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THE NETWORK  
TOWARDS UNITY FOR HEALTH



Facultad de Medicina



# TUFH2020 MEXICO

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"PRIMARY HEALTH CARE: A PATH  
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SYSTEMS AND COMMUNITY BASED  
RESPONSES TO COVID-19

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## TUFH 2020 Abstracts

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<b>Presenting Author</b>	<b>Wei MA</b>
<b>Co-Authors</b>	<b>Jinying Liu</b>
<b>Country</b>	China
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### Content

Competency-based education is an approach to preparing physicians for practice that is fundamentally oriented to graduate outcome abilities and organized around competencies derived from an analysis of societal and patient needs. It deemphasizes time-based training and promises greater accountability, flexibility, and learner centeredness. According to ACGME, the following competencies are required as a physician including medical knowledge, patient care, professionalism, systems-based practice, inter-professional skills and communication, and practice-based learning and improvement. Clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. In Problem-based learning (PBL), knowledge acquisition per se is no longer regarded as the main end-goal, but rather competency in wisely applying that knowledge is. Problem-based learning with a three-dimension concept (the Population, Behavior, and Life Science perspectives) is illustrated to demonstrate how student-centered learning is incorporated within the integrative and holistic perspectives of medical education. Along the time axis, PBL integrates basic sciences and skills, which in turn form the basis for clinical reasoning by applying cross-disciplinary learning in homogenous student cohorts in medical schools. As the context of learning can extend itself into workplaces, PBL naturally makes its way into cross-professional learning in heterogeneous professional cohorts in various workplaces. Thus, the objectivity of PBL in medical training is a transferrable concept extending to inter-professional education in a latter clinical setting for more effective and competency.