

MEDICAL EDUCATION

Invitation of viewpoints on the innovative approach to medical education

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Part I: Introduction to the series

This brief editorial aims at inviting the readers to participate in this section of the Bahrain Medical Bulletin which has been devoted to medical education.

Genuine concern has been expressed in various recent publications, that the curricula of medical schools emphasise heavily the memorisation of facts, with little attention being paid to the process of acquiring skills, problem solving and independent learning. Moreover, the learning in many conventional schools is mostly hospital based and the interaction with the community is stressed inadequately.

Thus, the innovative approach in some schools is beginning to emphasise problem solving, using the community as a field of learning and encouraging self-directed learning. The desired end product is a well rounded doctor, with adequate basic knowledge (not overloaded) who has mastered the necessary skills and acquired the "right" attitude to enable him to indulge in practice independently, pursue a speciality if he so wishes or even plan to seek a career in a field of medical research.

At the hub of such an innovative approach is a medical student who is capable of self education, once the tools of learning are made available to him. Candidates to join such a system need to possess certain attributes and the variety of learning resources may be tremendous. We intend to elaborate on such themes in future articles and invite others to do so.

Another area of concern in the innovative approach of medical education is assessment. Adequate light needs to be shed on this aspect which many schools consider is the "bottle neck". Clinical reasoning, problem analysis and synthesis. A task that students have to learn and implement deserves thorough scrutiny and amplification.

There are many questions raised about the validity of the innovative system of education in developed countries and more so in developing countries, where courageous steps have been taken in this direction. We ought to weigh these criticisms carefully and address them without emotional overreaction. To maximise the benefits and advantages of this approach, we solicit reasonable contributions open-heartedly.

References

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