

PROFILE OF THE RESIDENT AT THE INSTITUTO NACIONAL DE PSIQUIATRÍA RAMÓN DE LA FUENTE (INP, NATIONAL INSTITUTE OF PSYCHIATRY)

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SUMMARY

Objective: To describe the academic profile of psychiatry residents of the INP on admission and according to their postgraduate studies.

Method: We selected all the students who entered the psychiatry specialty at the INP from 1990 up to 1999. Eighty-six files were revised using a questionnaire to investigate some variables. Frequencies and graduation rate were calculated.

Results: Average age at admission to the INP was 26.8 years (DS = 2.8); 66.27% were men and 33.72%, women; 80% were single. The overall average obtained at Medicine School was 8.6 (DS = 0.6); 51% came from Mexico City universities; 42% came from other states and 7% were from foreign universities; 58% continued their studies after the residence course; 83% reported at least a published work, 10% had 1 to 5, and 5% had 6 to 10 works.

Conclusions: The INP is characterized by the quality of its residents, which is reflected in the first places obtained at the National Exam, as well as in the final exam of the specialty. Likewise, more than 50% continued their studies in postgraduate programs and more than 80% had published a scientific work. In Mexico, psychiatrists approval and re-approval has caused interest in research; now the challenge is to call the attention of the psychiatry resident to get involved in investigation projects.

Key words: Psychiatry teaching, specialty courses, psychiatry residency course, graduate teaching, medical specialties.

RESUMEN

Antecedentes: En 1951 se inicia el curso de adiestramiento clínico en psiquiatría en el manicomio de La Castañeda de la Ciudad de México. A partir de 1954, tras la creación del Departamento de Psicología Médica, Psiquiatría y Salud Mental de la Universidad Nacional Autónoma de México (UNAM) se pusieron en marcha programas más formales. El curso de especialización se inició con dos años de duración, posteriormente se amplió a tres años y actualmente, por la incorporación de materias

de las neurociencias y psicoterapia, se amplió a cuatro años. Hoy día la enseñanza de la psiquiatría se imparte en varios estados del país, teniendo como sedes los hospitales de psiquiatría y generales. A partir de 1990, se inicia como sede clínica de psiquiatría el Instituto Nacional de Psiquiatría (INP), además del programa de Maestría en Psiquiatría para los egresados de dicha especialidad.

Objetivo: Describir el perfil académico de ingreso de los residentes de psiquiatría y su seguimiento posterior a su egreso del INP.

Material y método: Se seleccionó a todos los alumnos que ingresaron a la especialidad en psiquiatría del INP, desde 1990 hasta 1999. Se revisaron 86 expedientes y mediante un cuestionario se investigaron la edad al ingreso a la residencia, el sexo, el estado civil, la institución académica de procedencia, el promedio general durante la formación en medicina, el lugar obtenido en el Examen Nacional de Residencias Médicas, la deserción de alumnos, el lugar obtenido en el examen final de la residencia y el promedio general durante la especialidad. Se calculó la tasa de graduación y se preguntó sobre las actividades de docencia e investigación y la certificación de los egresados.

Resultados: La edad promedio al ingreso al INP fue de 26.8 años (DS= 2.8); 66.27% eran hombres y 33.72%, mujeres; 80% eran solteros a su ingreso. El promedio general al egreso de la escuela de Medicina fue de 8.6 (DS= 0.6); predominaron los diez primeros lugares en el Examen Nacional. Las universidades públicas predominaron sobre las privadas (82.6 vs 17.4%); 51% procedía de universidades de la Ciudad de México; 42% del interior de la República y 7% de universidades del extranjero. Asimismo, 56 alumnos completaron los tres años, dos causaron baja, cuatro desertaron y 24 continúan en formación; 58% continuó su formación en maestrías, doctorados, subespecialidades y otros cursos de posgrado; 80% de los egresados se dedica a la docencia en el nivel de licenciatura y en posgrado; 94% de los egresados de maestría se dedica a la investigación, 83% a la docencia, 50% ofrece asesorías a proyectos de investigación; 83% reportó por lo menos un trabajo publicado, 10% tenía entre uno y cinco, y 5% había publicado de seis a diez trabajos.

Conclusiones: El INP se caracteriza por la calidad de sus residentes, lo cual se ve reflejado en los primeros lugares obtenidos en el Examen Nacional, así como en el examen final de la espe-

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cialidad. Por lo mismo, cada vez más residentes del interior del país, así como extranjeros, solicitan ingresar a este centro. Asimismo, más de 50% continuó su formación posterior a la residencia médica y más de 80% había publicado un trabajo científico. En México, la certificación y la recertificación han provocado que cada vez más psiquiatras se mantengan en formación y capacitación continua. En vista de lo anterior, el reto actual consiste en interesar al residente de psiquiatría para que incorpore proyectos de investigación dentro de su formación médica.

