

# Aligning Health Professions Education with National Priorities in Health and Development

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# Today's presentation

- Review on health MDGs and SDG
- The Philippine Health Agenda for 2016 to 2022
- Role of health human resource
- Emerging challenges in the health systems
- Role of professional health education



# Health MDGs & SDG

Health MDGs	Direct Health SDG
 <p>A. Reduce the under-five mortality rate by two-thirds</p>	
 <p>A. Reduce the maternal mortality ratio by three-quarters B. Achieve universal access to reproductive health</p>	 <p>D. Reduce premature mortality from NCDs E. Strengthen the prevention and treatment of substance abuse F. Halve the number of global deaths and injuries from road traffic accidents</p>
 <p>A. Halt and reverse the spread of HIV/AIDS B. Achieve universal access to treatment for HIV/AIDS C. Halt and reverse the incidence of malaria and other major diseases</p>	<p>G. Ensure universal access to sexual and reproductive health-care services H. Achieve universal health coverage I. Reduce deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination</p>



# Where was the Philippines in attaining MDG targets?

## Goal 4: Reduce child mortality

Infant mortality rate

**HIGH**

Under-five mortality rate

**HIGH**

## Goal 5. Improve maternal health

Maternal mortality ratio

**LOW**

Contraceptive prevalence ratio

**LOW**

## Goal 6: Combat HIV/AIDS, malaria and other diseases

Number of new HIV/AIDS reported cases

**LOW**

Number of population aged 15-24 with HIV

**MEDIUM**

HIV prevalence among population aged 15-49

**LOW**

HIV prevalence among MARPs

**LOW**

5<sup>th</sup> MDG Progress Report of NEDA



# Where was the Philippines in attaining MDG targets?

## Goal 6: Combat HIV/AIDS, malaria and other diseases

Proportion of population aged 15-24 with comprehensive correct knowledge of HIV/AIDS

**LOW**

Proportion of population with advanced HIV infection with access to antiretroviral drugs

**MEDIUM**

Malaria morbidity rate

**HIGH**

Malaria mortality rate

**HIGH**

Tuberculosis treatment success rate

**HIGH**

5<sup>th</sup> MDG Progress Report of NEDA



# Some MDG statistics, 2015

	MDG Targets	Accomplishment
Maternal Mortality Rate	52 per 100,000 by 2015	204 mothers dying per 100,000 live births
Infant Mortality Rate	19 infants dying per 1,000 live births	20 infants dying per 1,000 live births
HIV / AIDS	Have halted by 2015 and begun to reverse the spread of HIV/AIDS	as many as 25 new cases of HIV/AIDS were being reported to be diagnosed on a daily basis
Child mortality rate	Reduce under-five mortality rate	One in four children under five years is underweight and undernourished.

Cabral, E. The Phil. Health Agenda 2016-2022, PJIM, Volume 54 Number 2 April-June., 2016



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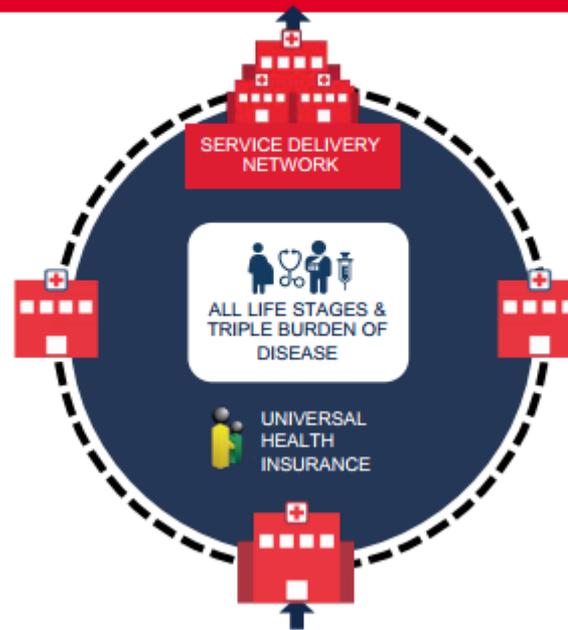
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# ATTAIN HEALTH-RELATED SDG TARGETS

Financial Risk Protection | Better Health Outcomes | Responsiveness

Values: Equity, Quality, Efficiency, Transparency, Accountability, Sustainability, Resilience

3 Guarantees



A C H I E V E

Philippine Health Agenda 2016-2022, Department of Health



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# Role of Health Human Resource

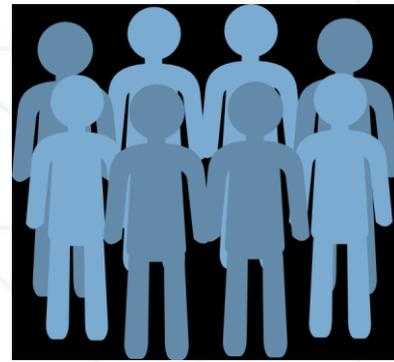


GOAL 1. Healthy societies are engines for economic growth. **Health workers are at the core of health systems ensuring lives and wellbeing.**



# Health Human Resource Statistics

There is a severe mal-distribution of health care providers in the Philippines.



