



ASCOFAME

Asociación Colombiana de
Facultades de Medicina

Internado Médico Expectativas y retos en la formación

Diego Alejandro Vivas Giraldo. MD, MHPE, PhD(c)

Universidad de los Andes

Fundación Santa Fe de Bogotá

FORO REGIONAL ANTIOQUIA
Sobre Educación Médica

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DECLARACIÓN DE CONFLICTO DE INTERÉS

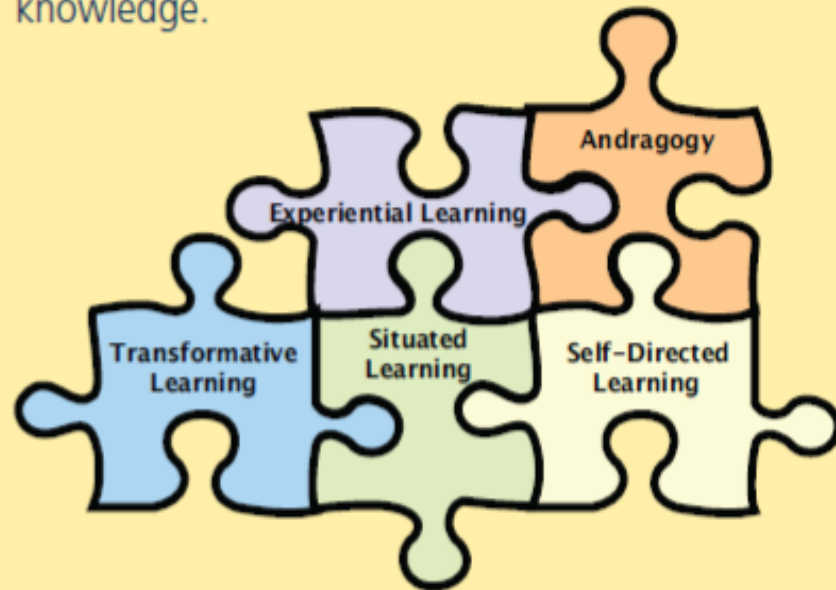


- Empleado de la Universidad de los Andes.
- No tengo relación contractual con ningún laboratorio.
- No estoy empleado como consultor por ninguna empresa.
- He recibido apoyo de entidades educativas para estudio e investigación en educación



Adult Learning Theory

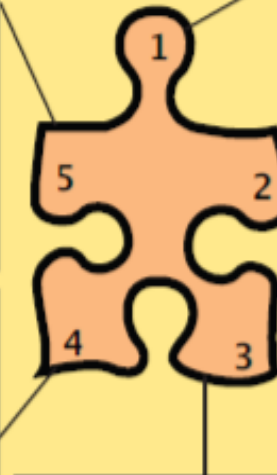
Adult learning theory is a complex phenomenon. Andragogy is one set of foundational principles, one model within a field of interconnected learning models, that address how adults acquire knowledge.



Malcolm Knowles' Five Tenets of Andragogy²

Adult learning is life-centered rather than subject-centered; motivation is greatest when it is internal and when an activity presents new knowledge applicable to real life.

