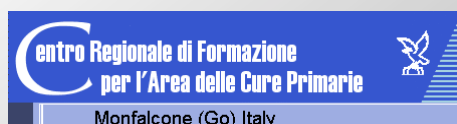


VOCATIONAL TRAINING IN ITALY: A POINT OF VIEW ABOUT TEACHING GP IN A CONTEXT THAT IS GROWING: the Friuli Venezia Giulia experience

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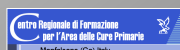
- **instituted in 1996 by the local health Committee of the Friuli Venezia Giulia as regional operating structure finalized to the continuous improvement of the scientific acquaintances and the competences of GPs, Paediatricians and other health operators**
- **organising the three-year postgraduate training in General Practice**
- **planning continuing medical education for regional operators**
- **developing complementary initiatives in order to increase the effectiveness and the efficiency of the Regional Health Service**



VOCATIONAL TRAINING

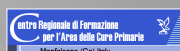
The trainees: a 10 years photo

- **Greater number of females (the majority)**
 - **Younger (31,2 vs 35,2 average y.o.)**
 - **Shorter time from graduation to enrollement**
-
- **High level of knowledge**
 - **Intermediate level of practical skills**
 - **Low level of communication abilities**



1st Problem: duration of training

- **12 GP months vs 24 hospital months**
 - 12 months' training in general practice is not considered long enough to adequately prepare doctors for general practice; it does not provide doctors with the necessary competencies and confidence to enter independent practice.
 - An extended period will promote greater professional development, critical evaluation skills, and orientation to lifelong learning but does not fill all the gaps.
- **Dura lex sed lex:**
we are not allowed to amend an European law!



How to solve the problem : bridging the gap between these different worlds

- **Modifying “Hospital” Training periods:**
 - not only in hospital wards (Internal Medicine, General Surgery, Obstetrician,)
 - but also in Primary Care structures: A&E, Health Districts, PC paediatricians, Out-patients structures...



How to solve the problem : bridging the gap between these different worlds

- **Qualifying “Hospital” trainers by compulsory courses (organized by the Regional Center) on:**
 - Programmes (focused on Gps’ activities)
 - Effective teaching methods (theaching by doing)
 - Evaluation (not merely bureaucratic duty but mutual growing tool)



2nd problem: learning goals

- **The trainees need :**



How to solve the problem : bridging the gap between theory and practice

- **Individual learning portfolios based on**
 - academic curricula
 - periodical assessment (at starting point and during the course of the scheme)
- **Theoretical activities based on:**
- **problem solving**
- **role playing**
- **no ex cathedra lectures.**





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