

The history of residency training of healthcare leaders

Valerij N. Tregubov¹, Natalia V. Ekkert¹, Victor V. Mikhailovsky¹

¹ *FSAEI HE I.M. Sechenov First MSMU MOH Russia (Sechenov University)
8 Trubetskaya St., building 2, Moscow 119991, Russia*

Corresponding author: Natalia V. Ekkert (natekk@mail.ru)

Received: 09 September 2021 **Accepted:** 15 December 2021

Citation: Tregubov VN, Ekkert NV, Mikhailovsky VV (2021) The history of residency training of healthcare leaders. *History of Medicine* 7(2): 140–146. <https://doi.org/10.17720/2409-5834.v7.2.2021.03c>

Abstract

The article outlines key moments in the history of training healthcare organisation and public health professionals at the N.A. Semashko Department of Public Health and Healthcare of Sechenov University. The residency training of doctors was broached at Imperial Moscow University in the mid-19th century. The primary goal of the Department of Social Hygiene of the Faculty of Medicine at the First Moscow State University, created in 1922 at the instigation of the first People's Commissar of Public Health N.A. Semashko, was the specialised training of students. Over time, the department's area of focus and name changed several times. However, it was its successors that conducted conceptual substantiation of the residency training of healthcare leaders in 1995. Staff at the Faculty of Healthcare Management of Sechenov University played a pivotal role in implementing these ideas. The authors note that not only the wealth of accumulated domestic experience but also the experience of colleagues abroad is employed in the residency training of healthcare organisation and public health professionals.

Keywords

history of medicine, history of healthcare, residency, social hygiene, public health and healthcare, Faculty of Healthcare Management

At the instance of the People's Commissar of Public Health N.A. Semashko, the Department of Social Hygiene opened in the Faculty of Medicine of the First Moscow State University on 20 February 1922.¹ Its staff included the architects and proponents of numerous research and edu-

cational technologies. One of such technologies was reforming medical education and creating a conducive environment for the effective residency training of doctors in social hygiene (later – public health and healthcare) and healthcare and public health professionals (Reshetnikov and Tregubov 2021).

In the first half of the 19th century, Professors A.I. Over and A.I. Pol tried to make changes to the system of training doctors by increasing the volume of practical training. They proposed assigning the six best final-year medical students as assistants to assistant lec-

¹ The department was renamed multiple times. Since 2015, it is now the N.A. Semashko Department of Public Health and Healthcare of FSAEI HE I.M. Sechenov First Moscow State Medical University of the Ministry of Healthcare of the Russian Federation (Sechenov University).

turers and junior scientific assistants at hospital clinics. These students, whom they referred to as “clinical” students, would live at hospitals and visit patients in the wards assigned to their supervisors several times a day. This marked the beginning of the two-year assistantship, which became the blueprint of modern-day medical residency² (Bannova, Vasilyev, Lutkovskaya 2016).

However, this type of training doctors did not gain traction. Documents from the Central State Archives of the City of Moscow (TsGA Moskvyy) show that in 1925, there were 46 residents who had graduated from the Faculty of Medicine of the First Moscow State University, in 1926 – 49, in 1927 – 46, in 1928 – 19, and none in 1929.³

After the establishment of the First Moscow Medical Institute in 1930 (Reshetnikov and Tregubov 2021), the training of residents commenced based on the order of the Council of People’s Commissars of the RSFSR “On field trips for doctors” (1927) and the Central Executive Committee of the USSR “On the training of doctors” (1934). The order of the People’s Commissariat of Public Health “On medical residency” was issued in February 1928 and was subsequently revised several times. However, its key provisions regarding the residency of doctors below the age of 35 with at least three years of work experience and the best graduates of medical universities, the preference of accepting doctors from major clinics and rural areas, as well as recipients of the “Excellent Worker of Public Health” badge for residency training, etc., remained unchanged (Khilmonchik 2017).

Numerous works of researchers and medical practitioners are devoted to the residency training of doctors.⁴ However, most of them deal with the improvement of teaching methods in medical residency and virtually do not touch upon the historical aspects of the establishment and training of healthcare leaders.

