ad hoc Committee for the Evaluation of Medical Education in Israel

• Peter Crome, University College London
• Raymond H. Curry, Northwestern University Feinberg School of Medicine
• Elliot Gershon, University of Chicago
• Shimon Glick, Ben-Gurion University of the Negev
• David Katz, University College London
• Ora Paltiel, Hebrew University
• Stephen C. Schoenbaum, Josiah Macy Jr. Foundation
• Jo Shapiro, Harvard Medical School
The Umbrella Issue

- Israel’s national needs for a healthcare workforce for the 21st century
  - National needs for a physician workforce
Objective of Medical Education

• Develop competent physicians who exhibit the highest level of professionalism in all of their activities
  – Curricula should be competence-based
  – Competence is broader than scholarship
    • Includes knowledge, skills, & attitudes
    • Includes capacity for lifelong learning
  – Professionalism *transcends* knowledge, skills, & attitudes
    • Reflected in all behaviors/actions
Issues Raised in the *ad hoc* Committee’s General Report
Educational Program Issues - 1

• Developing and supporting central/national resources for education and research
  – Involves structural and policy considerations

• Supporting faculty development through strong centers for medical education

• Valuing educational research and social science

• Articulating appropriate overall learning outcomes (competencies) and then objectives for each course & clerkship

• Aligning methods of teaching and assessment with learning objectives
  – Active learning, assessment of competence
Educational Program Issues (continued)

- Developing ambulatory medical education
  - with the health system

- Increasing clinical exposure and responsibilities, starting early in the educational process
  - with the health system

- Resource competition by English language programs designed for non-Israelis with the Hebrew language programs for a growing number of Israeli students
  - a policy issue involving the health system
Interrelated educational issues

Set 1

• Learning objectives; teaching/assessment methods; faculty development; and central resources (examples = MSR, HEALER)
Interrelated educational issues
Set 2

• Developing ambulatory medical education;

• Increasing clinical exposure and responsibilities, starting early in the educational process;

• Resource competition by English language programs designed for non-Israelis with the Hebrew language programs for a growing number of Israeli students
Structural/Institutional Issues

- Meeting the Council for Higher Education’s Standards for Evaluation of Medical Schools and Medical Education.
  - Central vs. School/Faculty authority
  - CHE policies about accreditation status and deficiencies

- Elected deans: ensuring the best leader for the school at a given time; enhancing continuity of leadership

- Revision of the promotion process to value excellent educators and clinical innovators

- Collaboration between medical education (academia) and health care providers
  - Health system and national policy aspects
Health System Issues:

• Achieving collaboration between medical education (academia) and health care providers
  • Involves integrated pre-clinical and clinical curricula and appropriate academic recognition

• Developing ambulatory medical education

• Renewing and enhancing the primary care workforce
  • Highlighted by the OECD (2012)
Additional Critical Policy Issues:

- Coordinating the overall trajectory for educating a physician (initial schooling, the stage, residency).

- Understanding national health care needs and using them as a basis for workforce planning.

- Aligning the financing of medical education with developing the workforce the nation needs.

- Addressing newly adopted international standards related to accreditation of medical schools.
Priority Issues for National Discussion

• Planning the entire trajectory of education/training of a physician from school entry to lifelong learning (includes integration of pre-clinical and clinical aspects of the course, changing to more active learning methods, teaching settings to prepare for practice).

• Aligning the financing of medical education
  – Adequately financing education in clinical settings, especially ambulatory settings

• Recognition of the importance of teaching and clinical innovation
  – including recruitment and promotions processes in academic institutions.

• Accreditation of medical schools in Israel (reaccreditation process, WFME recognition)