

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 posgraduation 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

(FMABC) and to discuss how the integration with the Residency Program in Occupational Medicine of the Faculty of Medicine of the University of São Paulo contributes to the improvement of the Residents of both institutions.

Methods: An analysis of the documents of the Medical Residency Program in Occupational Medicine of the ABC Medical School describing its structure was performed.

Results: The Medical Residency Program in Occupational Medicine of the ABC Medical School was accredited in 2006 and implemented in 2007. The content of the activities meets the minimum requirements of the National Commission of Medical Residency (CNRM) with integration of clinical activities, Public health and occupational medicine, with a total workload of 5760 hours. In the first semester, the activities are developed under the supervision of preceptors of different areas, such as: medical clinic and specialties, emergency orthopedics and outpatient clinic, surgical clinic and intensive unit in hospitals and clinics that make up the school network (Hospitals School) In the prefectures of Santo André, São Bernardo and São Caetano. In addition, there is a cooperation between the latter and the Medical Residency Program in Occupational Medicine of FMUSP, where the residents participate in the theoretical classes - total workload of 576 hours, the weekly scientific meetings of residents and the internship in the Occupational Health Service ICHC (SSO). From the second semester until the end of the second year, residents' training covers internships in companies of different branches of economic activity, in the Engineering, Safety and Occupational Medicine Services, Trade Unions and Public Institutions focused on health care and surveillance Of the ABC worker and São Paulo. The greatest difficulty in implementing the Residency Program is to find and coordinate activities in some public organizations that are willing to offer internships.

Conclusions: The cooperation between the residency programs in Occupational Medicine is of great contribution to the formation of the resident, allowing the experience between services and multidisciplinary teams, qualifying it for Occupational Health area. There is a need for better understanding by some organizations of the benefits they can bring to the training of residents.

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Percepción de utilidad de una evaluación online de las presentaciones orales de residentes de medicina de urgencia durante reuniones clínicas



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Introducción: Las reuniones clínicas (RC) forman parte de las actividades docentes de los programas de posgrado. En nuestro programa, el grueso de las presentaciones es realizado por residentes del programa en formación. Es sabido que quien expone y prepara el contenido es quien más se beneficia de la presentación. Dado que la RC es una de las instancias de revisión y transmisión del currículum de

manera supervisada, es relevante para nosotros que la calidad y la transferencia de conocimiento a la audiencia sean óptimas. Una de las competencias relevantes para lograr este objetivo es la capacidad de presentación oral de los expositores. En nuestro programa, la enseñanza y la evaluación de esta competencia, tanto en su forma como en su contenido, no están estructuradas. Para sistematizar la evaluación de esta competencia, se creó una evaluación por pares y docentes.

Objetivo: Describir y evaluar la percepción de utilidad de una evaluación online de las presentaciones orales realizadas durante las RC de un programa de posgrado.

Métodos: Creamos una encuesta online con preguntas estructuradas en base una escala de Likert acerca de 6 aspectos de una presentación oral: relevancia del contenido, organización de la presentación, complejidad del contenido, aplicabilidad del contenido presentado, calidad del apoyo audiovisual y capacidad del orador de cautivar a la audiencia. Una apreciación global es calificada con nota del 1 al 7 y comentada en texto libre. Después de cada presentación en la RC semanal, residentes y docentes evalúan al presentador desde algún dispositivo móvil en tiempo real. Posteriormente las encuestas son tabuladas por el administrador del sistema online y enviadas de forma agrupada al presentador vía email. Al completar 8 meses desde su instauración, evaluamos el impacto de esta medida por medio de una encuesta de satisfacción y utilidad del método a los residentes del programa.

Resultados: Desde enero a septiembre se han realizado 30 RC y un promedio de 5 presentaciones por día. Un total de 115 presentaciones fueron evaluadas por al menos un residente o docente y un 50% de ellas fue evaluada por más de la mitad de la audiencia y al menos dos docentes. Cada residente fue evaluado al menos dos veces durante este periodo (mediana 4.42 veces y un promedio de 5 veces). El total de residentes (n = 25) respondió la encuesta. El 84% de los residentes consideran que la encuesta es útil para mejorar aspectos particulares de presentaciones futuras y ninguno se siente agredido por los comentarios o sugerencias. El 96% están de acuerdo con que se debería mantener como método de evaluación y aprendizaje. La barrera más importante a completar las evaluaciones es el poco tiempo disponible entre presentaciones para completar la encuesta.

Conclusión: El uso de una encuesta online para la evaluación y mejoría de las competencias para una presentación oral es factible de hacer, útil y bien recibida por los residentes. Sin embargo, la evaluación objetiva inicial de esta intervención es necesaria para establecer el impacto cualitativo real del punto de vista docente.

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