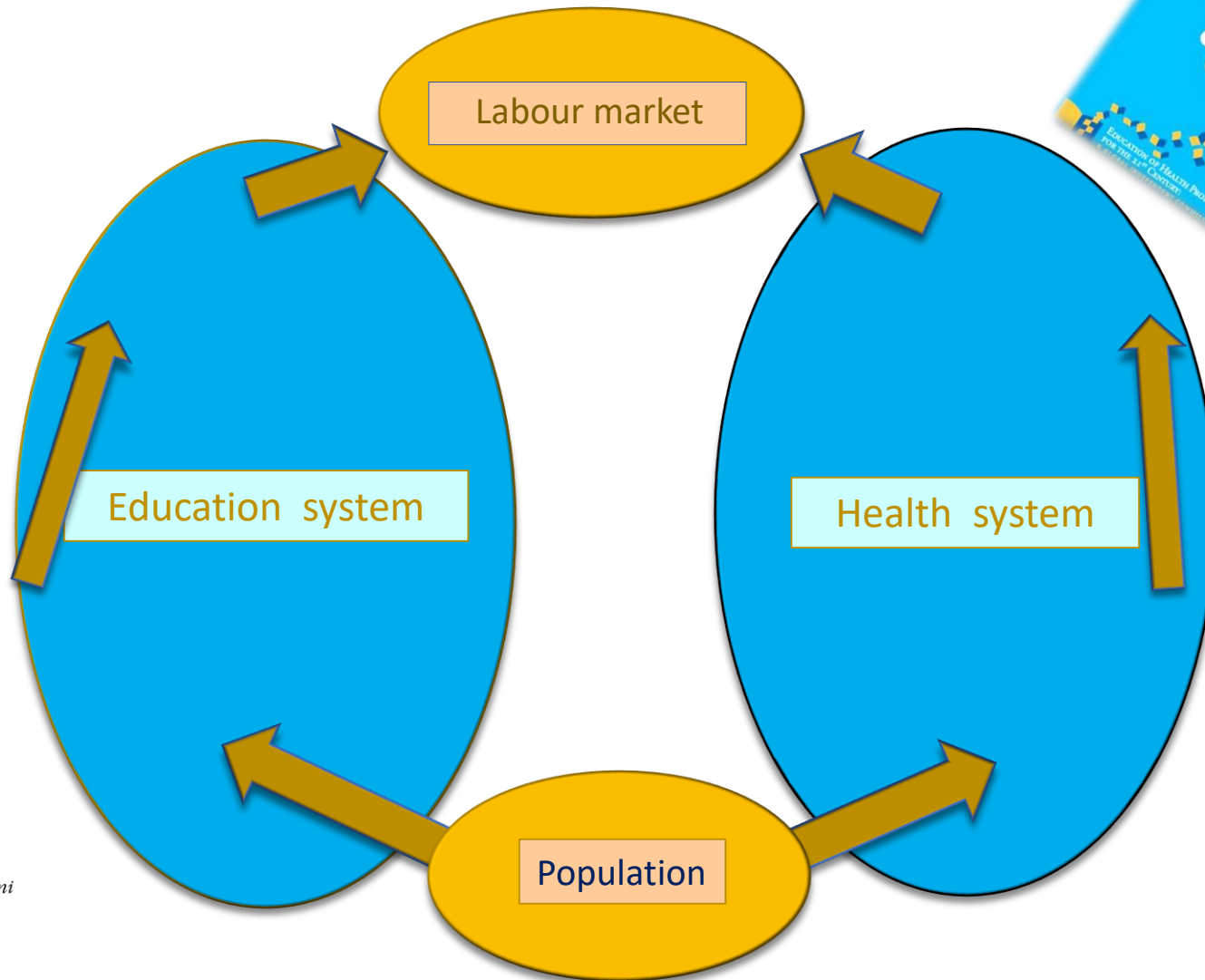
❖ Why healthcare is changing

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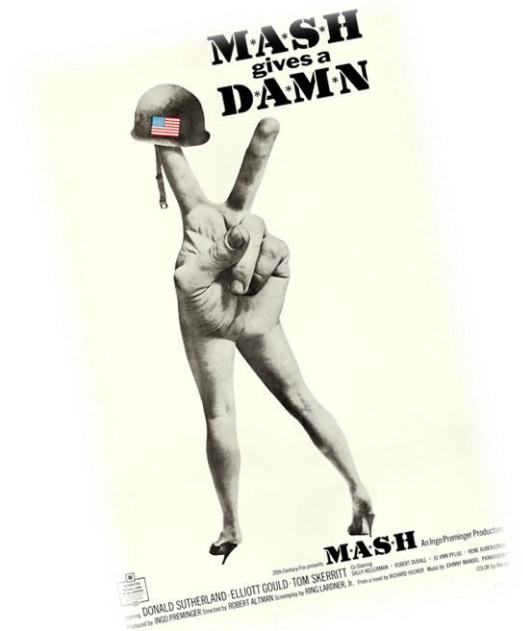
