



# BME-5W1H

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# 5W1H



- **Why** BME must include a contribution from GP/FM?
- **What** contributions from GP/FM?
- **Where** should GP/FM education take place?
- **When?**
- **Who** should teach?
- **How?**





# Why?



- GP/FM is a practice-based profession, real-world, community-based clinical experience
- Medical students will become GPs
- Need for introduction to GP/FM as a career choice
- Need for experience of GP/FM for other branches
  - Leeuwenhorst. The contribution of the general practitioner to undergraduate medical education. 1977
  - Solomon DJ, DiPette DJ. Am J Med Sci 1994;308:284-8.
  - Morrison JM, Murray TS. BJGP 1996;46:721-5.
  - Howe A, Ives G. Med Educ 2001;35:391-7.
  - Retchin SM, et al. Acad Med 2001;76:316-23.
  - De Maeseneer J. Primary Care 2005;5(11):272-74.
  - Avgerinos ED, et al. Health Policy 2006;79:101-6.
  - Report of the International Group of Experts 2006.





# What?



- Range of problems GP/FP faces
- KSA which GP/FP brings to their solution
- What GP/FP does
- What is as a person
  - RCGP: Present state and future needs of general practice. 3rd ed. Reports from general practice 16 (1973).
  - Hicks D. PHC-a review. London. Her Majesty's Stationery Office (1976).





# What?



- Problem-based
- Community-oriented
- Small group tutorial learning
- Early exposure to clinical medicine
- Biopsychosocial models of health and disease
  - Kvamme OJ et al. Quality in Health Care 2001;10:33-39.
  - Unverzagt M et al. Fam Med 2002;34(10):45-51.





# What?



- Competent in; PC, epidemiology, population health, community health problems
- Practice activities based on evidence and feedback
- Core elements; first contact, longitudinality or continuity, comprehensiveness, coordination
- Exposure to a wide variety of clinical problems and patients





# What?



- Flexner Report recommended:
- Limit use of lectures and learning by memorization
- Encourage active learning
- Teach problem solving and critical thinking, not just facts
- Regan-Smith MG. Acad Med 1998;73:505-7.





# Where?



- Medical school
- Practice based teaching on a one to one basis in a primary health care setting in which GP/FP works
- Fraser RC. BMJ 1991;303:41-3.





- *In general practice, patients stay and diseases come and go. In hospitals, diseases stay and patients come and go.*

- Heath I. BMJ 1995;311:373.





# When?



- As early as possible;
- Orientate medical curricula towards the social context of practice
- Ease students' transition to the clinical environment
- Motivate
- Make them more confident
- Make them more aware
- Riley K et al. Acad Med 1991;66:776.
- Vaz R, Gona O. Med Educ 1992;26:27-34.
- Quinby PM, Papp KK. Med Teacher 1995;17:47-53.
- Barley G et al. Acad Med 2001;76(4suppl):s68-71.
- Dornan T, Bundy C. BMJ 2004;329:834-37.





# Who?



- Independent university departments of GP/FM that are centrally involved in curriculum planning
- Practising GPs/FPs
  - Svab I. GP teaching at the undergraduate level in Europe. Annual spring meeting, RCGP, 1999.
- Ideally medical students should be working with preceptors whose practices provide quality family medicine and reflect well-established principles of primary care.



Howe A. Croat Med J 2004;45:533-36.





## How?



- Close link between practice and teaching
- Appropriately distributed hospital and GP based teaching
- Modern teaching methods (clinical skills lab, video recordings of consultations with both simulated and real pts)
- Modern assessment methods (OSCE, summative)
- Svab I. GP teaching at the undergraduate level in Europe. Annual spring meeting, RCGP, 1999.



