

# DESIGN OF A NEW POST GRADUATE DIPLOMA IN FAMILY MEDICINE SOUTH AFRICA

**Stellenbosch University**  
**South Africa**



# OUTCOMES

- Rationale
- Overview of the design process followed
- Overview of the content, learning outcomes and teaching methods

# EFFECTIVE HEALTH SYSTEMS

## World Health Organisation

- “Primary Health Care should still be the foundation of effective Health Systems” 2008

World Health Organization. The World Health Report 2008: Primary Health Care - Now more than ever. Geneva: WHO, 2008.

## World Health Assembly

- “Successful PHC systems usually involve a primary care doctor with postgraduate training in family medicine or general practice” 2009

World Health Assembly. Resolution 62.12: Primary Health Care, Including Health Systems. Geneva: 62nd World Health Assembly, 18 - 22 May 2009.

# UNIVERSAL COVERAGE AND HEALTH INSURANCE

## ■ India

- NHI policy commitment 2011, plans to implement at hospital level

## ■ South Africa

- NHI policy commitment 2011, NHI pilot districts

# RATIONALE

- Successful PHC systems usually involve a **primary care doctor with postgraduate training** in family medicine or general practice. These graduates should be **person-centred comprehensive generalists**.
- But PHC is often **neglected**, by inadequately resourced, trained and scarce health workers

# DELIVERY OF PRIMARY HEALTH CARE

## India

- Variety of options (GPs, doctors, AYUSH, nurses, ASHA, registered medical practitioners)

## South Africa

- 80% Nurse led primary care, access to doctor

# NUMBER OF DOCTORS

	Number of medical schools (Population in millions per medical school)	Outputs (new doctors/year)	Medical Practitioners* /10000 population	Family Physicians/ 10000 population	Nurses and midwives /10000 population
South Africa	9 (5.9)	1300	3.7	0.1	51
Brazil	242 (0.8)	21395	19	0.2	76
India	398 (3.1)	52305	7	-	17
China	980 (1.4)	192344	14	1.2	51

\* Not specialists

# TRAINING OF PRIMARY CARE DOCTORS

## India

- Only undergraduate public health exposure, a few postgraduate 3year training programmes (200 places)

## South Africa

- Undergraduate primary care exposure, internship, 4year MMed for family physician



# CHINA , SOUTH AFRICA, INDIA AND BRAZIL



**Mash R, Almeida M, Wong W, Kumar R, Von Pressentin K. The roles and training of primary care doctors: China, India, Brazil and South Africa. Presentations at The Network: Towards Unity For Health, Fortaleza, Brazil, 2014. Submitted Human Resources For Health**

## Why is this important?

- The four represented countries contribute to 2.85 billion people..... 40% of the world's population
- Delivering of primary health care in these countries would have a major impact on health.... globally

## FUTURE DIRECTIONS

- In SA a national process is underway between all medical schools to introduce a revised 2-year PG-National Diploma to up-skill the existing pool of PC doctors

