



Library



Skills teaching



Sherwood Room

The Cambridge Medicine Course

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Clinical Dean



The Deakin Centre



General Practice



E-Learning suite

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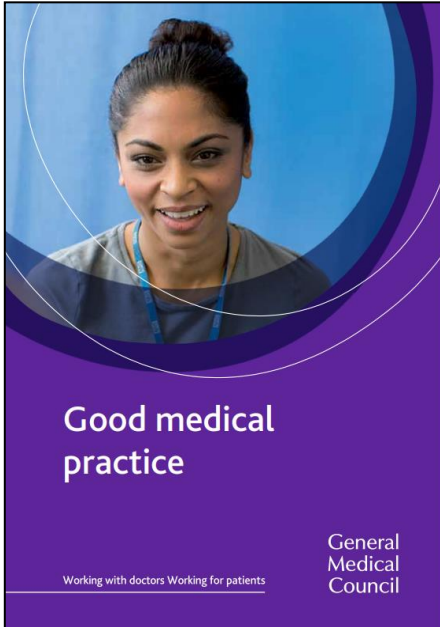
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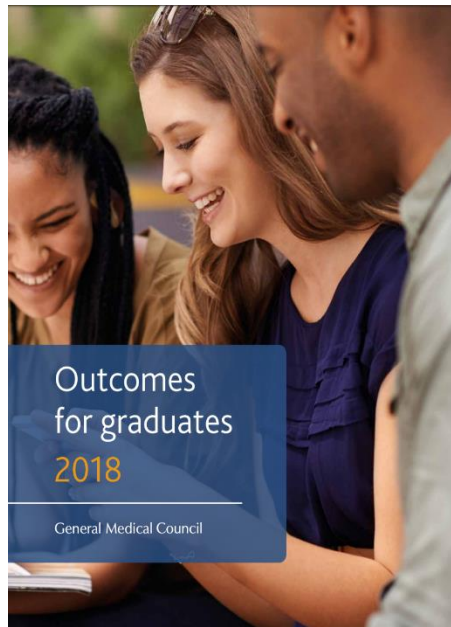
1. Course Aims

Teaching You to Be Exceptional Doctors

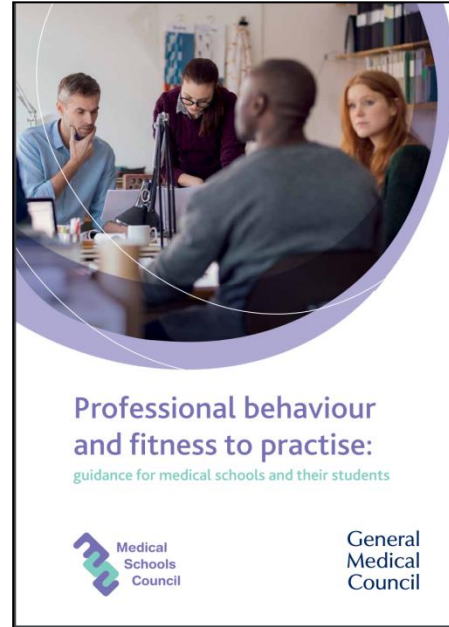




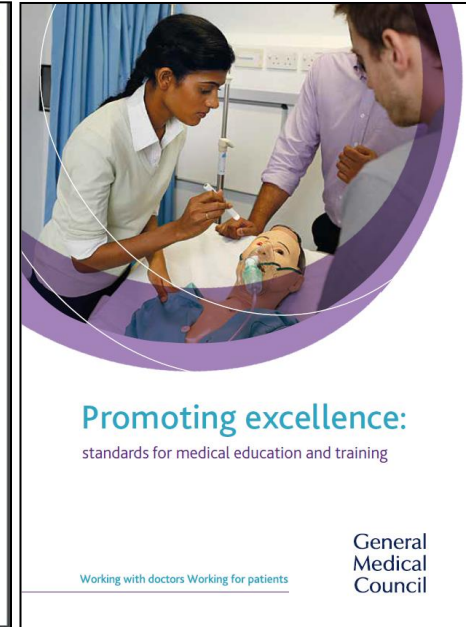
For all doctors



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

Evidence-based education in a research – rich environment

EXCEPTIONAL DOCTORS

The University of Cambridge has a long history of leadership in education and research. We 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:

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Doctor as scientist, scholar, practitioner and professional

2. Course Structure

Year 1	PRE-CLINICAL
Year 2	
Year 3	PART 2 (CHOICE)
Year 4	CLINICAL
Year 5	
Year 6	

Pre-Clinical

- Rigorous grounding in medical sciences
 - Eg Anatomy, pharmacology, pathology
 - Eg Medical sociology
 - Eg Psychology
 - Eg Epidemiology, evidence-based medicine
- Introduction to clinical work
 - Preparing for patients

Pre-Clinical Teaching

- Heavily-timetabled
- Lectures
- Practicals
 - Includes dissection
- Seminars
- Small group supervision

Pre-Clinical Course Review

- Changing balance of course
 - 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
 - Excellent scientific skills
 - 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
 - The underlying pathology
 - How to diagnose them
 - How to investigate them
 - 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
 - Cambridge graduates do very well at postgraduate exams
- We'll help you transition to being postgraduate learners
 - 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
 - More than decolonising the curriculum
- Understanding of how discrimination and disadvantage affect health
 - And health seeking
- Health for All / Doctors for All

The Spiral Curriculum

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

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

- **Year 6: Preparing for Clinical Practice**
 - Four senior blocks
 - 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
 - See how clinicians and clinical teams work
 - Spend time with patients
- Gradual shift in what you'll do:
 - Start with learning basics of history and examination
 - Develop practical skills
 - 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
 - Doctors
 - 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

Student Welfare

- 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:
 - Scientific knowledge and research skills
 - Communication skills
 - Clinical skills
 - 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)
 - 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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Doctor as scientist, scholar, practitioner and professional

Why NOT Cambridge?

- ?Posh, elitist and white
 - Very diverse
- ?Old-fashioned teaching
 - State-of-the art, trend-setting teaching
- ?Focused on pure science
 - Large focus on communication and being caring
- ?An uncaring exam factory
 - Excellent pastoral support, eg colleges
- ?6 year course too expensive
 - 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