

**Adaptation of Global Commission Report on Lancet
*in China***

Founding of a China Independent Commission
on Education of Health Professionals
and
Launch of Commission Report in China

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Working draft: March 10, 2011

OVERVIEW

The Lancet publication of the Global Independent Commission Report on Education of Health Professionals for the 21st Century at the 100 year anniversary of Flexner Report is a landmark event in the history of medical education and shall reshape the future of health professionals education. This report examined the changing world and pointed out that globalization has brought about worldwide cross-border transfer of knowledge, health professionals and patients. In this changing world, traditional medical education models are no longer feasible for preparing the needed workforce. The Commission therefore proposed a solution for the international community to address the new challenges. Major actions include: institutional and instructional system reforms of current education systems; implementation of transformative learning; competency-based educational goals; globalizing accreditation criteria and process; and localization of education objectives and procedures.

As China has the largest population, the most complex medical education systems, and an increasing influence, economically, technically and politically, in the world, achievements in reforming China's health professionals education will be critical to the success of this new round global education reform. China Medical Board fully understands the importance of reforms in China and held a consultation meeting on February 26 of 2011 to explore implementation actions in China. Over 10 medical educators participated in the consultation meeting. These educators reached an consensus of opinion that an independent (meaning individuals independent of institutional representation and interests) commission is needed in China to work on a position paper addressing specific situations and needs of China using the Global Commission methodologies. All educators participated in the meeting expressed their willingness to participate in this commission, and to be an advocator for the dissemination of the Commission Report. Professor Ke Yang is designated to lead the organizing work of the new commission and to initiate a launch event to mark the publication of the Chinese version of the Commission Report.

To make sure that the China Commission work has nationwide influence and exercises policy implications, an advisory committee composed of Han Qide (vice-president of National People's Congress), Chen Zhu (Minister of Health), Wang Debing (President of National Medical Education Association), Lin Huiqing (Assistant Minister for medical education at the Ministry of Education), Wang Longde (Chinese Association of Preventive Medicine) and Wang Weiping (Fudan University), will be established to supervise the work of the commission. The project will be managed by an operating secretariat composed of a project coordinator based at Peking University (Professor Dong Zhe), and 2 assistant staff. Much of the costs will be covered by a grant from CMB to Peking University.

THEME OF THE POSITION PAPER

Much attention has focused upon China's unprecedented economic growth and its consequent prominence in the global economy. The emergence of China's global power, however, is not confined to economics but is gradually extending into many fields – politics, environment, arts and culture. Health Professionals Education is one of several fields in which China's focal role is beginning to be recognized by the international community.

There are four dimensions of Health Professionals Education which have to be examined in China. Firstly, the changing need of health professionals. With the economic success, Chinese population developed a heightened awareness and demand for health service. The spectrum of diseases has also changed from the infectious diseases burden to chronic diseases domination. Industrialization has also brought about the challenge of food safety and environmental pollution. And aging and elder population care are emerging issues to the health service systems. Education goals and orientations must be re-analyzed.

Secondly, China is experiencing dramatic changes in health system reforms. Community health centers are emerging; the new type of cooperative health insurance is being implemented in the rural areas; and new types of village doctors are being trained. With all these system changes, the qualification and skills of health professionals are also changing. The competence of health professionals must be redefined

Thirdly, a number of reports have noticed the mismatch of medical school graduates and the health system workforce. By mismatch we mean both the number mismatch and competency mismatch. A large number of graduates are not working the health sectors after graduation; too many graduates are being overspecialized; and uneven distribution of workforce across disciplines. Health related schools' mission must be re-stated.

Finally, how to finance health professionals education in China is also a question to be answered. Education in China is mainly subsidized by the government funding, both central government and local government. About 20% of the operating fund comes from students tuition. Although medical education is much more costly, the rigid government regulation requires an average per-head funding standard and non-specialty classified tuition scale.

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Further, hospital incomes are not allowed to be transferred to medical schools. Health professionals education financing must be vigorously examined.

Only when we have a full answer of these local questions, can we reshape health professionals education in China following the Commission Report guidelines. This is the right time to develop a China report..

GOALS AND OBJECTIVES

The purpose of the *China Commission* is to introduce the Global Commission education concepts into China, and to investigate the local situations and issues so as to adapt transformative learning in the Chinese situation. China commission promises to achieve the following objectives:

- Publication of the Chinese version of the Global Commission Lancet Report. The commission will distribute 3,000 copies of bilingual monograph to researchers and students in relating fields;
- A launch ceremony of the Lancet Report in China followed by an implementation workshop;
- Development of a conceptual paper addressing the local issues and strategies for health professionals education; and
- Related investigations for developing commissioned papers.
- Promoting institutional actions and government policy support

EXPECTED OUTPUTS

With this initiative, we shall create a China Commission composed of no more than 15 individuals who are experts in health professionals education, who has time and who are committed to put their time into reshaping education in China. Meanwhile, a workforce of over 20 educators and researchers will be mobilized to conduct the assigned tasks given by the commission for data analysis and synthesis, or even empirical researches. To seek societal political support, an advisory committee of less than 10 people will also be created. A China Commission report will be published within 2 years to lay the conceptual framework for health professionals education reform in China.