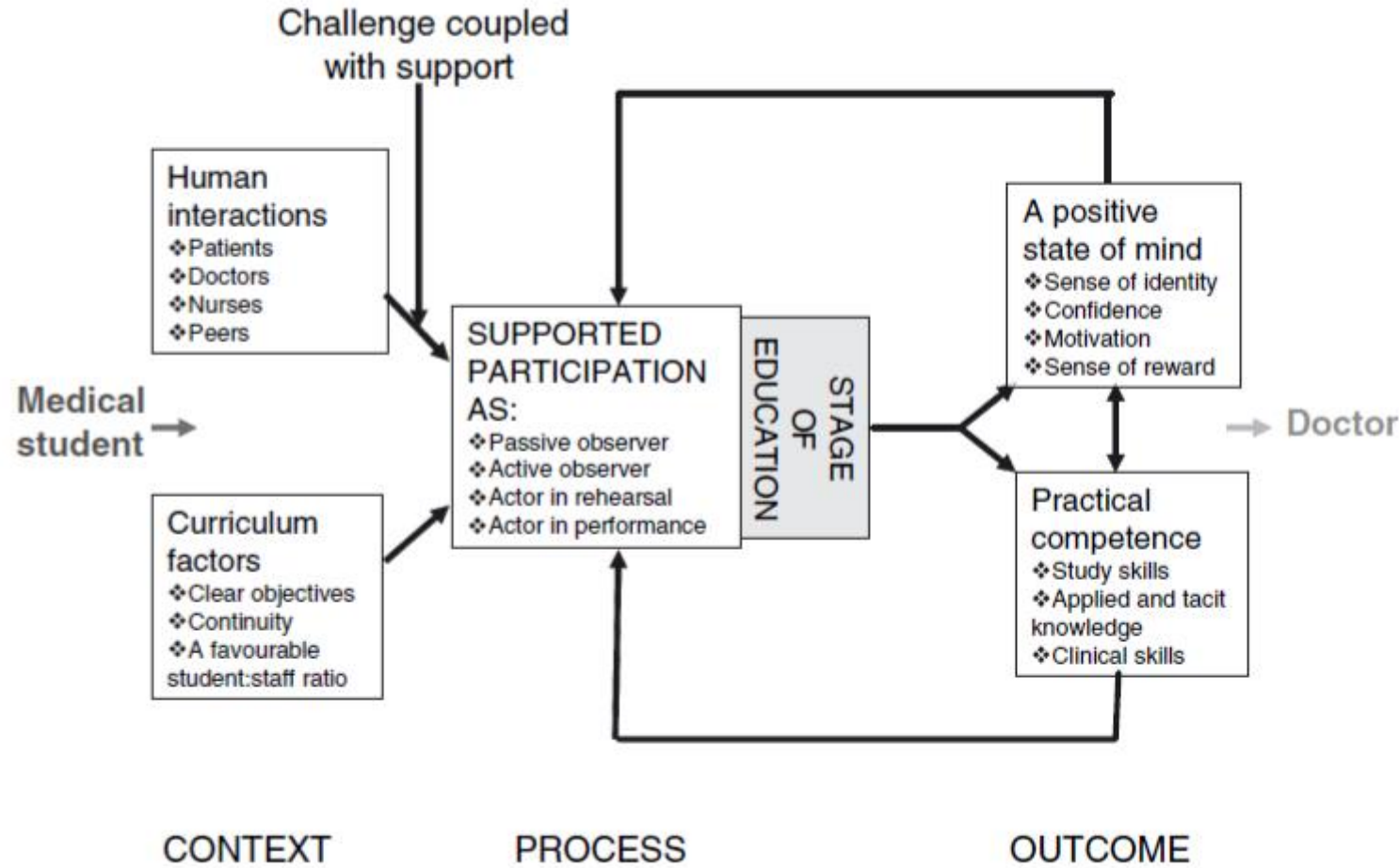
Readiness to learn results from real-life problems and entry into new developmental stages and changing social roles.



Adults have a high need to know why they need to know something, and they learn best