Evolutionary Transitions in Postgraduate Medical Education in the Sultanate of Oman

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Date: 23 September, 2011
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1986</td>
<td>College of Medicine at Sultan Qaboos University (SQU) was established</td>
</tr>
<tr>
<td>1993</td>
<td>First batch of medical doctors graduated</td>
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<tr>
<td>1994</td>
<td>First Batch of qualified Drs. completed Internship locally</td>
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<tr>
<td>June 1994</td>
<td>Oman Medical Specialty Board established under SQU (Old Version)</td>
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<tr>
<td>1995</td>
<td>No. of Med. Doctors in Oman: 2424</td>
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<tr>
<td></td>
<td>Only 55 of these were Omani (MOH 1996)</td>
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</table>
NEW Oman Medical Specialty Board (OMSB)

- **Mission**
  - “To maintain and improve the quality of medical care throughout the country through the development and provision of medical specialty education of the highest caliber, and to set the professional and educational standards for the training and certification of Medical and healthcare professionals.”

- **Currently:**
  - **18** Postgraduate Training Programs
  - **489** Residents (MDs) in training
Under Royal Decree 2006

- Executive President assigned
  - New visionary leadership

Established:

- New organizational structure
- Vice President for Academic Affairs
- OMSB Organizational Departments & Committees
- Scientific Committees
### Oman Medical Specialty Board (OMSB)

<table>
<thead>
<tr>
<th>Prior to 2006</th>
<th>After 2006</th>
</tr>
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<tbody>
<tr>
<td>Under the auspices of Sultan Qaboos University – established in June 1994</td>
<td>Royal Decree no: 31/2006 on 2 April 2006 established OMSB as an independent body with its own administrative structure</td>
</tr>
<tr>
<td>Training Programs - not structured</td>
<td><strong>Structured</strong> training programs</td>
</tr>
<tr>
<td>No Defined Curriculum</td>
<td><strong>Competency-based</strong> Curriculum</td>
</tr>
<tr>
<td>No Standardized Assessment</td>
<td><strong>Standardized Assessments</strong></td>
</tr>
<tr>
<td>No Defined Exit Criteria</td>
<td><strong>Defined Exit Criteria</strong></td>
</tr>
<tr>
<td>No Defined Criteria For Certificate of Completion of Training</td>
<td>Issue <strong>Certificate of Completion of Training</strong></td>
</tr>
<tr>
<td>No Budget</td>
<td><strong>Independent budget</strong></td>
</tr>
</tbody>
</table>

The International Conference on Residency Education | La conférence internationale sur la formation des résidents
Structure of the Scientific Committee

CHAIRMAN

PROGRAM DIRECTOR (PD)

Curriculum Subcommittee
Medical Simulation Subcommittee

Examination Subcommittee
Internal Review Subcommittee

Resident Progress Subcommittee
Research Subcommittee

Assistant PDs
Chief Resident

The International Conference on Residency Education | La conférence internationale sur la formation des résidents
Evolution of OMSB Maturation

- Mission, Vision and Values established
- Creation of OMSB Bylaws
- Development of Curricula
- Aims & Objectives of each Training Program established
- Understanding with Training Centers developed
- Create alliances with International Health Care Organizations
Philosophy change

“See one, simulate until competent, do one competently and teach one.”
Current situation

Factors Leading to Change

- The Strategic Plan
- Postgraduate Medical Education (PGME)
- International Collaborations
- Continuing Professional Development (CPD)
- Medical Simulation Center
- Oman Medical Journal (OMJ)
Current Situation (cont)

- Training methods and techniques continuously and rapidly evolving based on the above mentioned Factors

- Quality Standards developed for
  - Training of Residents
  - Trainers
  - Training Sites
  - Evaluation and Assessment of Trainees in the expected Medical Competencies

- Quality of Training continuously assessed by
  - Participation in American In-Training Examinations
  - Frequent assessment by Invited Overseas Experts who evaluate certain Programs
Outcomes assessment

- Education & Training
- Functioning Programs
- Continuing Medical Education (CME)
- Quality Assurance & Improvement
- Infrastructure and Resources
- Teaching Workforce
- Regional and International Relations
- Research
Strengths of OMSB Programs

- Resident Development Programs
  - Workshops on various competencies
- Faculty Development Programs for Trainers and CPD Programs for the country
- Large majority of the new Trainers are Canadian trained
- Opportunity to go abroad for Advanced Training or Electives
- Competency-based training
Strengths of OMSB Programs (Cont.)

