



Submission Form for IFMSA Policy Statements

NMO Proposing:	
Date for Adoption:	March Meeting 2006
Expiry Date:	./.

Summary: (statement of belief)

IFMSA Recommendations on Implementation of the Continuous Medical Education in Medical Curricula

Adopted by the participants of the 5th IFMSA Workshop on Medical Education: Life Long Learning, The Former Yugoslav Republic of Macedonia, October 1999

Introduction:

Definition of Continuous Medical Education (CME)

Medical education never ends. It doesn't stop upon graduation from medical school. The needs of the society in which we live are changing, and so is the information available for medical education. Our ultimate goal is to produce better and more competent doctors who are able to adapt themselves to the needs that the future brings. It is not possible to acquire all the necessary medical knowledge in the short period of university studies. That means that the medical schools' most important task is to prepare future doctors to work in any kind of changing environment. The principal is to learn how to learn.

Task Description

At this moment, the reality is that medical schools all over the world to give their students all of the knowledge available in the medical field during their undergraduate studies. This fact, however, does not guarantee that future doctors will be competent enough to approach a patient after graduation. The result of this kind of teaching are overloaded curricula, which still cannot teach ALL of the knowledge and skills needed. The problem that medical schools today do not prepare students with adequate skills on how to continuously learn, how to find and select and judge the newest available medical information, how to cope with new technologies, how to deal with the changing environment concerning communication skills, law, community needs and so forth. The question to ask, then, is how to balance the importance of theoretical medical knowledge with the clinical skills needed to be a doctor.

Explanation:

IFMSA's Wishes and Recommendations

IFMSA specifically recommends the fostering of self-directing learning skills, critical thinking skills, interviewing skills and communication skills. These communication skills should emphasize not only strong doctor-patient but also strong doctor-doctor and doctor-community relationships. Teamwork in this world

is a growing need, as is peer-education and evaluation. Other important goals that we should strive to promote include the knowledge to use new technologies, management skills, practical skills, basic research skills (knowledge about scientific methods and research), and skills how to use all available information services (including the internet and libraries).

Medical students need to learn how to select and judge the available information. Future doctors can only set good priorities if they have the goals of the community in mind. We should specifically be educated on how to listen to society. In developing the core curricula, we must realize that it is and must be dynamic. What is "core" today may not be what is "core" in 20 years or more.