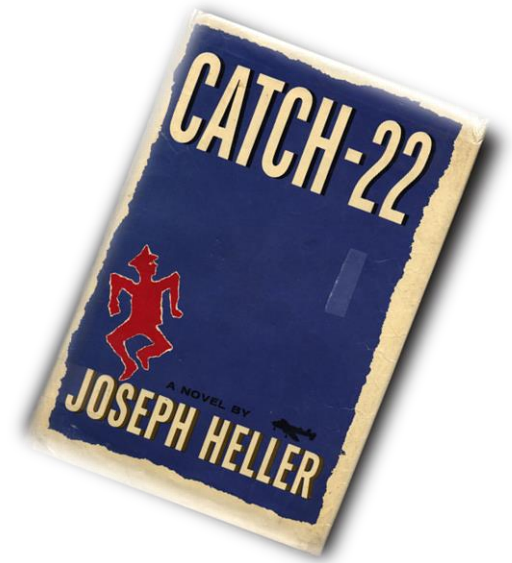


Health Professionals for a New Century

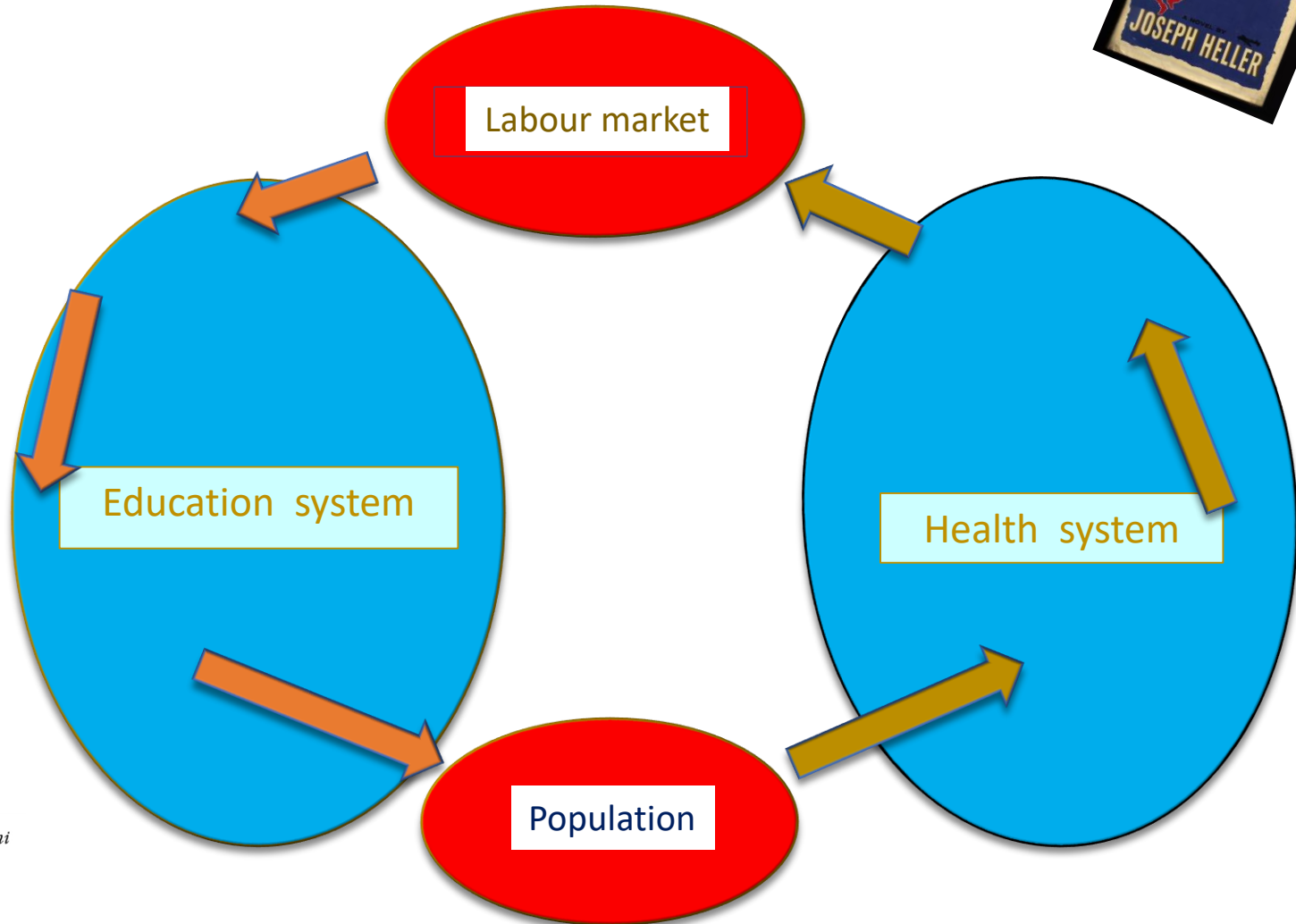
<http://www.thelancet.com/journals/lancet/article/>