This was largely because doctors who had only a clinical education were previously allowed to take up leadership positions in healthcare. They would subsequently gain the necessary knowledge of running a medical organisation via an internship and further professional education.⁵

The increasing volume and complexity of the tasks that heads of medical organisations had to grapple with routinely meant they not only had to master methods of managing the medical industry but also acquire basic knowledge in a range of disciplines, such as economics, law, psychology, and pedagogy. They also had to develop leadership skills (Ivanov and Malkina 2018; Naygovzina, Konanykhina, Kochubey 2016). Due to the rising demand for a new breed of healthcare administrators, in 1995, the Department of Social Medicine, Organisation and Health Economics of the I.M. Sechenov Moscow Medical Academy⁶ introduced a course in healthcare management. In 1996, that course was turned into the Faculty of Healthcare Management by the decision of the Academic Council (Reshetnikov et al. 2013). The head of the Department of Social Medicine, Organisation and Health Economics, Doctor of Medical Sciences, Professor V.Z. Kucherenko⁷ was the first dean of the faculty.

Residents⁸ went through two-year training as part of the postgraduate education system at the Faculty of Healthcare Management. The programme was focused on the socio-economic changes taking place in the country. It included courses in social medicine and public health, healthcare policy, medical informatics, management and marketing, healthcare legislation, etc.

² This article does not cover the history of medical residency.

³ TsGA Moskvyy. F. 1609. Op. 1. D. 934. L. 1.

⁴ See: (Artyukhina, Chumakov, Knyshova 2020; Lindenbraten 2010; Meltzer et al. 2019; Protsenko et al. 2019; Khoroshikh 2015; Chernetskii, Lobanov, Agarkov 2020; Shevtsova, Zuikova, Bolotskih 2019).

⁵ See orders of the Ministry of Health of the Russian Federation No. 337 of 27.08.1999, No. 112n of 11.03.2008, No. 415n of 07.07.2009 and No. 707n of 08.10.2015.

⁶ Now the N.A. Semashko Department of Public Health and Healthcare of Sechenov University.

⁷ Born 6 August 1941, Honoured Scientist of the Russian Federation since 1998, Corresponding Member of the Russian Academy of Medical Sciences since 2000, Corresponding Member of the Russian Academy of Sciences since 2014.

⁸ Many of them were subsequently appointed to leadership positions in the medical industry.



Fig. 1. First resident graduates (1996–1998) and lecturers of the Faculty of Healthcare Management.⁹
From the archives of the N.A. Semashko Department of Public Health and Healthcare.

Residents of the faculty went through practical training and internships at the Ministry of Health of the Russian Federation, Federal Compulsory Medical Insurance Fund, Department of Health of Moscow and Moscow Region, at Moscow city clinical hospitals and polyclinics, health insurance organisations, etc. The residents then completed their dissertation work after the internship. The Faculty of Healthcare Management had its first graduates in 1998 (fig. 1).

The standard of training residents at the faculty was largely determined by active international cooperation with leading foreign universities that train healthcare administrators starting from 1995. The faculty professors and lecturers participated in partnership programmes with foreign

tertiary education institutions such as the University of Minnesota and Tulane University (USA), the University of Oslo (Norway) and Leiden University (the Netherlands) (fig. 2). They discussed the curriculum for residents with their foreign colleagues. Modules such as “Marketing”, “Human Resource Management”, “Financial Management”, “Health Economics”, and “Information Management” were developed and tested. And teaching guides were prepared for students based on these modules.

Residents fluent in English could undergo summer practical training and internships at universities abroad, where they attended lectures by leading professors, master classes, etc. In 1999, three faculty residents undertook the International Master of Public Health Programme at the Hebrew University–Hadassah Braun School of Public Health and Community Medicine (Jerusalem, Israel). From 1999 to 2000, nine second-year residents undertook summer practical placements at the University of Oslo and Norwegian healthcare institutions. In 2000, six residents completed an internship on the “Health Economics” programme at the University of York (UK).

The experience of colleagues from leading foreign universities allowed professors and lecturers of the Faculty of Healthcare Management to successfully develop a modern theoretical framework for researching domestic healthcare reform. It also enabled the prepara-

⁹ In the photograph in the bottom row: at the centre – Dean of the Faculty, Doctor of Medical Sciences, Professor V.Z. Kucherenko; to his left – Candidate of Medical Sciences, Associate Professor V.M. Alekseeva, Doctor of Medical Sciences, Professor L.E. Syrtsova, Candidate of Medical Sciences, Associate Professor O.A. Manerova, Candidate of Medical Sciences, Associate Professor V.G. Petukhov, Candidate of Medical Sciences, Associate Professor G.A. Kolykhalova; to the right – Candidate of Medical Sciences, Associate Professor A.P. Golubeva, Candidate of Medical Sciences, Assistant Lecturer S.G. Boyarsky, Candidate of Economic Sciences, Associate Professor N.G. Shamshurina, Assistant Lecturer E.V. Demysheva.