Palabras clave: Enseñanza de la psiquiatría, cursos de especialización, residencia de psiquiatría, graduación, especializaciones.

INTRODUCTION

The 1950's brought about many positive events in the teaching of psychiatry. In 1951, the former Escuela de Graduados from Universidad Nacional Autónoma de México (UNAM, National Autonomous University of Mexico) established a two-year course on psychiatric clinical training. In 1952, the until then joint teaching programs on neurology and psychiatry were separated, and this facilitated the development of psychiatry as an independent discipline.

At the time, in our country graduate teaching in the psychiatry field was restricted, and students looking to delve deeper into knowledge had only two alternatives: to regularly attend pavilions at the general asylum or private hospitals, or to travel abroad to do residency work at a psychiatric hospital. Residences at La Castañeda asylum started in 1948, and by 1954 there were more formal teaching programs.

Another relevant event for the development of this area was the creation of the Medical Psychology, Psychiatry and Mental Health Department in 1955, encouraged by doctor Alfonso Millán, its first director.

This department has played a major role in psychiatry teaching during the last 50 years by coming up with its own special academic features and by making the psychiatric residency a wide and distinct field in the educational area.

Many young people have enrolled at the UNAM psychiatric residency course, thus increasing the attendance and academic levels of institutions involved, and enhancing the fulfillment of psychiatric and mental health needs in the country.

Teaching syllabuses have been modified and adapted to the development of knowledge and tendencies arising in the field. The former two-year course lasts now for three years, giving it a new academic structure more in tune with current needs. After making an in-depth review of the syllabus, the inclusion of some

neurosciences-oriented basic subjects was proposed in 1998, together with psychotherapy-related subjects. Now, the course has a duration of four years.

Changes to the syllabus have allowed the incorporation of new advances in the knowledge of mental disorders, by explaining its etiology, diagnostic and treatment.

In 1971, graduate teaching was enlarged with master's degree courses which worked as medical psychotherapy and child and adolescence psychiatry subspecialties. After being restructured, these courses were re-incorporated in the 90's, and this resulted in the creation of a psychiatry master's degree, allowing graduates from the course to go on with their training in the research area.

Psychiatry teaching has become diversified in the country by offering formal specialty courses at institutions such as Hospital Central Militar; Instituto Mexicano del Seguro Social (IMSS); Hospital Civil and Hospital Psiquiátrico, in Guadalajara; Hospital Universitario de Monterrey; Hospital Psiquiátrico El Batán, in Puebla; Clínica Psiquiátrica Eduardo Newman Peña, in San Luis Potosí; Hospital Psiquiátrico, in Hermosillo, Sonora; Hospital Psiquiátrico, in Villahermosa, Tabasco; Hospital Psiquiátrico, in Baja California; Hospital Psiquiátrico, in Yucatán; and Universidad La Salle. Clínica San Rafael acts as headquarters for the latter.

At UNAM, theoretical lessons are held at the Medical Psychology, Psychiatry and Mental Health Department from the School of Medicine. Instituto Nacional de Psiquiatría, Hospital Psiquiátrico Fray Bernardino Alvarez, Hospital Psiquiátrico Infantil Juan N. Navarro, Hospital 20 de Noviembre from the Instituto de Seguridad Social y Servicios para los Trabajadores del Estado (ISSSTE), Hospital San Fernando and Unidad Morelos del IMSS, together with the Instituto Nacional de Neurología y Neurocirugía Manuel Velasco Suárez, and Hospital Español de México, act as clinical headquarters for these courses.

With the involvement of UNAM and other institutions, such as Academia Nacional de Medicina, IMSS, ISSSTE, and Secretaría de Salud (SSA), an evaluation was conducted in 1994 at the clinics where specialty courses were held. As a result, a Medical Specialties Program was established, where enrollment and leaving requirements, academic programs features and minimum faculty qualification levels were standarized.

Approving a competence exam is one of the requirements needed to enroll into a specialty program. This exam—called Examen Nacional para Aspirantes Mexicanos y Extranjeros a Residencias Médicas (ENARM)—has been applied for 24 years, and is

coordinated by the Comisión Interinstitucional para la Formación de Recursos Humanos para la Salud (CIFRHS).