through self-discovery with real and simulated experiences.

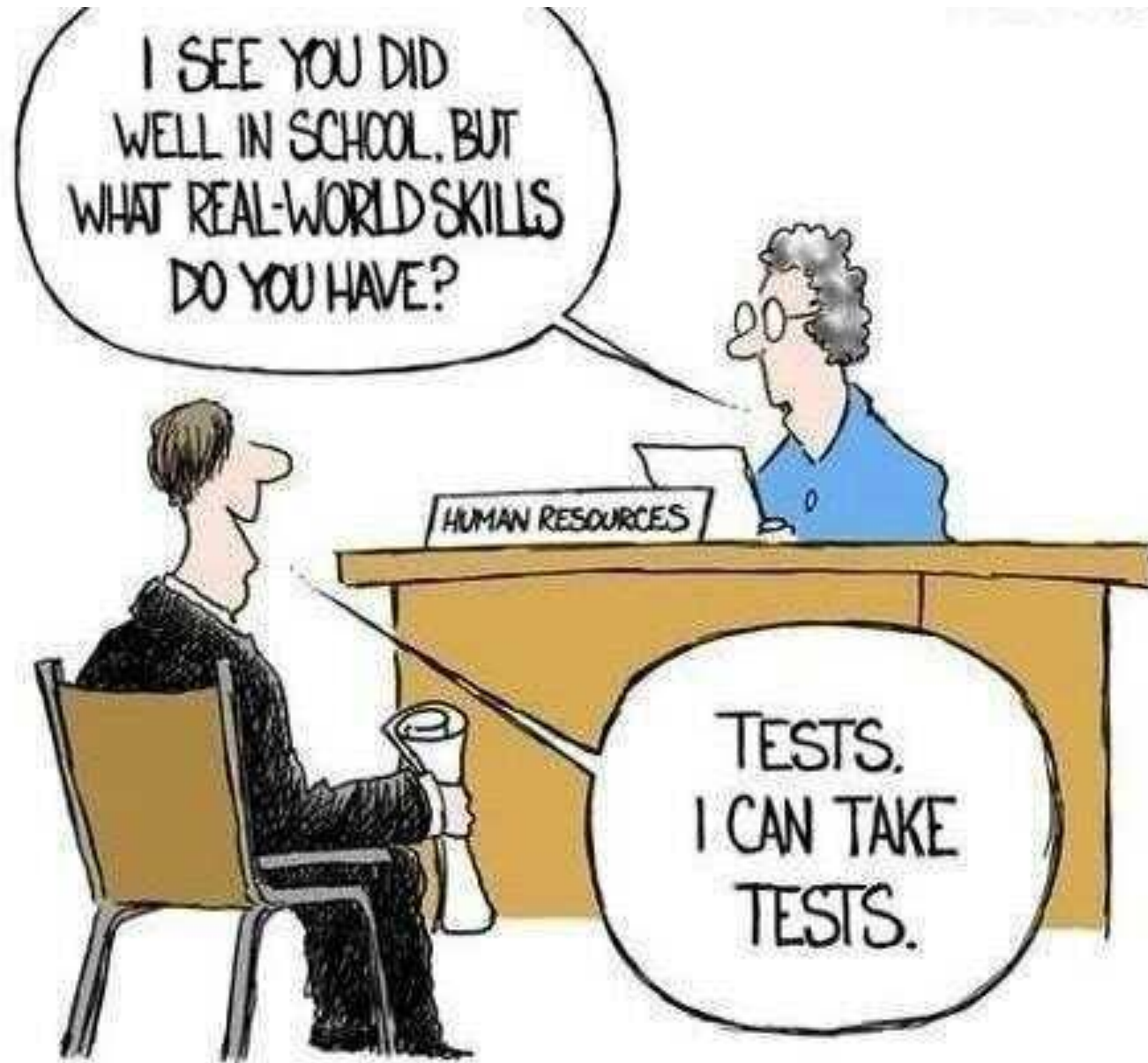
Adults have an independent self-concept, take responsibility for their lives, are increasingly self-directed, and have a deep need to control learning.