# CAREER PATH: PRIMARY CARE DOCTOR :S.AFRICA

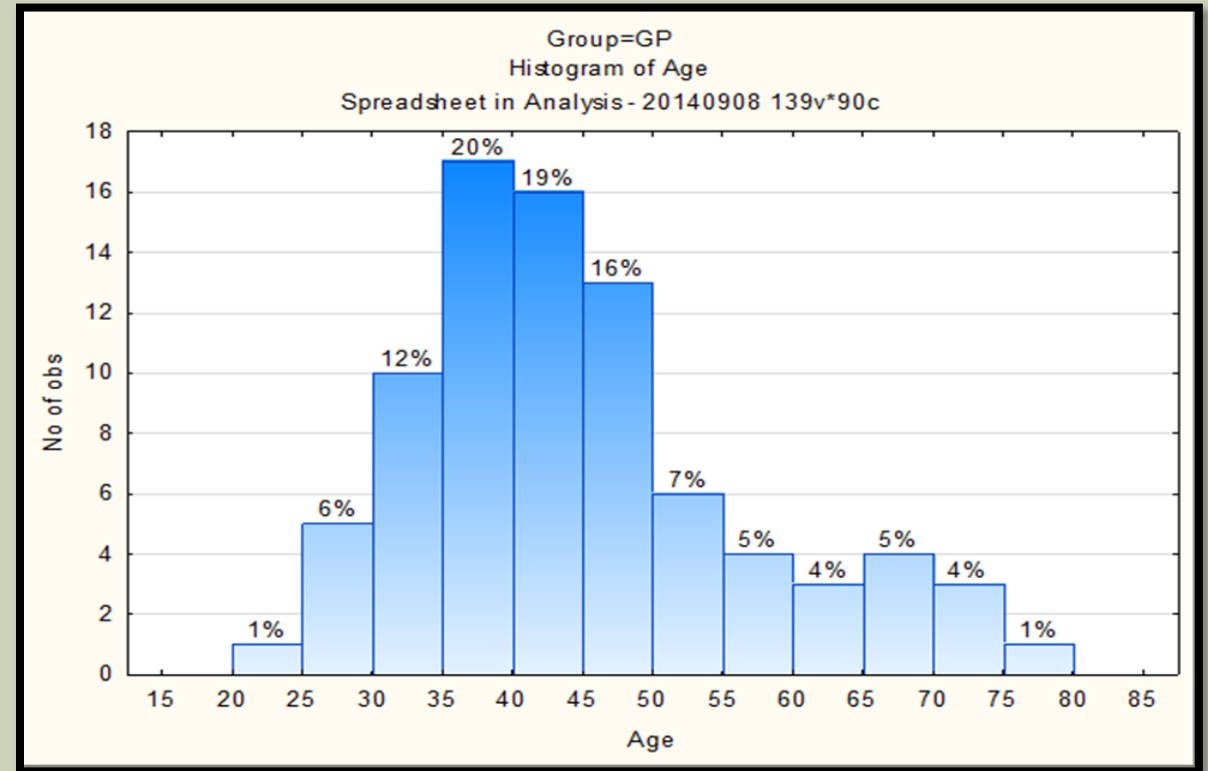
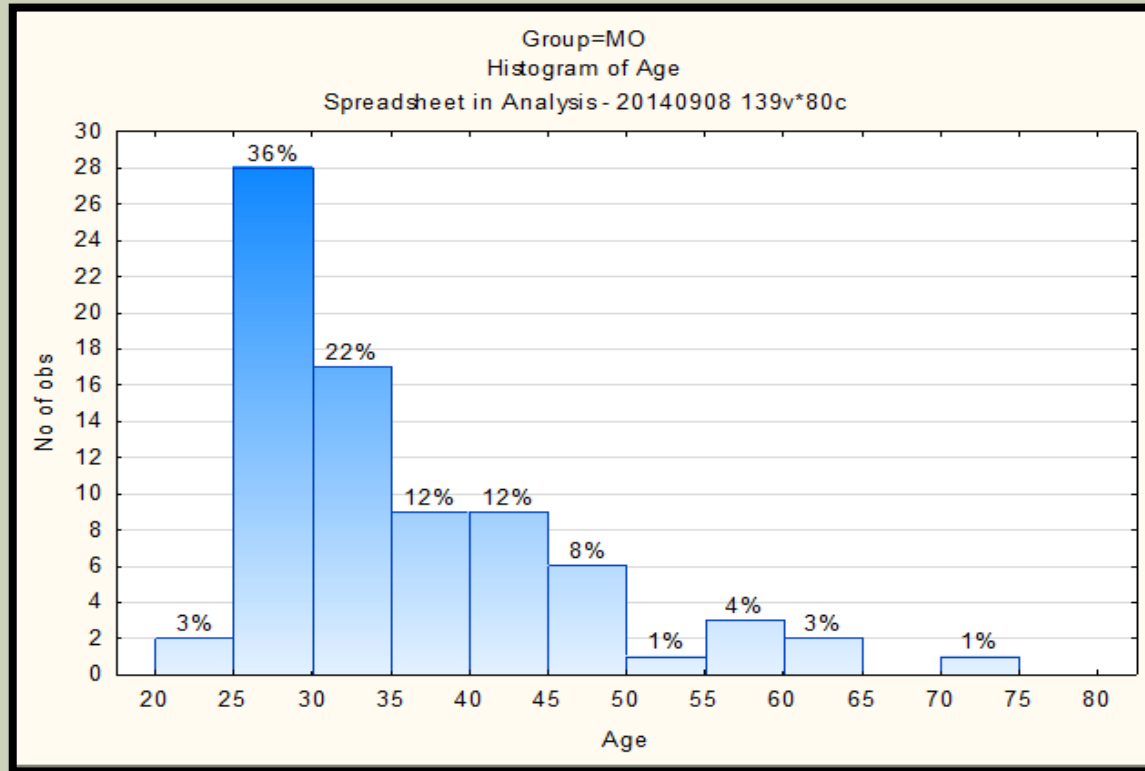
**Medical  
student**