The solution to a problem is impossible because it is also the cause of the problem



“Catch 22” situation



Overview



- ❖ Why health care is changing
- ❖ What we need to prepare a future work force



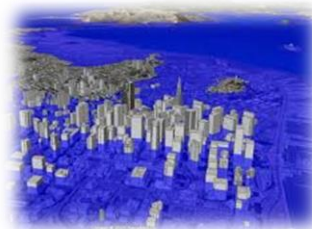
Global challenges



Globalisation



Migration



Climate change



Urbanisation



Remote rural



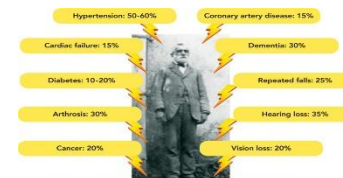
Ageing



Technology



NCDs

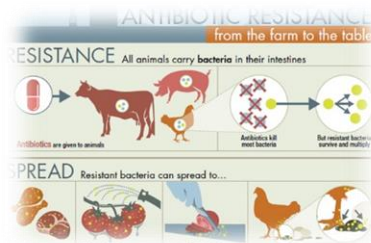


Beyond 70 years = 5 comorbidities

Co-morbidity



New diseases



Antibiotic resistance



Citizen's voice



Mental health



Sustainable Development Goals

<http://www.un.org/sustainabledevelopment/>



The Challenge

..we have a responsibility to prepare our students for a lifetime of uncertainty, change, challenge and emergent or self-created opportunity”.

Jackson N.

in Arti Kumar, Personal, Academic and Career Development in Higher Education Routledge 2007 p. xi

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Overview

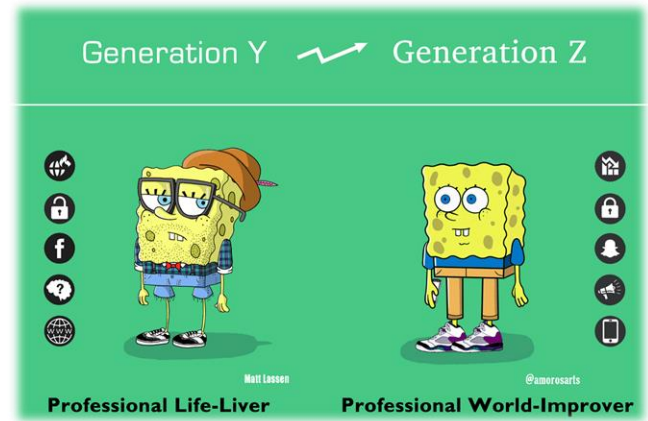


- ❖ Why health care is changing
- ❖ What we need to prepare a future work force
- ❖ Why you are so important



Generation Y & Z are:

- Not in need of adults to find information
- Connected but poorly manage relationships
- Cognitively advanced yet emotionally behind
- Biologically advanced yet socially behind