Adults enter into learning with a great number and variety of experiences, which provide resources for learning and relating to new material.

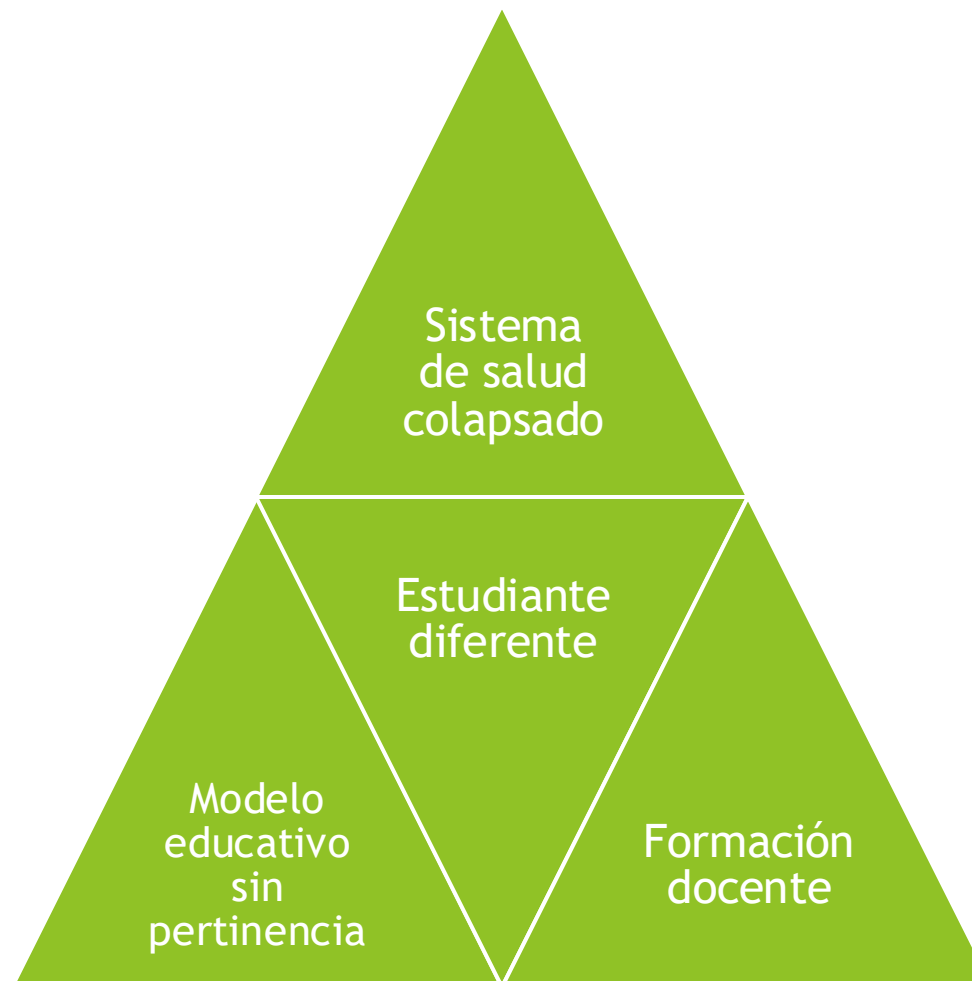


EXPECTATIVAS



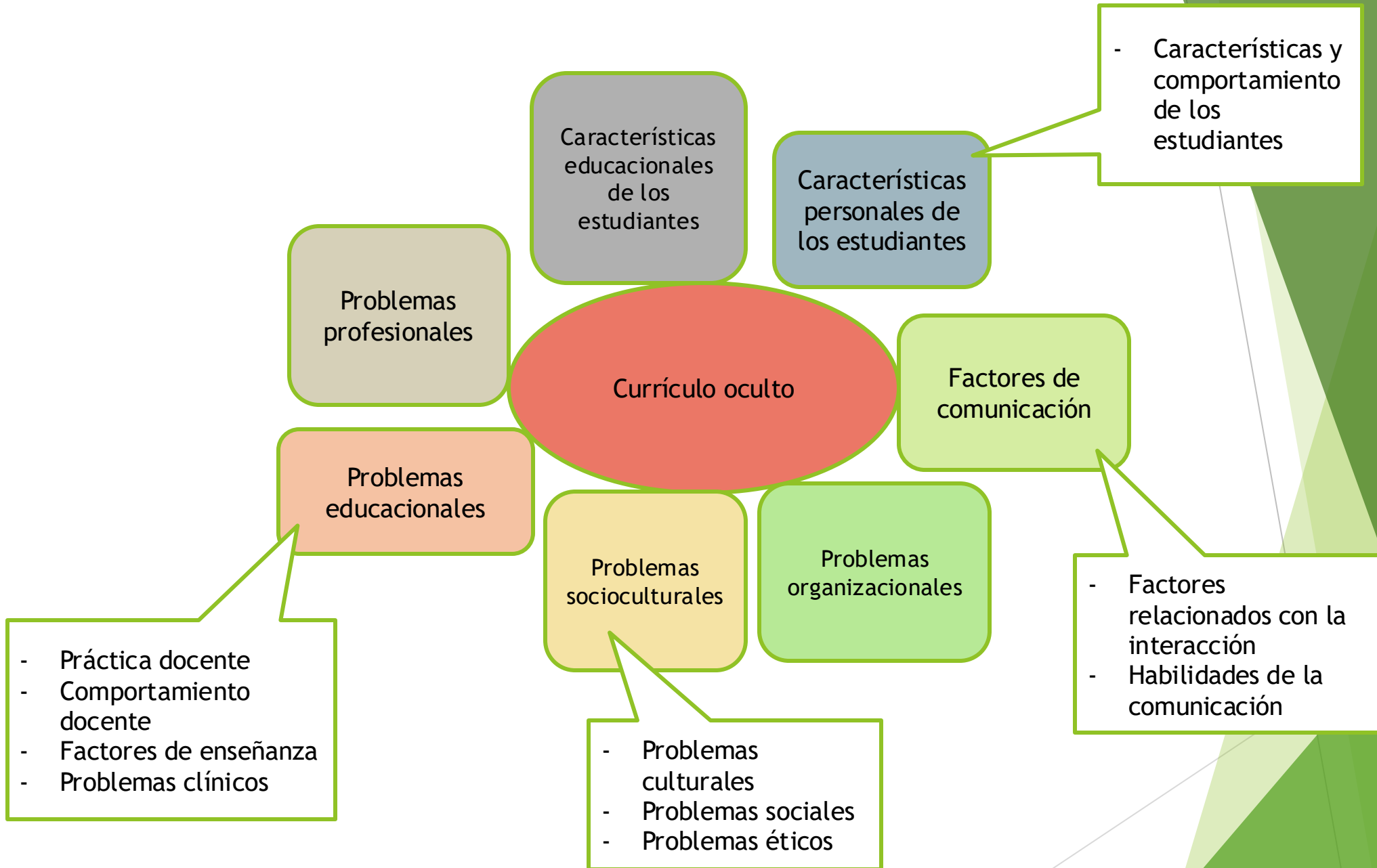