< 20% of the active medical practitioners in the country are employed in public facilities

taking care of nearly 70% of the health care needs of the population

Cabral, E. The Phil. Health Agenda 2016-2022, PJIM, Volume 54 Number 2 April-June., 2016



# Health Human Resource 2015 Statistics

**398**

**Physicians  
(Doctors to the Barrios)**

**13,500**

**NDP Nurses**

**480**

**Dentists**

**2,700**

**Midwives**

**1,120**

**Medical  
Technologists**

**40,851**

**CHTs**

Cabral, E. The Phil. Health Agenda 2016-2022, PJIM, Volume 54 Number 2 April-June., 2016



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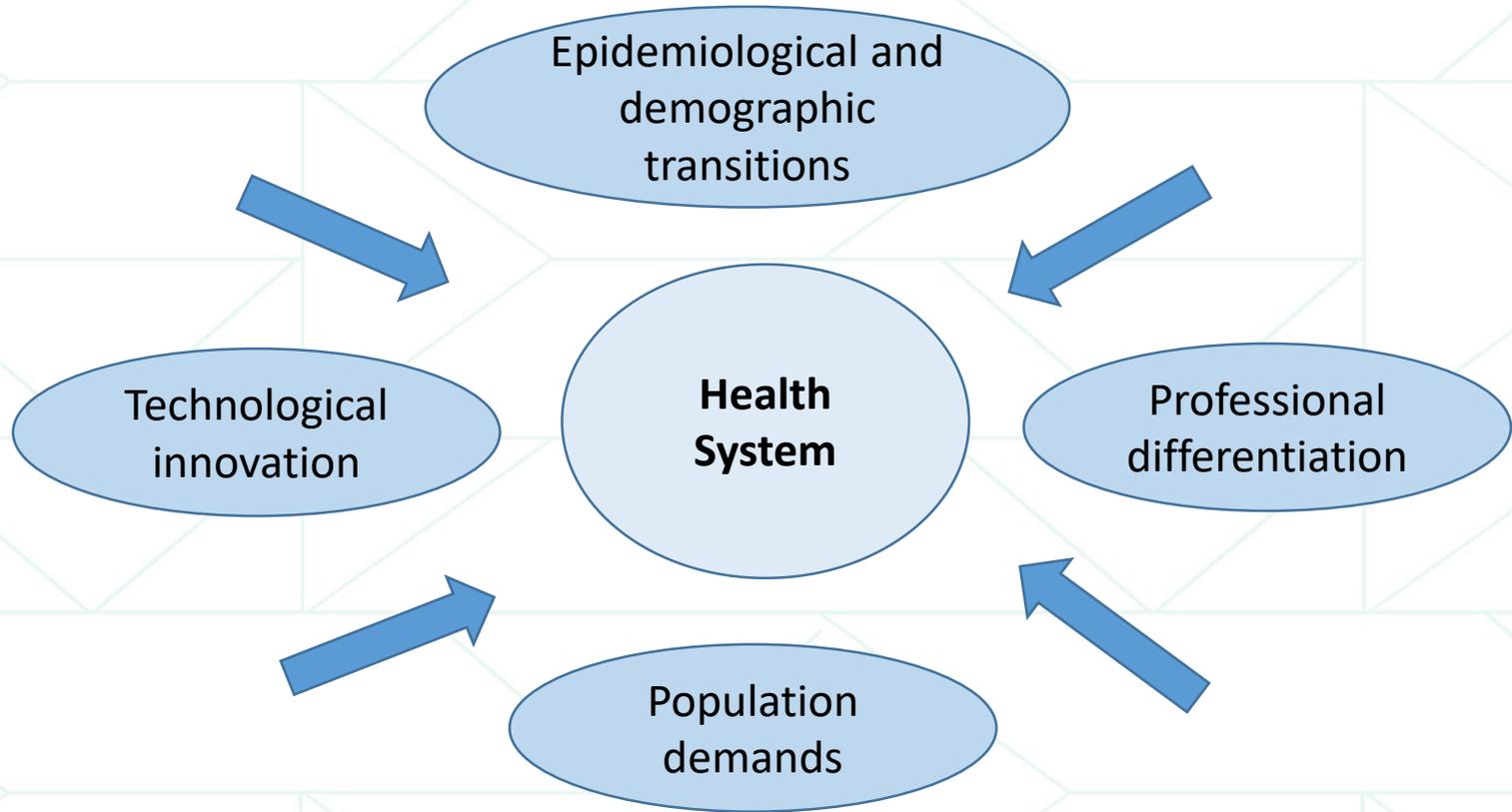
# Health Human Resource

**More professional health workers are needed**, but it has become clear that efforts to **scale up health professionals' education** must not only increase the quantity of health workers, but also **address issues of quality and relevance** in order to address population health needs

-WHO Director General Margaret Chan



# Emerging challenges to health systems



Reference: The Lancet Commission, “Health professionals for a new century: transforming education to strengthen health systems in an interdependent world”



# Role of professional health education in achieving national health priorities

## 1. To meet the nation's changing health needs

- The scope of practice and complexity of science and medicine has grown exponentially.
- Medical information is on pace to double every 73 days by 2020.
- Care delivery is changing.

