**Supplementary Material**

**Transforming medical education to strengthen the health professional training in Vietnam: A case study**

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**Table S1. Competency standards for general practitioners (Ministry of Health, Decision Number 1854/QĐ-BYT, dated 18 May 2015). GPs, general practitioners.**

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| --- | --- |
| Area 1: Medical knowledge and skills | GPs must have knowledge encompasses the sciences fundamental to medical practice and their clinical applications as well as sociological understanding to diagnose and recommend a treatment plan to a patient and/or community |
| Area 2: Patient care | GPs shall provide patients the duty of care and treatment with skill, care, and diligence based on scientific evidence and the customary or accepted practices under similar circumstances |
| Area 3: Medical ethics and professionalism | GPs shall honour professional standards and legal requirements. GPs should seek to gain greater understanding of cultural or ethnic characteristics that can influence patients' health care decisions |
| Area 4: Communication and collaboration | GPs must communicate effectively with patients, patients’ family, colleagues, and the community |
| Area 5: System-based practice | GPs must understand their organisational and operational structure to maximise the collaboration between medical professionals at various levels of medical networks. GPs shall use medical knowledge, scientific expertise, and ethical training to work for better public health |

Table S2. Expected learning outcomes teaching and assessment methods

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching/Learning methods** | **Expected learning outcome** | | | | | | | | | | | **Assessment methods** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
| Lecture | x | x | x |  |  |  |  |  |  |  |  | Multiple choice questions, short questions, Transition Readiness Assessment Tool (T-RAT) |
| Case-based learning | x | x | x | x | x | x | x | x | x | x | x |
| Team-based learning | x | x | x | x | x | x | x | x | x | x | x |
| Clinical simulation | x | x |  | x | x | x | x | x | x | x | x | Objective structured clinical examination (OSCE) |
| Practice at laboratory | x |  |  |  |  |  |  |  | x | x | x | Objective structured practical examinations (OSPE). |
| Practice at hospital and medical clinic |  |  |  | x | x | x | x | x | x | x | x | Structured oral examination (SOE), oral examination, OSCE |
| Teamwork skills |  |  |  |  |  |  |  | x | x | x | x | Presentation, essay, medical record |
| Medical information research skills |  |  |  |  |  |  |  | x | x | x | x | SOE, oral examination, OSCE, mini-clinical evaluation exercise, portfolio |
| Evidence-based medicine skills | x | x | x | x | x |  | x |  | x |  |  | SOE, oral examination, OSCE, Mini-clinical evaluation exercise, portfolio |
| Time management |  |  |  |  |  |  |  | x | x | x | x | Scholarly project |
| Presentation skill |  |  |  |  |  |  |  |  |  | x | x |
| Medical English and scientific publication reading skill |  |  |  |  |  |  |  |  |  | x | x |

Table S3. Mechanisms and channels for stakeholder feedback

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Stakeholder | Channels | Mechanism |
| 1 | Students, graduating seniors | * E-learning * Facebook * Student representatives of the group, class, cohort | Online |
| * Student representatives of the group, class, cohort * Academic management staff * Academic advisor * Youth Union and Student Association of the Faculty of Medicine * Quality Assurance Unit | Direct feedback |
| 2 | Alumni | * Faculty website * Facebook * Student representatives of the group, class, cohort | Online, telephone |
| 3 | Lecturers | * Internal email | Online |
| 4 | Staff | * Internal email | Online |
| 5 | Employer | * Email * Telephone * Quality Assurance network | Online, survey form |