

Consultants & Trainees Active Participation in Multi-Disciplinary Team (MDT): Tumor Boards can Play a Major Role in the Achievement of their Academic Professional Development Goals

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We wish to share with the readers of this scientific journal our experiences and observations regarding educational gains achieved by the consultant faculty and trainee postgraduate residents via active participation in multidisciplinary team (MDT) Tumor Boards. The rapid modernization of teaching methodologies is being observed in both postgraduate residents and faculty professional education learning processes. Contemporary literature is increasingly depicting academic work which is being directed towards the exploration of both educational and social determinants of health care [1]. Several socio-economic factors have been discussed across the globe which have an impact on the health care systems [2]. Researchers argued over the fact that the leading factor for a positive outcome is socioeconomic wellbeing especially for patients with diseases, like cancer, diabetes mellitus, etc. If we critically evaluate the curriculums designed on the principles of traditional problem-based learning and case-based learning, they are very well-established students centre approaches, but on their merit, they failed to provide a holistic picture of the patient care [3]. Multidisciplinary Team (MDT) Tumor Boards provide a venue for the residents and healthcare professionals to provide comprehensive management of the patients' condition under one roof with promising health outcomes [4]. In a comprehensive cancer care facility patients are provided with medical advice from a Multidisciplinary healthcare professional team. We all are witnessing a positive change towards more peer-reviewed shared care of patients owned by a team of specialists representing different specialties. The inclusion of more experts from other specialties such as public health, healthcare quality and community members may also play a distinct role in the health outcome of patients. In our teams experience, we have observed that after the inclusion of site specific tumor boards in our care pathway, we were able to publish our scientific materials in a more effective and efficient manner [5,6]. With the inclusion of participation in Multidisciplinary Team (MDT) tumor

board in the curricula of post and undergraduate medical education, we introduce a holistic patient-centred approach to students. Simultaneously, through these MDT boards, our students may understand the real-life challenges faced by the patients during the journey of acquiring high-quality healthcare [7]. Furthermore, by connecting the basic health science with the skills to address patients' needs by comprehending socioeconomic, behavioral and cognitive factors along with the clinical decision making may provide students with a skill to address patients need more effectively.

A term has been used in academia as "action learning", where students are assessed based on their innovative and problem-solving skills. The students bring out of box solutions to address complex socio-economical phenomena faced by the patients. By introducing this methodology of learning we not only improve the quality of patient care but also bring unique ideas to the healthcare system. This innovative community-based skill can move healthcare education forward. By incorporating action learning in the curriculum, the medical and health professional educators can prepare futuristic health care professionals, who will be equipped with the tools to deal with dynamic healthcare situations. The current COVID pandemic has increased the demand for innovation in healthcare, and these novice healthcare professionals can create a positive progressive impact in our post and undergraduate training programs.

AUTHOR'S CONTRIBUTION

All authors have equal contribution in manuscript writing.

CONFLICT OF INTEREST

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