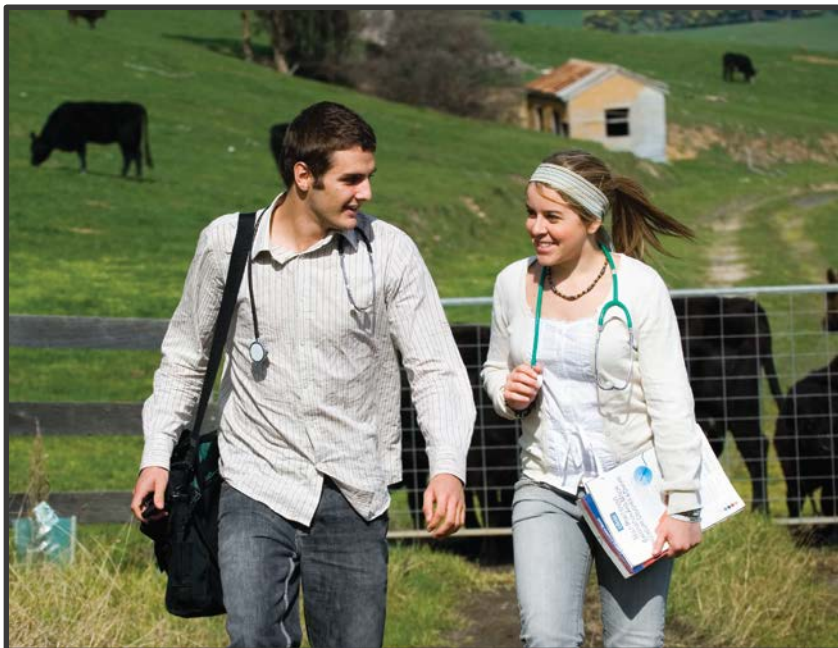




# MONASH University

Medicine, Nursing and Health Sciences



# Continuity in Medical Education

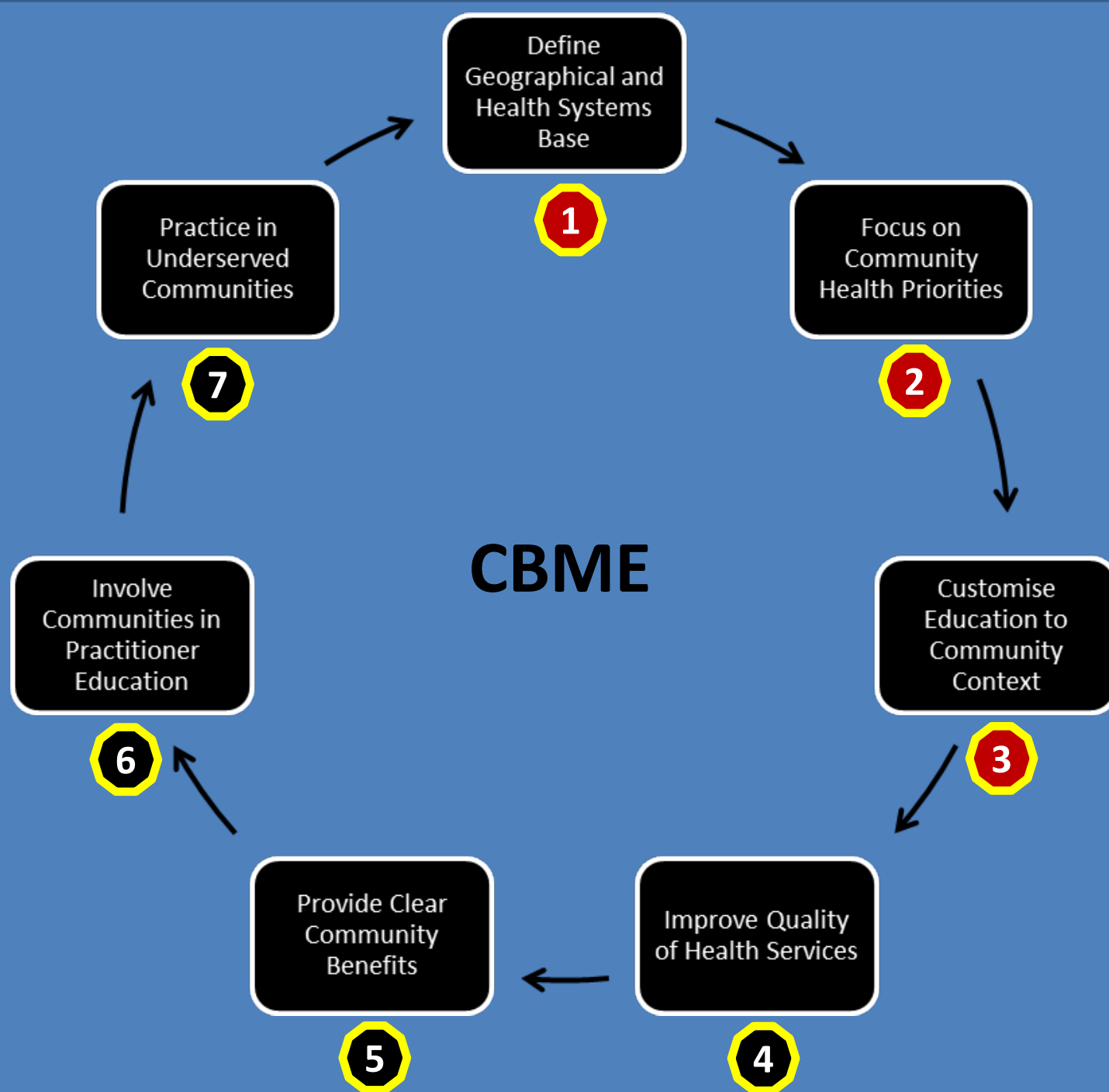
## Domains of 'Continuity'

