

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

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Faculty of Medicine, Public Health and Nursing  
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## TUFH 2021 ABSTRACTS

Title	COMMUNITY-BASED EDUCATION IN UNDERGRADUATE MEDICAL CURRICULUM: LESSONS FROM A NEW INTEGRATED CURRICULUM
Type	Oral Presentation <i>What can we learn from your Primary Health Care Practice and Experiences?</i>
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Abstract N <sup>o</sup>	TUFH827
Content	<p>In Argentina, Primary Health Care (PHC) is far from the ideal. In this context, it is important for medical students to be trained in a PHC and CBE context in order to stimulate a professional profile according to the healthcare system needs. At the Instituto Universitario Hospital Italiano of Buenos Aires, a major curriculum renewal was implemented with special focus on CBE and integrated curriculum. Medical students go through a continuous 3-year community oriented primary care (COPC) training process. Based on Harden’s SPICES model, students can build ties with the community, identify and prioritize their main health problems, plan and carry out an intervention, and evaluate its results at the end of the process. In 2020, the first cohort of students completed this 3-year experience. Students were asked to elaborate an essay about their insights and learnings. Conclusions were presented in a public forum with fellow students and teachers. Special expert guests were invited to give feedback and reflections on their conclusions. In general, after the presentation of the 6 groups, the main topics can be synthesized as follow: Where is the health? Hospitals vs. community. Role of the doctor: prevention vs. healing. Conception of health: individual vs community commitment Uncertainty about “why” we are being taught PHC and their understanding after their “immersion” in CBE in the last year Importance of humanizing the practice of medicine. Be aware of the cultural “clash” between the predominant model of medicine and the real needs of the community.</p>