Transforming medical education to strengthen the health professional training in Viet Nam: A case study

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VIETNAM
The status of HPE in Vietnam

<table>
<thead>
<tr>
<th>Number of Medical / Nursing / Public Health schools</th>
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<tbody>
<tr>
<td>• Medical School: 32</td>
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<tr>
<td>• Nursing School: 43</td>
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<td>• Public Health School: 15</td>
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<table>
<thead>
<tr>
<th>No standard curriculum</th>
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<table>
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<tr>
<th>Curriculum length</th>
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<tbody>
<tr>
<td>• Physician: 6 years</td>
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<tr>
<td>• Nursing: 4 years</td>
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<td>• Public Health: 4 years</td>
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<table>
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<tr>
<th>No National licensing examination</th>
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<th>Personnel</th>
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<tr>
<td>• 8.8 Doctors /10,000 population</td>
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<tr>
<td>• 14 Nurses /10,000 population</td>
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| Healthcare system & Health education system |
University of Medicine and Pharmacy at Ho Chi Minh City (UMP) – Since 1947

- **7 faculties and 1 medical center**
  - Medicine
  - Odonto-stomatology
  - Pharmacy
  - Traditional Medicine
  - Public Health
  - Nursing & Medical Technologies
  - Fundamental Medical Sciences
  - University medical center

- **Training programs**
  - 14 Undergraduate programs
  - 163 Postgraduate programs: PhD, Master, Residency, Specialist level 1, Specialist level 2

- **Faculty member and staff/7 faculties**
  - Faculty: 935
  - Staff: 557

- **Students**
  - 11,234 undergraduates
  - 4,103 postgraduates
Transforming medical education at UMP

The pre-reform curriculum:
- Lack of integration
- Predominant lecture, passive learning, teacher-centered
- No specific emphasis on students’ ability to apply knowledge towards problem-solving
- Lack of emphasis on soft skills
- No electives
- Focused in-hospital care
- Lack of comprehensive assessment system

Since 2016

Undergraduate Medicine Program

Figure 9: Competency-based education

Frenk and Chen et al., Lancet 2010
## Context, Events and Strategic Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
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<tbody>
<tr>
<td>2010</td>
<td>Senior faculty conference UMP leadership called on medical curriculum reform</td>
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<tr>
<td>2010-2012</td>
<td>Explored curriculum model and potential international partners through various workshops and study tours to foreign medical schools</td>
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<td>2013</td>
<td>UMP &amp; HAIVN organized conference with HMS &amp; UGFM experts to present the needs and key changes of a curriculum reform</td>
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<td></td>
<td>Developed a master plan</td>
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<td>2014-2016</td>
<td>World Bank approved a loan to the MoH to support health professional education reform (HPET project)</td>
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<td></td>
<td>UMP-FM developed the new curriculum</td>
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<tr>
<td>2016-2022</td>
<td>UMP-FM implemented the new competency-based curriculum in a rolling strategy</td>
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Transforming medical education at UMP

International collaboration
- Faculty training
- Expertise sharing
- Financial support

Institutional level
- Leadership
- Faculty conference
- Faculty development
- Strategic plan

National level
- MoH’s national schemes and support to healthcare training
- HPET project

1. Kotter’s 8 steps of Leading Change

2. Consistent with recommendations of the Lancet Commission for Health Professional Education
   “Reforms for a second century”
Master plan: 7 principles

1- Innovating the 6-year medical education programme based on an integrated, system- and competency-based curriculum, and hospital- and community-based practice.

2- Developing students' standard clinical competencies and soft skills.

3- Developing a systematic and comprehensive competency-based assessment program.
4- Developing lecturer’s teaching capacity

5- Building infrastructure to support activities of the renewed program.

6- Establishing a comprehensive internal and external quality assurance to facilitate required changes and continuous improvements.

7- Developing necessary institutional reforms and organizational structures to lead, support, promote, implement and sustain the reform activities and processes.
Key features of the reformed curriculum

- Vertical and horizontal curriculum integration
- Student-centered approach
- Emphasis on primary care, professionalism and interprofessional education
- More practice-(versus theory-) based training
- Expansion from hospital-based to hospital- and community-based practice
- Self-directed learning process
- Reducing curriculum overload
- Increasing time for self-learning
- Formative and summative performance-based assessment
- Just-in-time faculty feedback to evaluate student competencies

Curriculum map

Teaching methods

• Flipped classroom
• 1-minute teacher
• Bedside teaching
• Clinical reasoning
• Critical thinking
• Evidence-based medicine
• Feedback: 360°, RIME/SPIKES
Learning methods

• Lecture with clickers
• Case-based learning (CBL)
• Team-based learning (TBL)
• Laboratory practice
• Practice at simulation center, with standardized patient
• Practice at community centers, at general and specialized hospitals
Assessment

- MCQ
- SOE
- OSPE
- OSCE
- Mini-CEX
- Portfolio
- Meta cognition
Sustainability

- Faculty development
- Faculty teaching and teaching-related reward
- Continuous quality improvement – Program quality accreditation
Future directions

• Enhancing clinical training

• Strengthening collaboration between UMP and affiliated hospitals

• Following-up students graduated from the reformed curriculum to assess whether they attained the required competencies

• WFME program quality accreditation

• IT-facilitated medical education to further reduce workload for faculty
Current challenges in Medical Education in Vietnam

• Clinical training

• Organization of the National licensing examination

• Program quality accreditation
  • MOET criteria
  • AUN-QA
  • WFME
Role of MOET, MoH and Professional Bodies

• **MOET**
  - Developing the NQF based on ASEAN Quality Framework Reference
  - Leading the process of developing curriculum standards
  - Encouraging international accreditation

• **MoH**
  - Re-enforcing Decree 111 (2017)
  - Promoting new “Physical examination and Treatment Law” (2023)
  - Supporting the implementation of National licensing exam

• **Professional bodies in medical education**
  - Medical professional societies: CME
  - National medical council: National licensing exam
  - Vietnam association for medical education: medical (health) education community
How can CMB be most helpful to our program?

• **Supporting Vietnamese institutions**
  • National: Vietnam Association for Medical Education (VAME)...
  • Institutional: UMP-HCMC...

• **Themes**
  • Enhancing clinical training
  • Revising residency training programs
  • Accrediting toward WFME accreditation standards
Special thanks to all faculty members and staff of UMP-FM and our international partners for their dedication to the curriculum reform process.