

## **Learning and teaching skills for residents at the Department of Family Medicine of the University of Sarajevo - Faculty of Medicine**

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**Introduction:** Teaching skills is a very important part of the family medicine residency, but is incompletely defined by the official family medicine residency curriculum.

**Objective:** to present all activities related to the teaching of skills at the specialist study of the Department of Family Medicine of the Faculty of Medicine in Sarajevo.

**Method:** Analysis of all documents related to specialization in family medicine: Rulebook of specialization, Curriculum of specialization, academic half-day schedule and mentor's reports.

**Results:** Teaching of skills in the family medicine specialization program is defined by the Curriculum itself, which lasts 48 months or exceptionally 36 months. The skills are grouped as follows: 1. patient interviewing methods and skills, 2. physical examination skills of all systems; 3. counseling skills for patients with frequent psychosocial problems; 4. geriatric assessment skills, assessment tools; 5. fall prevention assessment, home hazard assessment, 6. mental status assessment skills; 7. minor surgical and outpatient procedures. In addition to the skills listed in the Curriculum, other necessary skills are taught to the residents: family medicine clinic management; organization of family medicine team work; writing medical documentation; using of the information system; sick leave management; working with complex patients, the patient at the center of health care and skills in performing clinical audits and scientific research. Communication skills are taught in all the topics listed above. Skills in three ways i) work in family medicine educational centers with the presence of mentors (70%), ii) group demonstration of clinical skills working with mentors (25%); and iii) research, clinical practice review and project work (5%). Procedural skills are evaluated informally and formally. OSCE is a formal way of evaluating procedural skills. All mentors in the specialization program are members of the Department of Family Medicine and have specific education in teaching clinical skills.

**Conclusion:** Teaching skills to students specializing in family medicine is of great importance. The most common and significant form of teaching skills is working in the presence of mentors with regular patients and users of family medicine services. The list of skills taught is much larger than those listed in the official curriculum, which focuses mainly on procedural skills.

**Keywords:** family medicine, general practice, teaching skills, clinical skills