**Intern**

**COSMO**

**General  
practitioner**

# AGE OF GENERAL PRACTITIONERS



# PRIMARY CARE DOCTORS



**Primary care doctors (18000)**

**Family physicians (500)**

**Revitalised  
primary care**

**Universal  
coverage**

**National health  
insurance**

# AIM

Designing, developing and implementing a national Diploma level training for existing primary care doctors, from either the private or public sector, to enable them to better support the ward-based primary care teams and to offer services commensurate with the government's PHC revitalisation programme

## New nationally designed Postgraduate Diploma in Family Medicine

POSTGRADUATE DIPLOMA IN FAMILY MEDICINE  
PG Dip (Fam Med)

The new diploma has been designed nationally through a process overseen by the South African Academy of Family Physicians. It is aimed at existing primary care doctors, from either the private or public sector, to enable them to expand their knowledge and skills in areas relevant to primary care. The programme aims to enhance the quality of general practice by capacitating primary care doctors to fulfil their roles as competent clinicians, change agents, collaborative practitioners, capability builders, critical thinkers and community advocates in the future South African primary health care system.



### COURSE CONTENT AND DURATION

This is a 2-year programme with a modularised curriculum (4-6 modules) and a blended approach which will involve campus-based teaching, web-based teaching and work-place based peer learning. During the course of the programme the doctor must work in a clinical setting appropriate to the practice and learning of family medicine, for instance a general practice, community health centre, clinic or district hospital.

### ADMISSION REQUIREMENTS

For admission to the Postgraduate Diploma in Family Medicine programme a student must hold a MB, ChB degree, or equivalent qualification deemed to be of an adequate standard, and must be registered with the Health Professions Council of South Africa or with an equivalent licensing body in the country where s/he is practicing.

Application forms can be downloaded from the relevant universities. See contact details below

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The development of a new national postgraduate Diploma in Family Medicine is one of the goals of the project "Strengthening primary health care through primary care doctors and family physicians" that has been conducted with the financial assistance of the European Union. The contents of this document are the sole responsibility of the authors and can under no circumstances be regarded as reflecting the position of the European Union.



# CURRENT DIPLOMAS

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Stellenbosch University

A blue arrow pointing towards the right.

College of Family Physicians

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University of KwaZulu Natal

A brown arrow pointing towards the top right.

University of Cape Town

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Pretoria University



# FUTURE DIPLOMAS

Stellenbosch University

University of KwaZulu Natal

University of Cape Town

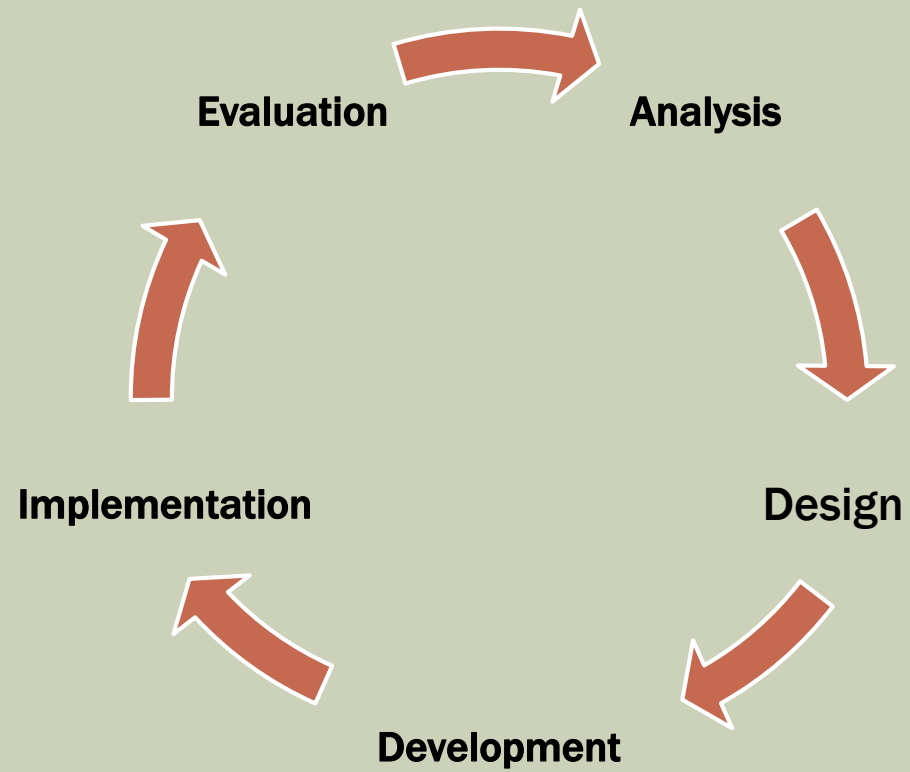
Pretoria University

New programmes (FS, Wits, SMU, WSU)