Fig. 2. Members of the Faculty of Healthcare Management during their time at Leiden University and their Dutch colleagues (1998).¹⁰ *From the personal archives of Professor V.Z. Kucherenko.*

tion and introduction into the educational process study guides on health economics, health insurance, health systems of foreign countries, medical marketing and healthcare management basics, etc.

Members of the faculty also took part in projects under the TACIS EDRUS 9702 programme “Russian Federation: Health System Management Support” (1999–2000). Under this programme, the faculty set up the Moscow Resource Educational Centre for Healthcare Management, whose tasks were the advancement of educational activities in health management and economics and coordination of the work of regional departments (Republic of Chuvashia, Yaroslavl Region).

Until its restructuring in 2013, the Faculty of Healthcare Management was actively conducting teaching and research work in collaboration with the teaching staff of the Department of Social Medicine, Organisation and Health Economics, which, in 1995, developed the conceptual provisions for the residency training healthcare leaders.

In 2013, the Faculty of Healthcare Management was restructured, and new divisions were created at the I.M. Sechenov First Moscow State Medical University: the Higher School of Healthcare Management and the Institute of Social Sciences, which included the Department of

Sociology of Medicine, Health Economics and Health Insurance.

Today, healthcare organisation and public health professionals in Russia are trained via residency¹¹ training. Among them are doctors who have successfully completed the “General Medicine”, “Medical Preventive Care”, “Paediatrics” and “Dentistry” specialist programmes. These professionals also undergo further education via a retraining programme for people who have completed an internship or residency training in one of the specialities of the enlarged groups of specialities – “Clinical Medicine” or “Health Sciences and Preventive Medicine”.¹² After acquiring the qualification of “Doctor/Healthcare and Public Health Organiser”, in accordance

¹⁰ Pictured from left to right: Candidate of Medical Sciences, Associate Professor V.M. Alekseeva, Doctor of Medical Sciences, Professor L.E. Syrtsova, Professor F. van der Broek, Doctor of Medical Sciences, Professor V.Z. Kucherenko, Professor A. Sherpenis, Candidate of Medical Sciences, Associate Professor M.V. Avksentyeva.

¹¹ According to the provisions of the Federal State Educational Standard for Higher Education, introduced in 2014 (Order of the Ministry of Education and Science of the Russian Federation No. 1114 of 26 August 2014).

¹² According to the order of the Ministry of Health of the Russian Federation No. 707n of 08.10.2015.

with their current position, graduates start discharging their professional duties approved by the Ministry of Labour and Social Protection of the Russian Federation.¹³

Considering the vast academic potential of its staff, the N.A. Semashko Department of Public Health and Healthcare, which became part of the F.F. Erisman Institute of Public Health of Sechenov University in 2019, started training residents for the “Healthcare Organisation and Public Health” speciality in 2014. The department’s staff already had experience training healthcare leaders. From 2008 to 2016, nursing management professionals undertook internships and residency training at the department, and from 2010 to 2016 – an internship for the “Healthcare Organisation and Public Health” speciality.

Based on the requirements of the Federal State Educational Standard for Higher Education and the professional standard, the department’s teaching staff is successfully implementing several areas to improve the efficiency and quality of training residents in the “Healthcare Organisation and Public Health” speciality. Students are given career guidance, and prospective students are acquainted with residency training opportunities and peculiarities.¹⁴ The department’s staff helps new residents adapt to the new learning environment. Motivating residents towards learning activities is a priority, and character-building is assigned a key role.¹⁵ The department employs cutting-edge

student-centred and practice-oriented technologies when training residents. In theoretical classes, the department makes ample use of active learning methods, with scenarios as close as possible to the day-to-day activities of heads of medical organisations.¹⁶ E-learning and distance learning technologies are used when organising unsupervised work for residents.¹⁷

The department’s staff also prepares residents for primary specialised accreditation and future employment. During the first year, residents are assisted in mapping out a personal career path during training and for the next five years of practical work (Tregubov, Yakushina, Romanova 2019). Once training is complete, the residents undergo certification. And from 2021, they undergo primary specialised professional accreditation and work in public health agencies, research and academic institutions, and public and private medical organisations in Moscow and the Moscow Region.

doctors to be honest, attentive and caring to the patient, show the highest respect for human life, respect medical privacy, show gratitude and respect for their teachers, be demanding and fair to their students, treat colleagues kindly, preserve and advance the noble traditions of medicine.

