



Faculty for Health



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

Prof. Dr. med. Martin Fischer, MME (Bern)

Dean for Education

Institute for Teaching and Educational Research in Health Sciences

Faculty for Health

Witten/Herdecke University

martin.fischer@uni-wh.de

**HRK-Symposium
Medical Curricula: The Challenge of Implementing Bologna**

10.10.2010

Berlin



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



Faculty for Health



Bologna - BA/MA and Medical Education in Germany: Who is haunted by whom?





Faculty for Health



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:

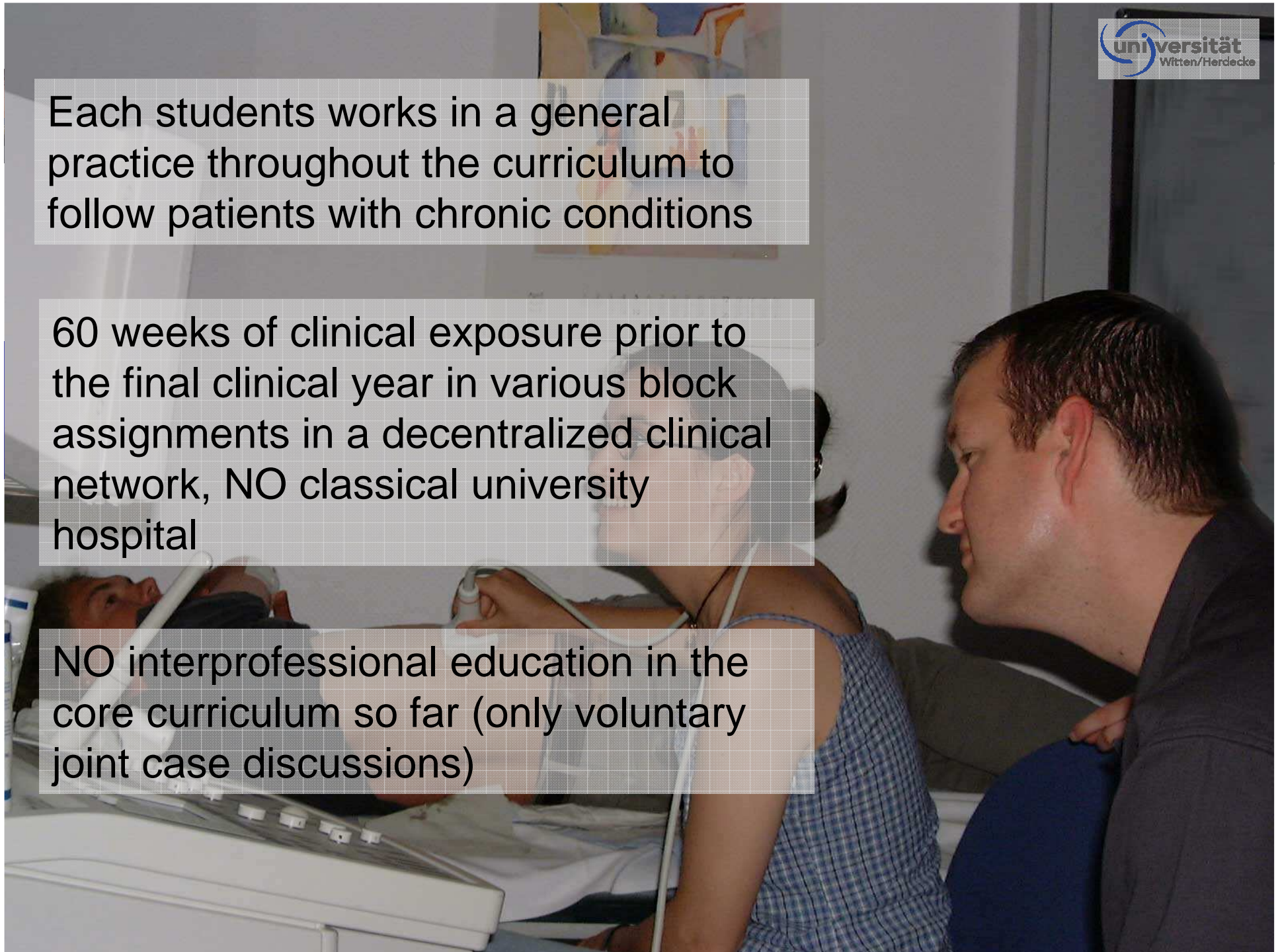


- Trias of Health, Economics and Cultural Reflection
- Interfaculty Studium fundamentale (every Thursday)
- Practice-oriented education
- Personal (1.100 Students), NO federal capacity regulations!
- Personalized selection process
- Governed as a company
- Financial contributions from students

Each student works in a general practice throughout the curriculum to follow patients with chronic conditions

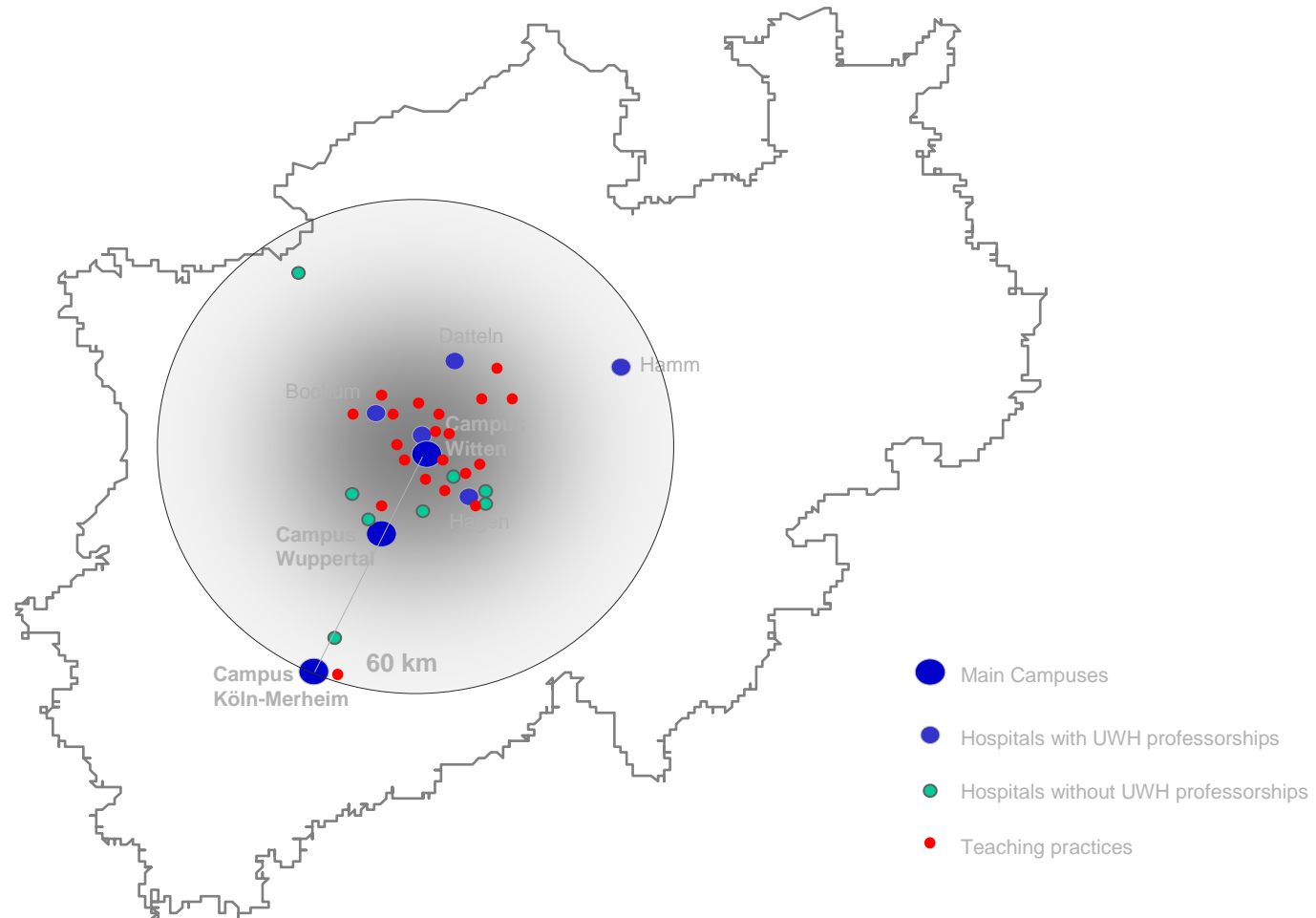
60 weeks of clinical exposure prior to the final clinical year in various block assignments in a decentralized clinical network, NO classical university hospital