- Planning Human Resources for the Country by training young Omani Physician Specialists to take over from the expatriates
- Introduction of culture of PGME to the Oman Hospitals and Health Centers
- Evidence based Medicine Workshops in the Resident’s First Year of Training
Strengths of OMSB Programs (Cont.)

- Research exposure and opportunity to publish in Oman Medical Journal (OMJ) and Sultan Qaboos University Medical Journal (SQUMJ)
Continuing Medical Education (CME)

Year 2010; 1144
Year 2009; 618
Year 2008; 28
Year 2011; 1162

2,952 applications accredited from all regions and hospitals in Oman
Challenges

- Competency-based training is well ahead of competency-based assessment
- Some Trainers have undergone Apprenticeship Training and find it hard to adjust to Structured Residency Training
- Limited number of Trainers in certain subspecialties
- Some Trainers have little experience in Research
Challenges (cont.)

- Limited volume/workload in some specialties
- OMSB does not have jurisdiction over the Training Centers
- OMSB administers the training, sets the standards of training in Oman and accredits the Programs and Centers
- Limited Continuing Education resources
Future Plans

• To continue with the goals and objectives set out in the strategic plan

• International recognition by RCPSC, ACGME-I, etc.

• Trends and Patterns
  • Medical graduates
  • Population

• Sustainability

• Use of online resident portfolios
Conclusions

✓ Oman Medical Specialty Board is a new Postgraduate Medical Education Authority / Training Supervising Body

✓ Rapid Evolution since the inception of its new version in 2006

✓ Residency Training programs are based on combination of the Principles used in Canada, USA, UK & Europe with significant local innovations.
Conclusions (cont.)

- As judged by International Exit Exams. e.g. FRCR; and by the Evaluations of the Residents who go to do Fellowships Overseas OMSB Training of Residents is on the right track.

- OMSB is responsible for
  - Training
  - Board Certification

- OMSB is also
  - CME/CPD Accrediting Authority
Questions?
Thank you
Committees of OMSB

- 18 Scientific Committees
- Accreditation Committee
- Assessment Committee
- Examination Committee
- Faculty Development Committee
- Resident Development Committee
- Postgraduate Medical Education (PGME)
- Quality Assurance Committee
Committees of OMSB (Cont.)

- Advanced Training Committee
- Continuing Professional Development Committee
- Human Resource Development for Medical Training Committee
- Follow-up Healthcare Committee
- Education Advisory Committee
- Liaison Committee
Training Programs

- Anesthesia
- Biochemistry
- Dermatology
- Ear, Nose & Throat
- Emergency Medicine
- Family Medicine
- General Surgery
- Hematology
- Histopathology
- Internal Medicine
- Microbiology
- Obstetrics & Gynecology
- Ophthalmology
- Pediatrics
- Psychiatry
- Radiology
- Oral & Maxillofacial Surgery
- Orthopedics
Examinations

- **Local Exams**
  - End of Year examinations
  - OMSB Part 1 and Part 2

- **International Exams**
  - MRCPCH
  - MRCP
  - FRCA
  - MRCGP
  - MRCS
  - MRCOG
  - FRCR
  - Arab Board
Examinations

- **American In-Training Exams**
  - American Board of Family Medicine (ABFM)
  - American College of Radiology (ACR)
  - American Board of Dermatology
  - American Board of Otolaryngology
  - American Board of Pediatrics
  - American College of Physicians (ACP) Internal Medicine
  - American Board of Surgery
  - Council for Resident Educ. in Obst. and Gynecology (CREOG)
  - American Academy of Ophthalmology - OKAP (To Start 2012)
  - American College of Psychiatry – PRITE (To Start 2011)
Faculty Development Workshops

Faculty Development Workshops are continuously conducted to educate the Trainers

- Workplace Based Assessment
- Supervisory Skills
- Medical Ethics
- Teaching and Evaluating Professionalism
- Fostering Teaching Skills in Residents
- Curriculum Design
- Scientific Writing and Peer Review
- Train the Trainers – Effective Teaching Skills
Resident Development Workshops

- Resident Development Workshops are continuously conducted to educate the Residents on non-medical expert competencies
  - Communication Skills
  - Professionalism
  - Patient Safety and Quality Management
  - Research Design and Methodology
  - Scientific Writing
  - Health Informatics
  - Improving the Teaching Skills
  - Evidence-Based Medicine
  - Ethics
Training Abroad

- United Kingdom
- Canada
- Singapore
- Saudi Arabia
- France
- United States of America
- Austria
- Ireland