

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

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PHASE 2: 1. Evaluate medical specialists' perceptions of the concept of care management (in medical education); 2. Based on our findings from the phase 1 study, develop an educational intervention to promote and improve the implementation of...

<b>Ethische beoordeling</b>	Positief advies
<b>Status</b>	Werving nog niet gestart
<b>Type aandoening</b>	-
<b>Onderzoekstype</b>	Interventie onderzoek

## Samenvatting

### ID

NL-OMON26951

### Bron

Nationaal Trial Register

### Verkorte titel

CaMPMEN\_2

### Aandoening

Care management, Specialist registrars, Competency, Postgraduate training, Manager

### Ondersteuning

**Primaire sponsor:** Atrium Medical Center

**Overige ondersteuning:** Atrium Medical Center

### Onderzoeksproduct en/of interventie

## Uitkomstmaten

### Primaire uitkomstmaten

Based on the findings of the first Phase of this study (NTR1925):<br>

1. Design and develop a feasible and suitable intervention to address the perceived needs of trainees in care management;<br>
2. Assess the impact of the intervention on trainees:<br>
  - A. Perceived satisfaction of the intervention;<br>
  - B. Behaviour and attitudes in care management.

## Toelichting onderzoek

### Achtergrond van het onderzoek

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 incorporated 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.

## **Doel van het onderzoek**

### PHASE 2:

1. Evaluate medical specialists' perceptions of the concept of care management (in medical education);
2. Based on our findings from the 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.

## **Onderzoeksopzet**

End of Phase 2: 01 October, 2012.

## **Onderzoeksproduct en/of interventie**

### Phase 1:

1. Questionnaire survey.

### Phase 2:

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

## **Contactpersonen**

## Publiek

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## Wetenschappelijk

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## Deelname eisen

### Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

Medical specialists in teaching hospitals.

### Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

Medical students.

## Onderzoeksopzet

### Opzet

Type: Interventie onderzoek

Onderzoeksmodel:	Parallel
Toewijzing:	N.v.t. / één studie arm
Blindering:	Enkelblind
Controle:	Actieve controle groep

## Deelname

Nederland	
Status:	Werving nog niet gestart
(Verwachte) startdatum:	01-09-2010
Aantal proefpersonen:	200
Type:	Verwachte startdatum

## Ethische beoordeling

Positief advies	
Datum:	02-10-2010
Soort:	Eerste indiening

## Registraties

### Opgevolgd door onderstaande (mogelijk meer actuele) registratie

Geen registraties gevonden.

### Andere (mogelijk minder actuele) registraties in dit register

Geen registraties gevonden.

### In overige registers

Register	ID
NTR-new	NL2441
NTR-old	NTR2550
Ander register	METC Atrium Medisch Centrum : 10-N-83
ISRCTN	ISRCTN wordt niet meer aangevraagd.

# Resultaten

## Samenvatting resultaten

1. Physicians as managers of health care delivery and the implications for postgraduate medical training: a literature review. J.O. Busari, L. Berkenbosch, J.W.M. Brouns. (Accepted) Teaching and Learning in Medicine, 2010.<br>
2. How Dutch medical residents perceive their competency as manager in the revised postgraduate medical curriculum. L. Berkenbosch, J.W.M. Brouns, J.O. Busari. Submitted.<br>
3. Dutch medical residents perceptions of the need for management education in the revised competency based postgraduate curriculum. J.W.M. Brouns, L. Berkenbosch, J.O. Busari. Submitted.