

Conclusión: El actual sistema de acreditación da cuenta, de manera mucho más amplia y exhaustiva, de la congruencia entre los objetivos, los medios y los resultados del programa.

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End-of-life education in postgraduate students in Chilean Faculty of Medicine



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Background: This study was inspired on the training that residents receive on how to confront an end of life situation (EOLS) with the patients and their families. The end of life is a neglected topic in many postgraduate residency programs worldwide. The purpose of the present study is to explore the training and role models the residents are exposed during their training.

Methods: A semi-structured questionnaire was sent by e-mail to every postgraduate student in a residency program in the faculty of Medicine at Universidad del Desarrollo in Santiago, Chile. The content analysis is presented of the open questions in the questionnaire.

Results: A total of 150 students were sent a questionnaire with only 23 of them responding. In relation to feeling prepared confronting EOLS there is a trend towards an absence of preparedness and training. There are few who recall experiencing EOLS during undergraduate and/or residency. In relation to the role of their clinical tutors they perceive and absence of role modeling and they find this in other health care professionals. Their training derives mainly from Bioethics courses and lectures, seminars, case studies among others. In agreement with the literature, our residents feel scarcely prepared to confront EOLS. Only in few instances did the clinical tutors managed to model their skills in these situations. The residents have few opportunities confronting EOLS and when they do there is little opportunity for role modelling or feedback.

Conclusions: The present study shows how there is a lack of preparedness on the topic and evidences the necessity to introduce formal training in this very relevant area.

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The teaching of occupational medicine in the postgraduation course at the Faculty of Medicine of São Paulo



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The Occupational Medicine as a medical specialty appeared in England in the 19th century after the industrial revolution. There is a shortage of studies that describe and analyze educational experiences in this area. Aims: Describe the experience in teaching the discipline of Occupational Medicine for pos graduation Medical Education, Faculty of Medicine, University of São Paulo. Compare the experience with literature data. Methods: This is a description of the Occupational Medicine course at the pos graduate School of Medicine, University of São Paulo, followed by literature review. Results: The curriculum model of the discipline of Occupational Medicine at the Faculty of Medicine, University of São Paulo aims to teach pos graduate students to recognize potentially generating work situations health risks, know the skills and performance of the labor doctor and recognize major occupational diseases. This teaching model is similar to that proposed by the University of Campinas in which the teaching of occupational medicine and occupational health, there is appreciation of the integration of theoretical and practical content, also through visits to environments job. The model of visits to workplaces is also implemented by medical schools in Europe and Mexico. Discussion: It is noted that as described as good experiences in occupational medicine teaching in national and international literature described teaching model combines techniques with clinical case discussions, lectures, seminars and company visits; resembling the model proposed by the Faculty of Medicine of São Paulo. Conclusion: encouraging the enhancement of occupational health teaching in medical schools to promote the recognition of this medical specialty is required.

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The integration of actions in the residences of occupational medicine: The Faculty of Medicine of the University of São Paulo and the Faculty of Medicine of ABC



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Objectives: To present the Residency Program in Occupational Medicine of the Faculty of Medicine of the ABC