The European Curriculum of Internal Medicine

Practical challenges of its implementation

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on behalf of the European Board of Internal Medicine
Training Requirements for the Specialty of Internal Medicine

European Standards of Postgraduate Medical Specialist Training

European Board of Internal Medicine
Brussels Feb 22, 2016

Approved Oct 2016
The European Curriculum of Internal Medicine

- Minimum requirements for training towards qualification as a specialist in internal medicine
- Individual countries can add requirements according to their needs or tradition
- No legal obligations

Three-part structure
1. Training requirements for trainees
2. Training requirements for trainers
3. Training requirements for training institutions
Implementation of the Curriculum

Survey:
  current status
  identification of barriers/gaps

European Passport

Accreditation of Training Centers

Educational On-line Platform of IM

European Exam

Faculty training programs on demand
On-line self-assessment

Document equivalence of training

→ Formal recognition at European level, if corroborated by training program director and National Authority
→ Diploma

Identify gaps in training compared to ETR

→ Guidance towards recognition at European Level
→ EBIM: identify common themes and provide educational material
Knowledge-based competencies: Clinical presentations and diseases (Appendix C)

- Clinical presentations and diseases that each internist should be able to diagnose and treat independently

- Clinical presentations and diseases for which the internist should be able to initiate a diagnostic and therapeutic plan, but where timely (sub)specialty consultation or referral is warranted

Knowledge-based competencies: Procedures (Appendix C)

- **Mandatory** procedures which all internists must be able to do
- **Optional** procedures which internists may require supervision when doing
Milestones and related EPA’s

- Milestones for internal medicine years 2 and 5 are provided (Appendix D)

- After completion of 2 years of an internal medicine training programme, the common trunk is completed
  - the trainee/internist should have achieved competency in the basic areas of internal medicine as defined by the milestones of year 2 and linked EPA’s

- The end of year 5 completes the minimum duration of a training programme in internal medicine
  - and the trainee should have achieved the competencies of an internist as defined by the milestones of year 5 and should be entrusted according to the linked end-of-training EPA’s
Accreditation of Training Centers

- Recognition by the National Authority
- On-line self-evaluation
- Co-signed by Program Director and formal representative(s) of Trainees

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**Self-evaluation form for the Accreditation of Training Centres in Internal Medicine in Europe**

1.1 Name of Training Centre:

<table>
<thead>
<tr>
<th>University affiliation</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of University:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Total number of beds for the entire hospital:

<table>
<thead>
<tr>
<th>Total number for all inpatient medical specialties:</th>
</tr>
</thead>
</table>

2.1 Related Hospitals or Institutions involved in the training program

<table>
<thead>
<tr>
<th>Name of Hospital/Institute:</th>
<th>City:</th>
<th>Number of inpatient beds:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Hospital/Institute:</td>
<td>City:</td>
<td>Number of inpatient beds:</td>
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</tr>
</tbody>
</table>

*Level*: University (U), Teaching non-university (T) or District (D) hospital
Training requirements for trainers

- Levels of trainers
  - Director of the training programme
  - Educational supervisor
  - All physicians practising in a teaching hospital

- Process for recognition as trainer
  - Requested qualification and experience
  - Core competencies for trainers

- Quality management for trainers
Training requirements for training institutions

- Process for recognition as training center
  - Requirements for staff and clinical activities
  - Requirements for facilities and equipment

- Quality management within training institutions
  - Accreditation
  - Clinical governance
  - Manpower planning
  - Regular report
  - External auditing
  - Transparency of training programmes
  - Structure for coordination of training
  - Framework of approval
Educational Strategy

Act as guide;

Self-directed learning is emerging as the foremost educational method’ >80% physicians go to internet to locate medical information

Didactic presentations, distribution of printed material are largely ineffective in changing physicians practice and performance.

Questions arising from interacting with patients contextualise learning and triggers self-directed learning.

Competency refers to the ability to effectively find and translate high-quality knowledge into practice to positively impact patient outcomes.
On-line Community of Practice

EBIM Educational and Learning Center

**E-platform** of Professional Competence development for Internal Medicine

**Point of care information** that easily integrates in clinical practice

- comprehensive summaries based on systematic assembly of evidence (links)
- ‘filtered’ high quality evidence i.e. evidence-based synopsis based on systematic reviews and clinical practice guidelines
- decision support tools
- translate data into set of actions that follow the natural thought flow of physicians from diagnosis to treatment

**Education ‘on demand’**; use of just-in-time, (solving doubt about clinical management of a patient that a physician can apply in real time)

- clinical vignettes to understand the clinical applicability of evidence
  - FOAM Free Open Acces Meducation (EMCrit), comprising of blog and series of podcasts
  - kidney podcast
  - WikiEM

Public Academy

- diagnostic challenges/reasoning
- gamification
- webinars/podcasts
- links to open sources educational material
Hi Rijk,

Sharpen your clinical reasoning with today's cases from adult medicine, primary care, and pediatrics.

Good luck!

**ADULT**

**66-year-old man with encephalopathy**

Author: Dr. Zaven Sargsyan, Physician, Baylor

Editor: Dr. Reza Manesh, Physician, Hopkins

2 symptoms, 1 medical history, 1 other finding, and 2 diagnostics are currently hidden.
EHA Campus
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ehacampus.ehaweb.org

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European Advanced School of Internal Medicine
Saturday, 24 November, 2018 - 09:30 to Monday, 26 November, 2018 - 17:30

Faculty training
- programs on demand
- feedback
- EPA/WBA
- curriculum design
- Teaching on the run
A European Diploma examination in internal medicine was launched in 2006 and was discontinued in 2008 due to poor attendance. The examination was neither compulsory nor recognized by their national authorities. A survey carried out by the Young Internists Subcommittee of EFIM revealed that trainees did not feel the need to sit for the examination. Nearly all of those who responded said that they would apply to take the exam if it was endorsed by their national society. Relaunching the European Diploma examination in internal medicine should be seriously considered.
ESIM Summer 2019 - Ede, the Netherlands

Sunday, 23 June, 2019 - 14:30 to Saturday, 29 June, 2019 - 15:30
Event Type: Schools

www.esim2019.com

EUROPEAN SCHOOL OF INTERNAL MEDICINE Summer 2019
Internal medicine in Harmony
23 June - 29 June 2019 Akoesticum, Ede, The Netherlands
Internal Medicine in Harmony

Saxophone workshop

History and Internal Medicine

The art of presenting science

Verbal and Non-verbal Communication in presenting “how to convince your audience’

Clinical Case Presentations

Workshops

Inter- and intra-professional collaboration

Patient and family’s goals and preferences

Clinical evidence and expertise

Biological, psychological and sociological context

SDM