- Continuity in Curriculum
- Continuity in Supervision
- **Continuity in Care**
- **Continuity in Health Systems**

# Definition of CBME

## WHO (1987):

“A *set of learning activities* based in *natural community settings* that use these settings as a *total learning environment* in which not only *students* but also *teachers, health service providers, members of the community* and *representatives of other sectors* are actively involved *throughout the educational experience*”



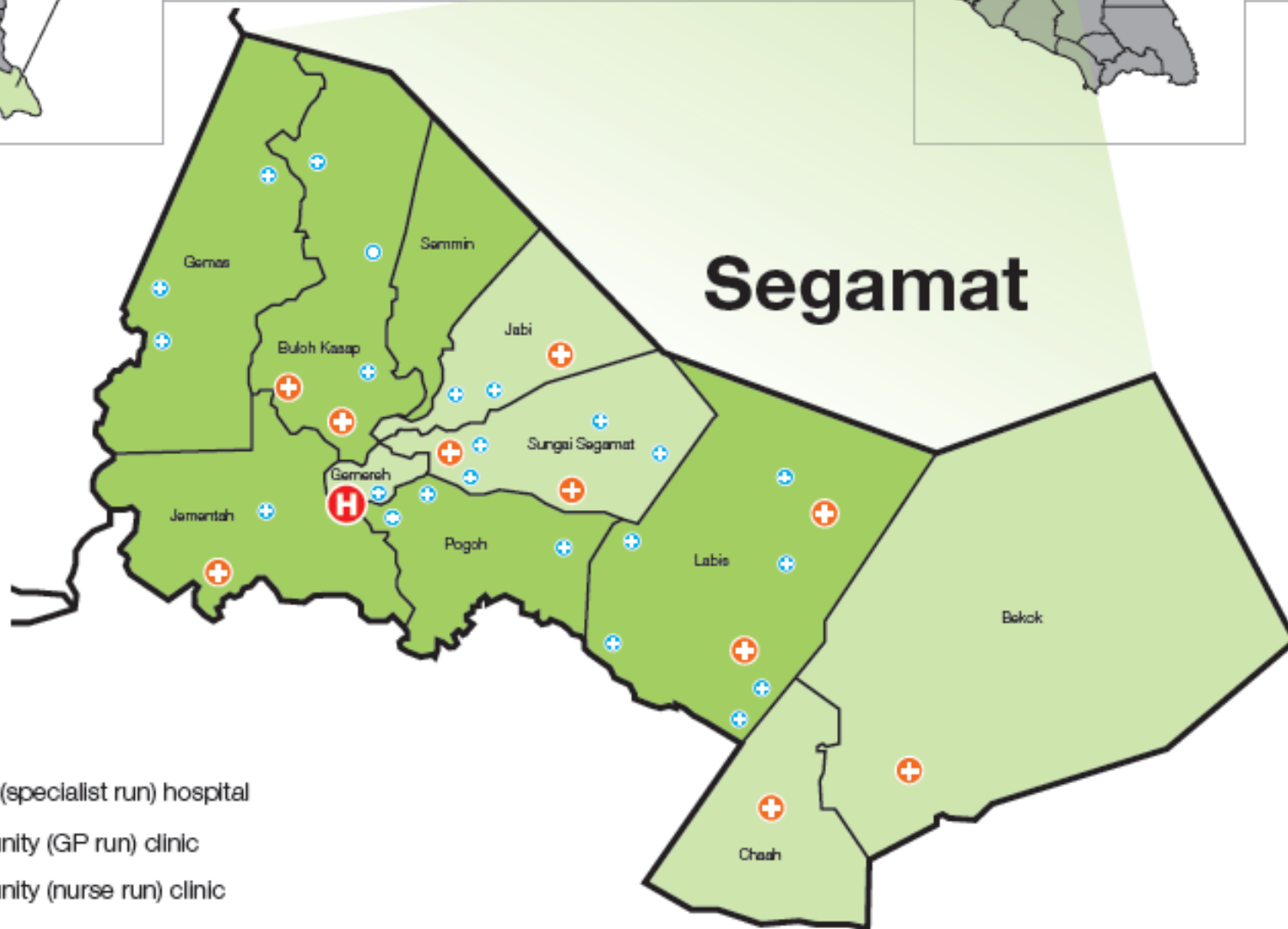
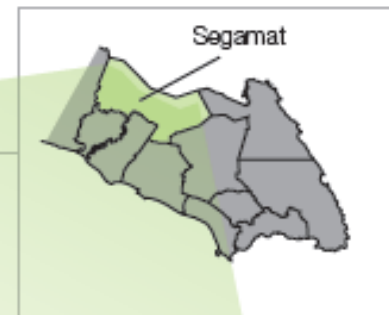
# “Total Systems of Care”