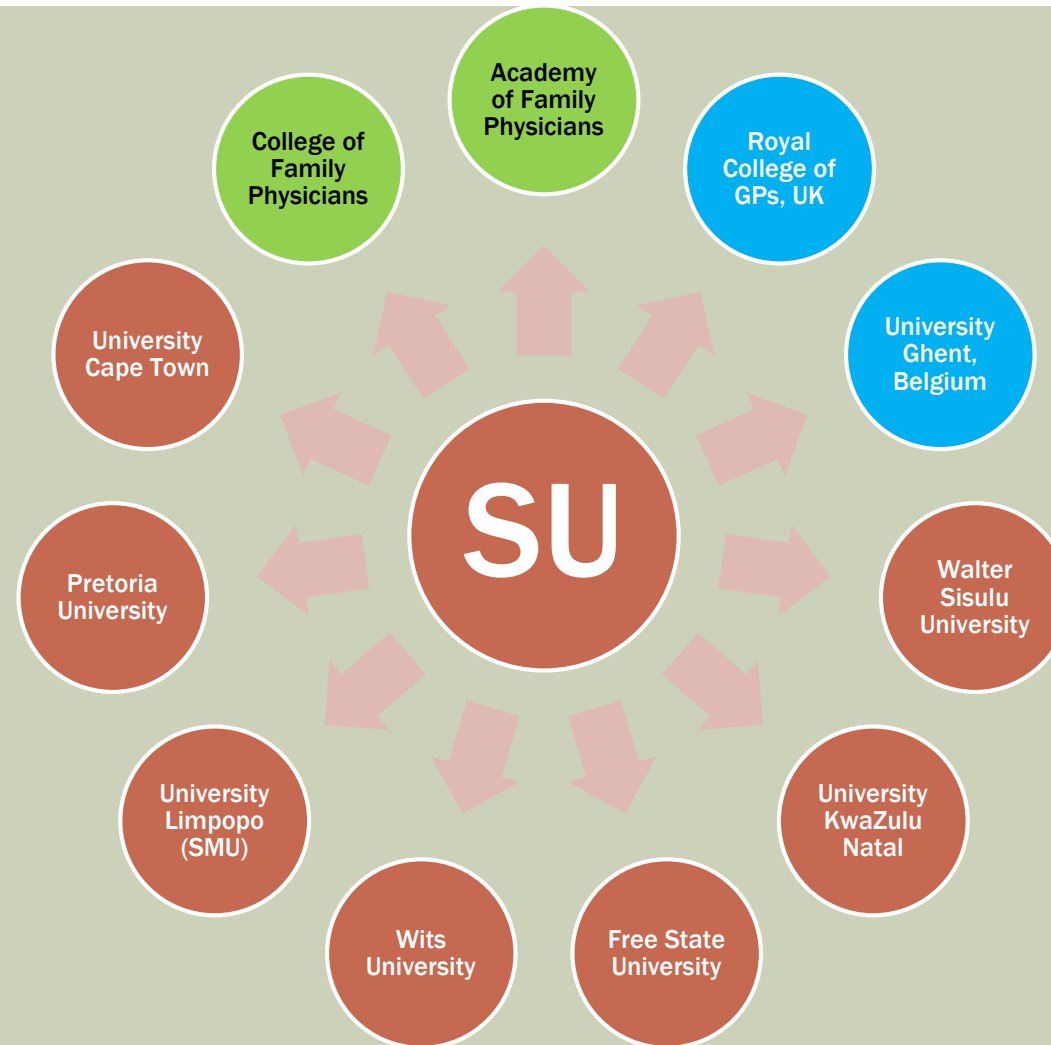
Going to scale with  
postgraduate training  
opportunities for primary care  
doctors