Since this study is guided and supervised by Ministry of Education and Ministry of Health, the conclusions and suggestions resulted from this study will be submitted to the responsible government offices for policy references. Furthermore, each commissioner will develop a work plan at their own institutions to test and implement the concepts of this report. Over 10 reform actions are expected to take place after the publication of this report.

RESEARCH METHODOLOGY

The commissioners have reached a consensus on their March 20th meeting to follow the following principles in this research project:

- The scope of the China Report will be within the range of Lancet Global Commission Report;
- Using second hand data in most cases; both quantitative and qualitative; empirical and field study will be done when needed; and selected topics will be commissioned to specified research groups.
- Data will be systematically analyzed following the methodology used by Global Commission in their Lancet Report.
- Health professionals education in China has big problems and is facing challenges, and reform is needed. This research must have a global vision and address national issues.
- Data reliability must be addressed
- Research teams provide information and reports, commissioners define the use of information and making policy suggestions.

The commissioners also proposed 7 commissioned researches. They are:

- 1) Medical graduates career pathway follow-up
Dr. Wang Weimin is the lead researcher. His research team at the National Institute of Medical Education Research will conduct a longitudinal national survey on medical graduate career pathway.
- 2) Competency requirements of health professionals at different levels
Professor Wan Xuehong is the lead researcher. His research team at the Medical Education Research Center of Shichuan University will conduct a study analyzing the competencies required by doctors at different levels. Professor Joseph Kolars will serve as a consultant.
- 3) Health system need and supply analysis
Dr. Zhang Junhua will be the lead researcher. Dr. Cao Yunfei and Professor Xia Xiulong will join him to do a field study.
- 4) Nursing need analysis
Professor Guo Guifang is the lead researcher. She is going to partner with PUMC nursing school for a position paper analyzing the nursing needs of China's health system.
- 5) Existing curriculum analysis
Professor Sun Baozhi is the lead researcher. His research team at the North China Medical Education Research Center will do a study analyzing the existing medical education curricula in China.
- 6) Government role in health system
Dr. Rao Keqin is the lead researcher. He will partner with Wei Bo to conduct a review of government health system reform efforts in past 10 years.

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7) Social System analysis

Professor Chen Wen of Fudan University is the lead researcher. She will partner with Professor Meng Qingyue to give a review of the current Chinese health laws, medical insurance systems and societal aids in health.

PROPOSED ACTIVITIES

- Preparation meeting (done on March 20 of 2011)

Agenda

- 1) propose members of the Commission, and Advisory Committee;
- 2) Structure and content of China Report
- 3) assignment of responsibilities among members
- 4) data collection criteria and strategies.

- Lancet Report Launch in China (May 5 of 2011)

Agenda

- 1) Launch ceremony: expecting 100 participants, including education chief from all CMB grantee institutions and major medical/nursing/public health/pharmacy schools;
- 2) dissemination workshop of Lancet Report. Each CMB education center will lead a theme panel discussion;
- 3) First Commission and Advisory Committee Meeting.

- Second Commission meeting (November 5 of 2011)

Agenda

- 1) reports of individual groups on data collection;
- 2) presenting draft of each section of the Report;

- Third Commission meeting (March 10 of 2012)

Agenda

- 1) completion of first draft;
- 2) Manuscript Revisions and Reviews.

- Fourth Commission meeting and Second advisory committee meeting

Final Revision and Review of the Report (July 14 of 2012)

- Publication and Launch of China Report

Ceremony and workshops, 100 participants. (October 13 of 2012)

Measures to support the successful operation of the project

Both Assistant Minister Lin Huiqing and Professor Ke Yang have made commitment of time and personal leadership to commission activities for conceptual idea development.

Furthermore, Professor Ke Yang is committed to make this project first priority, and will

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personally participate in the actual writing of the report.

CMB will help to hire a post-doc in US who has a good research background in educational research, and place them at the National Medical Education Research Institute in Peking University to conduct the literature review and data analysis.

Professor Joseph Kolars and others will be invited to serve as consultants for technical assistance and advice to the project.

SIGNIFICANCE OF THE PROJECT

Over the years, Chinese medical educators have made tremendous efforts to improve its medical education. However, all these efforts are conducted within the domain of education, focusing on curriculum reform and teaching pedagogy. Few have tried to link education to the needs of labor market, and fewer have done systematic analysis. This study is, so far as we know, the first systematic analysis of the social needs of health human resources in China, and conceptual framework putting health professionals education into the global and societal arena.

LIMITATIONS

This study only tries to do a systematic review of China' current health human resources analysis, major health reform projects and conceptual framework for health professionals education. The challenges China is facing is vast, complicated and diverse. This study may not be able to address many of the important areas related to health professionals education such as public health education, clinical pharmacy education and nursing education. Other researchers and initiatives are needed at the same time to be conducted by different research groups.

Timeline

May 5th of 2011

Official founding of China Commission on Health Professional Education; assignment of commissioned studies; second round discussion of the China Report framework.

November of 2011

Submission of commissioned reports, 3rd commission plenary meeting; restructure of the Commission Report; determine the second round of data collection.

March of 2012

4th plenary meeting to finalize the structure and scope of China Report; synthesize the information; developing policy suggestions

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July of 2012

5th plenary meeting to review the China Report for final touches.

October of 2012

Completing the editing of China Report; Printer; Launch of China Report