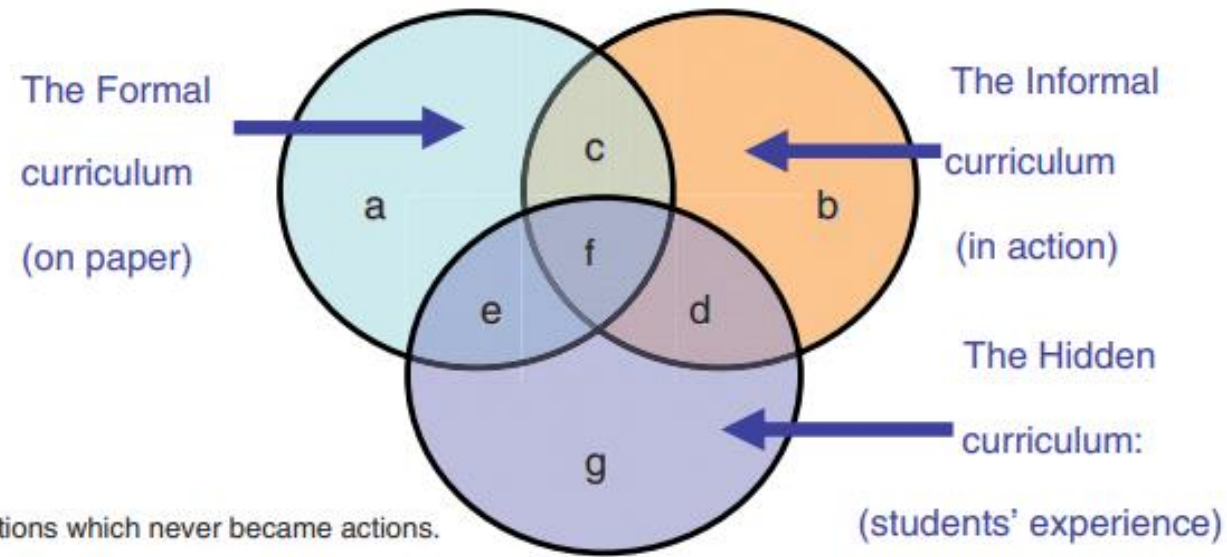
RETOS



RETOS







- a. Intentions which never became actions.
- b. Course aspects, which appear in action, but were not intended.
- c. Aspects which were intended, and which appear in action.
