

Skillstraining

**at the Skillslab, Maastricht University,
Faculty of Health, Medicine and Life sciences**

**Jan-Joost Rethans
and many others**

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The Netherlands and Maastricht

Amsterdam



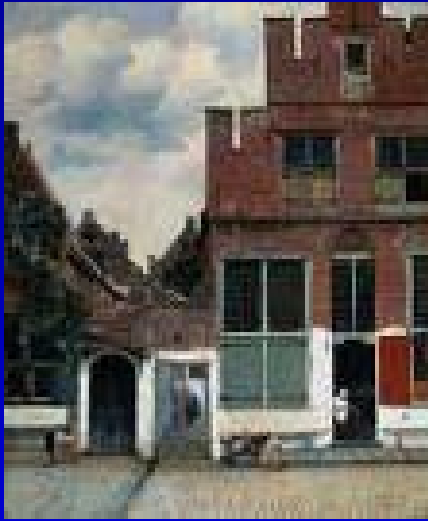
Maastricht













De Keukenhof

Faculty of Health, Medicine and Life sciences

- **Problem based learning**
- **Self-directed learning**
- **Small groups working (n=10)**
- **Modulair curriculum ('blocks')**
- **Matrix structure for Education**
- **Blocks: coordinated by team of several disciplines**
- **Central Board: Institute of Medical Education**

the new curriculum content

Year 1 emergency care and regulatory mechanisms

emergencies	traumata	shock	dyspnoea	abdominal complaints	dist. conscious
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Year 2 stages of life and diagnostics

the cell	pregnancy, newborn & infancy	pub.& adol.	adulthood	aging	electives
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Year 3 chronic disorders

circulation & respiration	abdomen	locomotion	psychomedical problems
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Year 4 clerkships

internal medicine	surgery	dermatology	ENT	ophthalmology	electives
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Year 5 clerkships

social health	paediatrics	obstetrics / gynaecology	psychiatry/neurology	family medicine
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Year 6 participation in research and patient care

research	clinical participation
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Skillslab

- **Department of FHML**
- **99.9% Educational Department**
- **For undergraduate students only**
- **18.8 FTE (n=32) faculty (physicians)**
- **4.8 FTE secretariat and planning staff**

