Health Professionals for a New Century

Transforming Education to Strengthen Health Systems in an Interdependent World

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Banff, Canada

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Health professionals for a new century: transforming education to strengthen health systems in an interdependent world

The Lancet and Education of Health Professionals for the 21st Century Commission

“Health is about people: the core driving purpose of professional education must be to enhance the performance of health systems for meeting the needs of patients and populations in an equitable and efficient manner.”

Supported by:
THE LANCET

HEALTH PROFESSIONALS FOR A NEW CENTURY

Transforming education to strengthen health systems in an interdependent world

EDUCATION OF HEALTH PROFESSIONALS FOR THE 21ST CENTURY:
A GLOBAL INDEPENDENT COMMISSION

THE LANCET
The Commission

Advisory Inputs
- Scientific advisors
- Youth commissioners
- Papers
- Consultations
- Research

Commissioners (20)

Education of Health Professionals for the 21st Century
- Global
- Multi-professional
- Evidence-based
- Integrative framework
- Instruction-institution

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General Report Outline

1. A Century of Progress, a Time of New Challenges
2. An Integrative Framework
3. Major Findings
4. Reforms for a Second Century
5. Follow-Up
The Health Revolution of the 20th Century
Life Expectancy and Income per capita, by Decade

Income Per Capita (1991 International Dollars)
Knowledge Translation and the Improvement of Health

Knowledge

- Technology
- Evidence
- Behavior
- Policy
Medical Education

- Knowledge Producers: Researchers
  - Scientist
- Knowledge Reproducers: Faculty
  - Students
- Knowledge-Based: Policy-makers
- Knowledge Brokers: Professionals
  - Clinicians-specialists
  - Public health - popn
  - Primary care
General Report Outline

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Key components of the educational system

**Structure**

**Institutional Design**

- Systemic Level
  - Stewardship and governance
  - Financing
  - Resource generation
  - Service provision
- Organizational level
  - Ownership
  - Affiliation
  - Internal structure
- Global level
  - Stewardship
  - Networks and partnerships

**Process**

**Instructional Design**

- Criteria for admission
- Competencies
- Channels
- Career pathways

**Proposed Outcomes**

- Interdependence in Education
- Transformative Learning
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Emerging challenges

Health System

- Epidemiological and demographic transitions
- Technological innovation
- Professional differentiation
- Population demands
Systemic failures

- Mismatch of competencies to needs
- Weak teamwork
- Gender stratification
- Hospital dominance over primary care
- Labour market imbalances
- Weak leadership for health system performance
Professions: Two Sides

**Brighter**
- Knowledge broker
- Care-giver
- Technology
- Quality
- Team leader

**Darker**
- Monopoly knowledge
- Financial self-interests
- Professional chauvinism
- Over-specialization
- Urban preference

Advancing Health

Inequities in health
Density of medical schools by region

Density per 10 million
- 2 or less
- 2.1 - 6
- >6
Resized world maps

a) Population

Population (in millions)
- Less than 100
- 100 - 1000
- More than 1000

b) Burden of Disease

DALYs (all causes) per 100000
- Less than 15000
- 15000 - 30000
- More than 30000

c) Medical Schools

Number of medical schools
- Less than 100
- 100 - 200
- More than 200

d) Workforce

Number of Doctors/Nurses/Midwives (in thousands)
- Less than 1500
- 1500 - 3000
- More than 3000
Investment in total health expenditure and health professional education

World

- 98.2% (5.5 trillion)
- 1.8% (100 billion)

USA

- 99.5% (2.5 trillion)
- 0.5% (13.8 billion)
Expenditure Patterns in US

<table>
<thead>
<tr>
<th>Category</th>
<th>USD in billions</th>
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<tbody>
<tr>
<td>NIH Budget (FY 2009)</td>
<td>29.5</td>
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<tr>
<td>Over the counter drugs (2009)</td>
<td>40.8</td>
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<tr>
<td>Complementary and alternative medicine (2007)</td>
<td>33.9</td>
</tr>
<tr>
<td>Medical and nursing education (2009)</td>
<td>15.6</td>
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</tbody>
</table>
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Three Generations of Reform

1900

Science-based

Problem-based

Systems-based

2000+

Institutional

Instructional

Scientific curriculum

University based

University based

Problem-based learning

Academic centers

Problem-based learning

Competency driven: local-global

Health and education systems

Education of Health Professionals for the 21st Century: A Global Independent Commission
Vision

Transformative Learning

Interdependence in Education

Equity in Health

Individuals Patient-Centered

Population-Based
Recommendations

Reforms

**Instructional**
- Competency-driven
- Local responsiveness with global connectivity
- Inter- & trans-professional education
- IT-empowered
- Educational resources
- New professionalism

**Institutional**
- Joint planning
- Academic systems
- Global networks
- Culture of critical inquiry

Enabling Actions

- Mobilize leadership
- Enhance investments
- Align accreditation
- Strengthen global learning

Goal
Transformative and interdependent professional education for equity in health
Competency-based education

**Traditional model**

Curriculum → Educational objectives → Assessment

**Competency-based education model**

Health needs → Health systems → Competencies outcomes → Curriculum → Assessment
Models of inter- and trans-professional education

- **Model**
  - Dominant
  - Inter-professional
  - Trans-professional

- **Pre-secondary education**
  - Common

- **Post-secondary education**
  - Core + specific competencies
  - Systematic teamwork

- **Practice**
  - Teamwork
  - Community health workers

- **Professional**
  - MD
  - Nursing
  - Public health
  - Other
## Levels of Learning

<table>
<thead>
<tr>
<th>Level</th>
<th>Objectives</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Informative</td>
<td>• Information</td>
<td>Experts</td>
</tr>
<tr>
<td></td>
<td>• Skills</td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>• Socialization</td>
<td>Professionals</td>
</tr>
<tr>
<td></td>
<td>• Values</td>
<td></td>
</tr>
<tr>
<td>Transformative</td>
<td>• Leadership attributes</td>
<td>Change agents</td>
</tr>
</tbody>
</table>

Nigel Crisp: Biased Flows

North

South

Ideas/Technical
Money/Finances

People
Migration

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Mutual Exchange

Sharing/Learning

North

Ideas
Faculty-Training

South

Innovation Capacity Bldg
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Lancet Commission Launch:
Why are they so happy!
Bangladesh, April 2011
Hanoi, April 2011
Beijing, April 2011
Tokyo, September
San Francisco, September 2011
HealthProfessionals21

- Launch Worldwide - 25
- National Initiatives
  USA – IAMP, CUGH, IOM Forum
  Brazil, Peru, Lebanon, Canada, UK
  Thailand, China, Vietnam, India, Japan
- Regional Networks
  Asia 5-C network