Having started its medical residents training program in 1990, the INP clinic is one of the newest clinics involved in the course. Students are asked to fulfill the aforementioned requirement. They are also required to have an average over 8 in their studies from the medicine school. Even though INP has been training psychiatrists only for a short period of time, physicians and researchers working at the institute have participated for more than 20 years in teaching the college degree.

Emphasis put into the development of research oriented to the diagnosis, handling, and treatment of psychiatric disorders patients is one of the features making the institute an excellency center in the training of psychiatrists. The institute carries out research in areas such as neurosciences, clinical psychiatry, psychiatric epidemiology, and social aspects related to mental disorders. As a result, the institute has produced a wide range of papers published by its researchers, which in turn provide students with the newest advances in the psychiatry and mental health fields.

The objective of this paper is to describe the academic profile of the residents on admission and to explore their professional practice after graduating from the INP.

MATERIAL AND METHODS

All students enrolled in the psychiatric residence from 1990 —when the psychiatry residency at the institute was started— up to the class of 1999 were chosen.

Files from residents having enroled during this period were reviewed. Questions concerning their career activities and their training follow-up were asked through a questionnaire.

The following are the variables taken into account: enrolment age, sex, marital status, source academic institution, overall average obtained at undergraduate course, and ranking by residency end, together with overall average notes. Graduation rate was estimated, and questions concerning the graduates teaching and research activities and their Consejo Mexicano de Psiquiatría approval were made.

RESULTS

Eighty-six residents' files having been accepted to enroll into the psychiatry specialty course were reviewed (all files were complete).

TABLE 1
Sex

	Women	Men	Total
Number	29	57	86
Percentage	33.72	66.27	100
<i>Age</i>			
Average		Standard Deviation	
26.8 years		2.8 years	

TABLE 2
Marital status

	Number	Percentage
Married	17	19.8
Single	69	80.2
Total	86	100.0

Average age of enrollment at the institute was 26.8 years (SD= 2.8-year). Males prevailed with a 66.27% versus a 33.72% female total. Most students who enrol at the institute are single (80.2%), the rest being married (tables 1 and 2).

The overall average obtained by students at medicine school was 8.6 (SD= 0.6). Regarding rankings reached at the national exam, students occupying the first ten places prevailed, followed by those who were between places 11-20 (table 3). It is worth mentioning that even though the national exam has been held for 24 years now, it was not decided until 1996 to include it as a compulsory requirement for enrollment at the university.

Source universities were mainly public institutions (82.6%), the rest being private (graph. 1).

A little less than half of the students (42%) came from universities outside the capital, 51% came from the D.F., and only six students came from foreign universities (table 4).

There is a constant regarding institutions which each year follow the enrollment application form at this institute. These are UNAM, Universidad La Salle (private), Universidad Anáhuac (private), Universidad Autónoma de Guadalajara (private), and Universidad de Durango, together with some foreign ones, mainly

TABLE 3
National exam rankings

Rankings	Number	Percentage
Non-registered	16	18.6
1-10	21	31.5
11-20	12	14.0
21-30	08	09.3
31-40	09	10.4
41-50	04	04.06
51-60	03	03.4
61-70	06	07.0
71-80	00	00.0
81-90	01	01.1
Total	86	100.0

TABLE 4
Source universities from residents having enrolled for 10 generations

University	Type of university	No. of residents
Universidad Nacional Autónoma de México	Public	28 (32.5%)
Universidad Autónoma de Nuevo León	Public	8 (9.30%)
Universidad La Salle Ciudad de México	Private	7 (8.10%)
Universidad Anáhuac	Private	5 (5.80%)
Universidad de Guadalajara	Public	5 (5.80%)
Universidad de Durango	Public	4 (4.65%)
Foreigners universities*	Public	6 (6.97%)
Others	Public/private	23 (26.74%)
Total		86 (100%)

*Bolivia, Colombia, Spain

Universidad Mayor de San Andrés, from La Paz, Bolivia.

Out of the total of students enrolled, it was found out that 56 of them completed the three-year course of residency, 55 obtained their degree, two were expelled and there were four drop-outs. As a result, the graduate rate amounts to an overall 88%; not taking into account expelled students and drop-outs, this percentage climbs up to 98% (table 5).