Situational learning



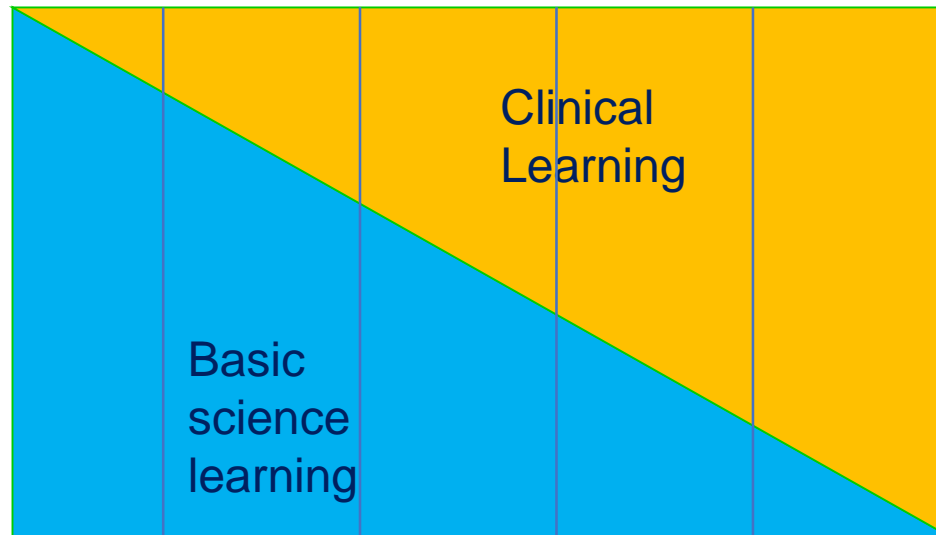
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Flexner model : Five year model



Integrated model



Transformative learning theory

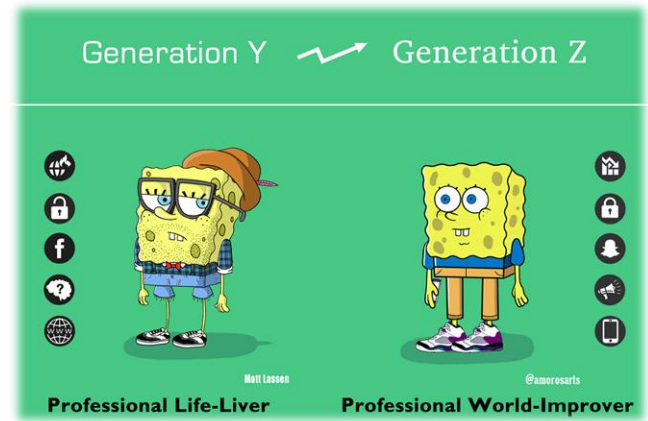


Jack Mezirow, 1991



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Primary care encounters can bring us out of our shells to experience the power of empathy and the therapeutic value of connection (with people).

“These are the years the awkward undergraduate should be learning to get down on their knees to talk to a young child or approach the bedside of an elderly patient who is hard of hearing.

It is through such experiences that students gradually assimilate the identity of the fledging doctor.”

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Amy Hill

Education for Primary Care

<https://doi.org/10.1080/14739879.2020.1855478>

Threshold concepts

Primary care educators may feel overwhelmed by the responsibility to prepare learners to deal with ‘anything and everything’ that comes through the door.



Learning to become a primary care professional:
insights from threshold concept theory
Hilary Neve in *Education for Primary Care*

<https://doi.org/10.1080/14739879.2018.1533390>



Threshold concepts

• Transformative

Once understood, it changes the way the student views the subject - it gives them a new “lens” for thinking

• Troublesome

Counterintuitive, strange, or seemingly incoherent at first
Complex; may take a long time to learn