- A ***geographical segment*** of the health care system
- That serves the health care needs of a ***defined population***
- That includes ***all health services and agencies*** at the ***primary*** level of care
- That have an ***explicit relationship*** with each other and
- That have ***shared responsibility*** for providing health care to this ***defined population*** at ***all levels*** of the health care system
- May also include health services and agencies at the ***secondary level of*** care that are ***linked*** to these primary health care units
- Must provide sufficient ***points of participation*** at ***all levels*** of the system to meet the ***learning objectives*** of the curriculum

## Malaysia



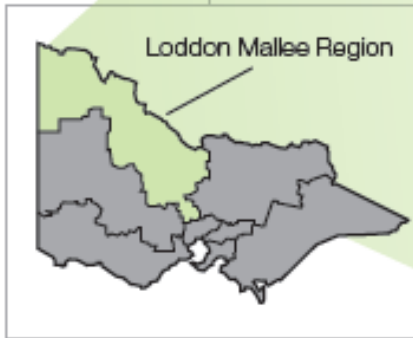
## Johor






## Australia



## Victoria



# Loddon Mallee Region

-  Regional (specialist run) hospital
-  Community (GP run) hospital
-  Community (GP run) clinic



<b>HEALTH AND RELATED INDICATORS</b>	<b>AUSTRALIA</b>	<b>MALAYSIA</b>
<b>Total Population</b>	22,620,000	28,860,000
<b>Gross Domestic Product (US\$)</b>	1,379,000,000,000	287,900,000,000
<b>Life expectancy at birth (Years)</b>	82	74
<b>Total Fertility Rate</b>	1.88	2.10
<b>Maternal Mortality Ratio per 100,000 live births</b>	7	26
<b>Birth attended by skilled health personnel (%)</b>	100%	99%
<b>Infant Mortality Rate per 1000 live births</b>	4.4	6.6
<b>Under-5 Mortality Rate per 1000 live births</b>	5	8
<b>Measles immunisation at 1 year</b>	94%	95%
<b>Physicians per 10,000 population</b>	32	12
<b>Nurses and Midwives per 10,000 population</b>	109	33
<b>Diabetes prevalence (%)</b>	4%	15%
<b>Hypertension prevalence (%)</b>	9%	28%
<b>Rates of Obesity M/F (%)</b>	28.3%	15.1%
<b>Rates of Tobacco use M/F (%)</b>	M - 17%; F - 15%	M - 50%; F - 2%

