

Care Management in Postgraduate Medical Education in the Netherlands: Assessing needs, developing strategies, evaluating outcomes.

No registrations found.

Ethical review	Positive opinion
Status	Pending
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON24828

Source

Nationaal Trial Register

Brief title

CaMPMEN

Health condition

care management, specialist registrars, competency, manager, postgraduate training

Care management, A(N)IOS, competentie, manager, vervolgopleiding

Sponsors and support

Primary sponsor: None

Source(s) of monetary or material Support: None

Intervention

Outcome measures

Primary outcome

Phase 1:

1. Obtain a good understanding of the concept of care management in medical education, and of prior interventions or strategies in developing and/or improving care management in medical education;
2. Assessment of the understanding and implementation of care management among stakeholders of health care delivery and medical education:
 - A. Identify the differences among sex/specialty/level of training.
3. Determine any associations between respondents understanding/competency of care management and their “passion for the job”:
 - A. Investigate for differences among sex/specialty/level of training.

Phase 2:

1. Develop an feasible and suitable intervention to address the perceived needs of trainees in care management
2. Assess the impact of the intervention on trainees :
 - a. Peceived satisfaction of the intervention
 - b. Changes in behaviour and attitudes in care management.

Secondary outcome

Identify if (and how) pre-existent enthusiasm and passion for the profession influences the trainees perceived understanding of and/or competency in care management.

Study description

Background summary

Background:

Postgraduate medical training programs are expected to prepare trainee physicians to practice adequately in the current health care environment. This mandate is reflected in the seven CANMEDs competencies namely: medical expert, collaborator, communicator, scholar, professional, manager and health advocate. Unfortunately, the background of these competency descriptions is based on the premise that health care is provided within a managed (or controlled) care environment. Recently, it has become evident that the part of the reason why the implementation of the reformed Dutch postgraduate medical curricula of pediatrics and obstetrics and gynecology experienced some hindrance is related to (the complexity of) several unpredictable factors within the clinical learning environment. The hospital setting where clinical learning takes place is systematically subjected to continual

change and situations that are difficult to predict and/or control.

Besides the basic clinical knowledge and (problem-solving) skills that residents have to acquire during their training, the reformed postgraduate curricula for medical specialists spans other areas of medicine that are considered to be essential for their professional development. Some of these areas include health care systems, organization, population health, patient-physician communication, ethics, quality assurance and improvement and practice management. In a recent synthesis by Halpern et al., 10 medical domains regarded as important for the practice of medicine were identified, and were classified under the term “care management”. This concept of care management provides an operational description of how physicians’ managerial skills are translated into clinical responsibilities and at the same time, how they relate to the six other professional responsibilities. Hence, care management as described here imbibes the elements of the CANMEDS competency “manager” as represented in the curriculum of the Dutch postgraduate medical training. In the current postgraduate medical training, the implementation and further development of the competency as manager has not received a lot of attention as compared to the attention devoted to the competencies “medical expert” and “professional”. This is remarkable bearing in mind that good managerial skills are equally important as are the other competencies for good clinical practice.

Study objective

PHASE 1:

1. Identify the extent to which care management (as a competency) is implemented in the curriculum of postgraduate medical education in the Netherlands;
2. Evaluate stakeholders’ perceptions of the concept of care management (in medical education);
3. Identify the perceived needs in developing and or improving care management as a competency.

PHASE 2:

1. Based on the findings in phase 1 study, develop an educational intervention to promote and improve the implementation of care management in the curriculum of postgraduate medical education;
2. Evaluate the impact of the designed intervention through:
 - A. Trainees’ perceived satisfaction of the intervention;
 - B. Observable changes in trainees behaviors and attitudes.

Study design

1. End of Phase 1 study: 28-05-2010;
2. Start Phase 2: 2010.

Intervention

Phase 1:

1. Literature review;
2. Questionnaire survey;
3. Interviews.

Phase 2:

1. Workshop on care management;
2. Self evaluation;
3. Evaluation attitude or behaviour change.

Contacts

Public

Dept. of Paediatrics, Atrium Medical Center Parkstad
Henri Dunantstraat 5
Jamiu O. Busari
Dept. of Paediatrics, Atrium Medical Center Parkstad
Henri Dunantstraat 5
Heerlen 6401 CX
The Netherlands
+31-45-5767222

Scientific

Dept. of Paediatrics, Atrium Medical Center Parkstad
Henri Dunantstraat 5
Jamiu O. Busari
Dept. of Paediatrics, Atrium Medical Center Parkstad
Henri Dunantstraat 5
Heerlen 6401 CX

Eligibility criteria

Inclusion criteria

1. Specialist registrars in teaching hospitals;
2. Medical specialists in teaching hospitals.

Exclusion criteria

Medical students.

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial

Control: N/A , unknown

Recruitment

NL	
Recruitment status:	Pending
Start date (anticipated):	09-07-2009
Enrollment:	0
Type:	Anticipated

Ethics review

Positive opinion

Date: 23-07-2009
Application type: First submission

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register	ID
NTR-new	NL1815
NTR-old	NTR1925
Other	MEC Atrium Medisch Centrum : 09-N-47
ISRCTN	ISRCTN wordt niet meer aangevraagd.

Study results

Summary results

N/A