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



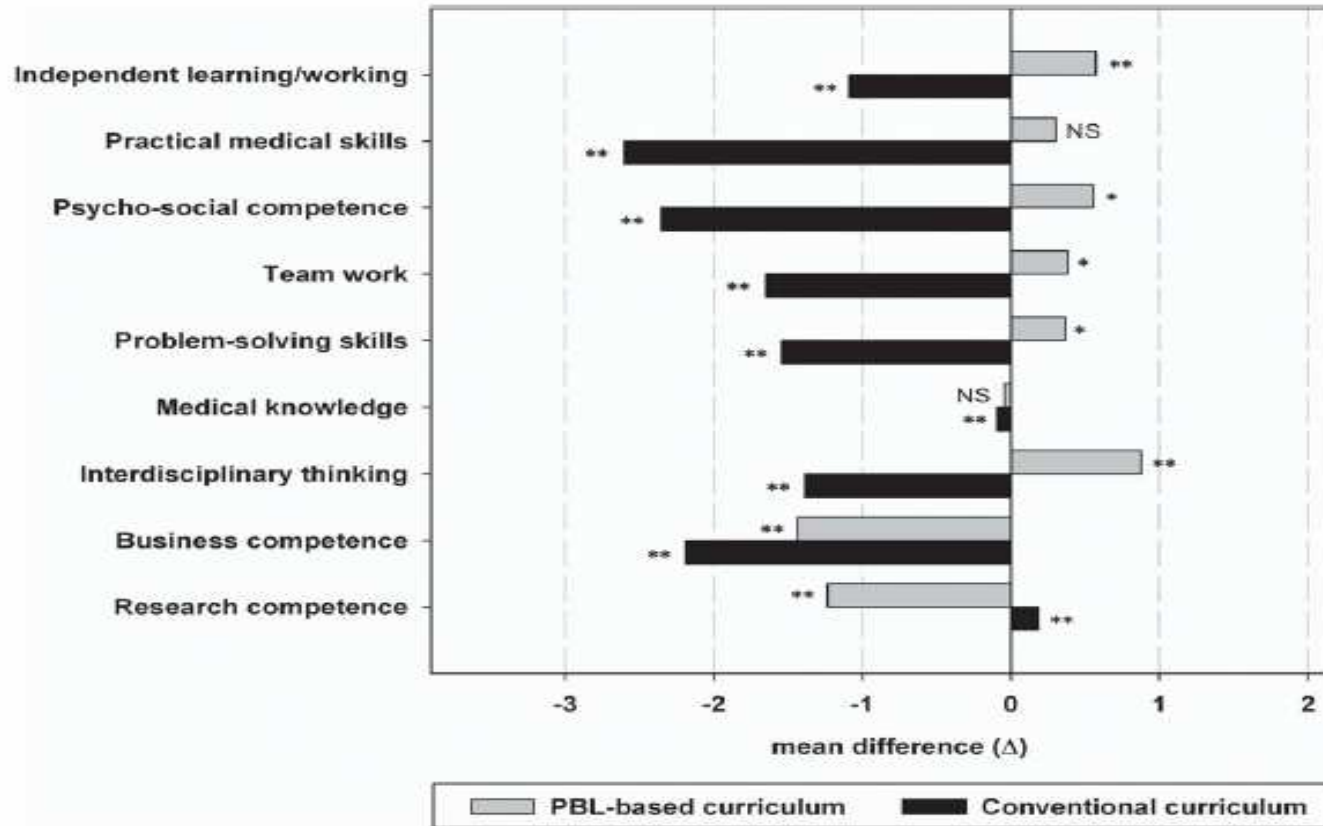


Faculty for Health





Faculty for Health

