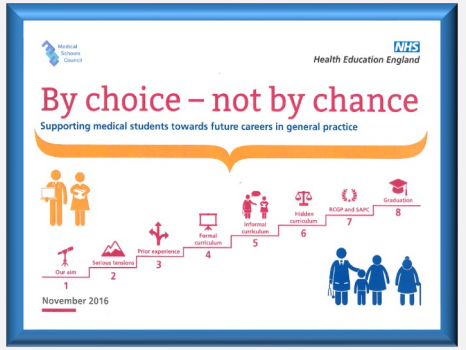
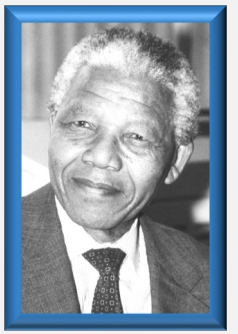


Shaping the future workforce: Not by chance

Val Wass

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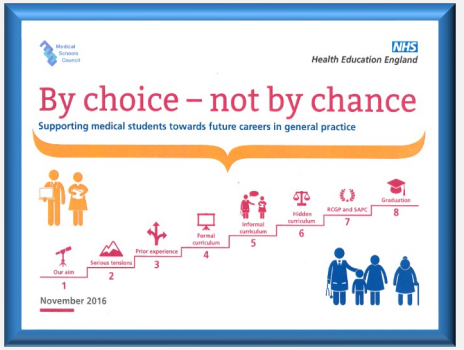
Education is the most powerful weapon

which you can use to change the world

Nelson Mandela

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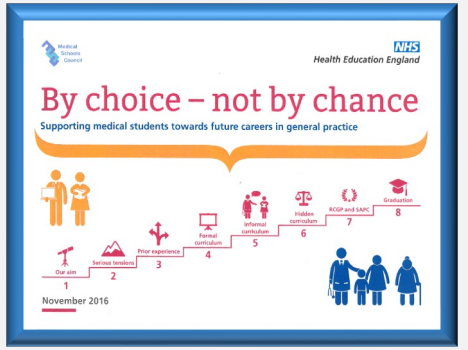
Overview



- Why education has to change : the workforce crisis
- What students need to prepare for a future work force
- Why learning in primary care is crucial

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Overview



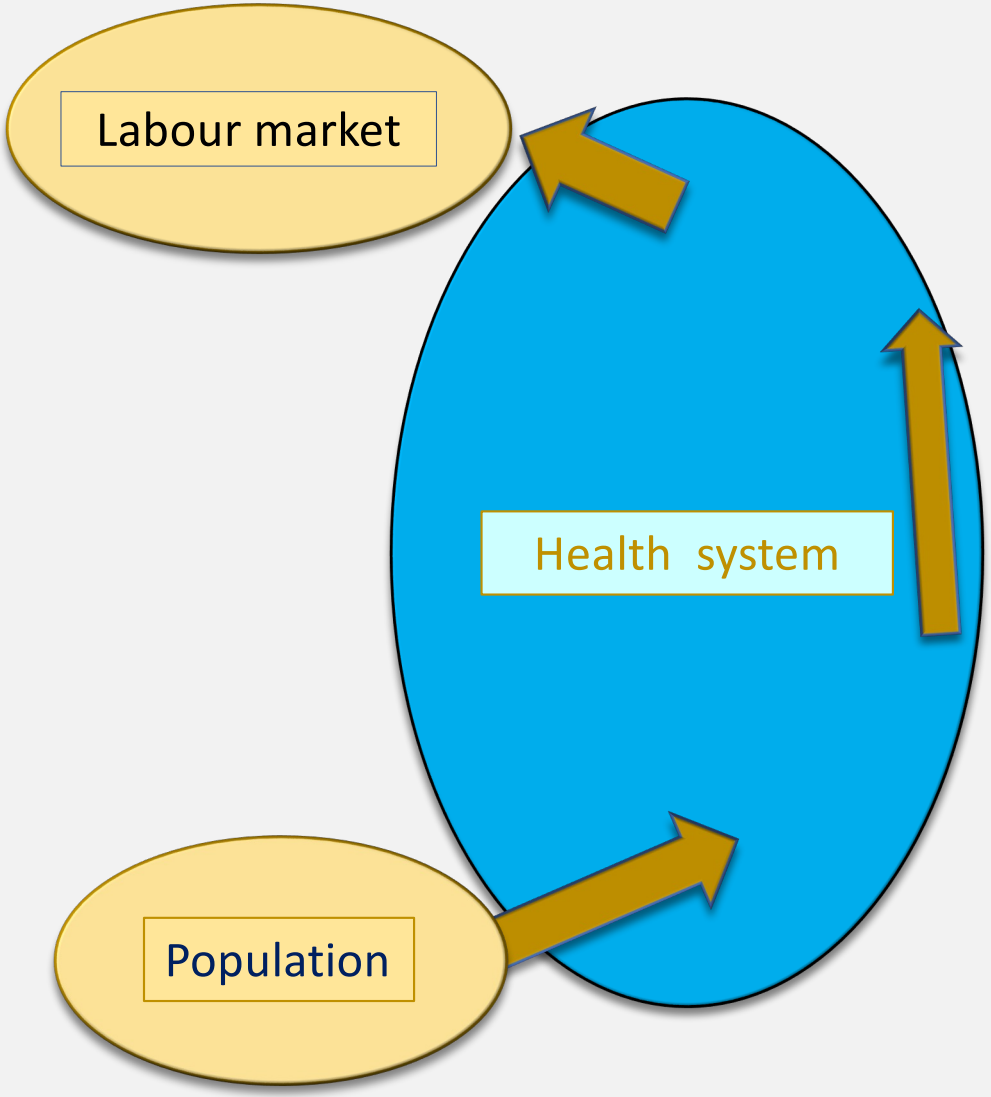
- Why education has to change : the workforce crisis