Aligned with national learning  
outcomes

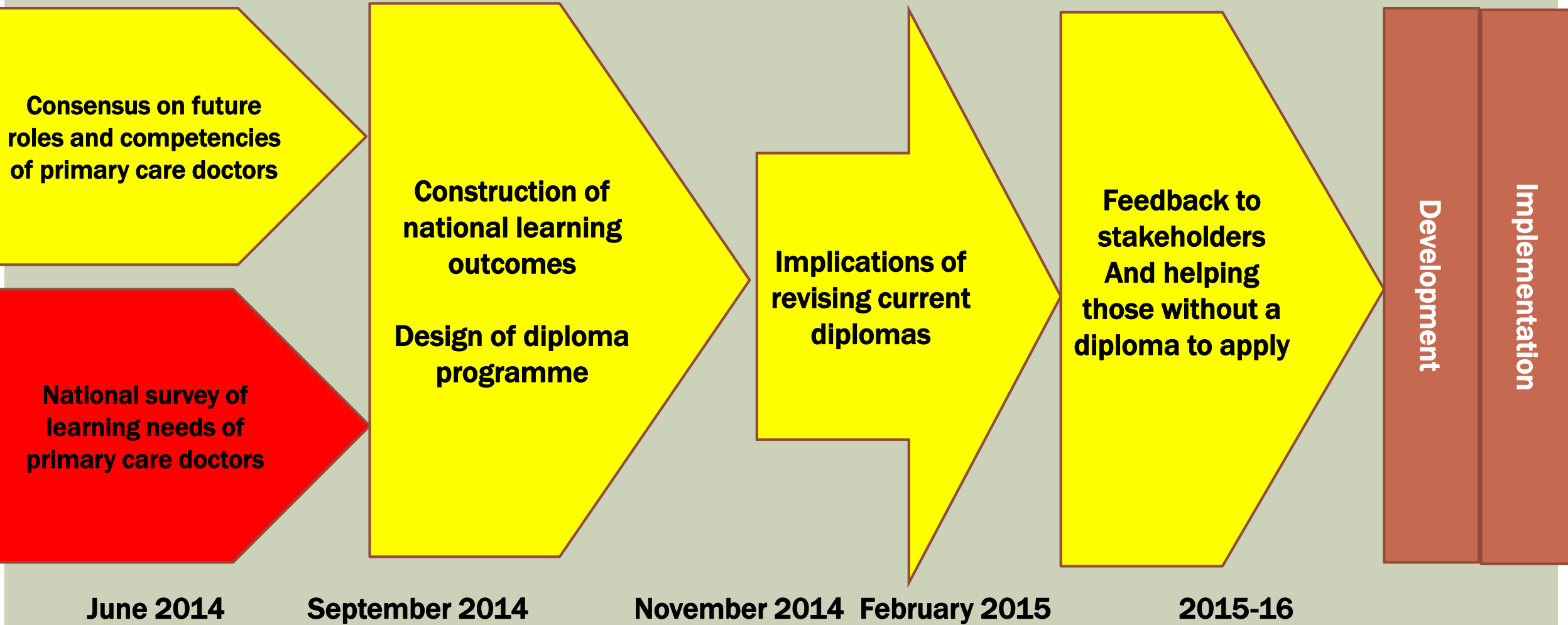
# OVERVIEW OF THE PROCESS



# PROJECT CO-APPLICANTS AND ASSOCIATES



# DESIGN PROCESS



# DESIGN AND DEVELOPMENT

## Design workshops

- Roles and competencies
- Learning outcomes
- Educational design principles



## National survey

To identify the perceived learning needs of existing primary care doctors in the public and private sectors in terms of

- awareness of key clinical guidelines,
- clinical skills and
- scope of practice

