

Generic objectives for community-based education in undergraduate medical programmes: the perspective from developing countries

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Stellingen

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Generic objectives for community-based education in undergraduate medical programmes: the perspective from developing countries van

Tri Nur Kristina

1. Community-based education (CBE) programmes should be beneficial for both students and the community. (*WHO. Community-Based Education of Health Personnel. Geneva: 1987*).
2. Generic objectives for CBE should not only focus on student activities but also on active community participation. (*this thesis*)
3. Students' activities in CBE programmes should be based on actual health problems of the community, assessed by those students in collaboration with the community. (*this thesis*)
4. A community's felt health needs can be used to stimulate community involvement in CBE activities. (*this thesis*)
5. Community involvement in identification of their health needs and decision-making on desired health interventions will increase community compliance and satisfaction. (*this thesis*)
6. One important aspect when introducing CBE programmes in patriarchal communities is to discern the potency of community leaders to promote active community participation in the implementation of CBE programmes.

7. Execution of "top-down dictated" government health programmes by MFDU students in the Mlonggo region resulted in reduced community participation and community exhaustion. *(this thesis)*
8. Systematic evaluation of a CBE programme does not only serve to demonstrate its value and impact, but also to obtain feedback to improve and to sustain the programme. *(Kalishman S. Evaluating community-based health professions education programs. Education for Health 2002;15: 228-240)*
9. The curriculum evaluation model of Coles and Grant, combined with a set of generic CBE objectives for undergraduate medical programmes, proved to be a useful tool to evaluate a CBE programme. *(this thesis)*
10. Also in CBE, application of relevant methods of assessment enhances students' learning. *(Magzoub M.E, Schmidt HG, Abdel-Hameed AA, Dolmans D, Mustafa SE. Student assessment in community settings: A comprehensive approach. Medical Education 1998;32:50-59)*
11. Recently a post-graduate training programme in Family Medicine was established in Indonesia. Introduction of Family Medicine in Indonesian undergraduate medical curricula is now urgently needed.
12. Diponegoro University's Faculty of Medicine has a lot to learn from Maastricht University in relation to medical education; Maastricht University's Faculty of Medicine has a lot to learn from Diponegoro University in relation to community orientation.