Transformation of the Education of Health Professionals in China
Practice of PKUHSC

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Peking University

- The first established modern national university in China, founded as the "Imperial University of Peking" in 1898
- A comprehensive and national key university
- Has educated and hosted many prominent modern Chinese thinkers
- Renowned for its campus grounds, and the beauty of its traditional Chinese architecture
Introduction to PKUHSC

A Brief History

1912
National Medical School of Beijing

1946
Peking University Medical School

1952
Beijing Medical College

1985
Beijing Medical University

2000
Peking University Health Science Centre
Undergraduate Programs

About 820 students each year, and 240 students major in Clinical Medicine.

○ Clinical medicine (8-year)
○ Basic Medical Sciences (8-year)
○ Stomatology (8-year)
  (leading to Doctoral degrees)

○ Pharmaceutics (6-year)
○ Preventive Medicine (7-year)
  (leading to Master’s Degrees)

○ Nursing (4-year)
○ Bio-medical English (5-year)
○ Laboratory Diagnosis (4-year)
○ Laboratory Experiment (4-year)
  (leading to Bachelor’s degrees)
Being the biggest producer of health professionals, China establishes a vast and complex system of health professionals education. Health professionals education has been greatly improved in terms of quality and number of students, disciplines, and institutions. There have been active explorations in transforming health professionals education, such as university consolidation, pedagogy reform, and curriculum adjustment. The government gives priority to the training of GP and rural health workforce in order to better address social demand for health professionals.
External Challenges Facing Health Professionals Education

- Life style
- Population ageing
- Health demand
- Environment pollution
- Social Honesty
- Not covering all diseases
- Increasing cost
- Over-specialization
- Human to human → Human to equipment
- Insufficient investment
- Lack of formal accreditation
- Curriculum out of date
- Professionalism needs to be strengthened
- Health insurance
- Primary care
- Payment mechanism
- Physician-patient relationship
Medical Education

1. Not enough to be mere vocational education
2. Not enough to only train doctors
3. Not enough to only train specialists
4. Not enough to only teach science and technology
5. Outdated pedagogy is unfit for use
Shift of Emphases in Health Professionals Education in China

FROM
- Disease treatment only
- Individual only
- Specialists only
- Knowledge & skill only
- Disease-centric
- Teacher-centric

TO
- Health promotion
- Population
- Primary health care givers
- Holistic development
- Patient-centric
- Student-centric
Education Reform at PKUHSC

✚ Strengthen medical students’ professionalism and overall competencies
✚ Set up new disciplines, programs, and institutions (GP, MPH, CCHDS, GH, etc.)
✚ Reform curricular systems under the principles of autonomous learning and PBL
✚ Provide medical students with more exposures to primary care practice besides hospital practice
✚ Provide the government with research evidences and suggestions
✚ International student exchange
✚ Exploration of the use of modern education techniques
Suggestions

Administration
- Improve administration mechanism
- Increase attractiveness of needed health positions
- Enhance propaganda
- Strengthen admission management and enact favorable admission policies for needed health positions
- Attach importance to research in health professional education

Institutional measures
- Promote the comprehensiveness of health professional education
- Optimize disciplinary structure to train needed health professionals
- Attach importance to the development of teaching bases
- Strengthen faculty development

Instructional measures
- Push forward student-oriented teaching
- Strengthen education of humanistic skill and implement visions of holistic education
- Make full use of modern educational technology
Welcome to Beijing, China!
Thank You!
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