

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

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## TUFH 2021 ABSTRACTS

Title	TOWARDS PRE-MED BEHAVIOURAL AND SOCIAL SCIENCES EDUCATION
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Content	<p>Background Behavioural and social sciences (BSS) in medical education continues to be deficient in content and neglected, when its scope is increasing as evidenced by student and faculty CMEs rooted in BSS. There are several barriers, and lacks uniformity in its implementation. This paper suggests dividing the medical BSS content into: the Pre-Med BSS (basic) and the BSS mainstreamed (advanced) into the undergraduate medical course, with a community-based learning component. Methods Key medical education documents were consulted to identify BSS contents to be divided into Pre-Med (basic) and medical course-mainstreamed (advanced). Results Trans-disciplinary and the social determinants of health (SDH) perspective in learning are the cornerstone of this approach. The Pre-Med BSS would consist of the scrutiny of social determinants of health (SDH); and the five core BSS disciplines - Sociology, Anthropology, Economics, Politics, and Psychology (and allied disciplines); and their tributaries having an interface with health - and key BSS concepts; followed by case scenarios with opportunities to apply the concepts learned. The mainstreamed BSS would focus on application of BSS concepts, tools, and theories in medicine across the semesters (both as case scenarios and in real life situations). The community-based learning part could be in the form of a field-based research project or based on national survey data. Conclusions Bifurcation of BSS education in medical school not only eases the time and space constraint, but also makes assessment more formal and objective; apart from preparing the candidates well for the medical programme.</p>