- d. Student curriculum experiences, which were not intended.
- e. Informal curriculum learning, unintended.
- f. Intentions, which became actions.
- g. 'Hidden' curriculum.

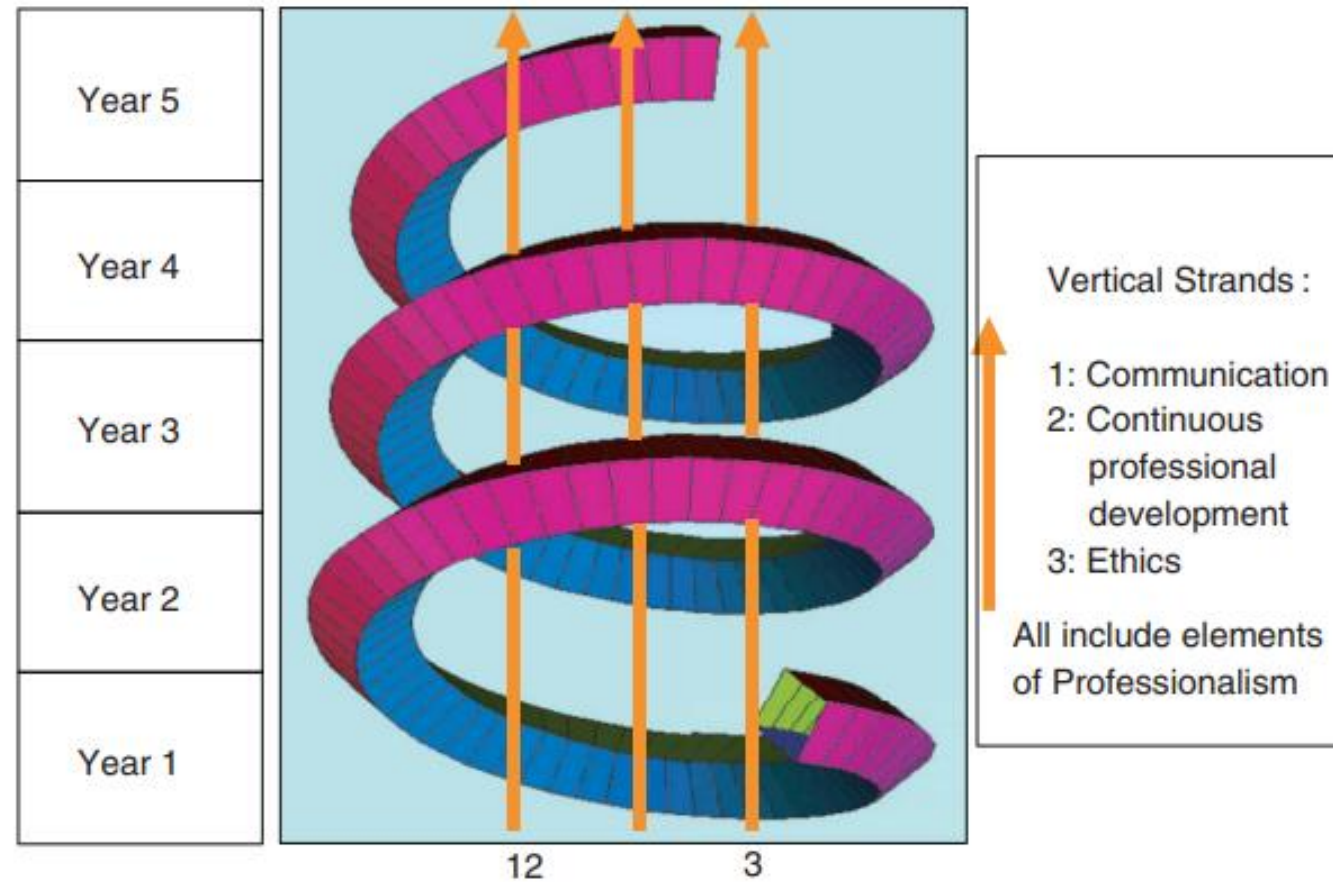
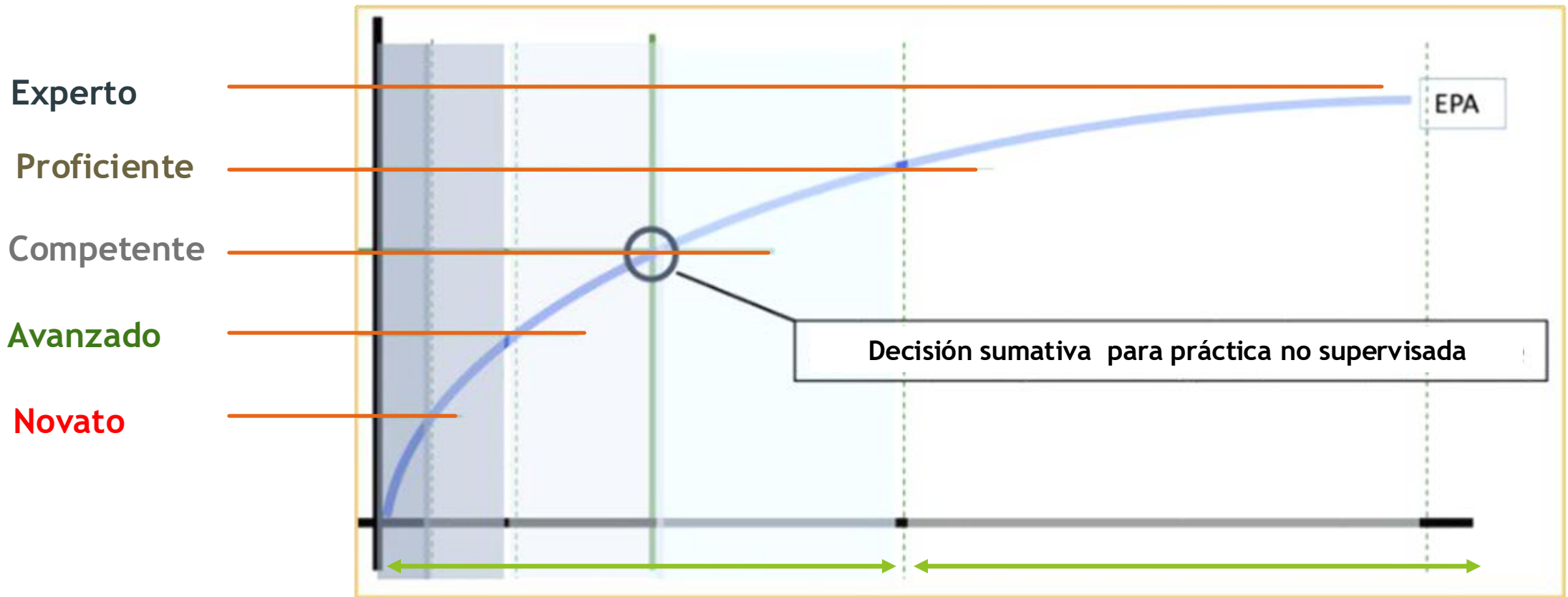


