The Cambridge Medicine Course

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Clinical Dean
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1. Course Aims
Teaching You to Be Exceptional Doctors
GMC guidance  http://www.gmc-uk.org/education

For all doctors

For medical students

For medical students

For medical students and doctors in training
Cambridge Medicine Mission Statement

Evidence-based education in a research – rich environment

The University of Cambridge School of Clinical Medicine aims to provide leadership in education, discovery and healthcare. The School will achieve this through: inspirational teaching and training, outstanding basic and clinical research and integration of these to improve medical practice for both individual patients and the population.

The School will:

through inspirational teaching and training, educate individuals who
• will become exceptional doctors or biomedical scientists
• combine a depth of scientific understanding with outstanding clinical and communication skills
• demonstrate a caring, compassionate and professional approach to patients and the public
and
• are equipped to become future international leaders of their profession.

Doctor as scientist, scholar, practitioner and professional
Medical education in Cambridge

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2. Course Structure
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Pre-Clinical

• Rigorous grounding in medical sciences
  o Eg Anatomy, pharmacology, pathology
  o Eg Medical sociology
  o Eg Psychology
  o Eg Epidemiology, evidence-based medicine

• Introduction to clinical work
  o Preparing for patients
Pre-Clinical Teaching

• Heavily-timetabled

• Lectures

• Practicals
  - Includes dissection

• Seminars

• Small group supervision
Pre-Clinical Course Review

• Changing balance of course
  o More focus on clinically-relevant sciences

• Use of more clinical examples to illustrate pre-clinical science
The Part 2

• Choose a subject to study in depth

• Research project or dissertation

• Often in a traditional biomedical subject

• Or a more social science, eg anthropology, sociology

• Or a subject not related to medicine, eg engineering, language
The Part 2 – Teaching Style

- Less timetabled
- In-depth reading
- Research
- More appraisal, analysis, thinking around subject
  - Very useful transferable skills
The Clinical Course

• Well-prepared
  o Excellent scientific skills
  o Excellent analytic skills

• Use this basis to become exceptional doctors
We’ll teach you to be exceptional doctors
What is an exceptional doctor?
Exceptional Scientists

• Application of your scientific knowledge to real patients

• Medical disorders
  o The underlying pathology
  o How to diagnose them
  o How to investigate them
  o How to treat them
Exceptional Clinicians

• Exceptional communication skills

• Exceptional examination skills

• Exceptional practical skills
Exceptional Professionalism

- Professional attitudes
- Patient safety
- Teamwork
- Leadership
- Ethical understanding
Exceptional Learners

• Medicine involves life-long learning
  o Cambridge graduates do very well at postgraduate exams

• We’ll help you transition to being postgraduate learners
  o Better self-directed learning skills
Caring Doctors

• By example

• Not just saving lives

• Improving the quality of life

• Palliative care

• Compassion, empathy, listening, biopsychosocial
Culturally-Competent Doctors

• Able to serve all the population we work with
  o More than decolonising the curriculum

• Understanding of how discrimination and disadvantage affect health
  o And health seeking

• Health for All / Doctors for All
The Spiral Curriculum

• Year 4: Core Clinical Practice
  o History taking and clinical examination
  o Learn the basics about common disorders
  o One student selected component

• Year 5: Clinical Specialties
  o In-depth knowledge about the main specialties
  o Three student-selected blocks, including elective

• Year 6: Preparing for Clinical Practice
  o Four senior blocks
  o Apprenticeship
Teaching

- Lectures
- Small group tutorials
- Very small group clinical supervisions
- Online learning resources
  - Blended with interactive in-person teaching
- Peer-peer learning

- CLINICAL PLACEMENTS
Clinical Placements

• In hospitals / GP practices / community trusts

• Learn how to be a doctor
  o See how clinicians and clinical teams work
  o Spend time with patients

• Gradual shift in what you’ll do:
  o Start with learning basics of history and examination
  o Develop practical skills
  o Ends with an apprenticeship
Themes through the Three Years

- Clinical communication skills
- Practical skills
- Professionalism, ethics and law
- Public health
- Palliative care
Health for All

• Medicine is not just for people like me
  o Doctors
  o Patients

• At Cambridge Clinical School we are committed to fighting discrimination and injustice
Health for All

- Teaching needs to be relevant to all our patients
- We teach our doctors about discrimination, harassment and its effects
- We think about all types of inequality
  - More than decolonising the curriculum
- International justice
  - Including climate justice
- Justice and safety for our students
  - And potential students
Medical school (or any university course) can be stressful

This is a time of peak onset of mental health problems

Our doctors need to be healthy to be exceptional

Well-developed multi-tiered welfare support:
  - Colleges
  - Sub-Dean for Welfare
  - Clinical School Mental Health Service
The Clinical Course - Conclusions

• Modern, state-of-the art teaching

• To produce exceptional doctors:
  o Scientific knowledge and research skills
  o Communication skills
  o Clinical skills
  o Care and compassion
3. Being a Doctor
Lots of Variety

• Specialist vs general vs population-level

• Medicine vs surgery

• Different age groups

• Holistic/communication experts (psych, GP)

• Lab experts (pathology)
Lots of Variety – Non-Clinical

- Research
- Teaching
- Leadership and management
- Medical engineering
- Entrepreneurialism
- Any combination
Clear & Fair Training Pathway

• Foundation Years (2 years)

• Core training (2-3 years)
  o Usually exams

• Higher specialist training (3-7 years)

• Consultant (GP)
Research Training Pathway

• Take time out for research

• Specific jobs at each training stage with protected research time
Out of Programme Experiences

- Teaching fellowships
- Super-specialist fellowships
- Working abroad
- Career breaks
Job Benefits / Sacrifices

- Good job security
- Good income
- Respect from the public
- Good opportunities to work less than full-time
- Hard work
  - Like any professional job
Being a Doctor - Conclusions

- Lots of flexibility
- Clear training pathways
- Good terms and conditions
4. Why Cambridge?
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Why NOT Cambridge?

• Posh, elitist and white
  o Very diverse

• Old-fashioned teaching
  o State-of-the art, trend-setting teaching

• Focused on pure science
  o Large focus on communication and being caring

• An uncaring exam factory
  o Excellent pastoral support, eg colleges

• 6 year course too expensive
  o Extra year’s bursary, College support
The Best Things about Cambridge Medicine

1. Excellent scientific grounding

2. Amazing research opportunities

3. The extra tier of support from colleges:
   - Teaching
   - Pastoral

4. The drive to be the best course in every way
• THANK YOU