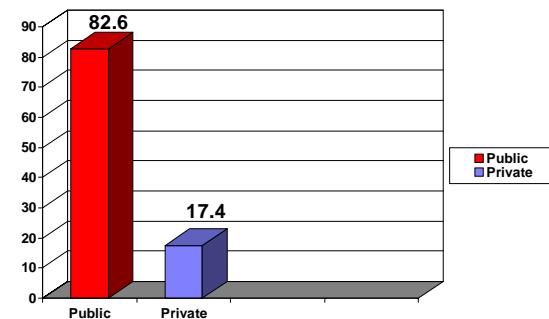
Since 1990 —year of inception of the psychiatry residency at this institute—, students belonging to the INP have occupied the first places —both in getting the best final competence exam notes and in presenting the best thesis works—out of the total of residents graduating in each class (50 on average) and considering all the places of tuition.

There have been cases where one resident from the institute has obtained both the first ranking at the exam and the highest overall degree average; in addition, his/her thesis has also turned out to be the best in his/her class.

Out of the total of graduate students, 58%, that is, 32 students, went on to further their training. Twenty-five percent carried on with master's degree courses, 4% with Ph.D.'s, and 16% with subspecialties. Likewise, 13% enrolled in specialized physicians post-graduate courses (table 6).

As an overall reference, it was noted that half of them work half-time at a public institution, completing their share with private practice. Eighty percent of the graduates teach at undergraduate and post-graduate

GRAPH. 1. Source institutions from students enrolled at the institute



courses at UNAM and universities and hospitals all over Mexico.

It has been reported that 30 out of 55 graduate students have published in specialized journals results from the thesis work they developed during their last specialty course year.

Even though there is a big amount of data related to this follow-up study on the graduates from specialty courses held at the INP, for the aims of this paper it will suffice to mention that out of the total master's degree course students, 94% stated being devoted to research activities, 83% to teaching, 50% offers counselling in research projects to students who are finishing their own specialties.

Concerning the publication of scientific papers, it was found out that 83% reported having published at least one paper, 10% had five, and only 5% had published between six and ten papers.

No student has failed to present results from his/her research work at national and international conferences. Out of 55 scientific papers, 41 were presented at national events, the remaining 14 being presented at international events, mainly in the USA.

CONCLUSIONS

From its inception as a psychiatry residents training center, the INP has excelled given its residents qualifications; this can be appreciated both in the rankings obtained at the Examen Nacional de Resi-

TABLE 5
Graduates

Graduates	55
Non-graduates	01
Drop-outs	04
Expelled	02
Total	62
Graduate rate	0.88
Qualified Psychiatrists	15

Table 6
Instituto Nacional de Psiquiatría. Graduates from the psychiatry specialty who are following up their 2001

After specialty studies	N
Ph. D.	2 (4%)
Masters	14 (25%)
Subspecialty	9 (16%)
Specialists post-graduate courses	7 (13%)
Total	32 (58%)*

* Percentage obtained from the total graduated until 2001.

dentes and the final exam for the specialty course. On the other hand, while 50% of the students come from Mexico City institutions, students from out of the capital are increasingly asking for enrollment at this center. Likewise, the institute prestige has gone beyond the borders and many foreign students, mainly from Latin America, have asked to enroll. On a Latin American level, this gives us the status of a reference institution for the training of human resources in the psychiatry area.

Another interesting fact is that 58% of the INP graduates followed-up their training with master's degrees, Ph.D.'s degrees, subspecialty courses, and post-graduate courses for specialized physicians. At the same time, many of them are involved in teaching and research, as well as counselling new professionals.

However, in training psychiatrists, it is required that methodological basis, in addition to theoretical concepts on the specialty course, are included so as to develop research skills in all professionals. We believe that in requiring the psychiatry specialty graduate—supported by tutors—to render a thesis reflecting results from a scientific research work will help him/her to delve deeper into this activity. In turn, this will bring about a more solid training at the master's and Ph.D. levels, and will help to promote Mexican psychiatry through conferences, papers published in specialized journals and the training of future specialists.

Having an article published is a significant variable, for it shows our psychiatrists are increasingly interested in research. Undoubtedly, psychiatric education has been mainly oriented towards clinical practice until now. However, clinical psychiatric knowledge working together with research turns out better contributions to clinical practice and evidently enhances medical care.

The poor number of researchers is due to reasons such as the lack of information provided by the school of medicine and the low interest given to science. In the light of this, the clinical researcher is considered as an "endangered species" within biomedicine (1).

In México, psychiatrists approval and re-approval has brought about physicians increasingly showing an interest in research and high-quality care, together with an ongoing knowledge up-dating. Now, the challenge is to call the attention of the psychiatry resident in order for him/her to become involved in research programs from the moment he/she enters the specialty course. As this has seldom happened at this center, the strategy to follow would be to turn this into a compulsory requirement in medical training.

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