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Health Professionals for a New Century

http://www.thelancet.com/journals/lancet/article/





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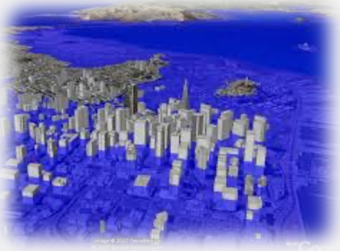
Global challenges to health care



Globalisation



Migration



Climate change



Urbanisation



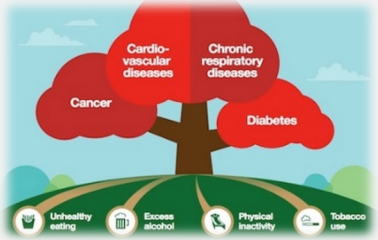
Remote rural



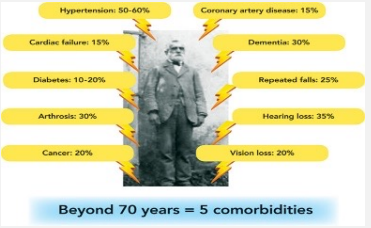
Ageing



Technology



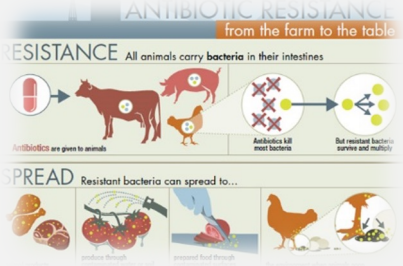
NCDs



Co-morbidity



New diseases



Antibiotic resistance



Citizen's voice



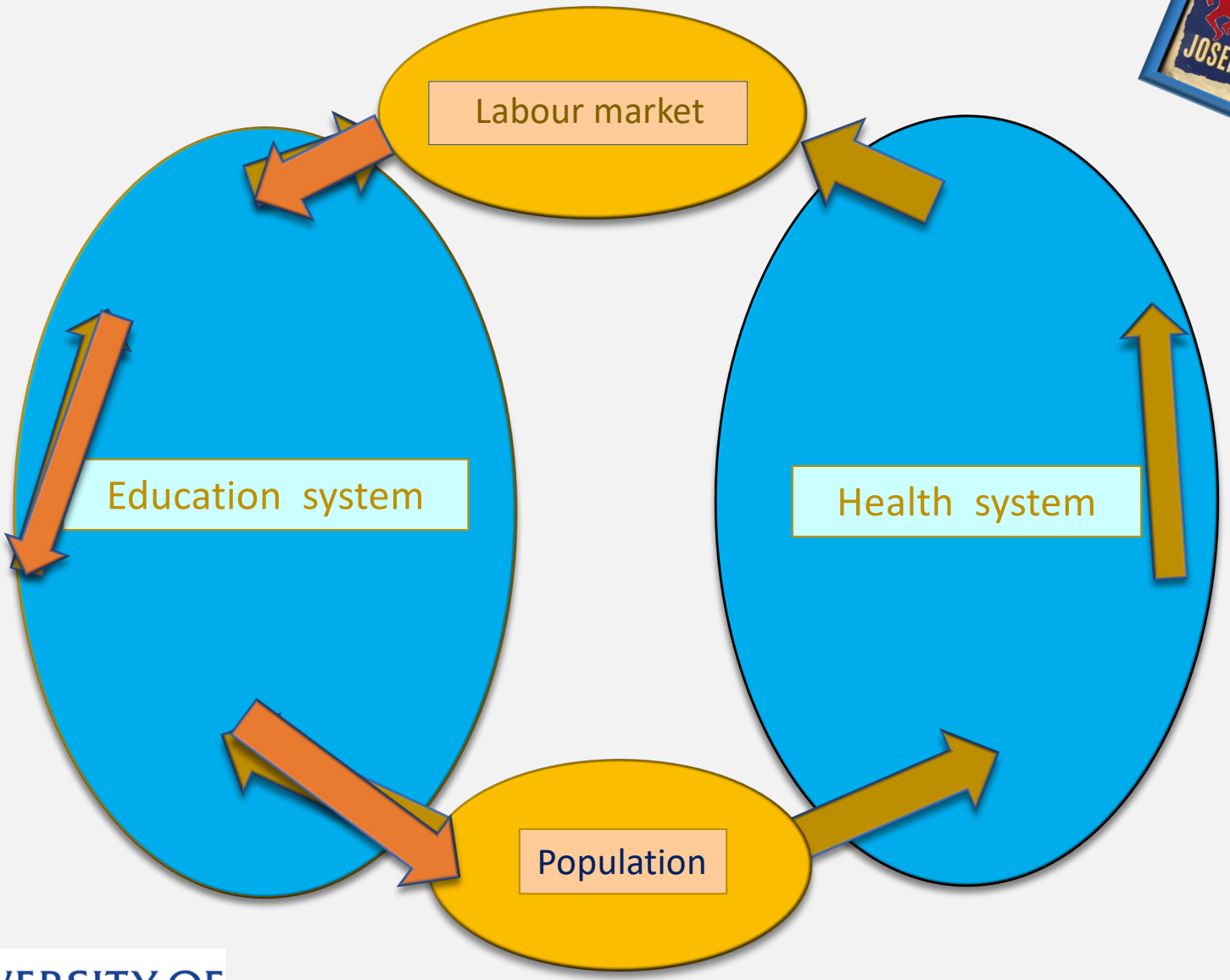
Mental health

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Health Professionals for a New Century

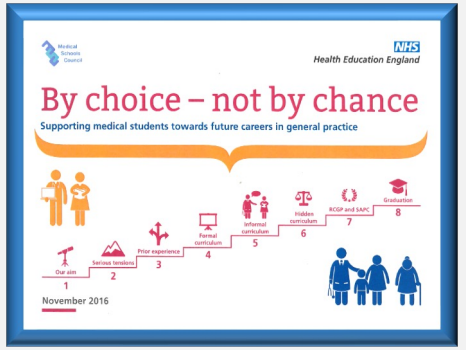
http://www.thelancet.com/journals/lancet/article/





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Overview

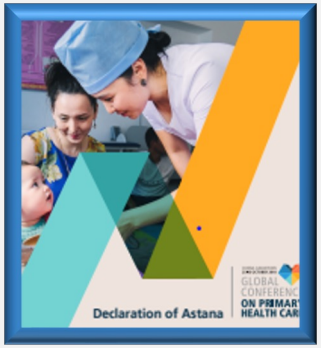


- Why education has to change : the workforce crisis

- What students need to prepare for a future work force

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Generalism or Specialism

" Generalist knowledge is characterised by a perspective on the whole rather than the parts, on relationships and processes rather than components and facts; and on judicious, context-specific decisions on how and at what level (individual, family, system) to consider a problem"

Tricia Greenhalgh



" GP/ family medicine is an academic and scientific discipline, with its own educational content, research, evidence base and clinical activity, and a clinical specialty orientated to primary care".