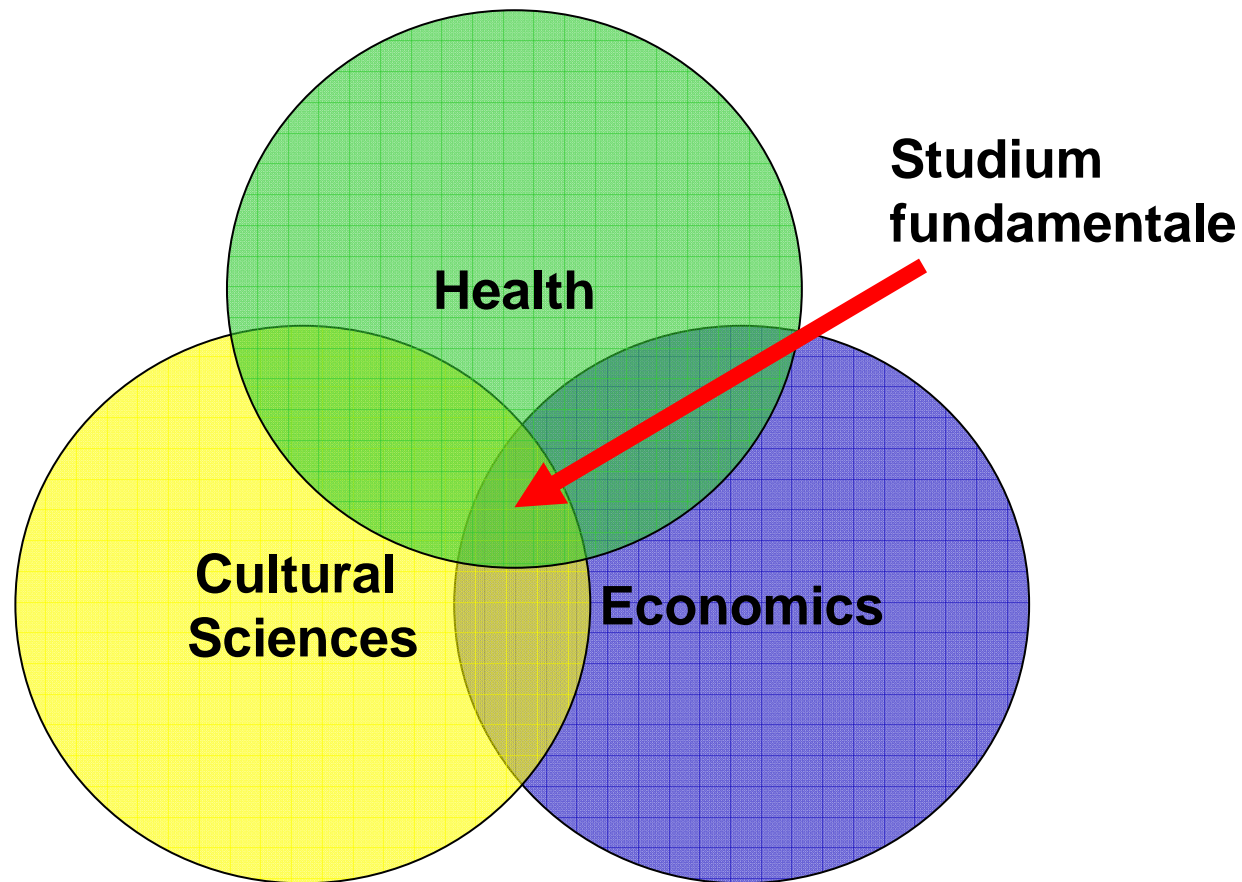


Differences between required competencies at the day-to-day work and competencies taught in medical school.



