

中文題目：藉由 EPA 的執行經驗, 反饋一般醫學內科的臨床教育改革

英文題目：Feedback on clinical education reform in general medicine through an EPA implementation experience

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Background

Medical education is designed to train physicians who provide high-quality and safe medicine. However, in today's customer-oriented healthcare market, the definition of hospital operations or individual physician success depends on successful patient outcomes and high levels of customer satisfaction, so we must rethink and adjust medical education by examining the factors that affect clinical outcomes.

Method

A total of 87 PGY students accepted EPA1-4 assessment

1. At the end of the training course, the PGY Internal Medicine Group convened a summary assessment meeting for clinical teachers, secretaries of departments and staff of the Ministry of Teaching, etc.
2. The participants' learning data were reviewed first, then the participants were asked to express their views on the learning status of the internal medicine group.
3. The participants' EPA trust ratings (pass or fail) were concluded, and qualitative feedback recommendations were given.

Result

All PGY passed the EPA assessment.

The first 3 items of worst performing

EPA3-1-3 - Ability to integrate sensitivity and specificity with patient risk factors during examination

EPA4-1-10 - Ability to take into account the cost of a medical order issued and the patient's ability and willingness to pay for a medical plan

EPA4-1-7 - Ability to prescribe a medical order without wasting resources

Discussion and Conclusion

For PGY students with better clinical ability, more in-depth clinical knowledge can be gained through real-time assessment. Conversely, for PGY participants with moderate clinical ability, with real-time assessment and real-time feedback, they were able to become better and better, so that participants could obtain an endorsement in the summary assessment.

The results of the assessment were collected and given back to the education leaders of each subject, who would adjust the training plan in

due course.

construct an information-based evaluation platform, implement real-time assessment and feedback, and strengthen the consolidation of multiple assessment results in order to implement the effectiveness of summary assessment.

In the context of CBME's wave of medical education, modern clinical teachers must need to learn the teaching of the workplace (coaching and feedback) with direct observation/entrustment decision skills in order to educate future physicians who are able to meet the needs of society.