

# The situation of psychiatry residency training in Croatia



## Croatian Young Psychiatrists and Psychiatric Trainees Section EFPT Forum, Athens 2007

### INTRODUCTION

•Adequate education during residency in psychiatry is essential for the formation of competent mental health care professionals  
 •part of the process of approaching to European Union is the reform of Croatian educational system, including the reform of University programs and residency training programs, including psychiatry, where requirements are set by the European Board of Psychiatry  
 •Mentoring relationships have been cited as important in career guidance as well as in personal development.  
 •Mentor-mentee relationships are challenged by increased clinical, research, and administrative demands. However, in psychiatry residency training it is one of the most important part of learning process.

### AIMS

•Croatian Young Psychiatrists and Psychiatric Trainees Section performed two studies among residents, young psychiatrists and mentors aiming to evaluate the quality of the current residency training in Croatia  
 •to acknowledge potential problems and solutions  
 •to contribute to of educational improvement in Croatia

### METHODS

#### 1. Subjects

•study 1: 93, males 30, females 63, of whom 59 residents (6 research fellows) and 35 young specialists (89% of all residents, 50% of YPs)

•study 2: N=72, A- Formal mentors – recognized status (N=22), B - Educators working at psychiatric clinics – obligated to work with residents (N=35), C - Psychiatrists working outside psychiatric clinics – working with residents during their rounds in that hospital (N=15); males 63%, females 27%, representative national sample (response rate 87%)

#### 2. Use of questionnaire which consists of two parts:

- objective parameters of educational quality to produce competent psychiatrist
- evaluation of residency training seen by participants
- additional part only for mentors
- additional part only for residents and YP

### RESULTS

Results are given in Table 1, 2, 3 and Figure 1, 2 and 3.

Table 1. Profile of participants

	Residents and YP	Educators
Average grades mean	3,85+/-0,4	3,9 ± 0.4
Academic degeees	15% Master of science, 3% PhD and 36% PhD students	41 % PhD, 49% Master of science
Education abroad	never gone to any kind of professional (>50%) and scientific (>70%) education	80% at least once
Publications	CC publications - about a third	CC publications – 78% at least 1; 1/3 of them more than 5

