



Título : “The best physicians for the future”

Autor/es : María Perpetuo Socorro Reverte Bernal y José Luis del Villar Galán

Resumen : Carta al director de la revista “British Medical Journal” sobre la enseñanza de la medicina en España.

Palabras Clave : Medicina ; Estudio y enseñanza ; España

Palabras Clave en inglés : Medical education ; Spain

Cita Bibliográfica : Reverte Bernal, María Perpetuo Socorro y Villar Galán, José Luis del (2003). “British Medical Journal”, (2003, March 10).

## Rapid Responses published in British Medical Journal

<http://>

### THE BEST PHYSICIANS FOR THE FUTURE

10 March 2003

María Reverte,  
associated professor in  
pharmacology  
*Depto de Fisiología y  
Farmacología/Univer.  
Salamanca/Ed.  
Departamental (S12)/37007  
Salamanca/Spain,*  
José Luis del Villar Galán

Send response to  
journal:

Re: **THE BEST  
PHYSICIANS FOR  
THE FUTURE**

EDITOR- The article of David Prideaux, entitle `ABC of learning and teaching in medicine: Curriculum design´ published in the British Medical Journal(1), describes both elements and prescriptive models of different curricula. It also analyses important questions about decisions on education for future physicians. The author has written about features of the curricula, which are not deliberated enough by teachers from schools or educational institutions at least in Spain, such as:

1. The outcomes based education as the abilities of the students of medicine that are able to do for diagnosis and treat patients, better than thinks they are able to memorize and write in a peace of paper or communicate throughout an oral exam.
2. The recommendation to use curriculum maps to links all the important elements that the students need to know and learn at the school of medicine. These



figures, painted in one page, send a global view about what short of things they are going to learn. The curriculum maps summarize their future skills.

However, we observe that Prideaux has not mentioned enough the Objective Structure Competence Evaluation (O.S.C.E.) in his article, as other authors have published previously<sup>2-8</sup>. This point of view of curricula is very important, because the result of our decisions are linked not only to the society demands, as a health services to the communities. They are also connected with scientific communities and their progress in their knowledge, the educational institutions promise to teach and, finally, the possibility to cure or improvement the quality of life of patients in the future. To know what to do with the patients, to apply the best diagnosis and treatment, is always the first objective to evaluate in the curricula of good future physicians.

José Luis del Villar Galán, M.D., PhD  
Professor of surgery  
Facultad de Medicina, Universidad de Salamanca.  
Av. Alfonso X el sabio, s/n  
37007 Salamanca, Spain.

María Reverte M.D., PhD.  
Associated professor in pharmacology  
Member of the Instituto de Universitario de Ciencias de la Educación (I.U.C.E.)  
Departamento de Fisiología y Farmacología, Edificio Departamental (S12), Universidad de Salamanca.  
Campus Miguel de Unamuno. 37007 Salamanca, Spain. socorro@usal.es

1. Prideaux D. ABC of learning and teaching in



- medicine: Curriculum design. *BMJ* 2003; 326:268-70.
2. Harden RH. Some educational strategies in curriculum development: the SPICES model. *Med Educ* 1984;18:284-97.
  3. Dupras DM, Li JTC. Use of an objective structured clinical examination to determine clinical competence. *Acad Med* 1995;70:1029-34.
  4. Rezmick R, Blakemore D, Dauphinée D, Rothman AJ, Smee S. Long-scale high-stakes testing with an OSCE: report from the Medical Council of Canada. *Acad Med* 1996;71(suppl):19-21.
  5. Gómez JM, Pujol R. Changes in medical education in Spain. *Acad Med* 1998;73:1076-80.
  6. Blay C. Evaluación clínica objetiva y estructurada (ECO). *Educ Med* 1998;1:13-6.
  7. Del Villar JL, Aguilar E, Velasen M, Roncero M. Los estudiantes de medicina ante la incertidumbre del ejercicio profesional. *Educ Med* 2001;4:22-5.
  8. Del Villar JL, Velasen M, Aguilar E, Roncero M, Aparicio I. Evaluación de la competencia clínica en pregraduados mediante test objetivo estructurado. *Educ Med* 2001;4:82-5.
- Competing interests: medical education