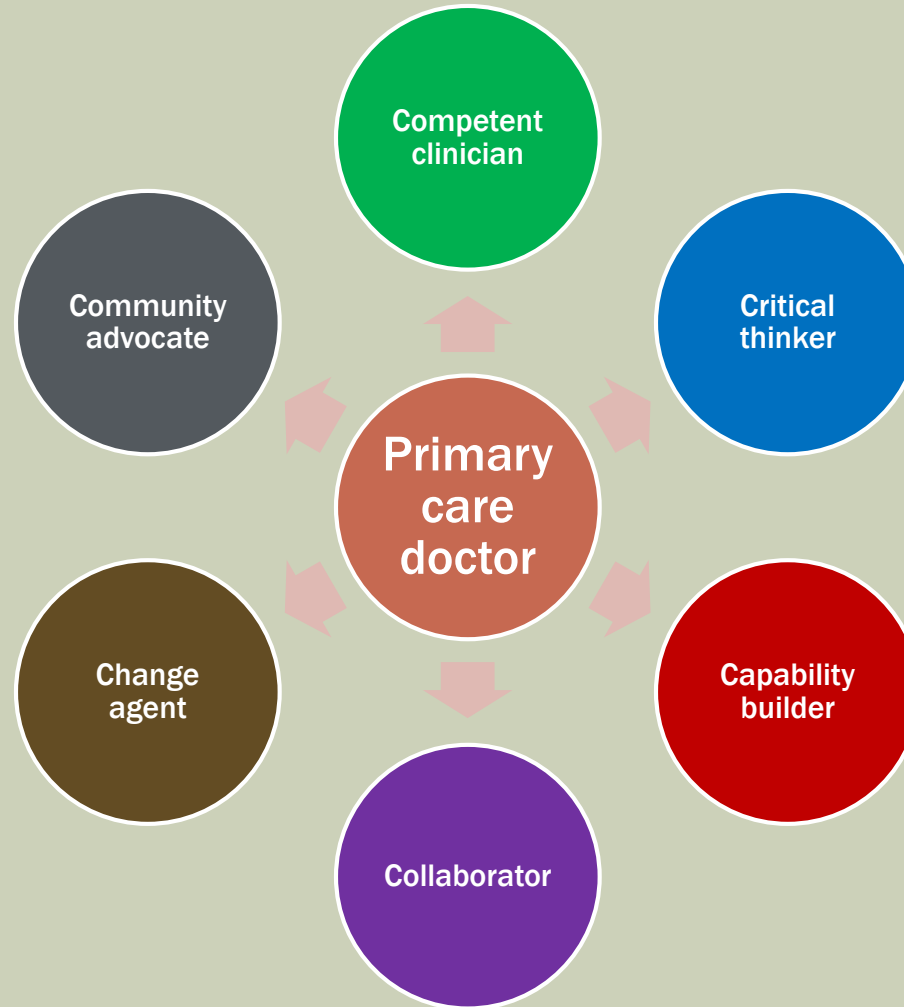






**Design workshops**

# ROLES AND COMPETENCIES





<b>Competent Clinician</b>	<b>Able to be clinically competent across the burden of disease and provide comprehensive patient-centred care</b>
<b>Collaborator</b>	<b>Able to work in a collaborative style as part of a multi-professional team</b>
<b>Critical thinker</b>	<b>Able to make sense of community data, health information, or latest evidence and plan appropriate responses</b>
<b>Change Agent</b>	<b>Able to actively contribute to the improvement of quality in the PHC services</b>
<b>Capability builder</b>	<b>Able to mentor, train or teach other members of the team where appropriate</b>
<b>Community Advocate</b>	<b>Able to think about and advocate for the health needs of the local community served by the team</b>



# DEVELOP LEARNING OUTCOMES AND EDUCATIONAL DESIGN PRINCIPLES SEPT 2014

- Designed learning outcomes for each role.
- A model for delivery of the Diploma programme
  - ❖ Teaching methods
  - ❖ Assessment
  - ❖ Training sites and trainers
  - ❖ Strategic incentives and support



# APPROACH TO TEACHING

- 2-year programme
- Modular academic programme
- Blended learning: e-learning, work place and campus-based learning
- Adult self-directed learning

# TRAINING SITES

- The doctor should be:
  - Consulting ambulatory patients
  - Providing first contact medical care
  - Working as a medical generalist
- Any public/private facility offering such exposure

# WORKPLACE-BASED LEARNING

- Peer learning
- Portfolio of learning (evidence):
  - Learning plans
  - Observations of practice with feedback
  - Logbook of performance of clinical skills
  - Assessment of portfolio