Optimizing Graduate Medical Education. Association of American Medical Colleges. 2015



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# Role of professional health education in achieving national health priorities

## 1. To meet the nation's changing health needs

- Physician scientists are partnering for team-based investigation to explore the application of foundational scientific discoveries to patient care and are expanding the “laboratories” for inquiry to include community-based settings.
- Technology is changing the way patients and physicians communicate and share in decision making, as well as their expectations of each other.

Optimizing Graduate Medical Education. Association of American Medical Colleges. 2015



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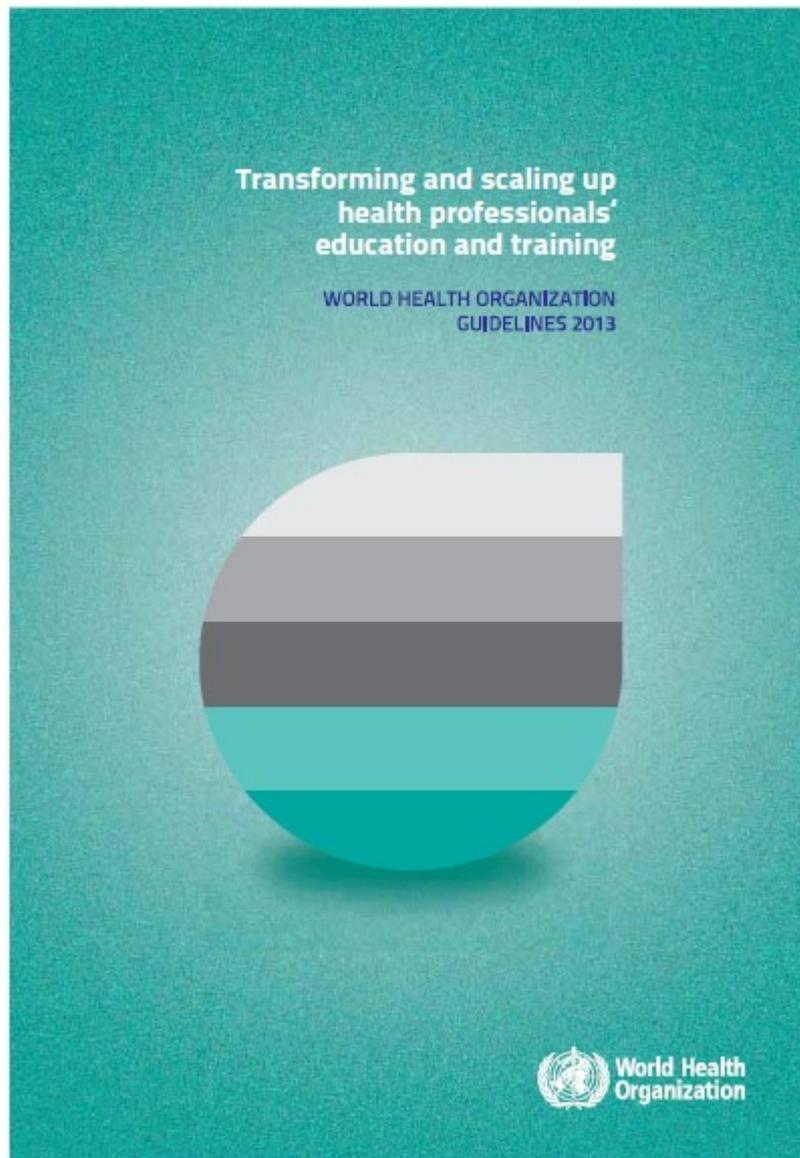
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# Role of professional health education in achieving national health priorities

2. Universities and other institutions of higher learning, though their research and leadership functions can generate evidence about the shortcomings of the health system, and about potential solutions.

Frenk. J and Chen L. The Lancet Commission, “Health professionals for a new century: transforming education to strengthen health systems in an interdependent world” Nov. 10, 2010





# Transforming and scaling up health professionals' education and training: WHO Guidelines 2013



# Challenge to 21<sup>st</sup> century health professionals

Health professionals of the 21<sup>st</sup> century are expected to not only demonstrate competence in medical knowledge and patient care, but also in interpersonal and communication skills, practice-based learning and improvement, systems-based practice, interprofessional collaboration, professionalism, and personal and professional development.



# References

Cabral, E. The Phil. Health Agenda 2016-2022, PJIM, Volume 54 Number 2 April-June., 2016

Chacko TV. Moving toward competency-based education: Challenges and the way forward . Arch Med Health Sci 2014;2:247-53

Frenk. J and Chen L. The Lancet Commission, "Health professionals for a new century: transforming education to strengthen health systems in an interdependent world" Nov. 10, 2010

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