European definition of GP 2011

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"Medicine is a science of uncertainty
and an art of probability"

William Osler

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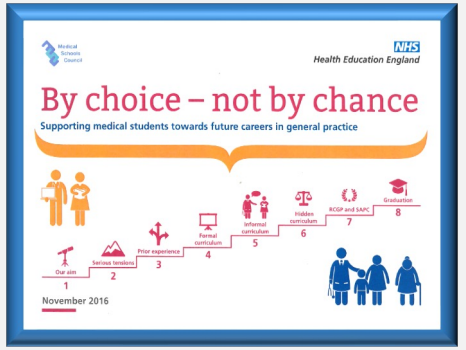
Generation Y & Z are:



- Not in need of adults to find information
- Connected but poorly manage relationships

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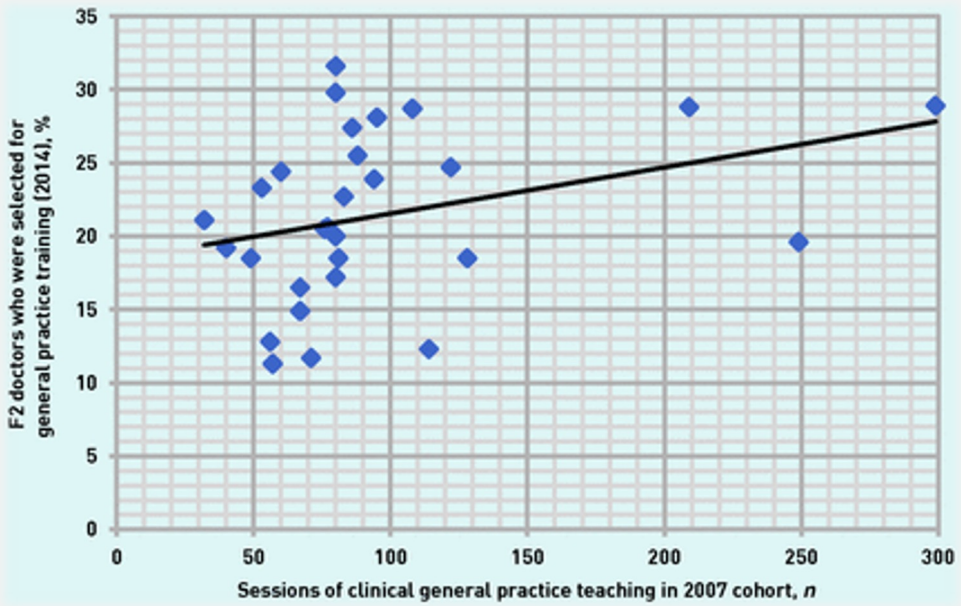
Overview



- Why education has to change : the workforce crisis
- What students need to prepare for a future work force
- Why primary care has become essential

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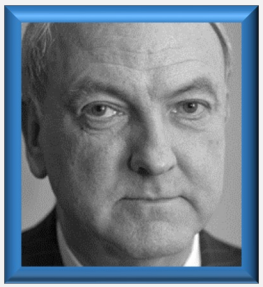
Emerging evidence



Exposure of undergraduates to authentic GP teaching and subsequent entry to GP training: a quantitative study of UK medical schools

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Hugh Alberti et al Br J Gen Pract 2017; 67 (657): e248-e252



"In my view, it is a really hard job. They have to be clinically, intellectually and emotionally strong. I can say this as a cardiac surgeon where all our patients come to us kind of worked up…

But day in, day out, General Practitioners are having to sort out the wheat from the chaff to identify major clinical problems masquerading as minor ailments… It requires a lot of intellectual flexibility and people have to be really tolerant individuals. It is one of the hardest jobs in medicine."