Faculty for Health

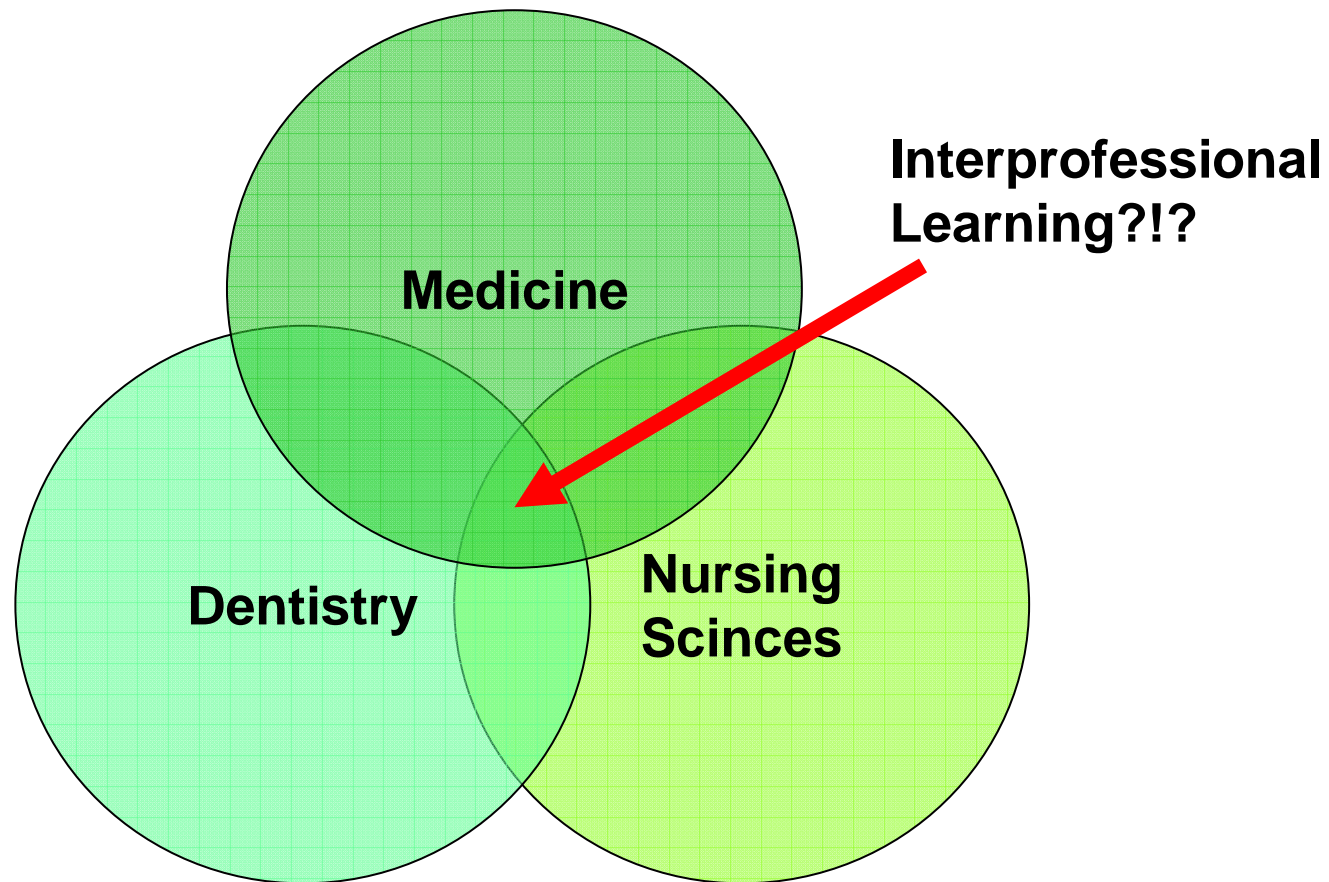
From trias of faculties to interfaculty education
(Studium fundamentale):





Faculty for Health

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





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.