- **340 students per incoming class**



JJ's Office



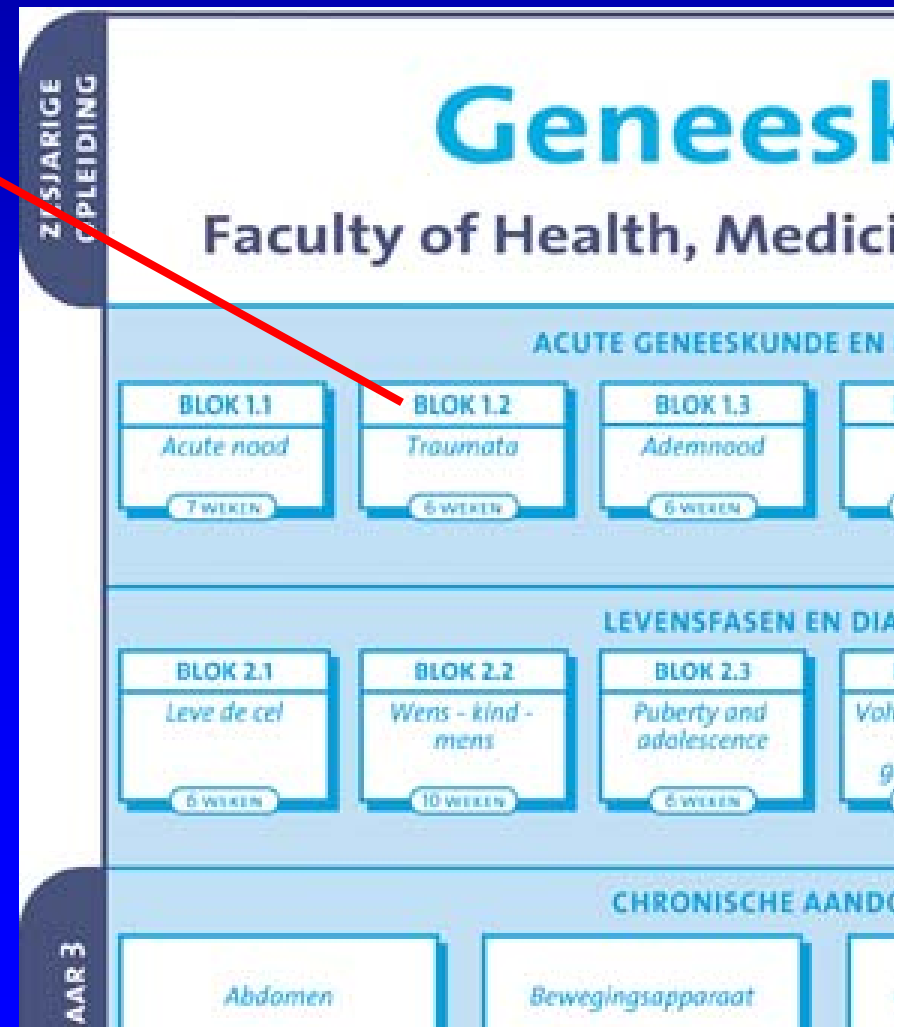
Skillslab

- **A Skillslab Curriculum of Skills**
- **About 250 skills for an undergraduate student (excl. communication/reflection)**
- **Skills are built into the FHML modular curriculum**
- **Students are free to subscribe for training-sessions, but...**
- **At end of each year: the OSCE**

Skillslab Curriculum fits within the blocks of FHML

Content Block 1.2: Traumata

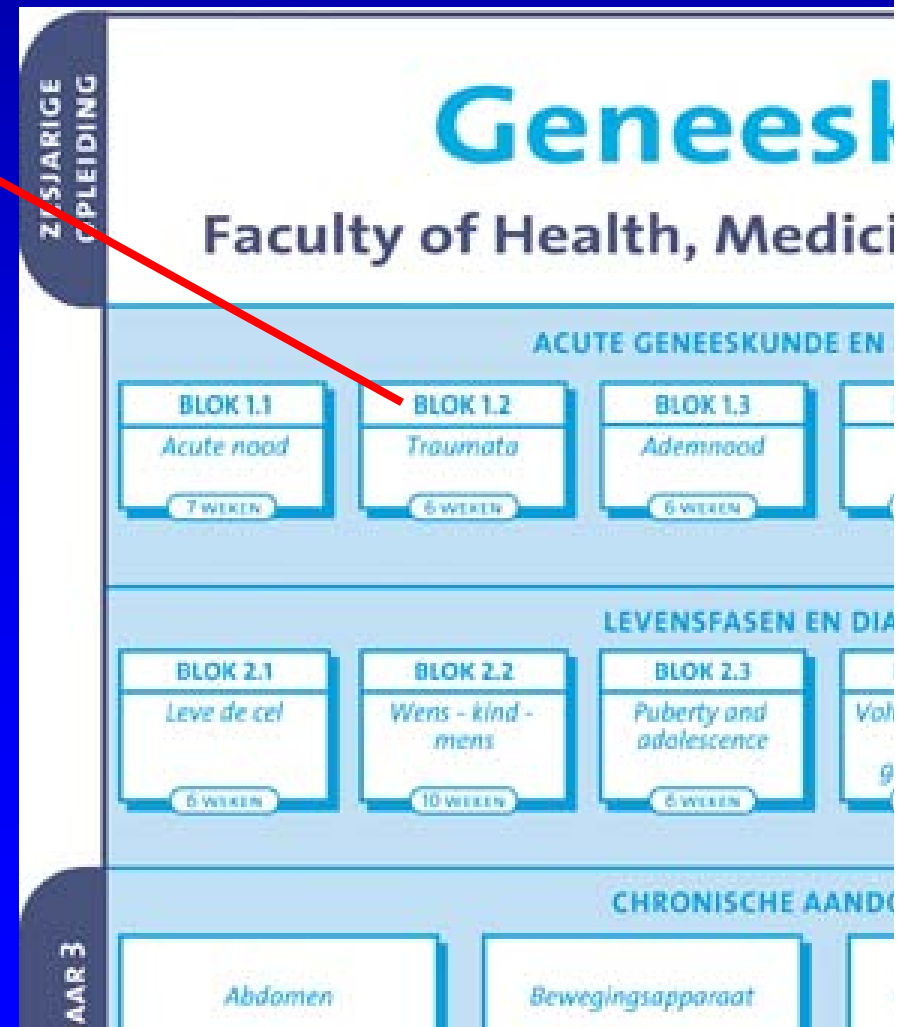
- Blunt Abdominal Trauma
- Wound healing
- Distorsion/Fracture of Ankle