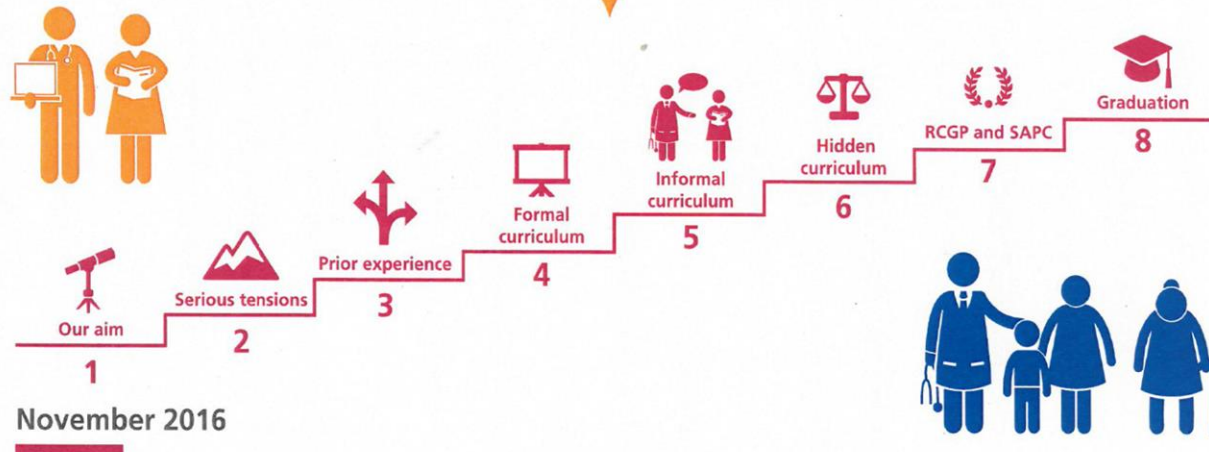
• Integrative

Brings together different aspects of the subject that previously did not appear to be related



By choice – not by chance

Supporting medical students towards future careers in general practice



<https://www.hee.nhs.uk/sites/default/files/documents/By%20choice%20not%20by%20chance%20web%20FINAL.pdf>





“There’s a lot of responsibility on a GP placement.
You are one person with one patient.
It’s kind of empowering in a way.”

Medical Student



“

You cannot teach a man anything;
you can only help him to discover it
in himself”

Galileo Galilei



You are:



Role models

Vzorniki

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Medical Teacher



ISSN: 0142-159X (Print) 1466-187X (Online) Journal homepage: <https://www.tandfonline.com/loi/imte20>

Doctor role modelling in medical education: BEME Guide No. 27

Vimmi Passi, Samantha Johnson, Ed Peile, Scott Wright, Fred Hafferty & Neil Johnson

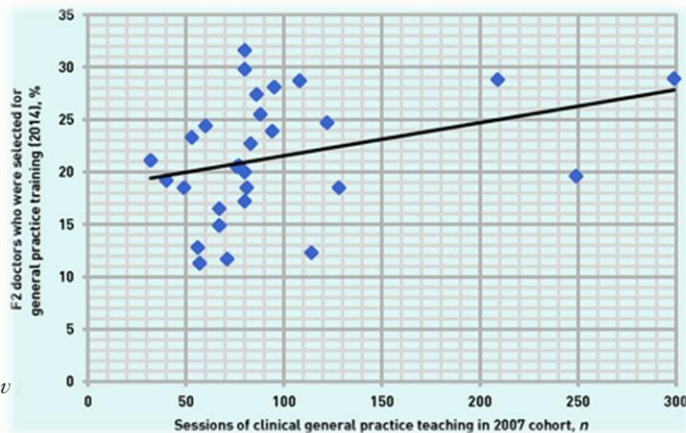
Emerging evidence



Gale et al. BMC Medicine 2017 15:220

Factors associated with junior doctors' decisions to apply for general practice training programmes in the UK: secondary analysis of data from the UKMED project.

Hugh Alberti et al Br J Gen Pract 2017; 67 (657): e248-e252



Exposure of undergraduates to authentic GP teaching and subsequent entry to GP training: a quantitative study of UK medical schools

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Overview



- ❖ Why health care needs to change
- ❖ What we need to prepare a future work force
- ❖ Why you are so important
- ❖ Bridging the divides to move forward:



Bridging Generalism and Specialism



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What is generalism?

“ Generalist knowledge is characterised by a perspective on the whole rather than the parts, on relationships and processes rather than components and facts; and on judicious, context-specific decisions on how and at what level (individual, family, system) to consider a problem”

Tricia Greenhalgh



“ GP/ family medicine is an academic and scientific discipline, with its own educational content, research, evidence base and clinical activity, and a clinical specialty orientated to primary care”.