Report of the National German Expert´s Committee („Sachverständigenrat“) on Health Care Development 2007:

„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 Competency-based Catalogue of Learning Objectives for Medicine (NKLM)

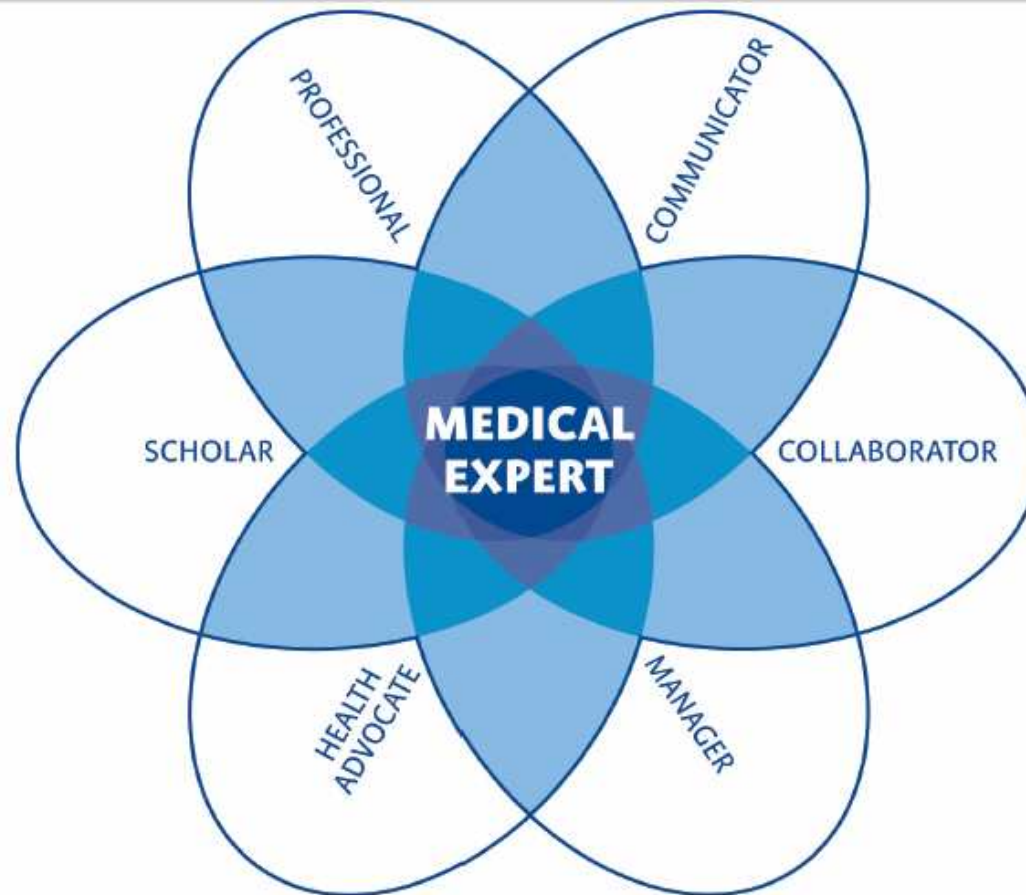
- Close collaboration between the German Medical Faculties' Association (MFT) and the Association for Medical Education in the German-speaking countries (GMA)
- Started 2009, 21 interdisciplinary workgroups established
- Supported by the Robert Bosch Foundation (Coordinating office in Witten)
- Goes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



National Competency-based Catalogue of Learning Objectives for Medicine (NKLM)

Competency:

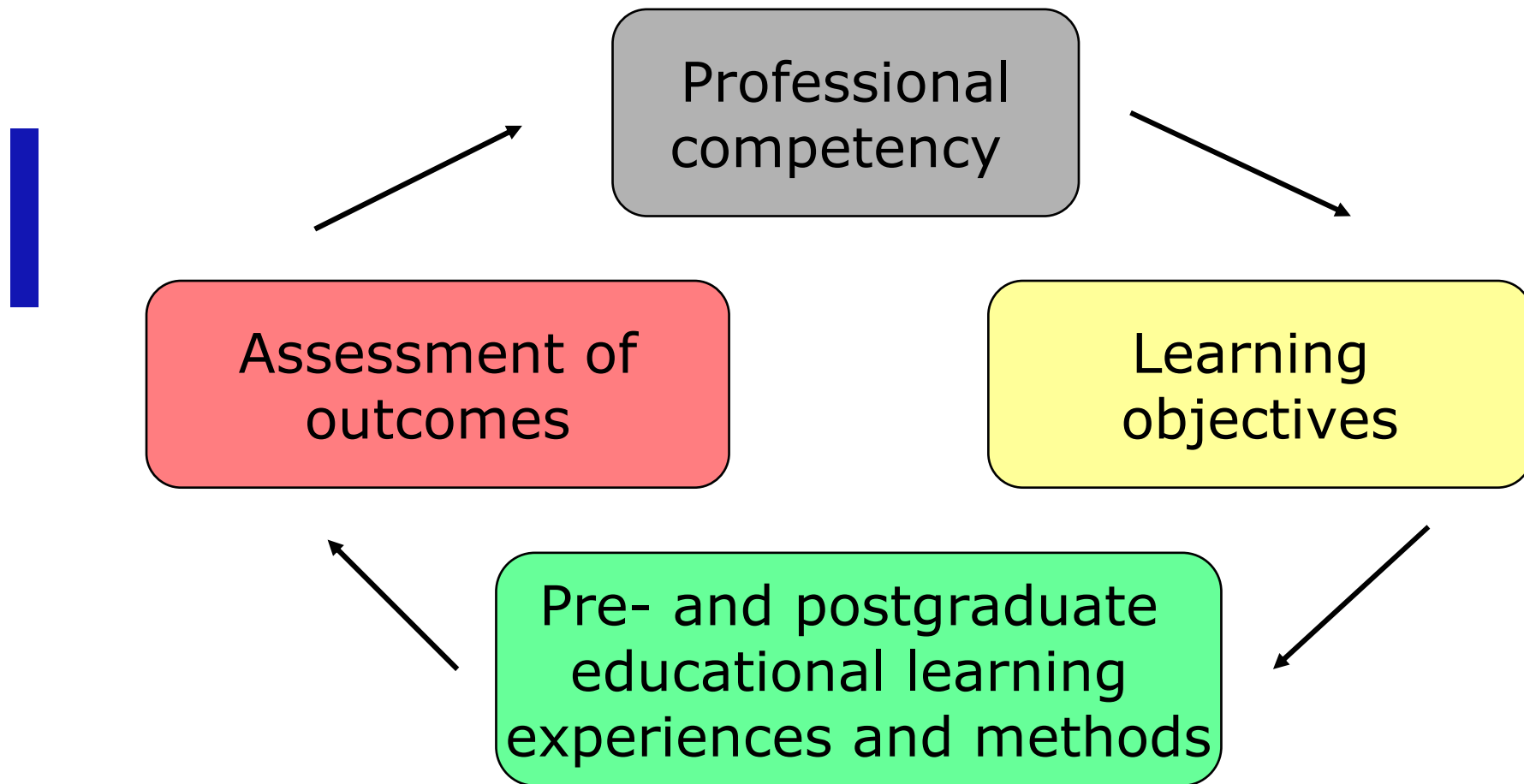
- The ability *and* the willingness to apply a combination of knowledge, skills and attitudes necessary to perform a specific task
- Composed of partial competencies, which build on knowledge, skills and attitudes
- Derived from the professional world of health care and the needs of society



THE
CANMEDS
ROLES FRAMEWORK

2 Copyright © 2006 The Royal College of Physicians and Surgeons of Canada. <http://rcpsc.medical.org/canmeds>.
Reproduced with permission.

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





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



Faculty for Health



Interprofessional learning between health professions in joint faculties? Witten/Herdecke University will try!





Faculty for Health



Many thanks for your
attention!

martin.fischer@uni-wh.de

www.uwh.de