

Medical Education: A Challenge in the Twentieth Century XXI

Educação Médica: Um Desafio no Século XXI

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Medical Education (Training), in the pre-graduate, post-graduate, continuous and professionalization strands, is one of the fundamental pillars for the practice of Medicine, inter-professional relationships, and for the fulfillment of the goals of a better and more sustainable Health. It is in constant technical-scientific evolution, integrating innovation, competency-based teaching, active learning, new methodologies and technologies. It responds to the challenges of teaching, training, technical-scientific updating and clinical practice of established or new diseases and health conditions. This requires an adequate and structured curriculum, in the light of a Biopsychosocial Health Model. In this model are determinants: Person-centered Health Care (based on its Added Value), Health Outcomes, Health Promotion, Disease Prevention, Diagnosis and Therapeutics, Rehabilitation, Retraining, Palliation, Quality of Life and the subjective Patient's Perception / Perspective of the real impact of their health state/condition [evaluated through Patient-Reported Experience Measures (PREMs) and Patient-Reported Outcome Measures (PROMs)].

The promotion of Educational Quality is a requirement for the fulfillment of the mission and objectives of Medical Education. The existence of a National Program for the Planning of Quality Continuing Medical Training reveals its importance.

In a generic and more common way, professionalizing Medical Education (Training) begins in the pre-graduate university higher education cycle and continues in the postgraduate cycle to obtain a specialist title, later remaining in the continuous medical education. As such, it is essential to have a continuous interconnection between undergraduate medical education under the responsibility of the Medical Schools (these beneath the supervision of the Ministry of Education, Science and Innovation), and the

post-graduate training, given by different institutions (under the Ministry of Health), in connection with the Portuguese Medical Order and their Specialty Colleges (these responsible for the specific training program in medical internship and other programs in continuing medical education and in professionalization). Instituting and promoting close collaboration between Higher Education policies and the policies of the Ministry of Health, with the participation of the Portuguese Medical Order, the Medical Academy and in partnership with ANEM (National Association of Medical Students) and the Medical Scientific Societies is fundamental. To this end, the Portuguese Medical Order created the Medical Technical-Scientific Forum (ForTem), in a collaboration protocol with the Medical Schools and Medical Scientific Societies, signed in Lisbon, on the 04.07.2024. This initiative of the Portuguese Medical Order (with the direct participation of the specialty, subspecialty and competence colleges), brings together on a single platform the technical-scientific medical organizations, that most promote, develop and disseminate science, knowledge and medical practice in Portugal. It aims to create and enlarge scientific, technical and formative debate and reflection. The role of Medical Scientific Societies is very important and its partnership with the Portuguese Medical Order Specialty Colleges must be outstanding.

In a succinct and generic way, it is up to the Government Institutions of Higher Education to regulate the number of admissions to the cycle of studies in Medicine, the Portuguese Medical Schools network of training and the national competition for access to Higher Education; it is up to the Ministry of Health to define the number of vacancies for the entrance exam to the Medical Internship and the creation of the postgraduate training network. At the same time, and in collaboration, the Portuguese Medical Order

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provides a map of vacancies to the National Council of Medical Internship, meeting the criteria of aptness and training capacity, defined by the Specialty Colleges and executed by the Services. After approval of the vacancy map for medical specialties, in conjunction with the Central Administration of Health Systems, the opening of the contests procedure(s) for access to the Medical Internship takes place.

It is necessary to identify which strategies and lines of Education / Training generate the most value for medical students and doctors. In this way, doctors will also be more valued because of their knowledge, qualifications, skills and performance and generate more value for the patient, in the exercise of research activities, public health and clinical practice, fulfilling their medical mission.

All the above considerations apply to Physical and Rehabilitation Medicine / Physiatry in Under-graduate Education, Post-graduate Education, Technical-Scientific Training, Continuing Education, Clinical Practice and Research (in the basic, but namely in translational and clinical aspects).

All the actions below are fundamental for the pronouncement, growth and for the best PRM/Rehabilitation care to patients, with functional limitation and transient or permanent disabilities:

- Teaching Physical and Rehabilitation Medicine (PRM) / Physiatry at the undergraduate level, with more qualified teachers and its own syllabus (curriculum);
- Spread about PRM knowledge and mode of action among pre- and post-graduate levels, which benefits (future) medical interdisciplinary relations and the capture of more young doctors for the PRM Medical internship;
- Updating of the training program in the PRM Specialty Medical Internship;

- Attractiveness of doctors for PRM Services.
- Instruction of training tutors in the medical PRM Internship;
- Educational partnerships between the Portuguese Medical Order/College of PRM, the Academy (namely the Medical Schools), the Portuguese Society of PRM and other institutions;
- Continuous theoretical and practical medical education for the development of PRM knowledge, performance and competence.
- Close relations with UEMS PRM Section and Board, European Society of PRM and European Academy for the achievement of common European PRM standards in science, education, training, knowledge and clinical practice;
- Relations with other national and international medical or health organizations, scientific societies, professional associations and patient's associations (namely disability ones).

These actions will support patients who benefit and have the right to access Physical and Rehabilitation Medicine-Physiatry and integrated, multiprofessional, inter-multidisciplinary and multimodal rehabilitation, under the coordination of a PRM Physician, and through all the clinical pathways and levels of health care.

Thus, fulfilling the aims of the World Health Organization (WHO), namely those explicit in the document "Rehabilitation 2030-a call for action" and the 2023 WHO General Assembly Resolution "Strengthening rehabilitation in health systems".