Figure 1. Interests of participants

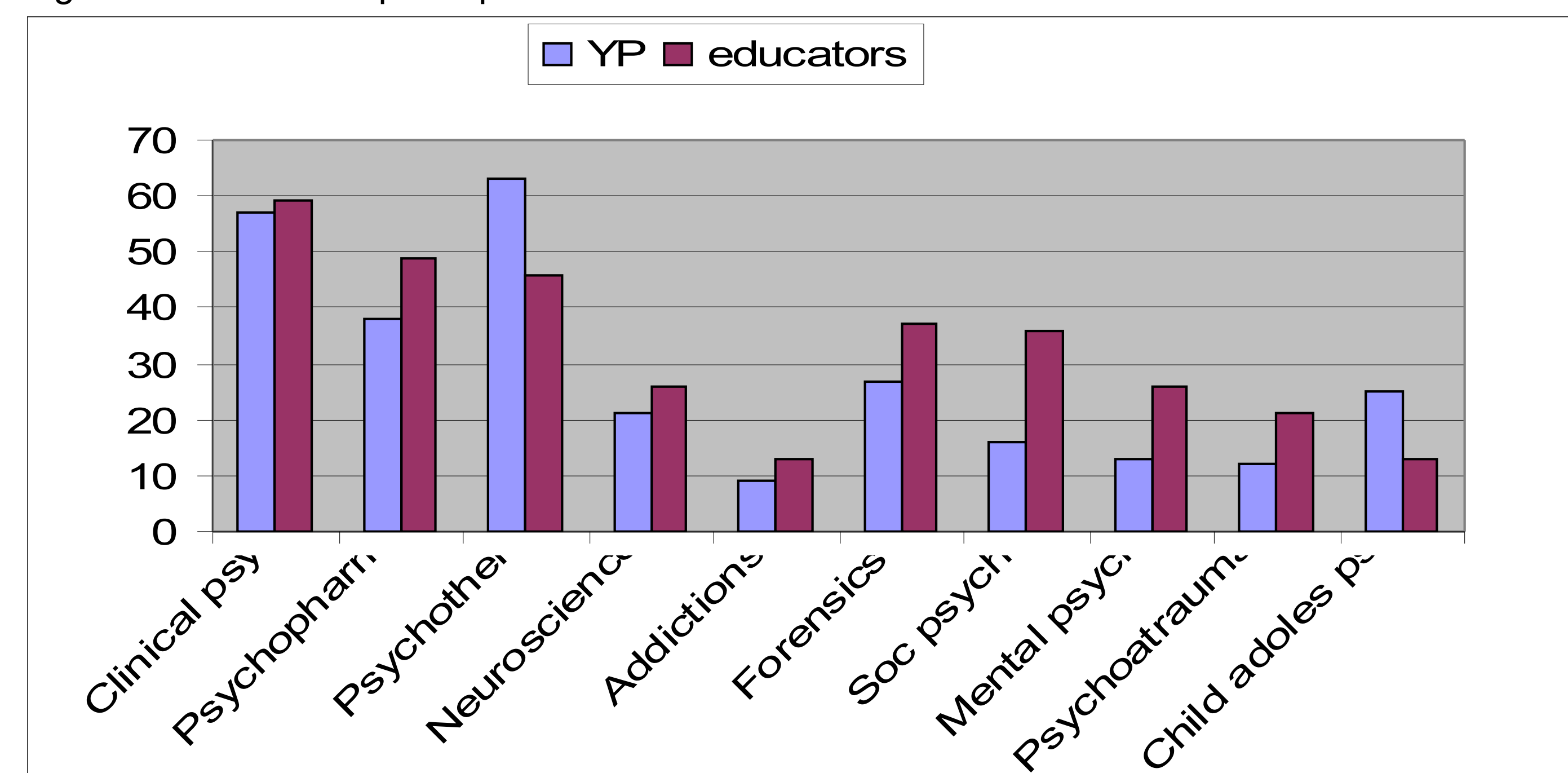
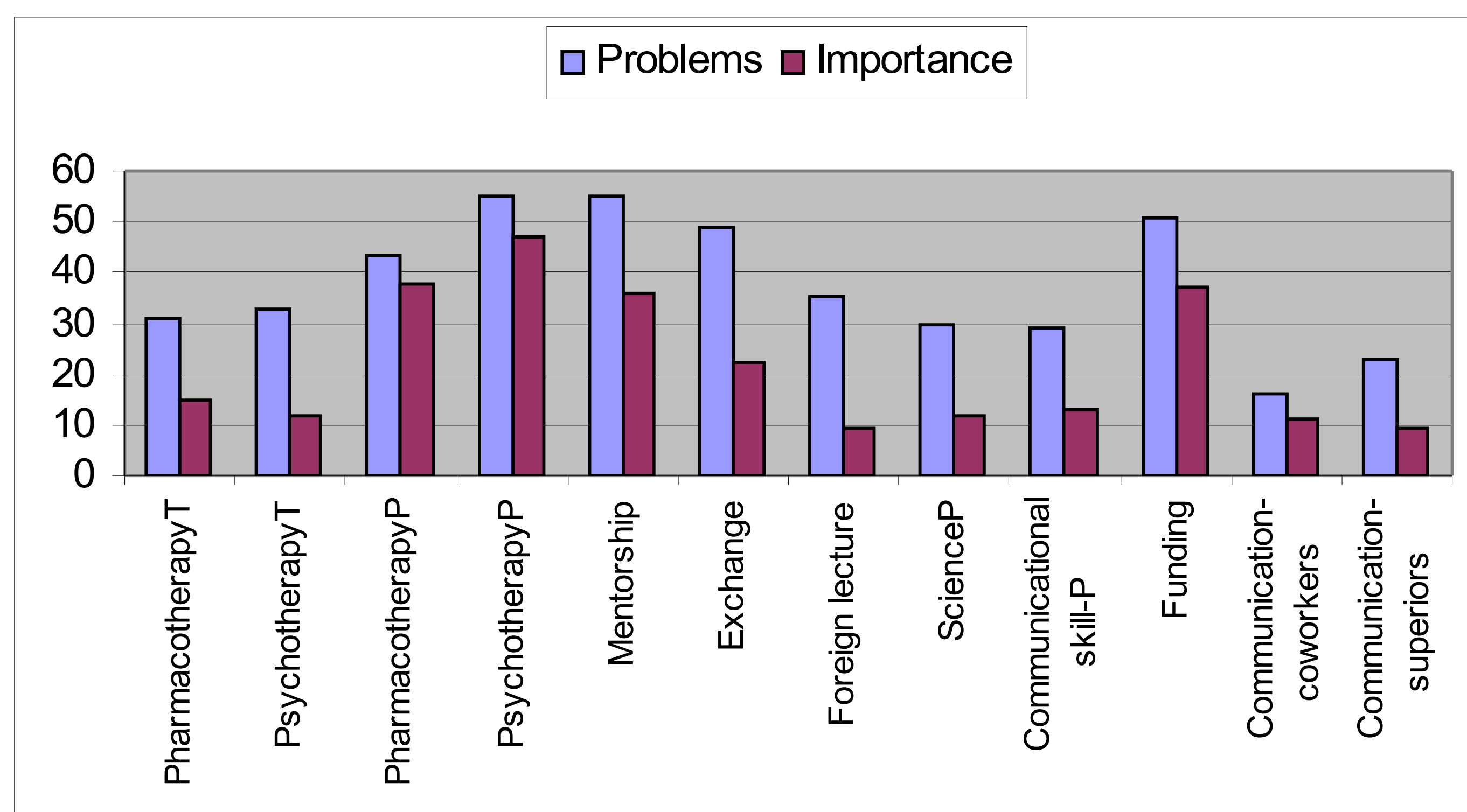


Figure 1. Ranging problems and their importance seen by residents and young psychiatrists



Data are shown as frequencies; T-theory; P-practice

Table 2. Summary of problems

Residents and YP	Educators
Psychotherapy – lack of practice	Mentorship- not functioning
Mentorship - not functioning	Residents' exchange - not functioning
Funding - lack of	Scientific work - YP not engaged

### CONCLUSION

•Detecting problems seen by both sides is the first step towards finding solutions and their implementation in reformed residency program.  
 •Problems of residency training perceived by mentors and residents are overlapping, but differences exist and may influence direction of the future reform.  
 •Therefore, active participation of YPs may be of crucial importance in this process.