¹³ Order of the Ministry of Labour and Social Protection of the Russian Federation No. 768n of 7 November 2017.

¹⁴ Since 2016, the department has been offering pre-final and final-year students at Sechenov University the opportunity to undergo additional training at the “Healthcare Leaders Factory” Student Laboratory of Excellence, which is an effective platform for vocational guidance of future healthcare leaders. Vocational guidance and individual work on informing students from other educational organisations are carried out during student Olympiads and various research and training conferences on public health for young researchers.

¹⁵ Under the Federal Law of the Russian Federation No. 273-FZ of 29 December 2012, education is presented as a single mentoring and teaching process. The Federal Law of the Russian Federation No. 323-FZ of 21 November 2011 lays out the physician’s oath, which requires

¹⁶ A simulation and communicative method was developed and is successfully used to conduct a number of classroom sessions and during the interim and final assessment of residents. It allows training and testing practical skills among residents necessary for communication with the staff of medical organisations. The method simulates the environment in which the administrative staff of medical organisations work. The practical task database was developed taking into account the work carried out by medical curriculum developers, medical statisticians, organisational and guidance department heads, deputy chief physicians and chief physicians of medical organisations, and is divided into four thematic groups: addressing the team, receiving visitors, setting tasks over the phone, verification of the document that the employee should have prepared.

¹⁷ The electronic learning kits for each discipline developed by the department’s staff for the residents are posted on the Unified Educational Portal of Sechenov University (<http://do.sechenov.ru/>). They include the syllabus, an electronic course of lectures, textbooks, tutorial and didactic guidelines for studying subjects and organising the educational process and the examination system. Additional materials include hyperlinks to free online courses, official government sites, electronic libraries and video hosting services, etc.

Therefore, despite that the training of clinical residents in Russia has been going on since the first half of the 19th century, would-be healthcare leaders did not have the opportunity to undergo residency training in their speciality until almost the late 20th century. Initially, they undertook residency training or internships in clinical or preventive specialities. Then, before being appointed to a post, they acquired the necessary managerial skills in the advanced professional education system via professional retraining programmes. Since its establishment on 20 Feb-

ruary 1922, the Department of Social Hygiene, which was succeeded by the N.A. Semashko Department of Public Health and Healthcare of Sechenov University, has trained future doctors, first in social hygiene and then in public health and healthcare. In 1995, the department's teaching staff developed conceptual provisions for the residency training of healthcare leaders. The domestic and foreign experience gained allowed the department's staff to start training healthcare and public health professionals at an entirely new level in 2014.

References

- Artyukhina AI, Chumakov VI, Knyshova LP (2020) Personalizirovannaya pedagogicheskaya podgotovka kadrov vysshey kvalifikatsii v ordinature [Personalised pedagogical training of highly qualified personnel in residency course]. *Obrazovatelnyy vestnik "Soznanie"* [Educational bulletin "Consciousness"] 22(3): 15–19. (In Russ.)
- Bannova ES, Vasilyev IV, Lutkovskaya NA (2016) K voprosu o realizatsii obrazovatelnykh professionalnykh programm vysshego meditsinskogo obrazovaniya [Revisiting the implementation of educational professional programs of the higher medical education]. *Meditsina i obrazovanie v Sibiri* [Journal of Siberian Medical Sciences] S: 1. (In Russ.)
- Chernetskii VY, Lobanov GV, Agarkov AV (2020) Kouchingovyy podkhod kak innovatsionnyy metod obucheniya po programme ordinatory "Traumatologiya i ortopediya" [Coaching approach as an innovative method of teaching according to medical residency programme "Traumatology and Orthopedics"]. *Universitetskaya klinika* [Universiti clinic] 1(34): 119–128. (In Russ.)
- Ivanov NP, Malkina LV (2018) Metodologicheskie aspekty podgotovki rukovodyashchikh kadrov dlya otechestvennogo zdravookhraneniya [Methodological aspects of training of managerial personnel for domestic health care system]. *Fundamentalnye issledovaniya* [Fundamental research] 11–2: 232–238. (In Russ.)
- Khilmonchik N (2017) Klinicheskaya ordinatura – vysshaya forma podgotovki vrachey-spetsialistov v respublike Belarus [Residency is the highest form in training of medical specialists in the Republic of Belarus]. *Byulleten Natsionalnogo nauchno-issledovatel'skogo instituta obshchestvennogo zdorovya imeni N.A. Semashko* [Bulletin of the National Research Institute of Public Health named after N.A. Semashko] S: 191–193. (In Russ.)
- Khoroshikh NV (2015) Prepodavanie akusherstva i ginekologii v klinicheskoy ordinature/internature v usloviyakh perekhoda na FGOS tretego pokoleniya [Features teaching of obstetric and gynecology in the clinical residency/ internship in the transition to the GEF third generation]. *Innovatsionnaya nauka* [Innovation science] Vol. 2. No. 5(5): 268–271. (In Russ.)
- Lindenbraten LD (2010) Modifikatsiya klinicheskoy ordinatory po luchevoj diagnostike [Updating of clinical internship on diagnostic radiology]. *Radiologiya – praktika* [Radiology and Practice] 3: 4–17. (In Russ.)
- Meltzer RI, Lozovik IP, Nedbaylik SR, Mamoshkin MM, Shurkin SV (2019) O razlichnykh aspektakh klinicheskoy ordinatory v sovremennom obrazovatelnom kontekste [On different aspects of post-graduate clinical course in modern education context]. *International Journal of Professional Science* 12: 9–12. (In Russ.)
- Naygovzina NB, Konanykhina AK, Kochubey AV (2016) Zadachi podgotovki i nepreryvnogo professionalnogo razvitiya administrativno-upravlencheskikh kadrov zdravookhraneniya v sisteme dopolnitelnogo professionalnogo obrazovaniya [The tasks of training and continuous professional development of administrative managerial health personnel in the system of supplementary professional education]. *Zdravookhranenie Rossiiskoi Federatsii* [Health care of the Russian Federation] 60(1): 35–40. (In Russ.)
- Protsenko OA, Protsenko TV, Provizion AN, Takshov IR, Boryak SA et al. (2019) Problemy obucheniya v ordinature po dermatovenerologii i puti ikh resheniya [Problems of studying in dermatology residency and ways of their solution]. *Torsuevskie chteniya: nauchno-prakticheskiy zhurnal po dermatologii,*