# ASSESSMENT

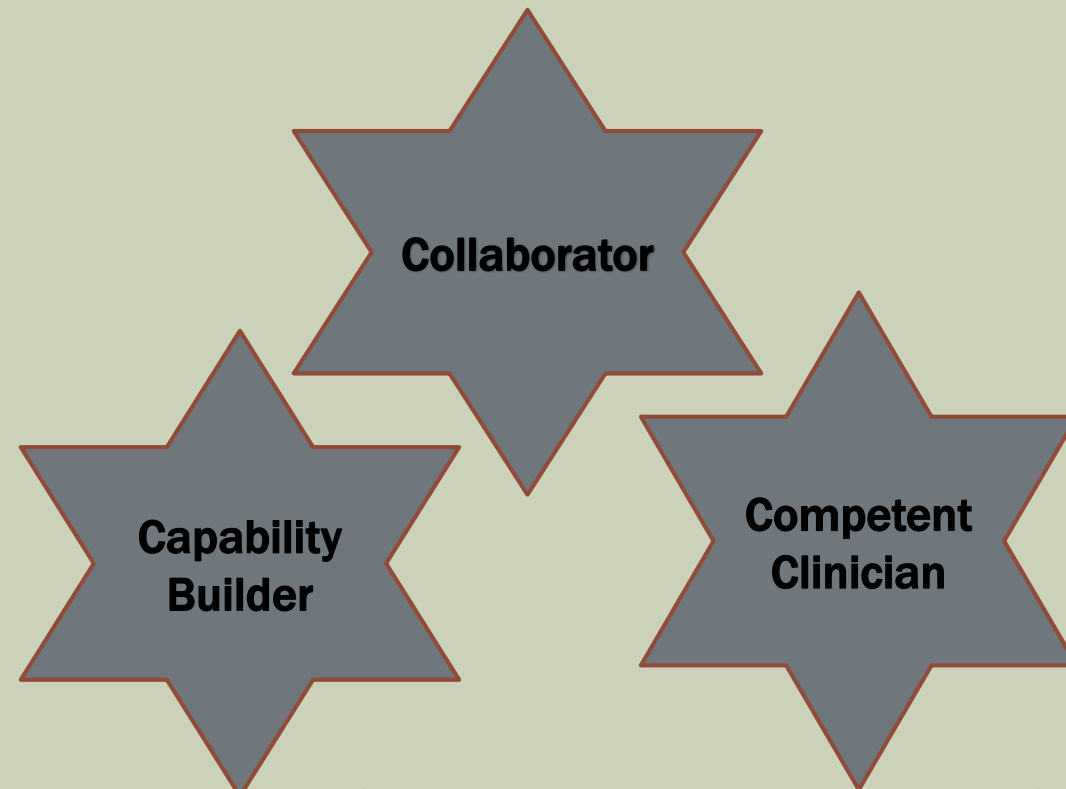
- One national exit examination
- Portfolio must be part of assessment
- There must be quality assurance of assessment
- There must be training for assessors
- Assessment must be aligned with teaching methods and learning outcomes

# SURVEY: IDENTIFIED LEARNING NEEDS

## Weakest Roles



## Stronger Roles



Malan Z, Cooke R. Mash B. The self-reported learning needs of primary care doctors in South Africa: a descriptive survey. South African Family Practice 2015;57 DOI:10.1080/20786190.2014.1002677

# Learning needs identified

## Critical Thinker

- Ability to see the bigger picture/clinical governance.
- Analyse and interpret data or evidence from facility/community or research
- Help the team with rational planning and action
- Ability to use basic statistics and have IT and data management skills

