

PS2.132

Values and competencies in specialized medical training: healthcare professionals vision

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Background & Aim: Postgraduate teaching is a source of motivation and reflection. In this work we aimed to know the perception of healthcare professionals (residents, tutors and teaching collaborators) about the core values and competencies to develop their tasks.

Method: Tailor-made questionnaire aimed at healthcare professionals in nine health care centers and a referral hospital. 234 professionals participated. Pilot test: 45 professionals. Participation: 38 % residents (n = 61), 86 % tutors (n = 55), 40 % teaching collaborators (n = 118). Questionnaire: 3 sections and 48 variables (scale 1-10). The present study was done in accordance with the Ethics Research Committee of the MútuaTerrassa Hospital.

Results: Average age: 41 yo, 74 % women. Satisfaction was higher with healthcare (7.95 points) than with teaching (6.11 points), management (5.19 points) and research (4.66 points). On average, teaching was rated 0.9 points more by tutors than residents (95% CI, 0.2-1.6 points). Best rated values were work compliance (8.78 points), ethics in professional practice (8.67 points) and respect for your team (8.30 points). The best rated competence was communication with patients and families (8.16 points), followed by self-motivating leadership (7.91 points) and the practical application of medical and healthcare theoretical knowledge (7.83 points). Tutors rated 0.7 points more on average their theoretical knowledge than residents (95% CI, 0.3-1.0 points).

Conclusions: Healthcare professionals are particularly satisfied with the health care aspect, followed by teaching, and showed dissatisfaction with research. All professionals (residents, tutors and teaching collaborators) mostly share the same perception of the values and competencies that influence their professional development. On the whole, residents were more dissatisfied with teaching and their theoretical knowledge than tutors.