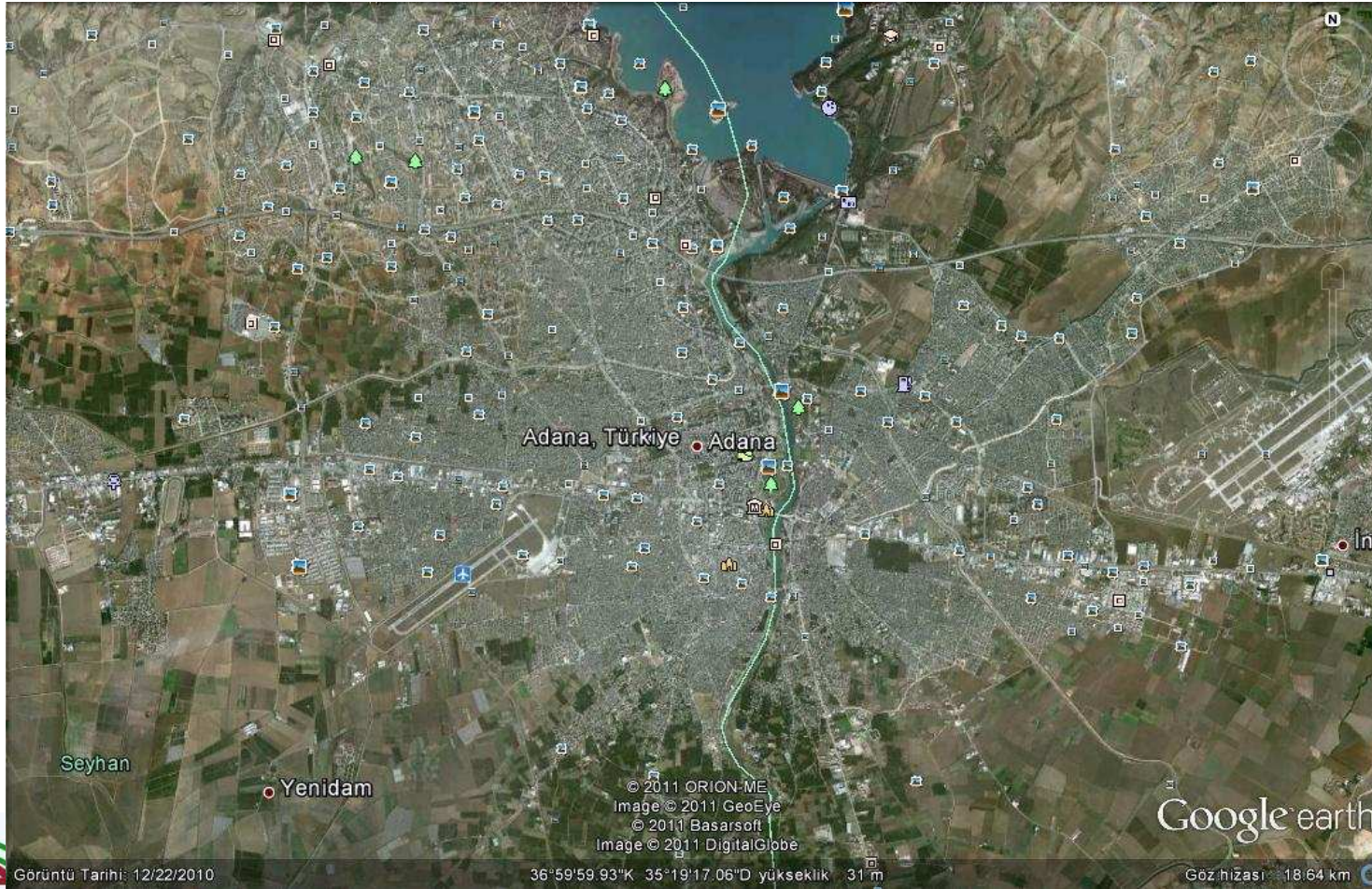


# Turkey



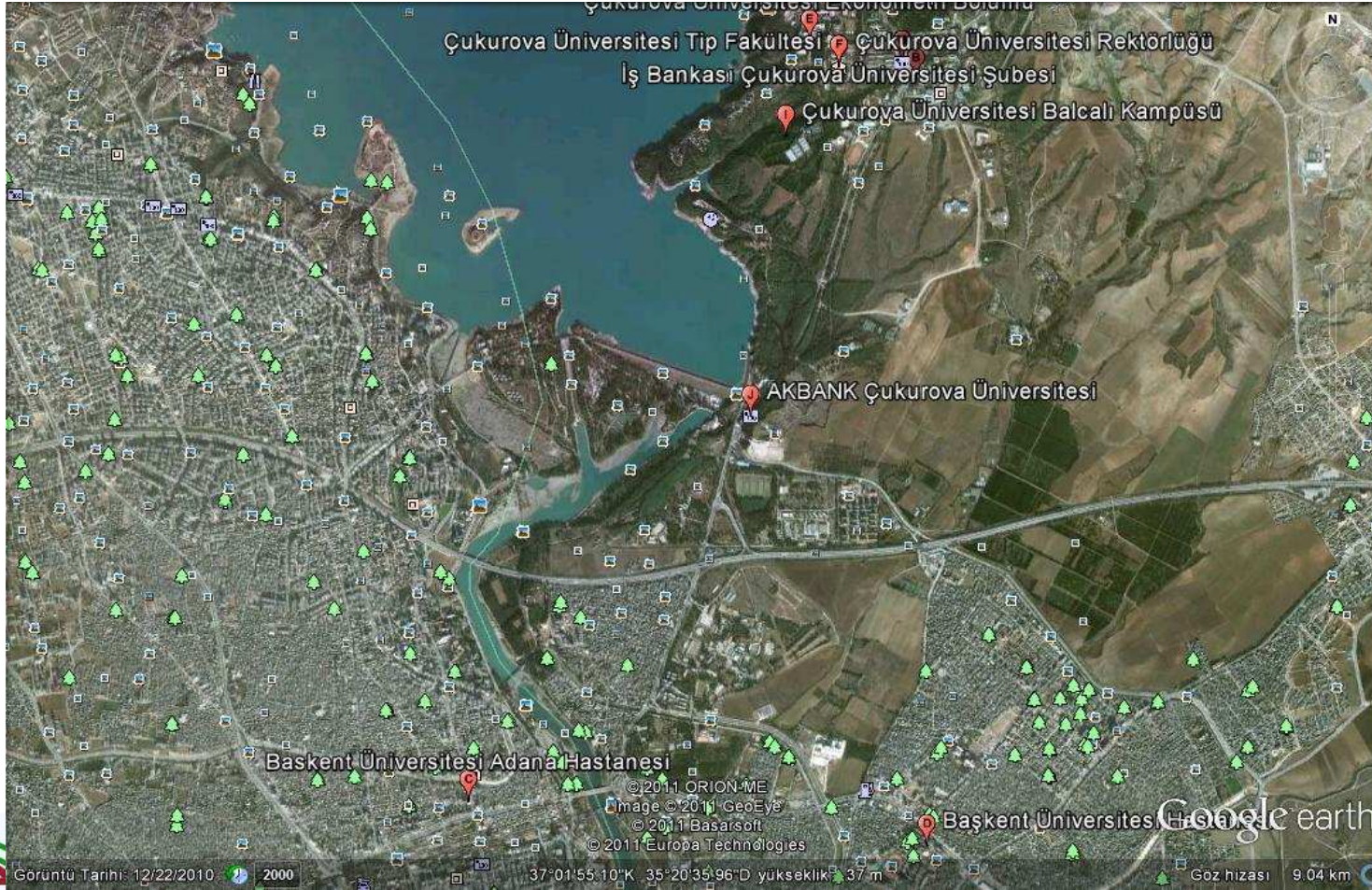


# Adana





# Cukurova University





# Demography



- 73.722.988 (2010)
- 76.3% in suburban and urban area
- LE: M: 71.5 years, F: 76.1 years, T: 73.7 years
- 7.2% >65 years
- 9.1% unemployed





# Health indicators



- Total fertility rate: 2.12
- Crude birth rate 18.6/1000
- Infant mortality rate: 17/1000
- Child MR for under 5 years: 24/1000
- Full immunized 80.5%
- Maternal mortality rate: 38/100.000
- Using modern FP method 46%





## PHC



- 637 pts/physician
- 963 Community Health Centres
- 6300 Family Health Centres
- 21.183 Family Physicians (approximately 1500 with ST)
- No gate-keeping
- Total health expenditure 7.7%
- 580 US dollar per person





# Common causes of death



- Circulatory system
- Malign tumors
- Respiratory system
- Endocrinology, nutrition, metabolism
- Trauma, intoxications





- There are 172 universities
- 74 faculty of medicine
- 38 departments of FM
- Majority has BME for FM









# First year medical school



- Number of students: 253
- 5 hours theoretical
- 312 hours practical (physician, health facility and home visits, project/poster presentation, communication skills course)
- Assessment: MCQ, poster, essay writing, OSCE





# Topics



- Biopsychosocial approach
- Modern concept of health
- Primary health care services





## Second year



- 284 students
- 6 hours theoretical
- 288 hours practical (poster presentation, social institute visit, reproductive health module, skills lab)
- Assessment: MCQ, poster, essay writing, OSCE





# Topics



- Family-health relationship
- Life stages of a family
- Family dynamics
- Family genogram
- Social services in PC
- Healthy life style





## Third year



- 265 students
- 16 hours theoretical
- 96 hours practical (simulated patients, home visits, introduction to clinical practice, geriatric care module)
- Assessment: MCQ, OSCE