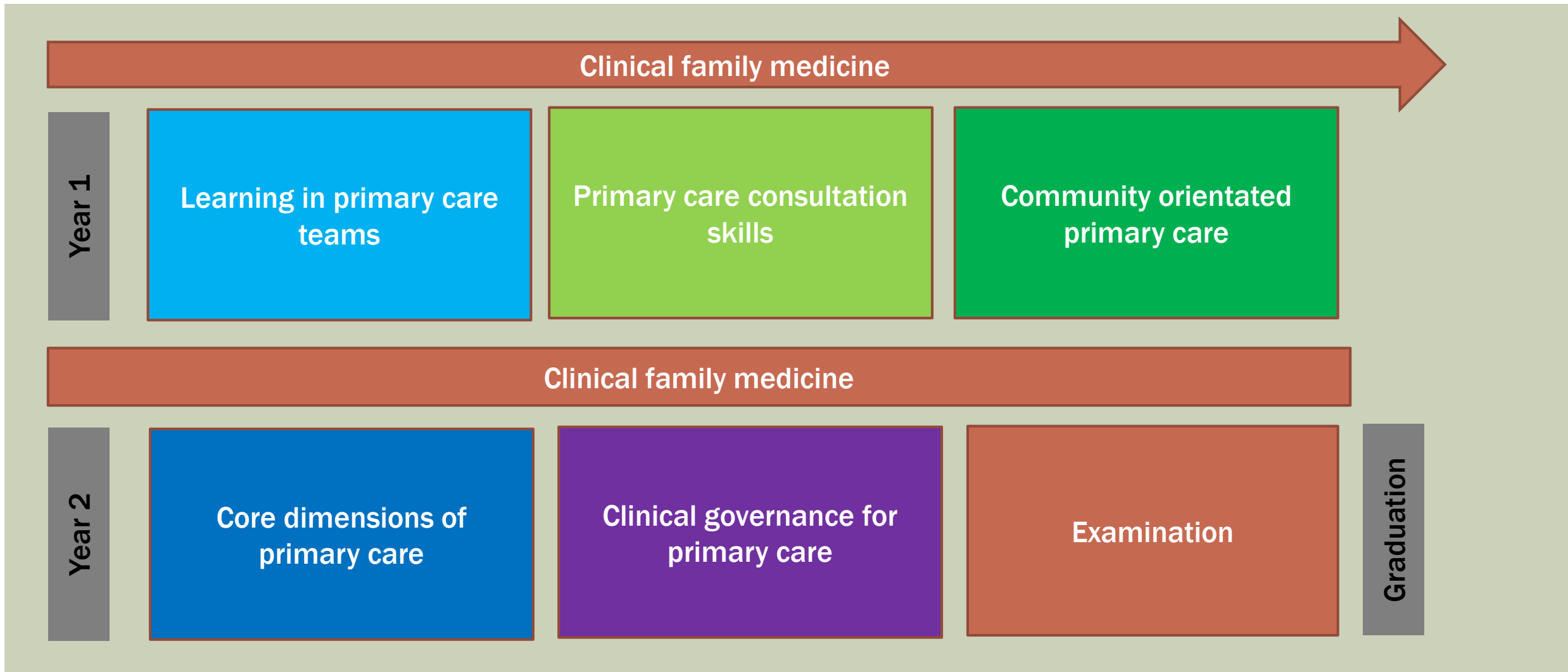
## Change Agent

- Improve quality of care and in line with policy and guidelines
- Be a role model for change
- Conduct a quality improvement cycle
- Provide leadership and innovation.
- Support aspects of corporate governance
- Assist with clinically related administration

## Community Advocate

- Understand community health and social determinants of health.(WBOT)
- Perform home visits in the community.

# EXAMPLE OF REVISED PROGRAMME





# YEAR 1 : MODULES

## ■ Learning in Primary Care Teams

This module deals with the steps of the ADDIE educational process with a focus on the educational interaction between the primary care doctor, clinical nurse practitioner and community health workers

## ■ Primary Care Consultation

This module deals with communication, counselling and consultation skills relevant to primary care consultations, including aspects of Family- Orientated Primary Care, and Ethics

## ■ Community Orientated Primary Care

This modules teaches principles of community orientated primary care and students are expected to engage with the initial steps of this process in their communities

# YEAR 2 MODULES

## ■ Core Dimensions of Primary Care

This module teaches principles of health promotion and disease prevention within the clinical context of chronic care. The management of common chronic medical disorders is covered in terms of healthcare systems relevant to primary care.

## ■ Clinical Governance for Primary Care

This module deals with the process of understanding clinical and corporate governance and the design and implementation of a quality improvement cycle in collaboration with the PHC team, and critical appraisal of guidelines.

# Links available on EU project

## Links available on EuropeAid project's page:

More on EuropeAid	<a href="http://ec.europa.eu/europeaid/index_en.htm">http://ec.europa.eu/europeaid/index_en.htm</a>
SAAFP news article	<a href="http://www.saaftp.org/index.php/news/41-saaftp-now-an-associate-of-the-european-union-in-a-delegation-of-the-europaid-funded-project">http://www.saaftp.org/index.php/news/41-saaftp-now-an-associate-of-the-european-union-in-a-delegation-of-the-europaid-funded-project</a>
Project overview	<a href="http://www.sun.ac.za/english/faculty/healthsciences/Family%20Medicine%20and%20Primary%20Care/Documents/Stellenbosch_project_overview.pdf">http://www.sun.ac.za/english/faculty/healthsciences/Family%20Medicine%20and%20Primary%20Care/Documents/Stellenbosch_project_overview.pdf</a>
National Stakeholder Workshop: 5 - 6 June 2014	<a href="http://www.sun.ac.za/english/faculty/healthsciences/Family%20Medicine%20and%20Primary%20Care/Pages/National-Stakeholder-workshop.aspx">http://www.sun.ac.za/english/faculty/healthsciences/Family%20Medicine%20and%20Primary%20Care/Pages/National-Stakeholder-workshop.aspx</a>
PrimaFamed Conference: 22-24 June 2014	<a href="http://www.sun.ac.za/english/faculty/healthsciences/Family%20Medicine%20and%20Primary%20Care/Pages/PrimaFamed.aspx">http://www.sun.ac.za/english/faculty/healthsciences/Family%20Medicine%20and%20Primary%20Care/Pages/PrimaFamed.aspx</a>

## See also Podcasts available on Stellenbosch University's podcast website:

<http://fmhspod.sun.ac.za/Podcasts/FamilyMedicine.aspx>

1. National Stakeholder Workshop
2. PrimaFamed conference 2014
3. Training of New Trainers in Family Medicine workshop 2014

## See also project visibility on the Division's Facebook page:

<https://www.facebook.com/stelfammed>

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