Figure 2. Engagement of YP and residents in psychotherapy trainings

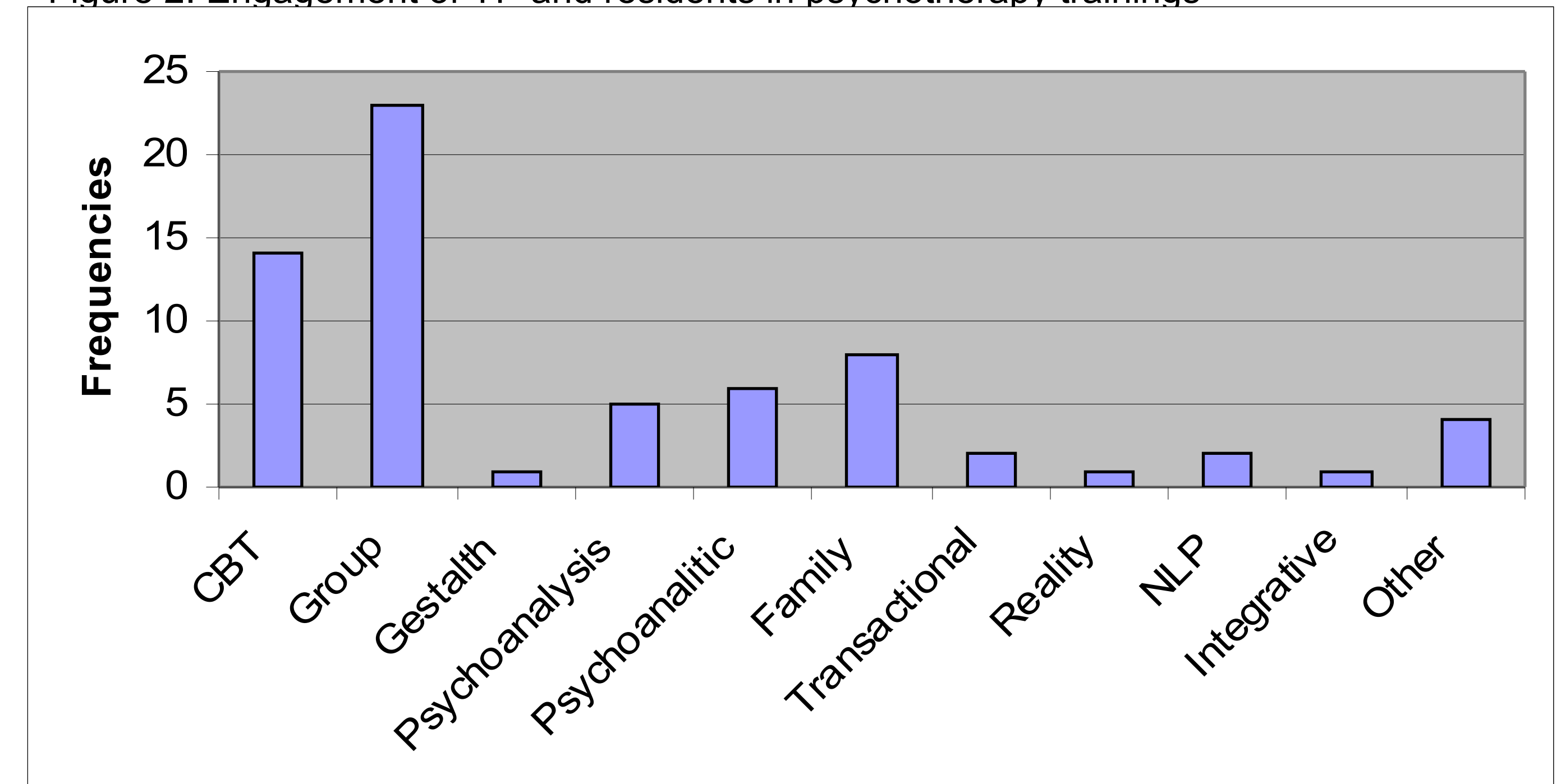


Table 3. Suggestions

Educators	Residents and YP
Change in legislative regulation – define hours spent with residents	The reform of residency training should provide more educational opportunities, especially in the field of psychotherapy
Additional payment	Additional funding of parts of psychotherapy trainings
Improving communication skills (workshops)	Evaluation of work of mentors, supervisors and residents
More active approach from the residents (national and international activities)	