

**Reports of Standing Committees**

**EURACT Council meeting  
April 4 – 7, 2001  
Eger, Hungary**



## **Report of Specific Training Committee**

Members: Justin Allen, Dolores Fores, Gertraud Rothe, Ivar Ostergaard, Okay Basak, Egle Zebiene

Chairing: Margus Lember

The committee decided to write a letter on behalf of EURACT to the European Society of General Practice/ WONCA Region Europe expressing its position on the latest developments in the European structures advising legislation on medical education. Justin will draft the letter, then distribute to the committee members.

The topics for the Tampere conference on specific training: selection of trainers and training practices (chaired by Egle Zebiene) and on retraining (chaired by Margus Lember). Both groups held a meeting for planning the workshop in Tampere.

The selection of trainers and training practices document is almost ready, it will be discussed at the Tampere conference, thereafter distributed to the council members and proposed for the council discussion in Barcelona.

A topic of retraining gained general interest among the committee members and it was decided to continue to work on this topic after the Tampere conference.

A connection to BME group was proposed in order to discuss jointly common selection criteria for undergraduate teachers and residency trainers.

*Margus Lember*

## Report of CME Committee

Eger, 6<sup>th</sup> April 2001, Paula, Mladenka, Juliana, Eva, Dag, Sakis, Jan

Jan's understanding and proposition for lifelong learning and its three systems to be taken into account in the further preparation

	Formal CME	CPD	QI
	Knowledge	competence	performance
Focus:	Doctor	Doctor and practice	Practice
Accreditation:	credits, sessions	involvement	outcome

### What are the consequences of our policy paper to Medical Education

Our paper will require basic changes in BME and VT. Be aware: General Practice is not only filling gaps of medical education! Most the topics mentioned below could belong to other disciplines as well. All the elements have to be learned as early as possible, but some of the topics are maybe most easily covered during vocational training.

#### 1) Preparing to life-long learning

- Basic principles of learning and studying; different learning styles and strategies, how am I learning best? Which kind of learning strategies I should use in different situations? Self-knowledge is needed, and it has to be built during BME already.
- Skills for continuously updating knowledge; how to make literature search, how to use the databases technically in practice, how to read critically, search-elements, how to make a literature search, how to make an overview of main results.
- Skills for identifying learning needs, how to assess learning needs, not only from your own development's point of view, but also from patients' and health care's point of view.
- Be aware of maintaining the right attitude during medical education to prevent the resistance towards quality work during the later career.

2) Skills for team-learning and multidisciplinary learning; to be able to be member in task-related groups. Communication skills and leadership skills

#### 3) Basics of Quality Work (to be worked further with EQUIP)

- value of guidelines, quality circle, audit etc
- skills to assess one's own work (should be an internal need, but include also patients', and health care's needs)

4) Management skills (practice, resources, change management, time, leadership)  
Cost efficiency

### There are other required changes as well

Changes in the re-accreditation system. We have to make our own re-accreditation system before the authorities. Are making their own ones. Is it the portfolio system?

### Preparations for Tampere

Some topics should be selected to be discussed. More preparations are made in EQUIP meeting before Tampere (Paula will participate).

*Paula Vainiomäki*