

## TO ASSESS THE TRAINING OF CAREGIVERS

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### **Shifting from assessing knowledge to evaluating skills, which also encompass behavioral components**

The assessment of healthcare education has evolved significantly, from a knowledge-centred assessment to a skills evaluation that encompasses the abilities, practical know-how, and interpersonal skills of students in the medical and paramedical fields. Ongoing education throughout the careers of healthcare professionals has become crucial considering therapeutic advancements and the diverse situations encountered by professionals. In addition, communication, management, and empathy skills must be mastered to guarantee the quality of care and collaboration within medical teams.

However, the time constraints in healthcare professional training present a challenge, requiring prioritization between acquiring new knowledge and developing human and interpersonal skills. This transformation leads to a profound shift in the way healthcare professionals receive training and evaluation, recognizing the importance of behavioral skills that were formerly regarded as secondary.

### **Evaluating training programs ensures the quality, relevance, and effectiveness of the healthcare system**

Assessing the training of healthcare professionals is essential to ensure the efficiency of the healthcare system. This process requires a comprehensive approach, encompassing the humanities, an openness to public health, and adaptation to new professional practices, including teamwork in urban settings and recognition of less linear career paths in hospital environments. Consequently, assessing training is regarded as a priority since it shapes the healthcare workforce and its adaptability to evolving population needs. However, in a context of healthcare professional shortages, the debate over increasing the “numerus clausus” occupies a prominent position in public discourse. Amid these debates, key issues are being sidelined: the current and future needs of the population, the skills to be developed and the aspirations of future healthcare professionals.

## **Adapting the training equips healthcare professionals to navigate the healthcare system's transformations**

Evaluating the training of healthcare professionals must consider the significant changes in the healthcare system, particularly the impact of technological advancements. These new technologies are not only transforming the training but also medical practices and interactions with patients. Artificial intelligence (AI) has become an essential element in some specialties, such as radiology and anatomopathology. However, it is essential to consider how to use AI in a manner that enhances the management of medical time, ultimately fostering meaningful human interactions with patients.

The interplay between patients, technologies, and healthcare professionals needs to be carefully thought out to create meaningful and effective combinations. However, it is important not to overestimate the benefits of AI and to ensure that the digital system is ready to support these new technologies. In summary, training must evolve to prepare healthcare professionals to leverage these changes, while preserving the crucial importance of the patient-physician relationship.

### **The systemic consequences of healthcare professionals' training**

The evaluation of healthcare professionals' training has significant implications for the healthcare system. It involves two important drivers for transforming the healthcare system: the decentralization of medical education and the incorporation of paramedical education into the universities' academic framework. By expanding access to clinical practice sites for medical students and promoting interprofessional collaboration, education can contribute to addressing disparities in healthcare access. The university-based approach to paramedical programs, such as the Advanced Practice Nurse (APN) diploma, ensures the alignment of training with the pressing healthcare issues. With this approach, professionals are encouraged to specialize in a chosen area of practice, defined based on healthcare system's challenges and needs. Thus, training evaluation goes beyond the development of individual competencies. It has a structural impact by promoting a territorial and interprofessional approach based on real patient needs.