



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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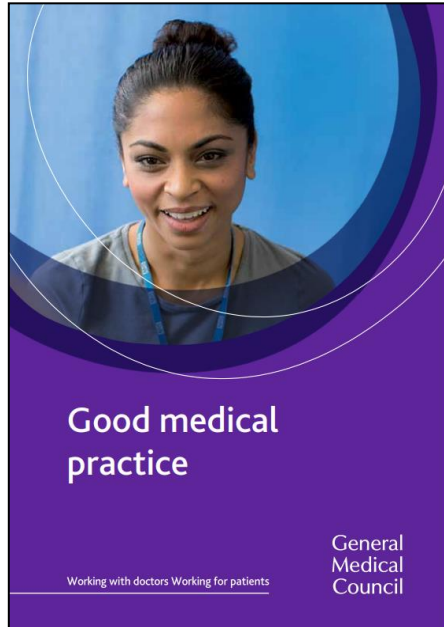
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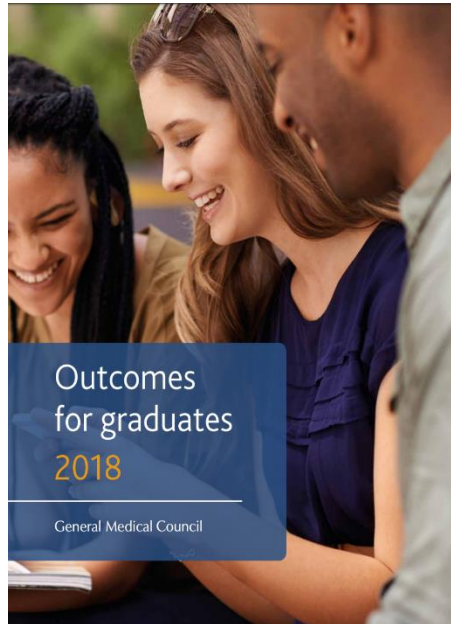
1. Course Aims

Teaching You to Be Exceptional Doctors

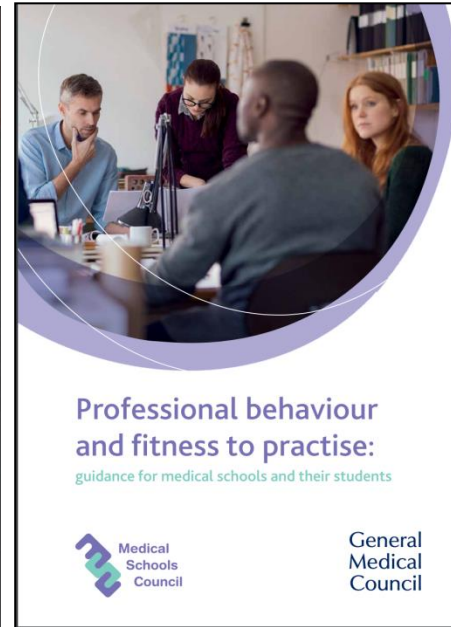




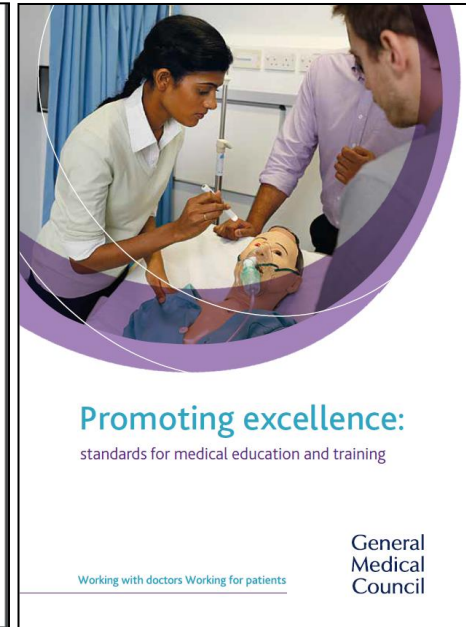
For all doctors



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

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

EXCEPTIONAL DOCTORS

through inspirational teaching and training, educate individuals who

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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?

Medical education in 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