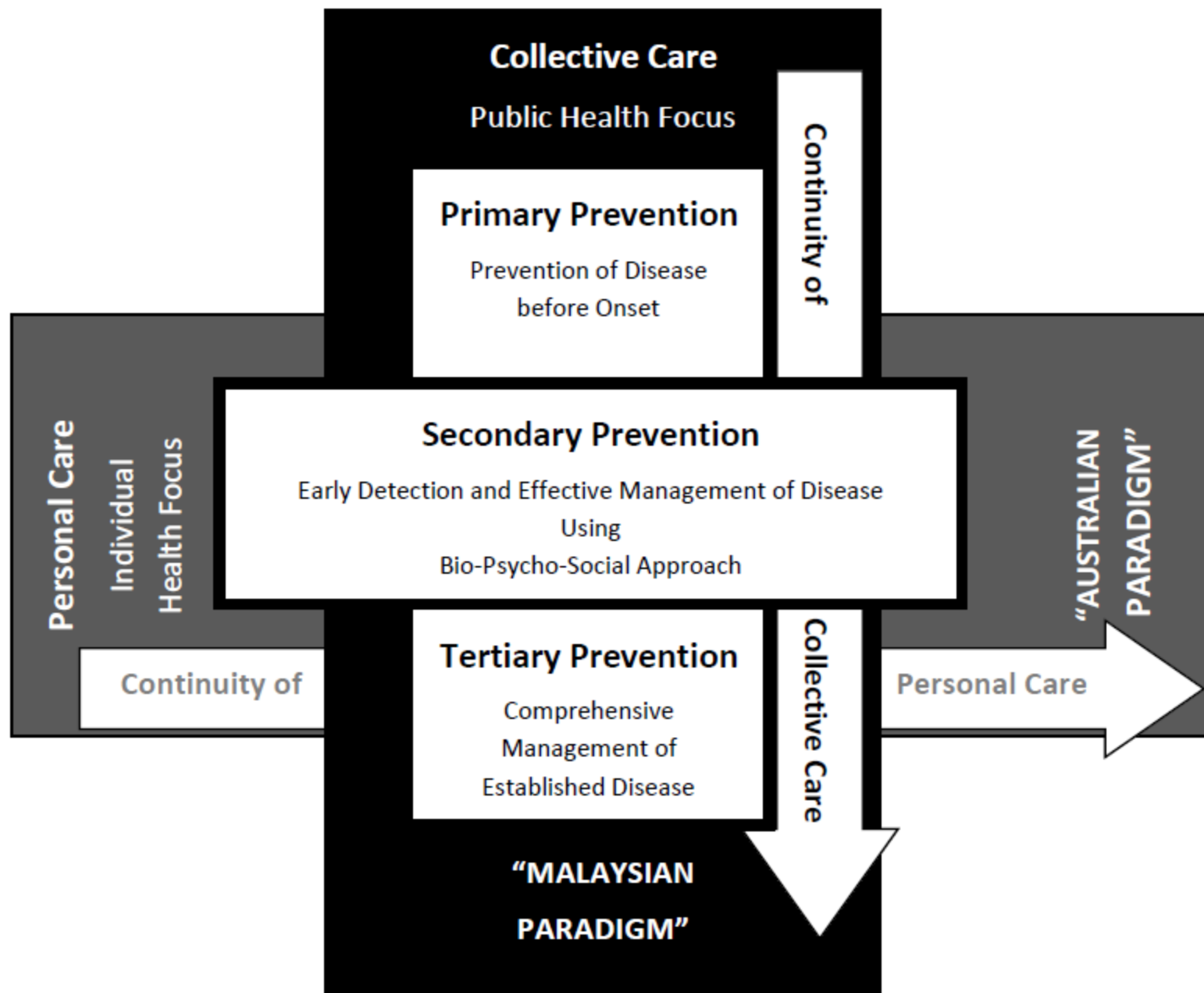


NVRMEN program	Regional Hospital and Regional General Practice									Rural General Practice								
	6 weeks			6 weeks			6 weeks			18 weeks								
	[Women's Health]			[Children's Health]			[Psychiatry]			[General Practice / Primary Care]								
	[General Practice / Primary Care]			[General Practice / Primary Care]			[General Practice / Primary Care]			[General Practice / Primary Care]								

Malaysian program (Model A)	Metro Hospital , Metro Klinik Kesihatan and MetroKlinik Desa																	
	12 weeks						12 weeks						12 weeks					
	[Women's Health]						[Children's Health]						[Psychiatry]					
	[General Practice / Primary Care]						[General Practice / Primary Care]						[General Practice / Primary Care]					

Malaysian program (Model B)	Rural Hospital , Klinik Kesihatan and Klinik Desa									Metro Hospital				Metro Klinik Kesihatan				
	18 weeks									9 weeks				9 weeks				
	[Women's Health]									[Psychiatry]				[Psychiatry]				
	[Children's Health]									[Psychiatry]				[Psychiatry]				

Women's Health    
  Children's Health    
  Psychiatry    
  General Practice / Primary Care



# Questions

1. Do we need different ways of looking at educational continuity in community-based programs?
2. Does the bio-psycho-social paradigm fully address our curriculum design needs?
3. Is it equally relevant for industrialised and lesser developed countries
4. Do 'total systems of care' and 'whole of system student placements' provide useful constructs for educational continuity in CBME programs?