Witten/Herdecke University: The new Faculty for Health and the potential for interprofessional learning

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Medical Curricula: The Challenge of Implementing Bologna
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Presentation outline

- Witten/Herdecke University: Characteristics
- Medical Education in a decentralized setting
- Faculty for Health
- Interprofessional Education: Principles and challenges
- National Competency-based Catalogue of Learning Objectives
- Summary and Outlook
Bologna - BA/MA and Medical Education in Germany: Who is haunted by whom?
Witten/Herdecke University

History in a nutshell:

1980 Foundation to stimulate discussion on Germany´s University diversity with support from key private corporations

Non-public not-for-profit institution, students and alumni as stakeholders

1982 Accreditation by the state, Medicine as a founding faculty

1995 Foundation of the Institute for Nursing Sciences

2010 Faculty for Health (Medicine, Dentistry, Nursing Sciences)
Witten/Herdecke University characteristics:

• Trias of Health, Economics and Cultural Reflection

• Interfaculty Studium fundamentale (every Thursday)

• Practice-oriented education

• Personal (1.100 Students), NO federal capacity regulations!

• Personalized selection process

• Governed as a company

• Financial contributions from students
Each student works in a general practice throughout the curriculum to follow patients with chronic conditions.

60 weeks of clinical exposure prior to the final clinical year in various block assignments in a decentralized clinical network, NO classical university hospital.

NO interprofessional education in the core curriculum so far (only voluntary joint case discussions).
Faculty for Health
Faculty for Health

Differences between required competencies at the day-to-day work and competencies taught in medical school.

Schlett et al. BMC Medical Education 2010
Faculty for Health

From trias of faculties to interfaculty education (Studium fundamentale):

- Economics
- Cultural Sciences
- Health

Studium fundamentale
Faculty for Health

From three departments to interprofessional health education (Faculty for Health):

- Medicine
- Dentistry
- Nursing Sciences

Interprofessional Learning?!!?
Interprofessional Education (IPE)

Seven principles to guide the provision and commissioning of interprofessional education (IPE) and to assist in its development and evaluation.

IPE works well, it potentially:

- improves the quality of care
- focuses on the needs of service users and carers
- involves service users and carers
- encourages professions to learn with, from and about each other
- respects the integrity and contribution of each profession
- enhances practice within professions
- increases professional satisfaction.

CAIPE Centre For The Advancement of Interprofessional Education (UK), 2006
„Cooperation and Responsibility – prerequisites for goal-oriented health care delivery

- ... 

- Chapter 2: Development of cooperation between health professions as a contribution to efficient and effective health care delivery

- Chapter 3: Integrated care in the public sector: Development, status and perspectives

- ...
Interprofessional Education?

- The need for pre- and postgraduate interprofessional education of health professions is not mentioned in the report!
- BUT: There is an indispensable need to prepare for collaboration and integrative care
- Key challenges:
  - Definition of health professions
  - Responsibility: Substitution or delegation?
  - Communication: Common understanding of terms and cultural differences
National Compency-based Catalogue of Learning Objectives for Medicine (NKLM)

- Close collaboration between the German Medical Faculties’ Association (MFT) and the Association for Medical Education in the German-speaking countries (GMA)
- Started 2009, 21 interdisciplinary workgroups established
- Supported by the Robert Bosch Foundation (Coordinating office in Witten)
- Goes along with an initiative of the Colleges for Health („Hochschulen für Gesundheit“, see http://www.hochges.de/) for the creation of learning objectives catalogues
Competency:

- The ability *and* the willingness to apply a combination of knowledge, skills and attitudes necessary to perform a specific task
- Composed of partial competencies, which build on knowledge, skills and attitudes
- Derived from the professional world of health care and the needs of society
The CANMEDS ROLES FRAMEWORK

MEDICAL EXPERT

PROFESSIONAL

COMMUNICATOR

SCHOLAR

HEALTH ADVOCATE

COLLABORATOR

MANAGER

http://rcpsc.medical.org/canmeds/index.php

Faculty for Health

Professional competency

Assessment of outcomes

Learning objectives

Pre- and postgraduate educational learning experiences and methods
Summary and Outlook

- Education for future health care needs a new definition of tasks and responsibilities of health professions.

- Competency-based catalogues of learning objectives, curricula and assessment systems should reflect these tasks.

- Learning objectives, educational methods and assessment should be in line with actual professional action in health care: Contextual and interprofessional education.

- The Faculty of Health at Witten/Herdecke University wants to serve as an educational model and laboratory for these challenges.
Interprofessional learning between health professions in joint faculties? Witten/Herdecke University will try!
Many thanks for your attention!

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