

## Capacity Building Provide best care

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### Background

- Good Sexual and Reproductive Health Care is essential for the health of all women in a society
- There is a large variety regarding SRH care across Europe and beyond with respect to
  - Professional background of the HCP ( Gynecologist, General practitioner, Nurse, Midwife, Social Worker, others
  - Education and Training programs including continuous education
  - Assessment of quality and monitoring of professional competence
  - Recognition of importance of work by health authorities
- These factors contribute to the fact that many women lack access to high quality SRH services

### Background

- Taking these facts into account EBCOG and ESC have joined together to develop a curriculum and exam in SRH including 3 levels, which are built as a continuous step up program :
  - Diploma ( mainly designed for nurses, midwives ) . Passing the Diploma is a precondition to take part in the Bachelor Training
  - Bachelor (mainly designed for General Practitioners, General Gynecologists, other Physicians) Passing the Bachelor exam is a precondition to take part in the Master Program
  - Master (mainly designed for Specialists, Health Care planners, Leaders of services etc)
- All HCPs can take part in all 3 programs.

### Description of the Project

- The program with its different parts will consist in a curriculum defining the different levels of knowledge, skills and attitudes for HCPs working in the field of SRH .
- A web based learning program and fact to face workshops will serve as teaching tools for knowledge. Interactive lessons and workshops will be used to teach skills and attitudes.
- The exams (Diploma, Bachelor, Master) will have knowledge based assessment through written tests and skills evaluation through practice tests (similar to OSCEs)

### Work Force

- The project will be managed by a steering group consisting of experts in teaching and examination of EBCOG and ESC. The Steering Committee will be the contact for communication and eventual collaboration with other organisations working in the field (WHO, UNFPA , FSRH ....)
- Expert groups from EBCOG and ESC will work together to determine number and content of the modules for each level based on the proposal given by EBCOG/ESC primary working group. The expert author committee group work will integrate existing material (WHO, UNFPA, Universities, FSRH etc as obligatory content and preparation for the exam
- Based on this a professional company for medical education will transform the material to be used on the web and during the workshops
- Expert groups will develop questions and practice tests to be used for the exams.
- The exams will be organised by the professional company for medical education

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graph TD
    SC[Steering Committee] <--> EAC[Expert Author Committee]
    EAC <--> PCME[Professional Company Medical Education]
            
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### Time frame

Timeline milestones:

- Year 1:
  - Establishment of Steering Committee
  - Application for funding and sponsoring
  - Development of the 3 parts of the curriculum
  - Information about the project
- Year 2:
  - Communication and Information via EBCOG, ESC other organisation
  - Implementation of web based teaching program
  - Face to face Courses and workshops
  - Exams (written and practice) Diploma, Bachelor, Master

## Finances

- Support via unrestricted grants from pharmaceutical companies active in the field of SRH
- Funding through European Institutions
- Funding by International Societies (ESC, EBCOG etc)
- Funding by Universities
- .....

## Constructing the Content of the Curriculum

- Knowledge
- Skills
- Attitudes

## Constructing the Content of the Curriculum Knowledge

### BASIC

- Physiology of Reproduction
  - ~~Reproductive Biology~~
- Contraceptive Methods
  - Low efficacy group
  - High efficacy group
    - Short acting
    - Long acting
      - Efficacy
      - Safety
  - Additional benefit
- Contraception over the life course
  - Adolescence
  - Post Abortion, Post partum
  - Perimenopause
- Contraception and Medical Conditions
  - Cardiovascular risk groups
  - Other Medical Conditions

### ELECTIVES

- Physiology of Reproduction
  - Female and Male
- Endocrinology II
- Contraceptive Methods
  - Different progestogens
  - Different LARCs
  - Controversies
  - New methods
- Contraception and Medical Conditions
  - Cardiovascular risk groups
  - Metabolic disorders
  - Cancer
  - HIV
  - Psychiatric Disorders

## Constructing the Content of the Curriculum Knowledge

### BASIC

- STI
  - Symptoms, Basic Diagnosis and Treatment of
    - Syphilis
    - Gonorrhoea
    - Chlamydia
    - HPV
    - HIV
- Epidemiology
  - Basic concepts (Risk, Probability)
- Sexual Health Care
  - Sexual pain
  - Violence

### ELECTIVES

- STI
  - Differential Antibiotic Treatment of STI
  - Partner Tracing
  - Partner Treatment
- Epidemiology
  - Type of studies
  - Evidence based medicine
  - How to read a paper
- Sexual health Care
  - Female Sexual Dysfunction
  - Diagnosis, Treatment options

## Constructing the Content of the Curriculum Knowledge

- Communication and Counselling
  - The woman as a partner
    - Ethical principles
  - The basic functions of communication
    - What is good and bad communication?
  - The basic function of counselling
    - What is good and bad counselling?

## Constructing the Content of the Curriculum Knowledge

- Abortion
  - Patient centered
  - Counselling
  - Medical Abortion
  - Post Abortion
  - Contraception

**Constructing the Content of the Curriculum Skills**

- Cases
  - Applying knowledge to individual patients or clients
  - Using communication and counseling skills
  - Decision making
  - Follow up

**Constructing the Content of the Curriculum Attitudes**

- The woman comes for repeat abortions
- The woman is not compliant
- The woman smokes and shows high risk behavior
- Other cases
  - Reporting of critical incidents in the practice and experience of the trainee

**Constructing the Content of the Curriculum Skills**

- Practical Methods
  - IUD Insertion
  - Implant Insertion
  - Other Interventions

**Assessment Exam ?**

- Knowledge based assessment
  - MCQs
  - SBAs
  - EMQs
- Skills assessment
  - OSCEs
  - Simulators
  - Role play

Bachelor		
<b>Modul 1</b> 1. Einführung in die Informatik 2. Grundlagen der Informatik 3. Algorithmen und Datenstrukturen 4. Programmierung in Python 5. Datenbanken 6. Netzwerke 7. Sicherheit 8. Projektarbeit	<b>Modul 2</b> 1. Einführung in die Informatik 2. Grundlagen der Informatik 3. Algorithmen und Datenstrukturen 4. Programmierung in Python 5. Datenbanken 6. Netzwerke 7. Sicherheit 8. Projektarbeit	<b>Modul 3</b> 1. Einführung in die Informatik 2. Grundlagen der Informatik 3. Algorithmen und Datenstrukturen 4. Programmierung in Python 5. Datenbanken 6. Netzwerke 7. Sicherheit 8. Projektarbeit

Master		
<b>Modul 1</b> 1. Einführung in die Informatik 2. Grundlagen der Informatik 3. Algorithmen und Datenstrukturen 4. Programmierung in Python 5. Datenbanken 6. Netzwerke 7. Sicherheit 8. Projektarbeit	<b>Modul 2</b> 1. Einführung in die Informatik 2. Grundlagen der Informatik 3. Algorithmen und Datenstrukturen 4. Programmierung in Python 5. Datenbanken 6. Netzwerke 7. Sicherheit 8. Projektarbeit	<b>Modul 3</b> 1. Einführung in die Informatik 2. Grundlagen der Informatik 3. Algorithmen und Datenstrukturen 4. Programmierung in Python 5. Datenbanken 6. Netzwerke 7. Sicherheit 8. Projektarbeit

Thank you for your attention