- venerologii i kosmetologii [Torsuyevskiye chteniya: scientific and practical journal on dermatology, venereology and cosmetology] 4(26): 75–77. (In Russ.)
- Reshetnikov VA, Skvirskaya GP, Syrtsova LE, Kosagovskaya II, Boyarskiy SG (2013) Kontseptualnye podkhody k podgotovke spetsialistov v oblasti upravleniya zdavookhraneniem [The conceptual handlings of training of specialists in the field of health management]. *Zdavookhranenie Rossiiskoi Federatsii* [Health care of the Russian Federation] 6: 9–14. (In Russ.)
- Reshetnikov VA, Tregubov VN (2021) On the history of the creation and activities of the Department of Social Hygiene in the Faculty of Medicine at the First Moscow State University. *History of Medicine* 7(1): 98–106. DOI: 10.17720/2409–5583.t7.1.2021.11k
- Shevtsova VI, Zuikova AA, Bolotskiy VI (2019) Opyt prepodavaniya distsipliny “Palliativnaya meditsina” pri obuchenii po programmam ordinatory [Experience of teaching discipline “Palliative Medicine” in time training in programs of an internship]. *Palliativnaya meditsina i reabilitatsiya* [Palliative medicine and rehabilitation] 4: 17–20. (In Russ.)
- Tregubov VN, Yakushina II, Romanova IYu (2019) Optimizatsiya metodiki formirovaniya zhiznennykh tseley pri podgotovke budushchikh vrachey po spetsialnosti “Mediko-profilakticheskoe delo” [Optimization of life goals setting methods during future doctors training in the specialty “Medical and preventative care”]. *Meditsinskoe obrazovanie i professionalnoe razvitie* [Medical education and professional development] Vol. 10. No. 4(36): 96–105. (In Russ.)

About the authors

- Valerij Nikolaevich Tregubov – Doctor of Medical Sciences, Professor, N.A. Semashko Department of Public Health and Healthcare, FSAEI HE I.M. Sechenov First MSMU MOH Russia (Sechenov University), Moscow. Email: tregubov_v_n@staff.sechenov.ru
- Natalia Vladimirovna Ekkert – Doctor of Medical Sciences, Professor, N.A. Semashko Department of Public Health and Healthcare, FSAEI HE I.M. Sechenov First MSMU MOH Russia (Sechenov University), Moscow. Email: natekk@mail.ru
- Victor Viktorovich Mikhailovsky – Senior Lecturer, N.A. Semashko Department of Public Health and Healthcare, FSAEI HE I.M. Sechenov First MSMU MOH Russia (Sechenov University), Moscow. Email: mikhaylovskiy_v_v@staff.sechenov.ru