

ESTÁCIO DE SÁ UNIVERSITY

Sylvia Porto Pereira and Maria de Fátima Coutinho
Estácio de Sá University, Rio de Janeiro, Brazil

Introduction: Profile of medical graduates: general, humanistic, critical, reflective, ethical, with social responsibility, recommended by Graduate Medical Course National Curriculum Guidelines, Brazil, 2011/2014 should be pursued throughout course, highlighted during internship, completed in Residency Education.

Objective: To present pedagogical skill applied to last year medical course students, aimed to achieve recommended profile of graduates.

Methods used: Three teachers/50 last year medical course students, at Brazilian University of Medicine, march 2013, participated in two practices: "Ball in Center"; "To Guide and to be Guided". Following, watched film clips involving pedagogical methods; "Patch Adams", traditional; "Circle of Fire" technician/behaviorist; "Mona Lisa Smile", critical/reflective. In subgroups, students reflected on, debated about practices, wrote observations, made inferences to medical practice in-service, presented results to the group.

Results obtained: Students did not know about graduate recommended profile; we observed resistance to participate. Some verbalized "at this point of the course, we are here to play games". In "Ball in Center", they identified the ball, either as patient, or as student, both needing care. In "To Guide and to be Guided", they alternated positions guide/guided, interpreting them as medical student/preceptor and medical student/patient, realizing difficulties and needs in each position. In "Patch Adams", they identified teacher centered method, without dialogue. In "Wheel of Fire", they pointed limited learning. In "Mona Lisa Smile", they identified critical reflection, autonomy. They reflected about words "care, welcome, integrity, autonomy".

Conclusion: Last year medical course students considered minor pedagogical practices about ethics, humanism, social responsibility. Reflective pedagogical practices should be included in Residency Education to continue to help graduates achieve recommended profile.

RECEPTION OF MEDICAL STUDENTS TO INTERNSHIP, THE PROSPECTIVE STUDENTS TO MEDICAL RESIDENCY PROGRAMS: OPPORTUNITY FOR REFLECTION

Sylvia Porto Pereira and Maria de Fátima Coutinho
Estácio de Sá University, Rio de Janeiro, Brazil

Introduction: Profile of medical graduates: general, humanistic, critical, reflective, ethical, with social responsibility, recommended by Graduate Medical Course National Curriculum Guidelines, Brazil, 2011/2014 should be pursued throughout course, highlighted during internship, completed in Residency Education.

Objective: To present pedagogical skill applied to last year medical course students, aimed to achieve recommended profile of graduates.

Methods used: Three teachers/50 last year medical course students, at Brazilian University of Medicine, march 2013, participated in two practices: "Ball in Center"; "To Guide and to be Guided". Following, watched film clips involving pedagogical methods; "Patch Adams", traditional; "Circle of Fire" technician/behaviorist; "Mona Lisa Smile", critical/reflective. In subgroups, students reflected on, debated about practices, wrote observations, made inferences to medical practice in-service, presented results to the group.

Results obtained: Students did not know about graduate recommended profile; we observed resistance to participate. Some verbalized "at this point of the course, we are here to play games". In "Ball in Center", they identified the ball, either as patient, or as student, both needing care. In "To Guide and to be Guided", they alternated positions guide/guided, interpreting them as medical student/preceptor and medical student/patient, realizing difficulties and needs in each position. In "Patch Adams", they identified teacher centered method, without dialogue. In "Wheel of Fire", they pointed limited learning. In "Mona Lisa Smile", they identified critical reflection, autonomy. They reflected about words "care, welcome, integrity, autonomy".

Conclusion: Last year medical course students considered minor pedagogical practices about ethics, humanism, social responsibility. Reflective pedagogical practices should be included in Residency Education to continue to help graduates achieve recommended profile.

DISEÑO E IMPLEMENTACIÓN DE UNA EVALUACIÓN CLÍNICA OBJETIVA Y ESTRUCTURADA EN PEDIATRÍA DE ATENCIÓN PRIMARIA

María Florencia Pol, Marina Gisela Wainfeld
y Pascual Horacio Yulitta

Dirección de Docencia y Capacitación, Ministerio de Salud del Gobierno de la Ciudad de Buenos Aires, Argentina

Introducción: La evaluación del desempeño de residentes debería incluir algunos instrumentos del tercer o cuarto nivel de la pirámide de Miller para poder certificar su competencia profesional. En la ECOE (evaluación clínica objetiva y estructurada) los residentes rotan por un circuito de diferentes estaciones, desarrollando una competencia específica en cada una dentro de un tiempo determinado. Los estudiantes pueden ser observados y evaluados por un examinador usando un checklist o se les puede solicitar una respuesta escrita.

Propósito: 1) Evaluar el desempeño profesional de residentes de 2º año de pediatría luego de una rotación de atención primaria de la salud (APS). 2) Identificar debilidades y fortalezas del programa de formación de APS. **Métodos:** Participaron 26 residentes de pediatría del Gobierno de la Ciudad de Buenos Aires que rotaron por centros de salud (CeSAC) en junio-agosto 2013. El diseño de las estaciones estuvo a cargo de médicos de planta e instructores de residentes que elaboran el blueprint. Consta de 14 estaciones (7 con pacientes simulados y 7 de escritorio), 7 minutos cada y 2 estaciones de descanso (127 minutos totales). El