

3. HEALTH POLICY AND MEDICAL EDUCATION

Chairs: Prof. M. Garcia Barbero (Spain); Prof. A. Oriol-Bosch (Spain)

Field practice in medical education: An experience from turkey

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(Abstract)

The Narlidere Research and Education District is a joint project of the Ministry of Health and the Dokuz Eylül University. With its one urban, one semi-urban and one rural health centre, tasks of all Primary Health Care (PHC) are covered. Interns of the Faculty of Medicine, approximately 200 of them each year, visit the District and work with the Medical Officer (MO) under the supervision of the staff members of the Department of Public Health. The duration of the studies is two months.

Interns are educated in two main tasks of PHC. Curative medicine at the primary level is practised by examining and prescribing the patients under the close control of the MO.

Preventive medicine is taught by the observation and the practice of duties of the non-physician personnel during their field and home visits.

Besides getting involved in the daily routine of the health centre, the interns have to: a) complete and present a form on the demographic situation and health conditions of the health centre area, b) administer and present an epidemiological survey as a group study and c) follow up and present a critical family with specific social and physical ill-health.

At the end of their two-month stay, 92% of the interns assert that they have improved their skills and that they feel more confident.

Education and the Health of Populations: How Do We Innovate Traditional Medical Education?

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(Abstract)

Traditional medical education has had until recently no connection with real health needs and is mainly hospital and equipment-oriented. Educational programmes tend to separate specialized medicine and population-based medicine. This has resulted in a multiplication of disciplines which has lost sight of the vast scale of health problems.

Medical schools often fail to focus on the needs of society, caused by a lack of concern for the problems of the individual and the community. Health care today places an increasing emphasis

on all determinants of health, and doctors will require an improved understanding of the population's needs. Educating health professionals today therefore has to be in response to community health needs. This includes strategies for scientifically determining health needs (epidemiology), which are important for strategies and actions of future health workers. They have to meet the changing needs of society not only in relation to medical, social and economic considerations, but also in the context of continuing rapid advances in medical science.