Sir Bruce Keogh
House of Commons Health Committee: Primary Care HC 408 p78

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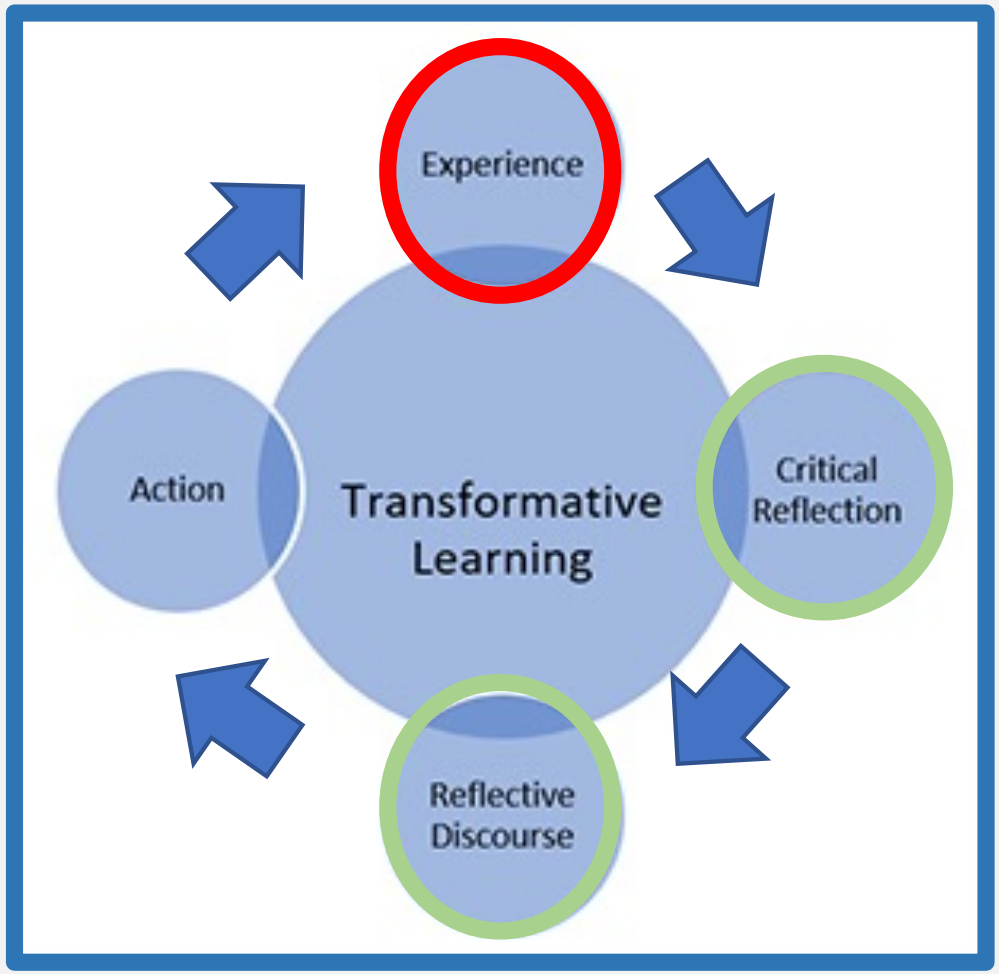


"Kind of like in the real world when you are a doctor you're never going to know quite what is going to come in."
Year 3 medical student Aberdeen

"U'mm, so we learn all the systems separately and then…. we are getting placements, you learn that it is not as nice and neat as that and there is a lot of crossover and you see a lot of it in GP and ….when you get a patient, kind of ….taking the big scary stuff and working down."
Year 3 medical student Aberdeen

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Transformative learning theory





Jack Mezirow, 1991

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Jenny Johnston


Nigel Hart

With all its (GP) nuances,

we have tried to offer our students a diverse experience, ..facilitating learning consultations in surgeries, homes and out-of-hours centres,

..focusing on our defining features:

complexity, uncertainty, undiagnosed illness, longitudinal and relational family care.

Education for Primary Care 2021, VOL. 32, NO. 1, 6–9

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After years of book learning or feeling useless while trailing a scrum of doctors on a ward round, these kinds of primary care encounters would normally bring us out of our shells to experience the power of empathy and the therapeutic value of connection.

“These are the years the awkward undergraduate should be learning to get down on their knees to talk to a young child or approach the bedside of an elderly patient who is hard of hearing.

It is through such experiences that students gradually assimilate the identity of the fledging doctor.”

Amy Hill
Education for Primary Care
https://doi.org/10.1080/14739879.2020.1855478

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Jenny Johnston



EDUCATION FOR PRIMARY CARE
2021, VOL. 32, NO. 1, 6–9
https://doi.org/10.1080/14739879.2020.1837020

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LEADING ARTICLES

Check for updates

Primary care education in the time of COVID: embodiment, identity and loss

Jennifer L. Johnston and Nigel Hart

Centre for Medical Education, Queen's University Belfast, Belfast, N Ireland

ARTICLE HISTORY Received 6 October 2020; Accepted 12 October 2020
KEYWORDS Covid; phenomenology; workplace learning



Nigel Hart

"From the ashes of disruption can arise
a phoenix of better healthcare and healthcare education."

Education for Primary Care 2021, VOL. 32, NO. 1, 6–9

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