# Topics



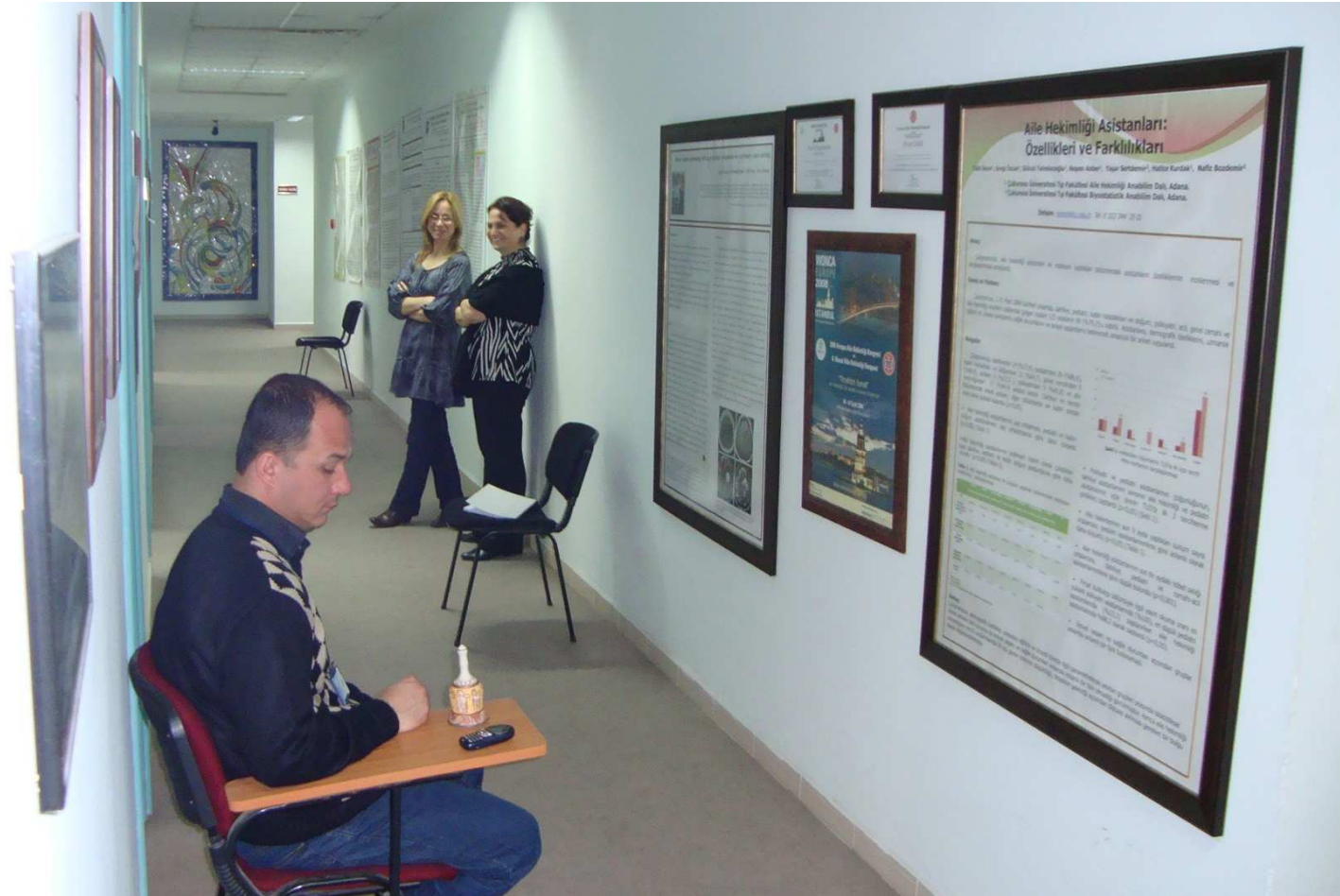
- Principles of FM
- Diagnostic methods in the first encounter
- Clinical problem solving in FM
- Patient-centered approach
- Home visits
- PHE
- Medical records





- Home care
- Sexual life and dysfunctions
- FP in Turkey
- FP in the world
- PHC services
- Sociodemographic details of elderly
- Preventive services for elderly
- Terminal stage elderly









## Sixth year



- 138 students
- 15 days of rotation
- Patient consultations, group discussions, home visits, FP visits
- Assessment: Patients consultations, time management, case presentation, home visit report presentation







- Thank you for your attention
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