Figure 1. Vertical integration into a spiral curriculum.



Entrenamiento

Práctica deliberada

Niveles de supervisión

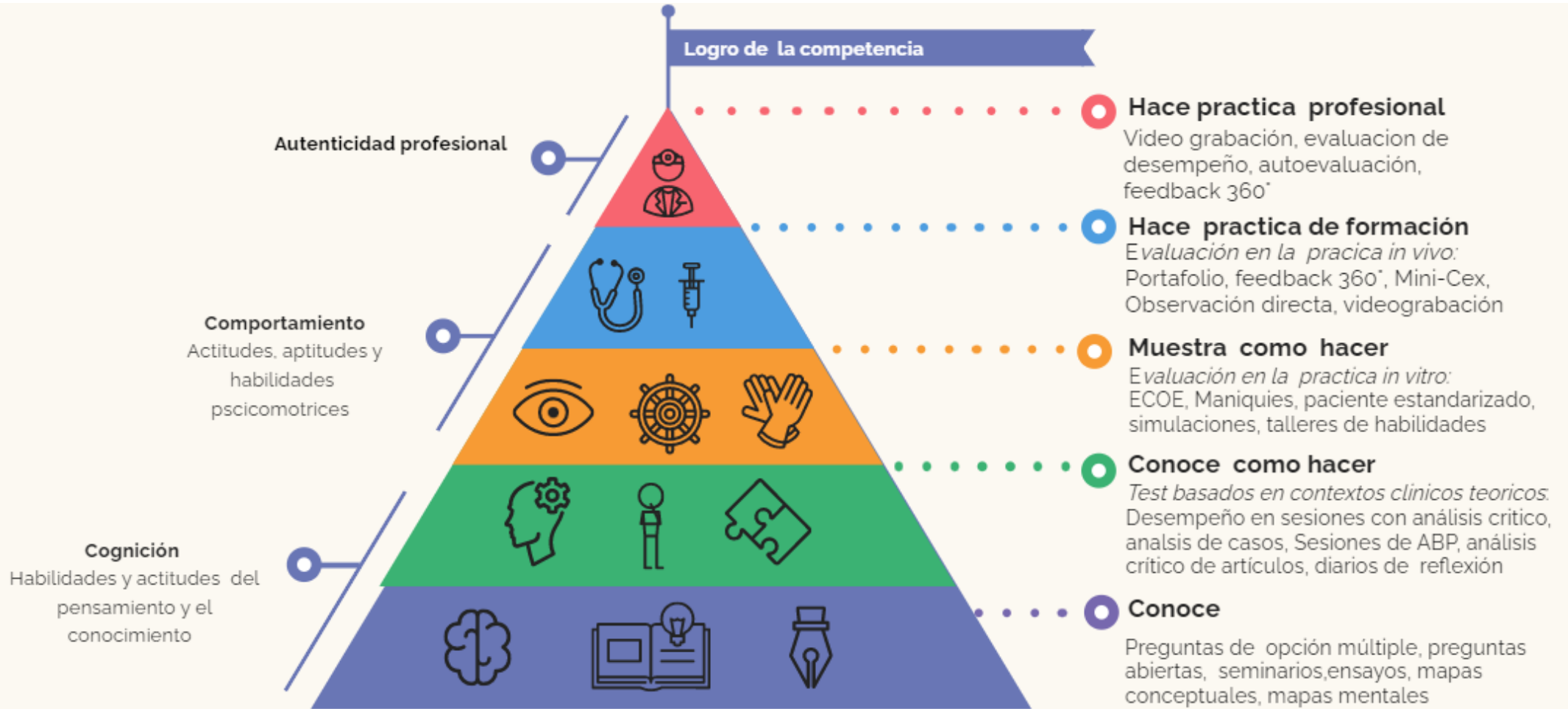
1. Observa

2. Directa

3. Indirecta

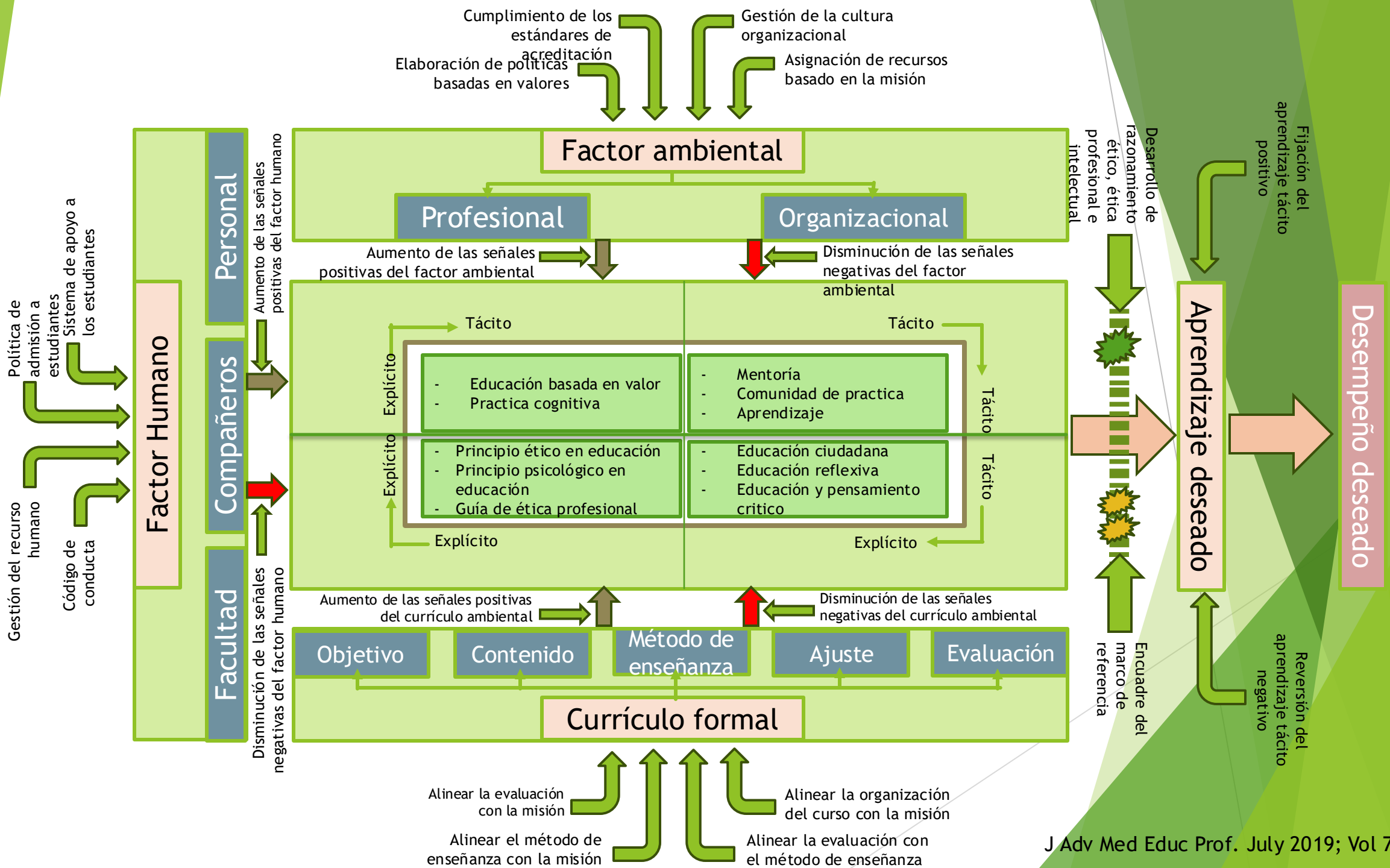
4. Distante

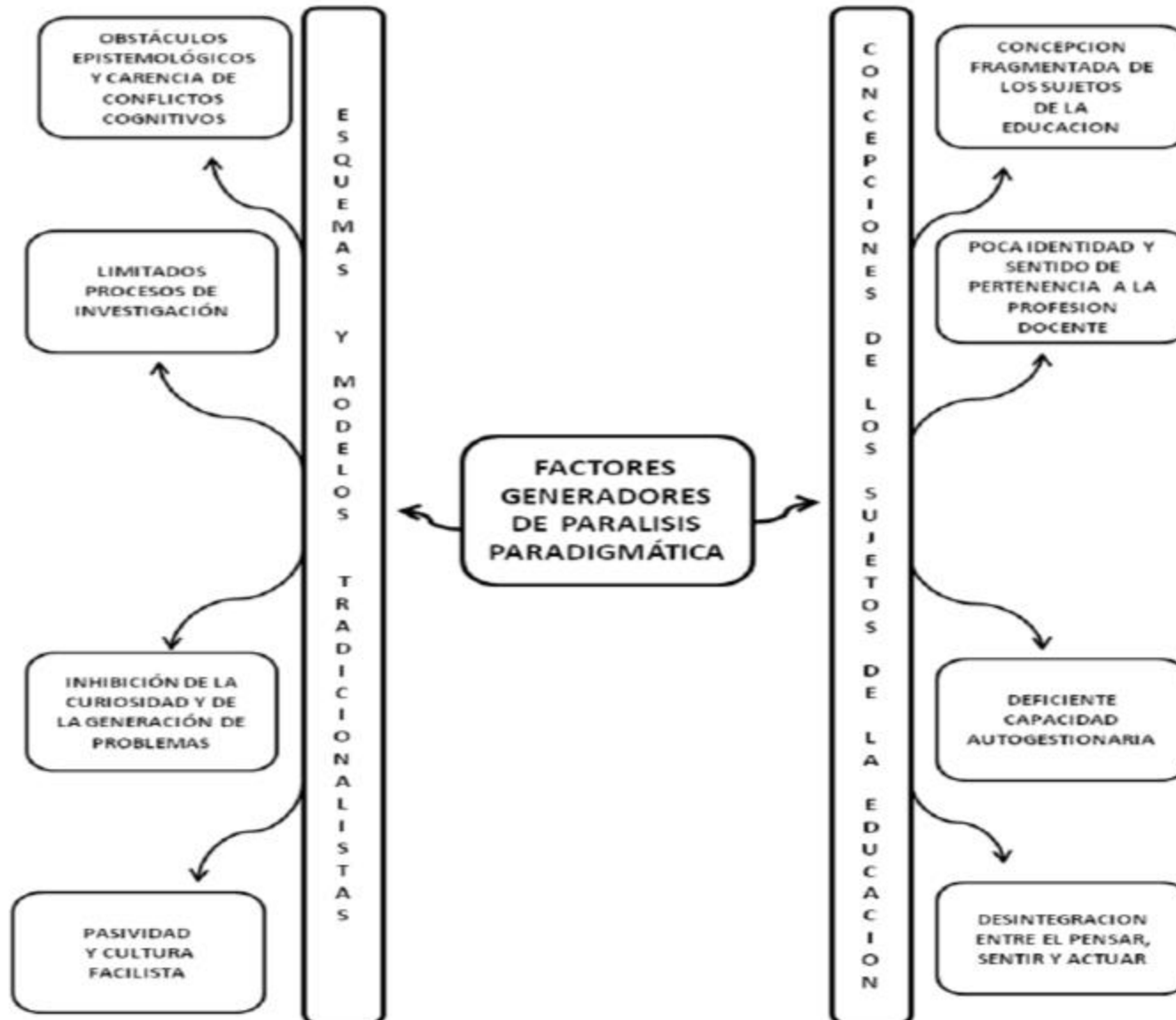
5. Auto direccionamiento



Miller, G. (1990). Assessment of clinical skills /competence/performance. Acad Med, 65, 563 -87.

Sandra Ximena Jaramillo R. sx.jaramillo@uniandes.edu.co





Gráfica 2. FACTORES GENERADORES DE PARALISIS PARADIGMATICAS

EL MAYOR RETO

Educación médica disruptiva



Cambio en modelo de enseñanza, aprendizaje y evaluación



Profesionalización docente



Aprendizaje situado y centrado en el estudiante



Innovación y transformación digital



Replantear procesos de selección y repensar modelos de internado





GRACIAS