Skillslab Curriculum fits within the blocks of FHML

SK Content block 1.2

- Abd: introduction Ph. Ex.
- Proc Sk: Inj. II (sc/im on other student)
- 2x Proc SK: bandaging II + simulation of burns
- Lab II: microscopy
- LMS/Neu: Pain in the (lower)leg
- CORE: 2 x SP-encounter



Why Skills training?

- **Helps students to appreciate, understand and learn theory**
- **Helps students to benefit more from clerkships (self esteem!)**
- **Motivation and Fun**

Some points to think of..

- **‘Just in time’-learning**
- **Contextual learning**
- **Enable deliberate practice: independent practice**
- **Feedback is essential**
- **The more authentic, the better (real practice is best)**
- **Special teaching staff of Skillslab (clinicians)**

What kind of Skills in the Skillslab?

1. 'Tricks'

2. Physical Examination

– Heart

– Lungs etc

3. Skills for Communication/Reflection

'Tricks'

- **Injections (i.v., i.m., iv-infusion)**
- **Catheterisation**
- **Suturing wounds**

Physical Examination

- **As a starter for learning (younger students)**
- **For understanding the theory (younger students)**
- **For clinical reasoning (older students)**

f.e.: Physical examination of the heart

- Where is the position of the heart?(anatomy)
- Where is the ictus? (anatomy)
- Why do you hear sounds at the heart?
(fysiology)
- What is the first/second sound? (theory)
- How do you know? (valueing evidence)
- What does it mean if there is a murmer?(pathology)

CORE programme:

COmmunication and REflection

- **34 CORE groups (per yr) of 10 students and 1 tutor**
- **Compulsory programme with study-credits**
- **Pre-determined curr: SP encounters, webbased recorded, individual learning objectives and needs: self directed feedback**
- **More than 4500 SP-consultations a year**
- **Free elective modules: yr 1 (9); yr 2 (13)**
- **Compulsory portfolio-like self assesment procedures**

How do students learn a skill?

How do students learn a skill?

1. Preparation

- **Clear instructions what to prepare**
- **Integrated with the theory of the block-modules (is very important)**
- **Self produced books and DVD's (also on MU-website) by Skillslab teachers**
- **Library facilities**



How do students learn a skill?

1. Preparation

**2. Practice with part-task trainer
(mannequins)**



How do students learn a skill?

1. Preparation
2. Practice with part-task-trainers
- 3. Practice on each other**





How do students learn a skill?

1. Preparation
2. Practice with part-task-trainers
3. Practice on each other
- 4. Practice with simulated patients**



My daughter!!





‘Kneebone- cases’: procedural skills with simulated patients

How do students learn a skill?

1. Preparation
2. Practice with part-task-trainers
3. Practice on each other
4. Practice with simulated patients
- 5. Practice with real patients**





**Thank you very much for your
attention**