European definition of GP 2011



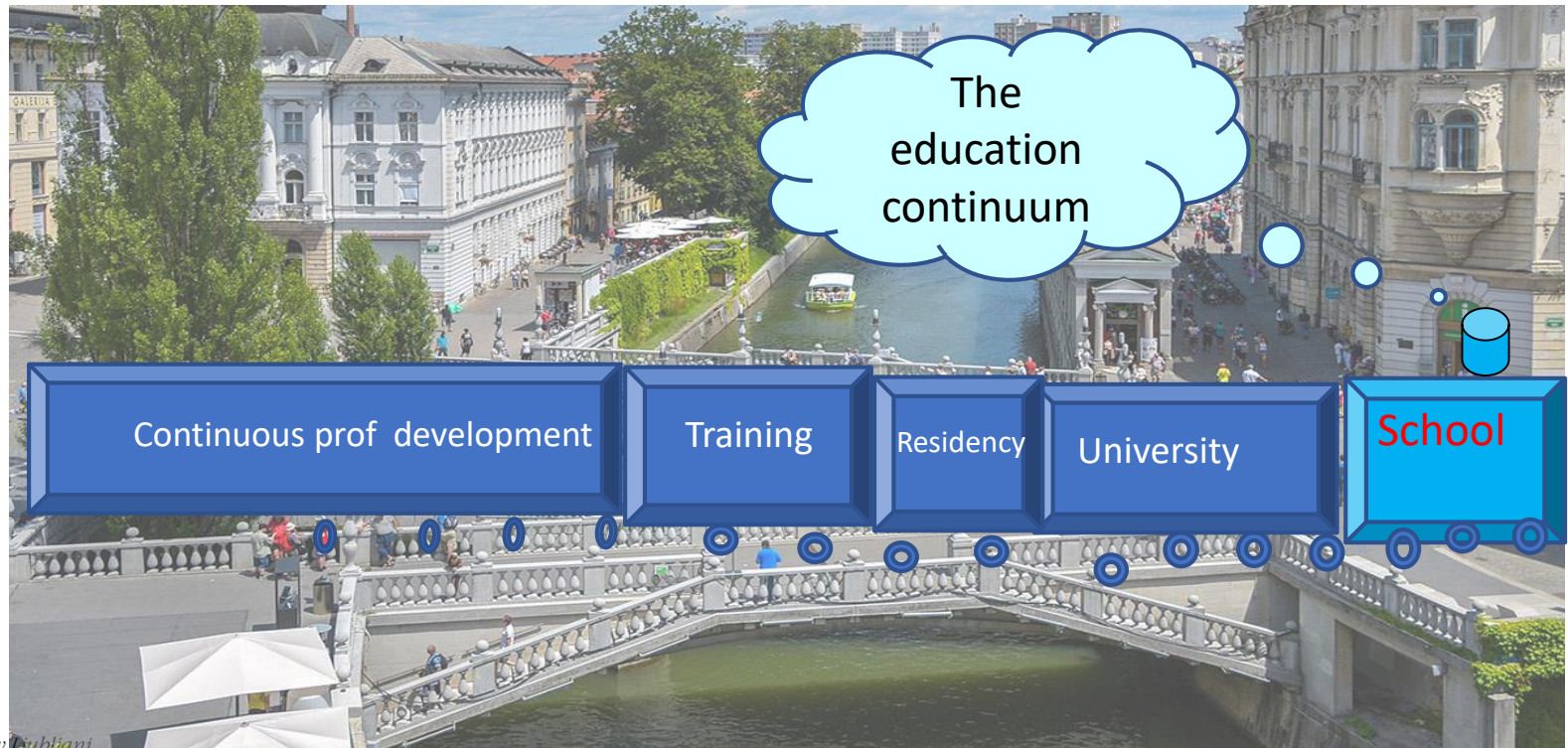
Bridging between the hospital and the community



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Bridging across the continuum of education



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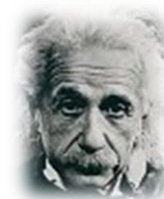
Recap

- ⚙ Health care is changing
- ⚙ Medical education must realign to prepare the future work force
- ⚙ You are the key educators to do this
- ⚙ Vi ste vzorniki
- ⚙ Generation Y & Z need situational, transformational learning
- ⚙ We need to bridge the traditional divides to move forward





“Without changing our patterns of thought,
we will not be able to solve the problems that we
created with our current patterns of thought.”



Albert Einstein

